



INTERCOM

January
2005

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



CASCWA INTERVIEWS:

DR. JAMILLAH MOORE

SENIOR VICE CHANCELLOR
CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
COMMUNITY RELATIONS



JACK O'CONNELL

STATE SUPERINTENDENT OF PUBLIC
INSTRUCTION WILL BE PRESENTING THE
KEYNOTE ADDRESS AT THIS YEAR'S
CASCWA STATE CONFERENCE IN
SACRAMENTO.

APRIL 20-22, 2005 CASCWA STATE CONFERENCE

In this edition of the Intercom, you will find: WWW.CASCWA.ORG, DR. JAMILLAH MOORE INTERVIEW, IMPACT OF WILLIAM'S LEGISLATION, SELF ADMINISTRATION OF MEDICATION, MEGAN'S LAW WEBSITE, SCHOOLS INNOVATION AND ADVOCACY, EDUCATORS MEET TO DISCUSS HOMELESS STUDENTS, EVERYDAY COUNTS, CALIFORNIA STATE SARB AT THE NATIONAL TRUANCY CONFERENCE, COMMON SENSE, 2005 CASCWA STATE CONFERENCE INFORMATION, JACK O'CONNELL - KEYNOTE SPEAKER AND STRATEGIES TO INCREASE ADA.

STATE PRESIDENT'S MESSAGE

DEBBIE MORRIS

School District



Welcome to this 2nd edition of the CASCWA Intercom for the 04-05 school year. In this issue, you will find information about our upcoming State Conference to be held at the beautiful Sheraton Grand Hotel in Sacramento and an update on State CASCWA goals for the year.

State Conference:

The conference begins on Wednesday, April 20th with a morning full of information for our newer CWA's, and then in the afternoon we have information on school bullying, safety, and sexual harassment. On Thursday we will welcome **State Superintendent Jack O'Connell** who will be our keynote speaker in the morning followed by an outstanding selection of breakout sessions planned for the afternoon. To top off your Thursday, you can enjoy the President's reception aboard the wonderful "Spirit of Sacramento" riverboat cruises. This wonderful event is sponsored by the State CASCWA Board, coupled with our generous sponsors; Best, Best, and Krieger. On Friday we will talk about a difficult but necessary issue; homeland security and school safety. Featuring trainers from the FBI and local law enforcement, this will be a "must attend" for school administrators, SRO's, and other CWA personnel.

Take some time to look over the enclosed conference information, make your reservations early at the Sheraton, and bookmark the CASCWA website for more information @ www.cascwa.org.

CASCWA Goals:

In our last edition, I spoke about our goals for this year. Here is an update:

- 1) **Membership:** Tom Mangione has been doing an excellent job on updating our membership roster. To date, we have 700 active members. In addition, each section has appointed a communication chair.
- 2) **Communication:** We currently have active emails for 67% of our members. If we want to truly accomplish our goal of being able to communicate via email we still need email addresses for over 200 of our members. If you know that CASCWA does not have your email address, please forward it to tommangione@earthlink.com.
I am proud to say that the Board has developed a new statewide brochure that will be distributed to all new members. All of this is in an effort to communicate more widely with our members and others who may be interested in the work that we do.
- 3) **Organizational Structure:** We will be exploring the possibility of having 6 sections instead of just 4. A subcommittee, headed by Jerry Hime, will begin working



CASCWA

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2004 - 2005

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CASCWA'S MISSION STATEMENT

CASCWA is an organization comprised of school and community professionals who are dedicated to improving school climate, safety, and increasing school attendance. We create a network of professional support, mentors and educators and we influence relevant legislation and advocate for the needs of students, families and schools.

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BAY SECTION PRESIDENT'S REPORTS - JAN TREFF

The Bay Section Fall Conference entitled "*We are the Champions*" took place on October 29, 2004 at the Embassy Suites in Milpitas. The section board was very pleased with the turnout and welcomed the opportunity to meet prospective CASCWA members. Vice President, Frank Valadez, is working hard on this project with Secretary, Cathy McConnell, and Treasurer, Pat Acamo.

Ron Kinninger, Bay Section's 2004 award winner received his award at a staff meeting at his District office and from all accounts was very surprised and honored to be recognized by his peers. We appreciate Ron's continuing efforts to share his expertise with all of us.

Membership is our number one priority this year and we are happy to announce that Janet McMurray from the West Contra Costa Unified School District is adapting well to the challenge of Communications Chair for our section. For those interested in joining forces with us, please contact Janet directly at Dmcmurav@wccusd.k12.ca.us or at 510/620-2124. In our effort to bring the Bay Section into the 21st century, we wrote to all current members for whom we did not have a current email address. Just think how efficient we can be with access to this vital resource. If you are one of those folks who have not provided an email address to us, please do so by contacting Janet directly.

Our scholarship program is well under way and we are fortunate to have so many outstanding students who have embraced the need for good attendance in order to be successful in their future educational careers. Alan DelSimone continues to lead us in this venture and if you have a student for consideration for this award, please contact Alan at adelsimone@wccusd.k12.ca.us. Upcoming Events: Spring Conference, May 2005, Livermore, California - "Scholarship Luncheon"

DELTA-SIERRA SECTION PRESIDENT'S REPORTS - SHERI HANNI

Our Section Board is excited about hosting the "2005 CASCWA State Conference". We are elated that Jack O'Connell, State Superintendent of Instruction, will be our keynote speaker. We look forward to his message to our members. Jack O'Connell has been a friend to CASCWA for years.

Included in this edition of the intercom are information and a registration form to this year's conference. Please register early. Remember, CASCWA accepts purchase orders. The Conference is at the Sheraton Grand Hotel in downtown Sacramento. The dates of the conference are April 20, 21 and 22, 2005. The theme for this year is "Delta Days in the River City, Bridges to Success." We plan to continue with the informal atmosphere that was such fun in San Diego while bringing together excellent speakers and political representatives to speak on a variety of topics. Our program is solid. Mark your calendar, you won't want to miss this conference.

There will be a special "Delta Section" Conference Edition of the Intercom at the end of February. We will be finalizing our program. We expect to deliver those workshops that you need most for your district and assignment.

Our Section Board members for this year include Bob Kruse from Yuba City Unified School District; Debbie Morris and Kate Bishop both from North Sacramento School District; Mike O'Leary from Sacramento City Unified School District; Joe Taylor from Sacramento County Office of Education; Rich Davis, Retired Member; Tad Kitada from Placer County Office of Education; Matt Collier from Elk Grove Unified School District; and Jane Claar from Rio Linda Unified School District.

We look forward to seeing you in Sacramento April 20, 21 and 22, 2005!

SAN JOAQUIN SECTION PRESIDENT'S REPORTS - TOM NEEB

Dear members and Friends of the San Joaquin section,

The year is moving along rapidly! You and I are getting deeper and deeper into projects and assignments. Our inboxes are full. Sound familiar? This is the time that we need most to be in touch with friends, with those that counsel and help lift the burdens that we are feeling, as we continue our much needed work with the at-risk youth of the Central Valley.

Get refreshed! Make plans to attend up-coming section and state events such as the "Woolgrowers" workshop on January 28 in Los Banos, the Clovis spring conference scheduled for March 11, 2005, and, don't forget the greatest opportunity of the year, CASCWA's annual state conference being held in Sacramento, April 20-22, "BRIDGES TO SUCCESS".

Looking back, the annual conference at Bass Lake, October 2004 was kicked off by Laurie McBride. Laurie offered information, expertise and materials to successfully implement the Vento-McKinney Act. Discussion centered around enrolling and providing for foster care and homeless children. Other topics included "Is it Legal?" by Kevin Torosian. The Friday evening social, 'Barbecue by Bill (Stewart)' was the highlight of the conference. Look for next year's 'Bass Lake' to be bigger and better. Plan now to attend.

Looking forward, additional events for the 2004-05 school year include, as stated above, the January workshop in Los Banos at the Woolgrowers Basque Restaurant, January 28, "Gangs of the Central Valley"; the Spring Conference in Clovis, March 11; and the "Spring Scholarship Luncheon" in Merced, on May 20th.

I appreciate the dedication and the leadership offered on behalf of the San Joaquin section by the Executive Board: President-Elect, Bill Stewart, Clovis Unified; Vice-President, Benita Washington, Fresno Unified; Secretary, Mike Robinson, Fresno County Office; Treasurer, Phil Swearingen, Ceres Unified; Legislative Representative, Greg Bass, Clovis Unified; Membership and Past President, John Bryon, Modesto City; Past Section President; Scholarship, Galen Wright, Madera Unified; Special Events, Kevin Torosian, Fresno Unified and Wes Sever, Sanger Unified; and past Presidents: Dennis Wiechmann, Sanger Unified (President-Elect, State CASCWA); Bob Pankratz, Fresno Unified, and Joe Brucia, Retired, Past State and Section President. We truly miss and wish the best for our Past State and Section President, Joe Brucia. We are looking for him to join us in our future events. "Come on back, Joe!"

SOUTHERN SECTION PRESIDENTS REPORTS – JERRY HIME

Southern Section continues to provide the latest information on critical issues to its members through a Legal Forum series. Established by Phil Kauble during his presidency, the Section has conducted this successful series featuring three presentations each year.

The first forum of the 2004-2005 school year was held on November 19th at Chino Hills High School. Dina Harris and Kathy Holmes, attorneys with Best, Best & Krieger LLP, spoke on "Child Custody Issues Related to School Attendance." Their presentation is currently available on the CASCWA web page.

The second forum will be held on February 4th at the Los Angeles County Office of Education. Gayle Sakowski, Civil Right Attorney with the Office for Civil Rights, will speak on schools responsibilities for implementing Section 504 of the Vocational Rehabilitation Act of 1973. This important session will provide up to date information on the current status of the act as well as provide time for a question and answer session.

The third forum is scheduled to be held at the San Diego County Office of Education on May 13th. The topic will be the reporting requirements for homeless students served by the school district.

While Southern Section members continue to enjoy the rewards of hosting the 2004 CASCWA state conference, plans are being made to present a one day, special topic conference in the fall. Victor Thompson, Vice President, in the mean time is looking ahead to 2008 and making plans for when the section will again host the state conference.

The year will conclude with the annual Scholarship Awards luncheon in June. At that time scholarships will be awarded to students who have overcome obstacles in achieving their educational goals. The scholarships are designed to assist them in their post secondary educational programs.

WWW.CASCWA.ORG

PURCHASE ORDERS ACCEPTED FOR MEMBERSHIP, FORUMS & STATE CONFERENCE

Need a specific CWA question answered? **"Ask An Expert"** is a popular link. Your question is relayed to the CASCWA experts to answer. This web site offers much more in the area of CWA than listed here. Please go to www.cascwa.org to find out all of the CWA information provided. The CASCWA organization information consists of the Bay Section, Delta-Sierra Section, San Joaquin Section and the Southern Section featuring information to their members. A message from each Section President, the members of the Executive Board, current events / workshops, and general section information, can be found. CASCWA'S website is designed for CWA professionals to assist them in their everyday needs. This website has the latest CASCWA Organizational information, late breaking notices and alerts in the field of CWA, as well as the CWA Research Portal.



Need some specific CWA information? The CWA Research Portal has a wealth of information. This Portal section has 17 important links that help you gather CWA information from such sites, including Federal Dept. of Education, State Dept. of Education, California County Offices of Education, and individual districts with CWA sites. In addition, auxiliary information is available such as Education Codes, Legislative Bills, California Legislators, and NCLB information, and more. Also, CASCWA has a new P.O. Box Address. The new address is:

**CASCWA
P.O. Box 3794
South Pasadena, California 91031-6794**

If you have not already done so, please make certain that we have your current email address. Please send CASCWA an email message at tommangione@earthlink.net

CASCWA'S INTERVIEWS DR. JAMILLAH MOORE



CASCWA is proud to interview Dr. Jamillah Moore. Dr. Moore is considered to be one of the brightest super stars in the educational arena. Dr. Moore is an expert on "California's Legislative Process".

For several years, Dr. Moore was the Director of Governmental Relations for L.A. County Office of Education. Dr. Moore recently was named Senior Vice Chancellor California Community Colleges Chancellor's Office Community Relations.

Our CASCWA members will find this interview to be a classic. The questions were written by Mr. Jerry Hime. I was honored as the Intercom Editor to be greeted warmly by Dr. Moore and to have received this great interview.

Intercom: How many years have you been involved in the Legislative process?

That's a really good question. I would have to say since about 1992. Since 1992, the changes I have witnessed have been largely the results of "term limits", where I have seen a lot of turnover in the assembly and the senate, as well as a change in process and procedures. Probably the largest change and the most dramatic change has been the loss of institutional memory as a result of term

limits, where you no longer have people like Willy Brown, John Burton, Tim Maitty, Gary Hart, folks that have been doing policy for a number of years. They were very much committed to public service.

Intercom:and they have a thorough understanding of how the bills work and how they intertwine...

They had a thorough understanding of the process, but more importantly, the original foundation of key pieces of legislation, for example, somebody like Senator Theresa Hughes, who was around when they did Proposition 98. If you make changes to huge fundamental structure that's a part of the state constitution, there is a lot more institutional knowledge to understand of how the policy came about, its foundation, and what its real purpose is for.

Intercom: Every time I think of Senator Hughes, I think of improving school safety. She was very instrumental and certainly had an impact on every school in the State of California.

Intercom: Can a private citizen, such as school personnel, actually have an impact on legislation and how?

Most definitely! One of the more positive aspects to this process is that it is really a process designed for the people. It's just that people have to be willing to engage in the process and actively seek out participation. An average citizen has every opportunity to participate in the process and how they do that is by starting with their local representative. As a former staffer in the legislature, I have seen where we had local constituents that would bring an existing problem to the member, would talk about ways of impact and what they saw as alternatives or need a change. If it was a situation, where we could make a change in the statute to help bring about a smoother process, which would eliminate a concern in the community, members like to do that and would do so. In that sense, you are able to see firsthand how members, average citizens participate in the process.



Another way an average citizen can participate in the process is to advocate on behalf of their local representative, to put money in the budget to deal with certain problems or programs that are in desperate need that are taking shape in their community. What individuals need to understand is that their local representative is just that, their local representative to represent their needs and the constituents' needs, for that community and that district.

Intercom: What would you say is the most effective way to communicate with legislators?

I think the most effective way to communicate with legislators is through their staff. There has always been this great myth that you must talk to the member and the member directly and you must hit the member first. That's not necessarily true. Because of the massive size of the State of California, you're talking to members, for example, in the Senate, that represent districts that are massive. They represent over 700,000 people. Some of them represent two million people. Trying to stay on top of those types of changes in structure, demographics and dynamics on a daily basis or by legislative session is incredibly challenging and in certain cases, it is almost impossible. Therefore, they rely on their staff heavily.

As a former staffer, I cannot tell you how many times I walked down to the floor of the Senate with the member. We would begin to have conversation about what the district was looking for, how many inquiries we got about the district, what is the district feel and what some of their constituencies or some of the interest groups are talking about with regards to this issue. The member relies heavily upon their staff to be able to answer some of those critical questions.

If you only had contact with the member, you really have to hope that the member is going to remember specifically what you wanted or what you had in mind. It is really a staff person's responsibility to remain on top of that area of interest. I always say that "nine times out of ten", start with the staff, develop a relationship with the staff so that you can build upon the foundation of having that on-going communication and in time, it's going to get you right to the member and it's going to give you direct access to the member. So if you are talking about longevity and getting your point across, and creating a consistent type of relationship, it's more effective to start with the staff.

Intercom: *On the same type of a question, if you are going to be effective, what are the pitfalls or what should be avoided when communicating with legislators?*

The biggest pitfall is folks cannot communicate in five minutes or less. The material they provide is too long. The amount of inquiries that a member gets in a day is very, very large. You need to be clear, concise and to the point. One of the pitfalls of folks is that they come in with is the idea that if I show them all of this information, the massive amount of information is going to give me more credibility with that person. Actually, it's the exact opposite, because they are going to think this person had a lot of time on their hands. They really needed to get at the heart of the issue. It is good to give background information to the staff.

When dealing with the legislative member, you want to be able to do it in a one-pager. This is what we probably call a "fact sheet" with the summary of the problem, issues, background, some of the main pros and cons and then be able to follow that up with key pieces of information. If you go in with a group, it is best that each group person should be able to identify a single part. The total of the group will then create a whole picture for that member. That way, the member is not hearing the same thing time after time by the same folks in one group. Someone can come in and give the introduction, someone can give a little bit of the body, and someone can draw a conclusion saying this is why we are meeting with you. Make sure the information is clear and concise and right to the point.

The other pitfall you want to make sure you avoid is to be able to clearly articulate to the member what you would like he or she to do. I cannot tell you how many times people will come in and they will do all of their homework, the stuff will be good, but they can't give a clear articulation what the member can do or should be doing. For example, do you need a budget augmentation, do you need a piece of legislation to actually address this issue, or do you simply need a letter of inquiry from the elected official asking for something to be examined on your behalf or the community's behalf. You need to be able to go in and clearly articulate what you need after you have given them clear and concise information.



Intercom: *Is there a difference between communicating with the State Legislature as opposed to communicating with a member of the U.S. Congress?*

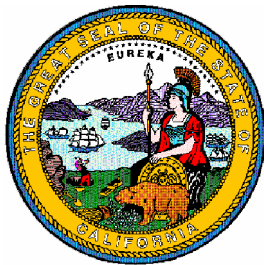
Yes, there is. You have to be able to focus in on the impact to their own district and constituency. Also, you have to be able to talk more at the funding levels. You have to know which type of agency that you are looking at. For example, you can't go in talking to someone at the federal level about what's happening at the California Department of Education. You have to be able to say, at the federal level, this is what we are looking for. You have to be very specific about where it is that the issue lies, because at the federal level, there are separate and distinct rules. If you talk about special education or K-12 funding, you have to be able to know which committees deal specifically with that funding at the federal level. That member needs to be able to know who to contact outside of their staff and they need to direct their staff of what they want to track and follow.

You have to be able to be clear and concise about which type of agency all of this funding may cross into before getting to the member. You have to be able to answer and articulate to the member where the connection is or similarity is to the state level. For example, if you go in and you are talking about certain types of educational funding or that higher education level, you can say that this is dealing with Title 5 and Title 5 dollars, which at this point, come through the state at this stage, but they originate at the federal level. They need to know clearly, once again, what you need them to do, and you need to be able to articulate clearly to them the impact to their own constituency with regards to a specific college, specific school or if it's just a city in their district. You need to be specific so they can be of help to you.

You can go on line and find out all types of information about your member or the person you want to see and begin to make the connection. For example, if you know you are going to D.C. in February and they are going to be in session, you can click on to that elected representative's website, find out where the connection is about the district they are representing and go in and help them make a connection.

They see several hundred people a week and so what's going to make you stand apart is your ability for you to do your homework. If you are going in to talk to Bill Thomas and he is coming out of Bakersfield, if you have a connection to Bakersfield College or a school in Bakersfield, you want to be able to help them make a connection to you with regards to their district and why you are coming in to talk with them about your areas of concern.

Intercom: What would you like to share with the CASCWA members about what's going on in Sacramento, what you foresee happening in the next few months?



What's going on in Sacramento is very unique to the State of California. California is currently being driven by the initiative process. What is becoming a very unpopular avenue, which I think is not moving in the steps of democracy and how the system should work, is that if people can't get what they want through the legislative process, they simply hit the initiative process.

Our State is really unique when you have so many different initiatives on one ballot in one general election trying to change so many things and so many changes to or state's constitution. What I see is we have a new dynamic here.

If you have folks who are not successful in getting their things through the regular legislative process, which has input from a wide array of folks throughout the State, they go out and raise money for initiatives and those who have more money than others participate more in this process to make this happen and put an initiative on the ballot.

I think what's unfortunate is that we now have an administration that is using that almost using the initiative process as a tool or a process of fear when they are not able to obtain what they would like to see happen through the legislative process. I think we are setting a bad precedent when it comes to the political process and the democratic structure of our system. Because once you make a change in the constitution, it's almost impossible to undo it and that's really disheartening if it's a change that over time has a huge negative impact upon the State.

Intercom: In your years in working with the Legislator, have you seen a dramatic shift from the balance of State control, for example, once upon a time it was .local control, then greater state control and now an increase in federal control. Can you comment on that?

I think we have seen that shift in that balance go back and forth. A lot of folks will advocate for local control because it's the idea that folks in their own districts and communities know what's best for them. But what happens is, to get to the heart of that question, that change is dependant upon what is happening financially with the State.

If we are in a huge, huge deficit here, for example thirteen billion dollar deficit and this year a 9.1 potential deficit in the budget, you see more of shift to local control and it's easier to have to place those hard decisions upon the local types of government as opposed to the State always making those harder decisions. Whereas sometimes we have a year where we have a surplus, which are far and few between lately in the State of California, there is a discussion on local control, but it takes on different dynamics. The debate centers, not on locals making decisions on programs that they know best, but more of the State wanting to implement this program with this structure and then how it will the locals best implement the states program.

Intercom: *Would you like to comment on the Williams Settlement?*

I want to commend this current administration for actually settling this litigation. While it was needed, it's something that could have drawn out and financially be damaging, not only to public education, but to the State as a whole. So I want to commend this existing administration for taking a look at it and saying we need to try to resolve this as quickly as possible.

This is another example of where the State of California is going. Once again, people have chosen not to go to the legislature to address this issue. They can turn to initiative or in this case turn to a court decision. We have become a very litigious state, and California is just that. If you are not getting what you need in the process, you do have alternatives but, more often than not, those alternatives can be used in a very negative manner.



I am not saying the Williams suit is a negative situation. However, when we don't have enough resources to create equity or to get that equity, as opposed to saying to member of the legislature that you need to fully fund education, you need to fully fund special education, and often you will find you will have to go to court to require them to make the tough decision they don't want to make. Because then it becomes a matter of the court requiring that we do it in this manner. We are in a state of limited resources and limited time, so there's not a lot they can do. When you think about it, once you are elected, you only have so much time when you get in. You then realize, in that limited amount of time, that you also have extreme limited resources, but you have a constituency that you must be responsive to, so you make difficult choices every single day whether you want to or not.

You can find yourself dealing with the result of a court case or an initiative that is forcing you to go in another direction and that maybe you and your colleagues would not get into on your own or as a huge body, such as the assembly or senate. There are positive outcomes and there are negatives. In the State of California, we have found more negative outcomes than positive.

I consider the Williams suit to be a positive because it's saying, here's where you need to take the money and here's how you need to focus it to deal with these huge inequities in public education. Even though we have a State Constitution and legislation on the books, there need to be greater focus on equal funding, equal access and equal resources for public education. What you may see in print and operationally defining it with regards to implementation under limited resources is almost impossible.

Intercom: *You spent a lot of your career focusing on educational issues K-12, now you are the community college level. What are some of the differences in the issues that you are now dealing with?*

There not too many differences and here's why. Our funding formula is the same as K-12. It is really K-14 because we all are a part of Proposition 98. Another similarity is we struggled for the same kind of equity with regards to school districts and that recognition in the legislature. It's hard to get that type of equity and representation vs. CSU and UC. It's really challenging because we are that of a State agency and we are so unique.



A major difference is that the community colleges are the largest college educational system in the country. We have 109 colleges, 72 districts and anywhere from 2.7 to 2 million students. So you don't find a system this large with this type of structure anywhere else in the U.S. It causes for some very unique types of challenges that K-12, CSU, UC and private institutions may never face. We always have to find a way to carve our niche for existence. We are an important institution that serves the communities of California.

Intercom: *Thank you, Jamillah! We consider you to be one of the brightest ladies we have ever met. Your interview was excellent and we truly consider you to be a true friend to all of our CASCWA members.*

CASCWA is a great organization and I am always willing to help out. You guys have been wonderful to me over the past years and I hope to continue to participate in CASCWA and help in any way that I can. Your organization represents a lot of what we are trying to do in the State of California and that is "quality education" for students.

End of Interview

Impact of *Williams* Legislation on Facilities Issues with the School Accountability Report Card and Uniform Complaint Procedure

The California Department of Education's Website states: Senate Bill 550 and Assembly Bill 2727 (Implementation of Settlement Agreement in *Williams, et. al. V. State of California, et. al.*) will, among other areas, impact all school districts concerning facilities. Both the School Accountability Report Card (SARC) and the Uniform Complaint Procedure (UCP) were amended on November 9, 2004, by the State Board of Education (SBE) to include facilities reporting items. The data element definitions and sources for the SARC expands the School Safety and Climate for Learning Section to include examples of acceptable summary statements on the condition for school facilities in the following areas: general, age of school buildings, maintenance and repair, cleaning process including restrooms, deferred maintenance budget, deferred maintenance projects (if applicable), modernization projects (if applicable) and new school construction projects (if applicable). The amended SARC template will apply for the 2003-04 school year. The November 9, 2004, SBE approval also began the rulemaking process for the amendments to the Uniform Complaint Procedures. For more information on these issues please visit [Williams Case - Correspondence \(CA Dept of Education\)](#) or contact Kathleen Moore at (916) 445-2144 or by e-mail at kmoore@cde.ca.gov.



The Williams Settlement: How will it Affect Our Schools?

Submitted by Victor Thompson, L.A.C.O.E.

Thompson_Victor@laoe.edu

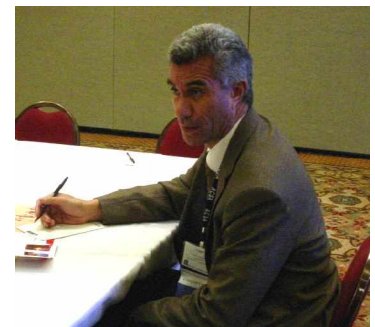
On May 17, 2000, the 46th anniversary of the landmark *Brown v. Board of Education* case, the American Civil Liberties Union (ACLU) filed suit against the State of California on behalf of named plaintiffs Eli Williams, a seventh grade student at Luther Burbank Middle School in San Francisco, and his father Sweetie Williams, a pastor, and baggage screener at the San Francisco airport. There were a total of 97 student plaintiffs from 46 elementary, middle, and high schools in 18 school districts throughout the state. The Williams were concerned about insufficient textbooks at the school, clogged toilets, and mice-infested classrooms without heat among other problems. Mr. Williams, who came to California with his family in 1999, stated to Dashka Slater of motherjones.com, "We've been told this is the land of opportunity. Our children are being deprived of that opportunity. It's not fair."

After four years of trial preparation and settlement negotiations, an agreement was signed in August 2004. The settlement ensures adequate instructional materials, qualified teachers, and decent school facilities, implemented through legislative bills. Some of these bills are:

AB 1550 – Districts must cease the use of the Concept 6 multi-track year-round education (YRE) calendar as soon as possible, but no later than July 1, 2012. Concept 6 is a three track YRE calendar that decreases the number of students of campus by 33% on a 163 school day calendar.

SB 550 – Requires the school accountability report card (SARC) to include information about the availability of sufficient textbooks and instructional materials, the maintenance of school facilities to ensure good repair, and the vacancy of or misassignment of teachers.

The Uniform Complaint Procedure (UCP) is the identified process that can be used by parents and school officials to help resolve and identify deficiencies related to instructional materials, the condition of facilities, and teacher vacancy or misassignment. The UCP is currently used for the resolution of deficiencies or





discrimination in programs such as Adult Education, Consolidated Categorical Aid Programs, Migrant Education, Vocational Education, Child Care and Development, Child Nutrition, Safe Schools, and Special Education.

Posted classroom signage to parents will be required, indicating that there are sufficient textbooks and instructional materials in the classroom, that the school facilities are clean, safe, and in good repair, and that the UCP process is available to resolve any disputes.

How will the Williams Settlement affect our schools? It certainly creates more regulations for school officials, and also the County Superintendents of Schools, who are charged with visiting and monitoring instructional materials, facilities conditions, and teacher assignments at the schools. Hopefully the additional regulations will result in more accountability in those schools where students are suffering and need the most support.

Eli Williams, in his statement at the settlement hearing, concluded that he is a senior, and probably won't see many of the changes. But he noted that he wanted to help his little sister who will be starting school in the near future, and all students in California. "Finally..." declared Williams, "...all kids will know that they have a right to go to a school that is safe and to have the books they need to learn and succeed in the future." As with any new legislation, I hope that we do not lose sight of its intent, to help all students to achieve, and understand how to address their concerns if conditions exist that make achievement difficult. What I learned from the Williams case was something I never expected. Sweetie Williams had never planned to become an activist, something unheard of in his community, especially in the arena of educational equity. For me, it was most gratifying to know that for the first time, a community new to the process of educational activism stepped forward, the Pacific Islander community, and in particular, the Samoan community, for it was from American Samoa that the Williams came in 1999. In *Brown v. Board of Education*, a major point of the case is that segregation of children in public schools solely on the basis of race deprives children of the minority group of equal educational opportunities, even though the physical facilities and other "tangible" factors may be equal. Have the physical facilities and other tangible factors become unequal? Let's strive to make sure that this is not the case.

SELF-ADMINISTRATION OF MEDICATION BY KAREN HANSON, COORDINATOR, HEALTH SERVICES – ORANGE USD

Two new California laws allow students to carry and self-administer prescription asthma medication and injectable epinephrine. Stipulations to both of these laws require that a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken. A written statement from the parent consenting to the self-administration of medication is also required. These written statements must be provided at least annually, more frequently if dosage or the nature of administration changes.



Our current district Medication Administration policy provides for the implementation of both of these laws. We have already established the practice of allowing responsible students to carry emergency medication at school. The school nurse is to be notified of a written request by the parent and or physician for self-administration of medication. She will meet with the student, parent, and Health Clerk to develop a "medication contract". This contract will be signed by each of the participating parties, including the student and parent, and the case will then be monitored by both the school nurse and the Health Clerk.

In summary, no student is allowed to carry any medication on their person at school without written parent and physician permission and without a meeting with the school nurse.

MEGAN'S LAW WEBSITE

Recently, the California Attorney General's Office made public a new website with specific information identifying addresses and other information of individuals listed in the Megan's Law Offender file.

CASCWA has have had an opportunity to review this website and there is no question in our mind that sooner or later you will have parents in your office asking questions about this information.

We wish to encourage you to be proactive and to go to the site and review the information. It will be a real eye opener and will reinforce the awesome responsibility that we have to our students and community. Please take 5-10 minutes and follow these directions:

1. Go to <http://caag.state.ca.us/> This will take you to the "California Attorney General's Home Page".
2. Click on Megan's Law Mapping
3. This will take you to Megan's Law-Information on Registered Sex Offenders
4. Go to bottom and click on "Enter California's Megan Law Sex Offender Locator".
5. This will take you "Megan's Law Disclaimer". Read the disclaimer (THIS INFORMATION IS IMPORTANT. OUSD CANNOT BE PART OF ANY HARASSMENT), agree and click on continue. This will take you to the search page. You can search by:
 - a. Name
 - b. Address
 - c. City
 - d. Zip
 - e. County
 - f. Parks
 - g. Schools
6. Click on school and fill out the information. Complete the search you select (you can set the distance up to 2 miles). Click on search.
7. You will see a map with small blue boxes. If there are larger boxes, it means than multiple offenders reside at the same residence.
8. Click on the blue box. You will see a picture of the offender and the address. There are four boxes on top of the picture. If you click on the boxes, information will be given to you on (1) Description, (2) Offenses, (3) Scars/Marks/Tattoos and (4) Known Aliases. Please note this information is specific.



CASWA is sending you this information because it is important that we raise our awareness level.

If you recognize any individual that has been on or around your school site, please keep in mind two important facts: (1) These individuals have paid their legal debts to society and cannot be harassed, but they may have specific terms and conditions regarding schools and children; and (2) Child pedophiles have a much higher rate of recidivism than individuals who commit other crimes. This is why awareness is critical and why Megan's Law is important to our community.

Schools Innovation & Advocacy

A SPECIAL THANK YOU TO SCHOOLS INNOVATION AND ADVOCACY FOR THEIR CONTINUING SUPPORT TO CASCWA. SCHOOL INNOVATION AND ADVOCACY - 2005 STATE CONFERENCE SPONSOR. PLEASE VISIT THEIR WEBSITE AT www.sia-us.com/index2.htm.



CASCWA'S SHERMAN GARNETT SPEAKS ON HOMELESS STUDENTS

Educators meet to discuss homeless students

LISA B. McPHERON, STAFF WRITER, SAN BERNARDINO COUNTY SUN

Thursday, January 06, 2005 - SAN BERNARDINO - Schools must take extra steps to make sure homeless children have transportation to school and basic health services under a newly amended law.

Educators from about 20 school districts met Thursday to discuss the amended McKinney-Vento Homeless Assistance Act and the new demands on them to help an estimated 10,000 homeless students.

"We need to find our homeless families so we can get them services," said Sherman Garnett, the homeless coordinator for the San Bernardino County Superintendent of Schools, which hosted the meeting. "The safest place for kids is in school, not on the streets."

The act now requires school districts to actively seek homeless students and report a head count by Sept. 1. Students are considered homeless if they are living in motel, car, shelter, short-term foster care or in a house with two or more families. Children who often move and change schools tend to be negatively affected psychologically, academically and socially, according to U.S. Department of Education data.

"We know mobility hurts. It takes four or five months to recover," Garnett said. "It's tough to move."

Districts must immediately enroll homeless students regardless if they are missing paperwork, live outside of the district and are not inoculated. If a child is missing their inoculations, districts must connect families with health services. The most immediate expense districts face is providing free transportation to their homeless students. Homeless parents have a right to keep their children in their school of origin regardless if they move outside of the school or district boundaries.



TIM CATLIN, LA HABRA CITY SCHOOLS, "EVERY DAY COUNTS"

"Every Day Counts" Answers For Parents Regarding School Attendance



What does the law say about school attendance?

Compulsory attendance is required by Education Code § 46010 and mandates that all students 6 – 18 years of age attend school regularly. A student with 3 or more unexcused absences and/or excessive excused absences is considered in violation of this code. The law requires districts to refer such students to SARB for remediation. If the student then fails to attend school, the District Attorney will prosecute the student, parents, or both of them.

Why is it important to attend school?

Every Day Counts in a child's education. Every day a student misses school, he gets more than two days behind his peers, because he must make up missed learning and catch up with new learning at the same time. Every day a student is in school, she raises her chance to score well on tests. Every day a student goes to school, he learns a little more about responsibility. **Every Day Counts** toward funding for school supplies too. The law states clearly that schools do not receive money for excused absences. Schools will only receive funding for students who are actually in

class. Every day a student misses school, even for excused absences, the school loses about \$35 in income, the equivalent of about two library books. We want to ensure that every student can meet our rigorous academic criteria and promotion requirements. We also need to maintain and raise our standardized test scores in most subject areas. And we must get students who don't speak English into English classrooms sooner.

What is the La Habra City School District doing to prevent attendance problems?

- Phone calls to verify absences
- Home visits regarding attendance problems
- Letters, from the school and district, to notify parents of attendance problems
- Student/parent meetings with principal and/or Child Welfare Attendance Officer
- Parent Education Nights with the Orange County District Attorney
- Preliminary School Attendance Review Board - Pre-SARB
- School Attendance Review Board – SARB, involving the La Habra Police Department
- And finally, if all else fails... Prosecution of student's/parents

What can you, the parents do to prevent attendance problems?

- Stress with your child the importance of regular school attendance
- Teach your child to be on time for school each day
- Maintain reasonable and regular bedtime hours during the school week
- Ask your child's doctors to schedule appointments before or after school hours
- Bring your child to school before and after his daytime doctor appointment
- Plan your family vacations during the summer months or when school is on holiday

We know you want the very best education for your child, and we do too. Understanding that “**Every Day Counts**”, together we can give your child the very best education possible.

Who can you call for more information?

Tim Catlin, Child Welfare & Attendance Officer (562) 690-2392

“The editor of the “Intercom” has known Mr. Tim Catlin for several years. Tim has created the Office of Child Welfare and Attendance in the La Habra City School District. He has earned the respect of his fellow CWA administrators and Southern Section is pleased that he has taken a position on Southern Section’s Executive Board”.

CASCWA & STATE SARB DELIVER AT NATIONAL TRUANCY CONFERENCE

FIRST EVER NATIONAL TRUANCY CONFERENCE BIG SUCCESS IN WASHINGTON D.C.

***Information provided by
Joe Taylor and David Kopperud***

On December 6-8, 2004, the first ever national truancy conference took place in Washington D.C. This event was sponsored by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice, and the Office of Safe and Drug-Free Schools, U.S. Department of Education. The Conference was designed to address the needs of a wide range of organizations and individuals involved in truancy prevention efforts-including schools, law enforcement agencies, courts, service providers, community and faith based organizations, and state and local policy makers. The Conference focused on strategies that are effective in preventing or reducing truancy, adopt a comprehensive approach and were multidisciplinary and collaborative in their approach.

There were two workshops selected representing programs in California and your CASCWA members. One workshop was titled "California School Attendance Review Boards: It Takes a Community to Assure School Attendance and Achieve Academic Success". Three State SARB members and all active CASCWA members conducted the workshop: Shirley Abrams, Coordinator, School Attendance Review Boards, Los Angeles County Office of Education, Victor Thompson, Director, Student Support Services, Los Angeles County Office of Education and David Kopperud, State SARB Chairperson, California Department of Education.

Another workshop was titled "California School Attendance Review Boards-State, County and Local: Making a Difference". Two State SARB members and two SARB practitioners all active CASCWA members conducted this workshop: Roberto Casas, Director, Child Welfare and Attendance, Chino Valley Unified School District, Lynn Richards, Probation Officer, San Bernardino County Probation, Sherman Garnett, Coordinator, Child Welfare and Attendance, San Bernardino County Superintendent of Schools, and Joe Taylor, Administrator, Child Welfare and Attendance, Sacramento County Office of Education. In addition to the two workshops both groups also facilitated roundtable discussions at part of the program on the second day of the Conference.



The SARB process was very well received at the Partnering To Prevent Truancy: A National Priority conference at the Capital Hilton in Washington, D.C. on December 6-8.

Both groups from California also led discussions about the SARB process during lunch. In all cases, California's SARB process was seen as an exemplary strategy to reduce truancy and the dropout rate. California's statutes promoting school attendance were seen as models for the nation. Several representatives

from other states are hoping to adopt elements of California's SARB process as one response to the No Child Left Behind Act. The requirements for 95% test participation, for reporting truancy, and for minimum high school completion rates have increased the interest in developing new ways of coordinating school, community, and home efforts, and in measuring intervention outcomes. Participants from many states believed California's framework for maximizing the use of all available resources and for diverting students with attendance problems from over-burdened court systems could help them meet these challenges in NCLB.

David Kopperud, in a letter to State SARB members about the Conference, wrote:

"California's SARB process was seen as an exemplary strategy to reduce truancy and the drop out rate. California's statues promoting school attendance were seen as models for the nation. Several representatives from other states are hoping to adopt elements of California's SARB process as one response to the No Child Left Behind Act. The requirements for 95% test participation, for reporting truancy, and for minimum high school completion rates have increased the interest in developing new ways of coordinating school, community, and home efforts, and in measuring intervention outcomes. Participants from many states believe that California's framework for maximizing the use of all available resources and for diverting students with attendance problems from over burdened court systems could help them meet the challenges of NCLB."

In addition, there were other participants from California at this National event. Many of us had the opportunity to interact with practitioners from around the country. We also had face to face dialog with representatives from the U.S. Department of Education on the many difficulties we all face with trying to implement NCLB. It was interesting how many of our concerns here in California were also shared by many in other states all around the country. One question asked to a representative of the USDE on establishing a national definition for truancy in order to make NCLB reporting requirements more consistent from state to state received this response: "The Administration wants each state to have its own autonomy on truancy definitions. It is up to each state to have a definition and the Administration will not interfere by having a national definition for all states to follow." We also had an opportunity to find out about available resources to fund truancy, mediation and drop out prevention programs. All around the country there are model and unique programs that focus on getting kids to school. We all came back to California with incredible information and resources.



The Conference was a great success. The original goal was for 500 attendees was exceeded by 200 and forced late registrants to be turned down. The OJJDP and OFDSF of the U.S. Office of Education want to keep the momentum of this Conference moving into 2005 and share the valuable information presented at this Conference with an even wider audience. All of the workshop presentation materials, PowerPoint files, and handouts are available at: truancyspeakers@jjrc.org after January 14, 2005. An audio and/or video reproduction of most of the workshop sessions and video of all plenary sessions is being worked on. The availability of these materials will be announced at a national Truancy Videoconference in February 2005. As this event nears information on how to access the videoconference will be announced. The conference Web site (<https://conference.aspensys.com/truancy/index.html>) currently includes a number of truancy prevention resources and links. Everyone is encouraged to visit the site. If you have any questions about the first ever national truancy conference you can contact any of us that participated in this worthwhile event.

For more information, contact David Kopperud, Education Programs Consultant, California Department of Education, Counseling and Student Support Services, 1430 N Street, Sacramento, CA 95814, (916) 327-5930, FAX (916) 323-6061, dkopperu@cde.ca.gov or contact CASCWA's Executive Board Members Joe Taylor or Sherman Garnett.



THE FOLLOWING "RATHER REMARKABLE OBITUARY" WAS SENT TO A CASCWA CWA OFFICE BY THE SECRETARY OF A HIGH SCHOOL ASSISTANT PRINCIPAL IN CHARGE OF STUDENT DISCIPLINE:

Today we mourn the passing of a beloved old friend, Mr. Common Sense. Mr. Sense had been with us for many years. No one knows for sure how old he was since his birth records were long ago lost in bureaucratic red tape.

He will be remembered as having cultivated such value lessons as knowing when to come in out of the rain, why the early bird gets the worm and that life isn't always fair. Common Sense lived by simple, sound financial policies (don't spend more than you earn) and reliable parenting strategies (adults, not kids, are in charge).

His health began to rapidly deteriorate when well intentioned but overbearing regulations were set in place - reports of a six-year-old boy charged with sexual harassment for kissing a classmate; teens suspended from school for using mouthwash after lunch; and a teacher fired for reprimanding an unruly student, only worsened his condition.

Mr. Sense declined even further when schools were required to get parental consent to administer aspirin to a student; but, could not inform the parents when a student became pregnant and wanted to have an abortion.

Finally, Common Sense lost the will to live as the Ten Commandments became contraband; churches became businesses; and criminals received better treatment than their victims.

Common Sense finally gave up the ghost after a woman failed to realize that a steaming cup of coffee was hot, she spilled a bit in her lap, and was awarded a huge settlement.

Common Sense was preceded in death by his parents, Truth and Trust, his wife, Discretion; his daughter, Responsibility; and his son, Reason. He is survived by two stepbrothers; My Rights and Ima Whiner. Not many attended his funeral because so few realized he was gone. If you still remember him, pass this on; if not, join the majority and do nothing.

♦ CHILD PROTECTIVE SERVICES ♦ HOMELESS/NCLB COORDINATORS ♦ SCHOOL RESOURCE OFFICERS ♦ HEALTHY START COORDINATORS ♦

PREVENTION & INTERVENTION SPECIALISTS ♦ SCHOOL PSYCHOLOGIST ♦ SOCIAL WORKERS

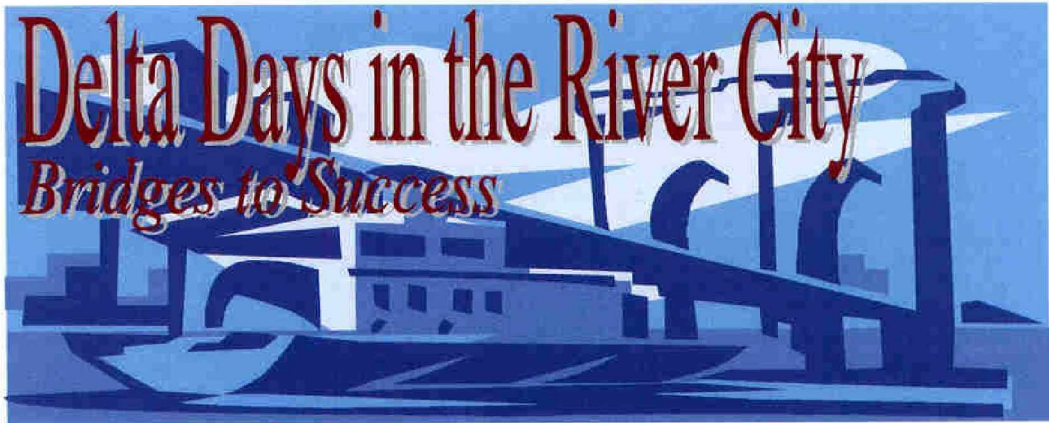


CASCWA

California Association of Supervisors of Child Welfare and Attendance



2005 State Conference Sheraton Grand Hotel, Sacramento April 20 - 22, 2005



Conference Highlights

Truancy Rates, Technology Predators, SARB/Truancy Court, Self Harming Behavior, Custodial Rights/Student Records, Influencing Legislation, Expulsion Reduction, Current Drug Trends, Drug Endangered Children, Residency Issues for CIF, Direct Instruction, Bridging Student Achievement/Positive Youth Development, Homeland Security and Crisis Response, IDEA Reauthorization

President's Academy - Wednesday

- ~ CWA 101
- ~ Increasing School Safety

CASCWA is an organization comprised of school and community professionals who are dedicated to improving school climate, safety, and increasing school attendance. We create a network of professional support, mentors and educators and we influence relevant legislation and advocate for the needs of students, families and schools.

www.cascwa.org

SCHOOL COUNSELORS ♦ SPECIAL EDUCATION PROGRAM SPECIALIST ♦ 504 COORDINATORS

♦ SCHOOL ADMINISTRATORS ♦ LAW ENFORCEMENT ♦ CHILD WELFARE & ATTENDANCE WORKERS ♦ EXPULSION HEARING OFFICERS ♦

CASCWA President's Academy

Wednesday, April 20, 2005

8:00 - 9:00 AM	CONFERENCE REGISTRATION
9:15 am	Welcome by Tad Kitada, Placer County Office of Education
9:30 am - 12:00 pm	CWA 101 - General Session
	Topics Include: ~ Interdistrict Attendance and Residence, Enrollment, Truancy and School Attendance Laws, Private Schools and Home Instruction, SARB, Suspension and Expulsion including Alternatives, McKinney Vento, AB490, and more...
12:00 - 1:15 pm	Lunch and Mentoring Mix ~Welcome by City of Sacramento Mayor, Heather Fargo (Invited) ~Special Performance by the Sheldon High School Jazz Band
1:30 - 4:00 pm	Increasing School Safety Presented by Hilda Quiroz
5:00 - 7:00 pm	CASCWA Delta-Sierra Section Reception Meet and Greet Political Representatives



CASCWA State Conference

Thursday, April 21, 2005

8:00 - 8:30 AM	REGISTRATION	
8:30 - 9:15 am	Welcome by CASCWA State President, Debbie Morris ~Welcome by Dave Gordon, Sacramento County Office of Education, Superintendent ~Keynote by Jack O'Connell, State Superintendent of Public Instruction	
9:30 - 10:45 AM	BREAKOUT SESSION ONE	
1	The Trouble with Truancy Rates	Tad Kitada, Dave Soper & David Kopperudd
2	AB 490 Implementation for Foster Youth	TBA
3	Student Records, Parent Rights, Custody, etc. (part 1)	Kim Bogard of Pinnell & Kingsley Attorneys at Law
4	Flaws In the Laws	Joe Taylor & Sherman Garnett
5	The Bridge Between Positive Youth Development and Student Academic Achievement	Rick Phillips
6	School Innovations and Advocacy	TBA
11:00 AM - 12:15 PM	BREAKOUT SESSION TWO	
1	Legislative Process	Jerry Hime & Jamillah Moore
2	Sacramento City USD Expulsion Reduction	Michael O'Leary & Rob Gerig
3	Current Drug Trends	Jackie Long
4	Student Records, Parent Rights, Custody, etc. (part 2)	Kim Bogard of Pinnell & Kingsley Attorneys at Law
5	Student Athletes, Residency Issues and the CIF	Roger Blake
6	Seeking Educational Equity and Diversity (SEED)	Dr. Odie Douglas

12:15 - 1:30 pm		CASCWA Luncheon - Hosted by MCS Education Services, Inc. ~Keynote by TBA ~Lee Lundberg State Award and Section Awards ~Installation of 2005-2006 State Executive Board ~Recognition of Honorary Life Members
1:45 - 3:00 PM		BREAKOUT SESSION THREE
1	Drug Endangered Children	Sue Webber-Brown
2	Sexual Harassment	John Burton
3	Safe School Ambassadors Program	Rick Phillips
4	IDEA Reauthorization and Impact on Student Discipline (part 1)	Donna Matties & Cathy Holmes of Best, Best and Krieger Attorneys at Law
5	"A Cut Above" Self Harming Behavior in Teenagers	Elizabeth Engelken & Sally Spatafore
6	Cutting Cash Aid and Court Consequences to Truancy	Lee Wood Jeff Gardner
3:15 - 4:30 PM		BREAKOUT SESSION FOUR
1	Technology Predators	Vincent Recce
2	Geographical Information System (GSI)	Randy Hood
3	Direct Instruction	TBA
4	Teen Suicide	Kathleen Snyder
5	IDEA Reauthorization and Impact on Student Discipline (part 2)	Donna Matties & Cathy Holmes of Best, Best and Krieger Attorneys at Law
6	Working with Kids In Chaos	Ray Culberson
6:00 - 8:00 PM		CASCWA STATE PRESIDENT'S RECEPTION RIVER BOAT CRUISE

CASCWA State Conference **Friday, April 22, 2005**

8:30 - 9:00 am	Opening by Outgoing and Incoming State Presidents Debbie Morris and Dennis Wiechman
9:00 - 11:30 am	Homeland Security and Crisis Response Presented by Lt. Tim Johnstone, Regional Terrorism Threat Assessment Center and Richard Shiraishi, FBI
11:30 am	Conference Closing

CASCWA CONFERENCE SPONSORS INCLUDE:



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SCHOOL INNOVATIONS
& ADVOCACY



California Association of Supervisors of Child Welfare and Attendance

State Conference 2005

**Priority
Registration**

**PRESIDENT'S ACADEMY - WEDNESDAY, APRIL 20TH
CASCWA CONFERENCE –
THURSDAY, APRIL 21ST & FRIDAY, APRIL 22ND**

**Return By:
March 31, 2005**

**SHERATON GRAND HOTEL – DOWNTOWN SACRAMENTO
1230 J STREET, SACRAMENTO, CA 95814**

PLEASE PRINT:

Name:	Title:		
School District/Agency:			
Address:			
City:	State:	Zip:	County:
Work Number:		Home Number:	
Email Address:			

CONFERENCE SELECTION	COST	AMOUNT
President's Academy – Wednesday, April 20 th	\$100	
CASCWA Conference – Thursday, April 21 st & Friday, April 22 nd (Includes 2005-2006 CASCWA Membership)	\$175	
COMBO – President's Academy & CASCWA Conference Wednesday, April 20 th , Thursday, April 21 st & Friday, April 22 nd (Includes 2005-2006 CASCWA Membership)	\$200 (Best Rate)	
One Day Registration (your choice of day) DATE: _____	\$100	
Retired CASCWA Members Registration	\$40	

Many different topics will be covered during Thursday's breakout sessions. Teams from your district, agency, or county are encouraged to attend.

Registration includes: Lunch on Wednesday and Thursday. ☐ Vegetarian ☐ Non-Vegetarian
President's Reception River Cruise on Thursday evening.

How long have you worked in the CWA field? _____ Have you been to previous CASCWA conferences? Yes No

CONFERENCE HEADQUARTERS/HOTEL RESERVATION AT: SHERATON GRAND HOTEL, DOWNTOWN SACRAMENTO
If you plan on staying overnight, please call the hotel at 916-447-1700 or 800-323-3535. Room rates are \$129 for single or double, \$154 for triple, and \$179 for quad occupancy. There are a limited number of deluxe rooms at this rate, please make room reservation by **April 1st**, and be sure to specify CASCWA when making reservation.

REGISTRATION FEE MUST ACCOMPANY THIS FORM. PURCHASE ORDERS WILL BE ACCEPTED FOR REGISTRATION. NO REFUNDS OR PURCHASE ORDERS AFTER APRIL 8, 2005.	
MAKE CHECKS PAYABLE TO: CASCWA	MAIL REGISTRATION, CHECKS/PO'S TO: Child Welfare & Attendance 205 Mira Loma, Suite 16 Oroville, CA 95965

**IF YOU HAVE ANY QUESTIONS PLEASE CONTACT SHERI HANNI OR MELISSA SANDERS-
PH: 530-532-5745 FAX: 530-532-5747 SHANNI@BCOE.ORG MSANDERS@BCOE.ORG**



CASCWA Thank You to State Superintendent of School, Jack O'Connell

2005 CASCWA State Conference Keynote Speaker

Jack O'Connell was elected to serve as California's 26th State Superintendent of Public Instruction on November 5, 2002, garnering more votes than any other contested candidate in the country. Before that, he served for two decades in the California State Legislature representing the Central Coast.

Throughout his career Superintendent O'Connell has worked to improve public education in California. As the author of numerous landmark education bills in both the California Assembly and the State Senate, he made quality education his number one priority. This commitment to the children of California earned Superintendent O'Connell the praise and the respect of colleagues and educators.

Increasing ADA - Parents Tip Sheet on Improving School Attendance

(The following information is from several websites)

- No TV on school mornings
- Teach them to set and use their own alarm clock or clock radio
- Choose clothes the night before
- Have schoolwork and lunch ready & laid out, ready to go
- Bathe or shower in the evening
- Walk to school or the bus stop with another child who is always on time
- Go to bed 10 minutes earlier and get up 10 minutes earlier
- Help your child relax before bedtime with a story, instead of the stimulation of television
- When you child is ready for school on time, remember to let him/her know how much this helps the family



Effective Attendance Practice in Schools - An Overview

(The following information is from several websites in the United Kingdom)

Successful schools:

- treat attendance as a priority;
- have a clear policy on absence;
- use robust systems for monitoring attendance;
- use data and other information to improve school and pupil performance;
- promote the importance of good attendance to pupils and their parents/carers;
- intervene early when individual pupil absence gives cause for concern;
- have support systems in place for vulnerable pupils;

- reward and celebrate good and improved attendance; and
- make best use of additional support for pupils and parents with greatest need.

Succesfull Schools....treat attendance as a priority by having:

- A teaching and learning ethos which encourages all pupils to attend what ever their level of ability or need;
- an attendance and behavior policy which is easily understood by all, reviewed regularly, consulted on and disseminated widely;
- clear and challenging attendance targets at different levels (eg by pupil or year group);
- a named governor and senior manager to lead on attendance;
- allocated resource for an attendance officer;
- weekly reporting of attendance issues to the senior management team; and termly to the governing body;
- considered how physical layout of the school can help improve attendance, punctuality and deter post-registration truancy;
- developed a multi-agency response to improve attendance and support pupils/families.

..... have a clear policy on absence which ensures:

- pupils and parents understand the circumstances in which schools will or will not authorize absence;
- holiday requests are handled consistently at a senior level;
- lateness and post-registration absence procedures are understood by all;
- longer term medical absences (consistent or intermittent) are discussed with medical personnel;
- there are alternatives to study leave.

..... use robust systems for monitoring attendance which have:

- clear procedures for staff, parents/caregivers and pupils for accurate recording and reporting;
- training and support for staff using the system;
- consistent use by staff of the absence codes for recording absence;
- monitoring of the quality of data recorded by staff and procedures to deal with any concerns;
- a daily system for checking the attendance of pupils on approved educational activities off-site;
- procedures to resolve unexplained absences within a week;
- electronic registration systems.

.....use data and other information to improve school and pupil performance by:

- benchmarking overall school absence against other schools in similar circumstances;
- regularly monitoring progress towards attendance targets;
- collecting and analyzing attendance data frequently (eg weekly) to identify causes and patterns of absence;
- understanding and using data to devise solutions and to evaluate the effectiveness of interventions;
- considering the link between an individual's attendance and their attainment;
- using good practice from other schools and sharing their own good practice;

..... promote the importance of good attendance to pupils and their parents/caregivers by:

- using school promotional material, parent evenings, pupil reviews and home/school agreements to engage parents/caretakers;
- using school assemblies and visual displays to engage pupils;
- communicating clearly with pupils and parents about the consequences of condoned absence and truancy;
- reminding parents of their legal obligations and the potential sanctions (eg Penalty Notices);
- providing information about the range of support services that parents can access.

..... intervene early when individual pupil absence gives cause for concern by:

- making first day contact with parent/caregivers for all pupils absent without known reason (telephone, e-mail, text);
- analyzing individual pupil data to identify quickly patterns of absence which cause concern;
- setting clear trigger points for higher levels of intervention which are consistently applied;
- having school attendance panels for pupils causing significant concern;
- seeking advice from the Education Welfare Service.

.....have support systems in place for vulnerable groups which provide:

- pastoral support plans for pupils with long term attendance difficulties;
- a process to enable returning pupils to catch up on learning and re-integrate within the school;
- access to external support for parents and pupils;
- training for staff on specific needs of pupils e.g. young careers;
- alternative curriculum provision for pupils who are disaffected and may benefit from such help.

..... reward and celebrate good and improved attendance through:

- a range of reward systems which are developmentally appropriate for pupils with high levels of attendance and those who are improving;
- certification for good and improving attendance;
- use, in primary schools, of attendance “mascots”.

..... make best use of additional support for pupils and parents with greatest need by having:

- a clear system for reporting concerns about non-attendance to the Local Education Authority;
- a clear understanding of the roles and responsibilities of schools and other agencies in relation to attendance;
- a service level agreement (or equivalent) with the Education Welfare Service;
- partnership working with the local authority to ensure appropriate use of legal interventions to reinforce parental responsibility;
- parenting contracts for non-attendance where parenting is thought to be a contributory factor to deteriorating attendance; in-school multi-agency support meetings to agree action



California Association Supervisors of Child Welfare and Attendance

First Name	Last Name	School Year	Today's Date
Mailing Address		City	Zip
County		()	Home Phone Number
Name of School/Place of Employment	School and District	County	()
Email Address		()	Business Phone Number
			Fax Number

☐ New Membership ☐ Renewal: Section Affiliation (Check One): ☐ Bay ☐ Delta ☐ San Joaquin ☐ Southern

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