



***SPECIAL EDITION: OTHER MEANS OF
CORRECTION-Implementing the
Requirements of AB 1729***



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



In this edition you will find: CASCWA Interviews San Joaquin's CASCWA Legend, Greg Bass; Special Conference Interview with Delta Sierra President, Laurie Butler; Jeni Mendel's Websites; The Red Book - A must for CWA Offices; Students with Disabilities and Extracurricular Athletics: Federal Guidance; Website connection to "The School-to-Prison Pipeline"; State Conference Information/Registration Form & Tribute to Jerry Hime!

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

CASCWA STATE PRESIDENT'S MESSAGE:

Betty Folsom, 2012-13 CASCWA State President



Wow! Where do I begin? This has been one of the greatest years of my life and I have so many people that deserve recognition! CASCWA is a great organization and it reaches members throughout the entire State of California. "To be the State President" of such a wonderful organization, is truly an honor. The time has almost come to hand over the gavel to Grace Espindola and for me to take my place as a past-president. Grace has wonderful plans for CASCWA and I am confident that our organization will continue to grow and continue to be the shining light for educators throughout the state.

It seems like only yesterday we were doing the skit of Officer Krupke from Westside Story at a state conference. We had a wonderful time then and it has continued over the years.

There are so many individuals to thank and I intend to do so personally at the "State Conference" in Sacramento. I do want to say a special "Thank You" to all of the "Section Presidents" for their dedication and tremendous efforts. I also want to thank "Rickey Jones", current "Past President" for his guidance and wisdom. Finally, CASCWA owes tremendous gratitude to Mr. Jerry Hime, our current state treasurer. He has served as state treasurer since 1999 and is finally going to fully explore retirement. I will always have wonderful memories of this past year! I look forward to the future and I look forward to the future of CASCWA.



Dr. Ammar Saheli
Bay Section President
San Lorenzo USD
asaheli@slzUSD.org



Laurie Butler
Delta-Sierra Section President
Robla School District
LButler@robla.k12.ca.us



Sergio Mendoza
San Joaquin Section President
Burton School District
smendoza@burtonschools.org



Steve Fraire
Southern Section President
San Diego COE, Retired
sfraire2@aol.com

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

CASCWA Delta Sierra Section – President’s Interview

Laurie Butler
CASCWA Delta-Sierra President
Robla School District
Laurie Butler <LButler@robla.k12.ca.us>



Laurie Butler is the District Social Worker for the Robla School District in Sacramento. Robla is a small, elementary district with about 2,000 students. Her role in the district includes SARB, homeless education, foster youth liaison, counseling services and behavioral support services. Laurie has taken on much of the responsibilities of preparing the up-coming CASCWA State Conference this April in Sacramento. Thank you for your excellent interview!

The Delta Sierra Section has been working on the 2013 CASCWA State Conference for well over a year. Please tell our membership a little bit about the conference committee and where you are today in pulling this year’s conference together?

We have a diverse committee with new faces and experienced veterans leading the way. Sutter County Office of Ed. has been incredibly supportive with Grace Espindola and her staff keeping us on track, focused and energized. We also have several Child Welfare and Attendance experts from the Sacramento area on our team that have given us the ability to move the planning along smoothly. Folks from San Juan and Twin Rivers are helping with key aspects of the workshop strands and the hospitality piece. We have also been lucky to have the support of retired members Joe Taylor and Tad Kitada who have years of knowledge to share with our team.

Your committee has selected a great location and we understand that there was a specific “interactive” reason for this location. Please tell us a little bit about the location and what our conference attendees will experience at the conference?

The conference will be held across the street from the State Capital. Part of the program will include a legislative day at the capital. We are hoping our members will have opportunities to get first-hand knowledge of ways to advocate for our students at the legislative level.

This year’s conference theme is “Capitol-izing on Student Success.” This is a great theme and message for our members. What are some of the strands and plans that will be delivered to our members at this important conference?

This year, we polled our members as to what key workshop strands were in demand. We are having workshops on attendance success, prevention and intervention, discipline and related policies and student support services. Included will be presentations on the new laws related to alternative means of correction, cyberbullying, successful interagency collaboration, due process and many others.

At one point in the conference, the 2013 California Department of Education – State SARB Awards will be presented. The awards go to model SARBs throughout the State of California. Increasing ADA and graduation rates are important to all districts in California. One of the most important benefits of attending the State CASCWA Conference is the ability to connect with others in the field, especially one on one in informal situations. In the past several of our attendees wanted to sit down and connect with State SARB Members and with State SARB Award Recipients. What plans are being put in place where our attendees can meet others in a more informal situation?

Attendees will have opportunities to meet and network with presenters and other child welfare and attendance professionals. The conference will have a lovely reception with entertainment with a view of the beautiful capital building.

Sacramento is a great city! If our attendees what to explore the city later in the day and asked you for your thoughts, what would you tell them?

Downtown Sacramento offers cultural, historical and great shopping opportunities. Not to mention the plethora of diverse dining choices within walking distance. Old Sacramento is always a fun stroll through Northern California History with the Railroad museum, the Sacramento History Museum and hundreds of shops from toys to jewelry and art galleries. Sacramento also houses the Crocker Art Museum, The California Museum and Sutter's Fort. The conference will be within walking distance from the Downtown Plaza, an open-air shopping mall with shopping for everyone.

Thank you Laurie! We know that all your hard work will pay off with a great conference. We look forward to seeing you this April in Sacramento!

**STATE SARB AWARDS TO BE PRESENTED IN SACRAMENTO
AT THE CASCWA STATE CONFERENCE IN APRIL**



A special "Thank You" to David Kopperud and all of the members of the California Department of Education's State SARB Board for their hard work in the annual selection process and to Orange County's SchoolsFirst Federal Credit Union for their support. Without their annual support, these awards would not be possible.

The State SARB Board is important to all of the students in California. Their actions target the improvement of attendance, reduction of truancy, minimizing dropouts and providing equal opportunities for all population of students in the state. The make-up of the State SARB board contains many highly recognized leaders in the field of education and several well known children advocates in fields of foster youth, health and the welfare of children. They are one of the most influential boards recognized by offices of child, welfare and attendance in districts throughout the State of California.

If you wish to learn more about California's State SARB or should you wish to enter your district for future State SARB Award consideration, Please go to:

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



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

April 17, 18 & 19, 2013

Hyatt Regency Hotel - Sacramento, California

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

CASCWA Contacts: Grace Espindola, (530) 822-2969 gracee@sutter.k12.ca.us
 or Baljit Liddar (530) 822-2968 baljitl@sutter.k12.ca.us



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

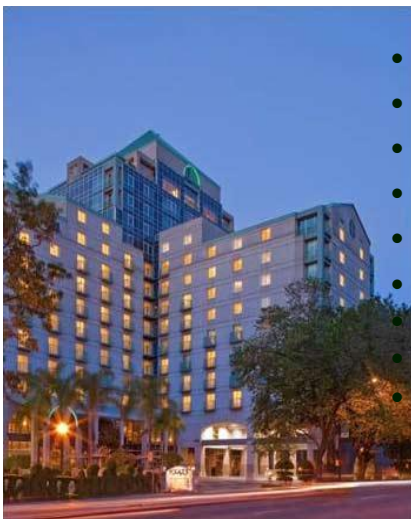
**REGISTER EARLY AND ON-LINE AT:
 WWW.CASCWA.ORG**

*To make your reservations, please call 888-421-1442.
 Hyatt Regency Hotel - Sacramento, CA*

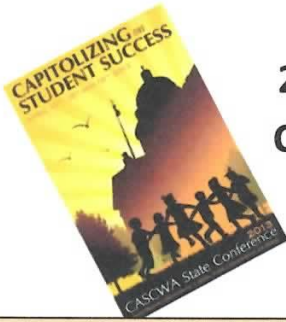
Conference Registration Fees

Full Three Day Conference

Regular \$275	Retired \$190	Student \$165	Group \$265
-------------------------	-------------------------	-------------------------	-----------------------



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



2013 CASCWA State Conference
CAPITOLIZING ON STUDENT SUCCESS

April 17-19, 2013

Hyatt Regency Sacramento

1209 L Street, Sacramento, California, USA 95814

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

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

1. Registrant Information [Please complete a separate form for each registrant]

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

(Email Required for Receipt)

2. Conference Registration Options [Please check appropriate box]

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

3. CASCWA Membership Options

Full Three-Day Conference registration includes CASCWA membership.

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

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

4. Payment

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

Payment Type

Please make payment payable to: CASCWA-Delta Sierra Section

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

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

Conference Details

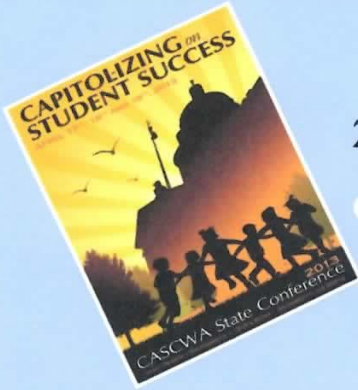
Wednesday: Academy Sessions, Capitol Tour and President's Reception *(Breakfast and Lunch Provided)*.

Thursday: Workshops and General Conference Reception *(Breakfast and Lunch Provided)*.

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

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

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



2013 CASCWA State Conference

CAPITOL-IZING ON STUDENT SUCCESS

The Five Strands Focus

Attendance Success (Level 1, 2 or 3)

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

Student Support Services (Level 1, 2 or 3)

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

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

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

Prevention and Intervention (Level 1, 2 or 3)

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

Students with Disabilities (Level 1, 2 or 3)

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

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

CASCWA Interviews a “CASCWA Living Legend” San Joaquin Section's - Dr. Greg Bass



Gregory D. Bass, Ed.D.
Director, Student Services and School Attendance
Educational Services
Clovis Unified School District

I recently went to the CASCWA Website, clicked on “State”, clicked on “Intercom” and then clicked on “1995.” Immediately, a young man is pictured as the “CASCWA State President.” That young man is you! You “walked the walk and talked the talk” with many of the CASCWA legends. In fact, you are a CASCWA Legend! Please tell us a little bit about yourself; how and why you went into education and your path to the CASCWA State Presidency in 1995!

I grew up in Pasadena, CA. While in high school my Psychology teacher, Mrs. Pontius, kept me after class one day. She commended my insights during class discussion and suggested that I might pursue psychology as my major when I entered college. Ironically, this conversation followed the day that I had met with my school counselor who discouraged me from attending college. In fact, she said that it wasn't expected of me. You see, I was a high school student during the emergence of the Civil Rights movement. Needless to say, I took Mrs. Pontius' advice. I went to UC Santa Barbara on a football scholarship and transferred to Fresno State University after Santa Barbara's football program was dropped. I graduated from Fresno State University with a degree in Psychology, and I was able to continue on into graduate school where I received my Pupil Personnel credential.

Early in my career, I coached high school football and worked as a counselor at a newly opened state-operated, diagnostic school where students from all over Central California who had learning disabilities came and attended school and lived in a dormitory setting. I was the director of the residential program that focused on developing students' positive behaviors and social interactions. Clovis Unified School District recruited me as a counselor and placed me at the Child Welfare and Attendance Department where I worked for Dr. Jean Stovall. After his retirement, I was promoted to Director of CWA. I continued with my education, receiving a doctorate in Educational Leadership from LaVerne University. Dr. Stovall introduced me to the San Joaquin chapter of CASCWA. In the late 1980's I became a member of the state CASCWA Board. I have been an active member of CASWA for twenty-five years.

The history of CASCWA is in many ways the history of the San Joaquin Section. We all learn from others and use the knowledge learned to become better decision makers. Over the years, who are some of the “San Joaquin Section CASCWA Executive Board Members” that you remember the most and what would you like to share about them with our membership today?

In the San Joaquin section, several members were instrumental in nurturing my expertise in CWA. Ruben Rodriguez, Darrel Merhten, Bob Pancratz, Bill Booth, Tom Black, Joe Brucia, Gayland Wright, and, of course, Jean Stovall. These men were knowledgeable and freely offered sage insights regarding the complexities of the Ed. Code and student discipline.

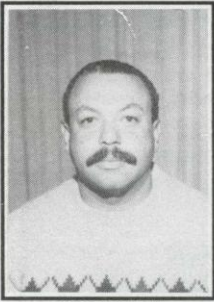
CASCWA's Annual State Award is named after Mr. Lee Lundberg from the Bay Section. You knew Lee Lundberg. What can you tell us about him and who are a few of the other State CASCWA individuals who you remember shaping CASCWA into what has become today's organization?

When I first became a member of CASCWA State Board, sitting around the table besides Jean Stovall were members such as John Burton, Rich Davis, Lilly Wilson, Dale Turner, Bill Booth, Bob Brazil, Karen Saunders, and Lee Lundberg. Lee Lundberg had a profound impact on me. I found myself getting to the State Board meetings early so that I was sure to find a seat next to him. As a rookie, I listened to these sages, whose vast expertise and wise commentaries shaped the course of CWA as we know it today. Specifically, Lee pursued legislative avenues for establishing key Ed. Code language which framed the perimeters for our practices.

INTERCOM

SEPTEMBER

CASCWA PRESIDENT ADVISES SOME ATTENTION TO "SELF CARE " ALSO



**GREG BASS
CASCWA President**

Welcome to the new school year. Hope everyone's summer was restful, exciting, energizing and "how you wanted it to be".

We have another year ahead of us where we will again have endless opportunities to respond to inters, intras, expulsion referrals, poor attendance, gang activities and other issues. Our goal in assisting these families is hopefully to aiding in touching someone's life, in order to make it better.

How do I continue to get psyched up to take on that everyday expectancy? As

CASCWA President, my goal this year is that each of us call "time out" often, to take a moment to attend to self-care. As we're constantly assisting others in their growth, let's not forget self. While doing some reading this summer, I came across a story I would like to share;

Suppose you were to come upon someone in the woods working feverishly to saw down a tree. "What are you doing", you ask. "Can't you see?" comes the impatient reply. "I'm sawing this tree". "You look exhausted!", you exclaim. How long have you been at it?" "Over five hours," he returns, "and I'm beat! This is hard work." "Well, why don't you take a break for a few minutes and sharpen that saw", you inquire. "I'm sure it would go a lot faster." "I don't have time to sharpen the saw," the man says emphatically, "I'm too busy sawing!"

Once again CASCWA members, although we have an innate resiliency while dealing with our day to day cause, I encourage us all to take a moment periodically, to sharpen the saw. Take the time to treat yourself well, pat yourself on the back, and look in the mirror and smile for a job well done....

That brings us to "The FALL CONFERENCE" in San Jose.

The Bay Section Conference Committee has put together a superb program focusing on "The Resilient Child". This is one you surely don't want to miss.

See you all in San Jose on October 11 & 12. "Let's have a fun Year!"

The next era of State Board members that followed our group were also extremely instrumental in keeping our torch high. Just to mention a few who were at the table, included Jerry Hime, Debbie Morrison, Frank Boehler, Phil Kauble, Tom Morrison, Mark Michels, Sherman Garnett, Mary Weaver, and many more impacting prominent individuals.

There is a story that has been passed on for many generations about Jean Stoval. It has been reported that in the early CASCWA days, the organization had little resources and could not pay all of its bills. The organization was so important

to Mr. Stoval that he personally stepped forward, paid all the bills and eventually make the organization solvent. What can you share about San Joaquin's Jean Stoval?

Dr. Jean Stovall was not only my boss, he was my mentor. A hard-edged man on the surface, beneath he was a compassionate, considerate gentleman. I remember being at a State Board meeting in the early 1990's when we were discussing the dismal status of CASCWA's state budget. We were in the red by several hundred dollars and we had no means to resolve this deficit. Without a second's hesitation, Dr. Stovall took out his checkbook and there on the spot wrote a check that put the State CASCWA Board in the black. His only comment to such a grandiose gesture was, "Now we can continue with the agenda." The members of the board wisely did not make a big issue publically of Dr. Stovall's generosity. All respected his wish for anonymity. A legend, to be sure.

As you reflect on your career, you have seen incredible changes in the field of education. What do you consider to be the most important changes, good or bad, in education over the past thirty years?

Dr. Greg Bass, CASCWA State President 1994

The last 30 years has focused on equity for ALL students. Legislation, such as IDEA, AB 490, McKinney-Vento, NCLB, 504, has framed policies and practices that ensure students' right to a free public education. During this era, public schools have become more inclusive and have become educated to the

Ed. Core supporting these endeavors. Whereas a generation ago, there was a "drop-out" solution, in that, students who didn't fit the mold of a "one size fits all" system, could leave school without a high school diploma or equivalency and find gainful work. Today, in the workforce, the demand for highly-skilled workers requires that all individuals' skill-set include ability to read, write, speak, and think critically. As such, our public schools have had to adapt instructional practices that provide the support and multiple opportunities to learn.

In the negative, society has softened its standards. Inappropriate behavior is excused, rather than addressed through appropriate discipline. Too often, parents and the community have abdicated their responsibility and laid it at the feet of educators. Schools should be in the supportive role, not in the role of sole authority and as the only standard bearer. Too much is expected of public education today.

Despite technology and greater communication in today's world, there are lessons that must be taught to every generation! There are issues that remain constant that must be addressed annually at all grade levels. What are a few of the issues that you address every year in your office?

School safety is our number one priority. It always has been. Unfortunately, recent incidents such as Sandy Hook, CT and Aurora, CO., remind us of how very vulnerable we all are. Efforts continue to comprehensively consider all aspects of school safety in our community. It is critical that multiple community agencies, along with parents, partner with school districts to coordinate resources and effectively outreach to all stakeholders in keeping all children safe. We cannot ever afford to lapse into complacency and think that a tragedy will never happen here. The basic ingredients to a safe environment are: 1) be alert, 2) pay attention, 3) address concerns as they arise, and 4) keep a clear head in the face of an emergency, or crisis. Therefore, in Clovis, Safe School Plans are being critiqued, revised and implemented with fidelity. Trainings and drills are ongoing and include all personnel and emphasize all aspects of the district's operations. All employees are a key member of the safety team.



It seems that the older we get and the more experiences we gain, the more we value our time working with young people, especially “students at-risk.” What advice would you give to young educators who are just entering the field of CWA today?

I would advise young educators to always keep the student as the focal point of every decision they make. Adopt the philosophy that all students can be successful, and that often the barrier to such success comes from the adults in their lives. Therefore, it is a two-prong filter that CWA educators must have. First, how can I help this child successfully achieve in the educational setting; and second, what changes to the system must occur so that all children have an opportunity to maximize their potential. It requires keen knowledge of the Ed. Code, a caring heart, and the ability to think outside the box.

Finally, what else would you like to share with our members?

Finally, I would like to encourage our members to work with diligence, celebrate student successes along the way, and be ready to purchase some raffle tickets at the State Conference.

Thanks Greg! Your interview is one of CASCWA’s best ever!!!! CASCWA is indebted to you and so are the children of California!

CASCWA Southern Section’s Phil Kauble Topical Forum “Other Means of Correction”

On Friday, February 1, 2013, Pomona Unified School District hosted CASCWA Southern Section's first "Topical Forum" of 2013. The forum took an in-depth look into AB 1729, which **took effect January 1, 2013**. This is important legislation **has a major effect** on how school's conduct business throughout the state of California!



**AB 1729, Ammiano. Pupil Rights: Suspension or Expulsion:
"Alternatives and Other Means of Correction"**

The panel's moderator was Maria Bravo, Child Welfare & Attendance, LACOE (Pictured on previous page.)



Ms. Lucia Washburn, Director of Student Support Services & Alternative Education, Grossmont Union HSD



Dori Barnett, Ed.D. PBIS Coordinator, Orange County Department of Education

Tom Loomis Director of Student Services, Hesperia USD



Sherman Garnett, Coordinator Child Welfare & Attendance, San Bernardino COE



Vincente Bravo, Consultant II, Child Welfare & Attendance, LACOE



THE AB1729 PANEL PRESENTERS

Below you will find the pages from the December 2012 LACOE Legislative update pertaining to AB 1729:

PUPIL RIGHTS: SUSPENSION OR EXPULSION: ALTERNATIVES AND OTHER MEANS OF CORRECTION

AB 1729	Ammiano	Board Policy:	Yes
Ch. 425	Effective January 1, 2013	Notification:	Yes
		Appropriation:	No
		Mandated Cost:	No

An act to amend Sections 48900 and 48900.5 of the Education Code, relating to pupil rights.

Existing law provides that a pupil shall not be suspended from school or recommended for expulsion unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed a specified act. Existing law also authorizes a superintendent of the school district or principal to use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this provision.

This bill would instead authorize a superintendent of the school district or principal of the school to use alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior, as specified.

Existing law requires the imposition of suspension only when other means of correction fail to bring about proper conduct but authorizes the suspension of a pupil, including an individual with exceptional needs, upon a first offense if the principal or superintendent of schools determines that specified offenses were committed or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

This bill would authorize a school district to document the other means of correction used and place that documentation in the pupil's record. The bill would also specify that other means of correction include, but are not limited to, among other things, a positive behavior support approach with tiered interventions that occur during the schoolday on campus, a conference between school personnel, the pupil's parent or guardian, and the pupil, participation in a restorative justice program, and after-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors.

* * * * *

EC 48900. (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

EC 48900.5. (a) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

(b) Other means of correction include, but are not limited to, the following:

(1) A conference between school personnel, the pupil's parent or guardian, and the pupil.

(2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.

(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.

(4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).

(5) Enrollment in a program for teaching prosocial behavior or anger management.

(6) Participation in a restorative justice program.

(7) A positive behavior support approach with tiered interventions that occur during the schoolday on campus.

(8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

(9) Any of the alternatives described in Section 48900.6.

Below you will find the handout presented by Mr. Tom Loomis at the topical forum:

AB 1729 CHANGES TO 48900 SUSPENSIONS New Law/New Work

Tom Loomis

Director of Student Services, Hesperia USD

What has changed?

AB 1729 limits our ability as administrators to suspend for a first offense on the majority of 48900 Education Codes.

Why did it change?

Too many African American males are being suspended.

What do I need to do about it?

- Provide training to your site administrators
- Review/update board policy
- Ensure that your comprehensive school safety plans include behavior interventions and are board approved

Is the legislature finished?

No.

Documenting other means of correction – What do you have in place for the following staff?

- Classroom teachers
- Proctors & substitute teachers
- School counselors
- Campus/classroom aids
- Other staff

What does "other means of correction" mean?

- Merriam-Webster Correction is defined as: a bringing into conformity with a standard.
- Any discipline or intervention other than suspension that is intended to teach a student a lesson that leads to a positive change in behavior.

EC 48432.5. Involuntary Transfer- Continuation High School

A decision to transfer the pupil involuntarily shall be based on a finding that the pupil (a) committed an act enumerated in Section 48900, or (b) has been habitually truant or irregular in attendance from instruction upon which he or she is lawfully required to attend.

Involuntary transfer to a continuation school shall be imposed only when other means fail to bring about pupil improvement; provided that a pupil may be involuntarily transferred the first time he or she commits an act enumerated in Section 48900 if the principal determines that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

EC 48662. Involuntary Transfer Community Day School

A pupil may be assigned to a community day school only if he or she meets one or more of the following conditions:

1. The pupil is expelled for any reason.
2. The pupil is probation referred pursuant to Sections 300 and 602 of the Welfare and Institutions Code.
3. The pupil is referred to a community day school by a school attendance review board or other district level referral process.

EC 48900.6. Community Service

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's nonschool hours.

For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.

EC 48911.1. In School Suspension Programs

- (a) A pupil suspended from a school for any of the reasons enumerated in Sections 48900 and 48900.2 may be assigned, by the principal or the principal's designee, to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated.
- (b) Pupils assigned to a supervised suspension classroom shall be separated from other pupils at the school site for the period of suspension in a separate classroom, building, or site for pupils under suspension.
- (c) School districts may continue to claim apportionments for each pupil assigned to and attending a supervised suspension classroom provided as follows:
 - (1) The supervised suspension classroom is staffed as otherwise provided by law.
 - (2) Each pupil has access to appropriate counseling services.
 - (3) The supervised suspension classroom promotes completion of schoolwork and tests missed by the pupil during the suspension.
 - (4) Each pupil is responsible for contacting his or her teacher or teachers to receive assignments to be completed while the pupil is assigned to the supervised suspension classroom. The teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign schoolwork.
- (d) At the time a pupil is assigned to a supervised suspension classroom, a school employee shall notify, in person or by telephone, the pupil's parent or guardian. Whenever a pupil is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil's parent or guardian.

EC 48911.2. High percentage of pupils suspended; consideration of alternatives

If the number of pupils suspended from school during the prior school year exceeded 30 percent of the school's enrollment, the school should consider doing at least one of the following:

- Implement the supervised suspension program described in Section 48911.1.
- Implement an alternative to the school's off-campus suspension program, which involves a progressive discipline approach that occurs during the school day on campus, using any of the following activities:
 - Conferences between the school staff, parents, and pupils
 - Referral to the school counselor, psychologist, child welfare attendance personnel, or other school support service staff
 - Detention
 - Study teams, guidance teams, resource panel teams, or other assessment-related teams

Other Means of Correction – Suggestions

(f) Caused or attempted to cause damage to school property or private property.

- Consider whether behavior means that the pupil's presence causes a danger to persons.
- Consider Restitution under Education Code 48904.
- Consider Involuntary Transfer if incident is extreme.

(g) Stolen or attempted to steal school property or private property.

- Consider whether behavior means that the pupil's presence causes a danger to persons.
- Consider Restitution under Education Code 48904.
- Consider Involuntary Transfer if incident is extreme.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products...

- Consider whether behavior means that the pupil's presence causes a danger to persons.
- Consider 48900 b - dangerous object
- Consider 48900 c - controlled substance

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- Consider whether behavior means that the pupil's presence causes a danger to persons.
- Consider 48900 a1 - physical injury
- Consider 48900.2 - sexual harassment
- Consider 48900.3 – hate violence

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia...

- Consider whether behavior means that the pupil's presence causes a danger to persons.
- Consider 48900 c
- Consider 48915 c3

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

- Does the behavior truly rise to the level of suspension? Our Critics describe suspensions for frivolous behavior such as finger tapping.
- Consider whether behavior means that the pupil's presence causes a danger to persons.

- (l) Knowingly received stolen school property or private property.
 - Consider whether behavior means that the pupil's presence causes a danger to persons.
 - Consider Restitution under Education Code 48904.
 - Consider Involuntary Transfer if incident is extreme.
- (m) Possessed an imitation firearm.
 - Consider whether behavior means that the pupil's presence causes a danger to persons.
 - Consider 48900 b – dangerous object
- (n) Committed or attempted to commit a sexual assault ...or committed a sexual battery...
 - Consider whether behavior means that the pupil's presence causes a danger to persons.
 - Consider 48900 a1 Physical injury
 - Consider 48900 a2
 - Consider 48900.2 Sexual Harassment
 - Consider 48915 c4 Sexual Assault
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a...
 - Consider whether behavior means that the pupil's presence causes a danger to persons.
 - Consider 48900.a1, 48900.2, 48900.3, 48900.4 and 48900.7
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - Consider whether behavior means that the pupil's presence causes a danger to persons.
 - Consider 48900 a1 Physical injury
 - Consider 48915 a2 Dangerous Object
 - Consider 48900 n Sexual Assault
 - Consider 48915 c4 Sexual Assault
- (q) Engaged in, or attempted to engage in, hazing.
 - Consider whether behavior means that the pupil's presence causes a danger to persons.
 - Consider 48900 a1. Caused, attempted to cause, or threatened to cause injury to another person.
- (r) Engaged in an act of bullying.
 - Consider whether behavior means that the pupil's presence causes a danger to persons.
 - Consider 48900 a1. Caused, attempted to cause, or threatened to cause injury to another person.
- (t) A pupil who aids or abets.
 - Consider whether behavior means that the pupil's presence causes a danger to persons.
 - Consider 48900 a1. Caused, attempted to cause, or threatened to cause injury to another person.

Contact information

Tom.loomis@hesperiausd.org

760.244.4411 ext. 7316

The next two pages contain the sample "Suspension Letter" presented by Sherman Garnett at the topical forum:

NOTICE OF SUSPENSION

Date: _____ School: _____ Date of Incident: _____
TO THE PARENT/GUARDIAN OF: _____ Student ID #: _____

DOB: _____ Grade: _____ Gender: _____ **Special Ed:** Yes No **Section 504:** Yes No

Days suspended for this incident: _____ Start Date: _____ End Date: _____ Total days suspended this year: _____

Per EC 48900(s), students may be suspended or expelled for acts listed below which occur at any time, if the act is related to school activity or school attendance.

Your child is being suspended for violation of Education Code (EC) 48900:

- a.1 Caused, attempted to cause, or threatened to cause physical injury to another person.
- a.2 Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance
- d. Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school or private property.
- g. Stolen or attempted to steal school or private property.
- h. Possessed or used tobacco, or products containing tobacco or nicotine products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority of school personnel.
- l. Knowingly received stolen school or private property.
- m. Possessed an imitation firearm.
- n. Committed or attempted to commit a sexual assault or sexual battery.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing.
- r. Engaged in an act of bullying.
- 48900.2 Committed sexual harassment (Grades 4-12 only).
- 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only).
- 48900.4 Intentionally harassed, threatened, or intimidated, creating a hostile educational environment (Grades 4-12 only).
- 48900.7 Made terroristic threats against school officials and/or school property.

<p>EC 48915(a)(1) requires a recommendation for expulsion for the following act committed by your child unless expulsion is found to be inappropriate due to the circumstances:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A. Causing serious physical injury to another person, except in self-defense. <input type="checkbox"/> B. Possession of a knife or other dangerous object. <input type="checkbox"/> C. Unlawful possession of any controlled substance. <input type="checkbox"/> D. Robbery or extortion. <input type="checkbox"/> E. Assault or battery upon a school employee. 	<p>EC 48915(c) requires mandatory suspension and a recommendation for expulsion for the following act committed by your child:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Possessing, selling or otherwise furnishing a firearm. <input type="checkbox"/> 2. Brandishing a knife at another person. <input type="checkbox"/> 3. Unlawfully selling a controlled substance. <input type="checkbox"/> 4. Committing or attempting to commit a sexual assault or sexual battery. <input type="checkbox"/> 5. Possession of an explosive.
--	---

Narrative of the incident/supporting information: _____

Note: During this period of suspension, your child is not to come on or near any school campus, nor attend any school or district sponsored event or activity. Failure to adhere to this regulation will result in additional disciplinary action. It is a violation of the suspension terms to loiter on public streets without adult supervision during regular school hours. Supervision of the student during the suspension is the responsibility of the student's parent/guardian.

An informal conference was held with the student prior to the suspension: Yes No
 Student was informed of the reason for suspension and was given opportunity to provide an explanation: Yes No

Parent notification by: _____ Phone Letter Conference Reasonable effort _____

Signature of Administrator/Designee: _____ Title: _____

ALTERNATIVE MEANS OF CORRECTION LOG

Pursuant to California Education Code Section 48900.5 (amended by AB 1729, Ch. 425, Statutes of 2012), suspension, including supervised suspension as describe in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. This is particularly true for violations enumerated in Section 48900 (f)-(r) and (t) upon the first offense. The alternative means to suspension provided must be age appropriate and designed to address and correct the student's specific misbehavior. It is strongly recommended that documentation detailing the alternative means applied be maintained in the student's cumulative record for a minimum of three years. This log serves as a summary of all the actions taken by the school prior to imposing suspension on a student.

Student Name: _____ Date of Birth: _____

Student ID#: _____ School: _____ Date of Incident: _____

Violation of Education Code(s) 48900: _____

Narrative of Incident: _____

Date(s) of prior related incidents: _____

<i>Alternative Means</i>	<i>Staff/Program Involved</i>	<i>Date(s) of referral/meeting</i>
Conference with student		
Conference with parent/guardian		
On-campus positive support interventions		
Referral to: <i>(check all that apply)</i> <input type="checkbox"/> School counselor <input type="checkbox"/> School psychologist <input type="checkbox"/> Social worker <input type="checkbox"/> Child welfare attendance personnel <input type="checkbox"/> Other		
Behavior assessment team		
Prosocial behavior program		
Anger management program		
Drug and alcohol program		
Restorative justice program		
After school program		
Community service		
Saturday school		
Referral for: <input type="checkbox"/> Psychosocial assessment <input type="checkbox"/> Psychoeducational assessment		
Behavior support plan		
Section 504 plan		
Individualized education program		
Other		

The next page contain a listing of Resources provided by Vincente Bravo at the topical forum:

Other Means of Correction

February 1, 2013

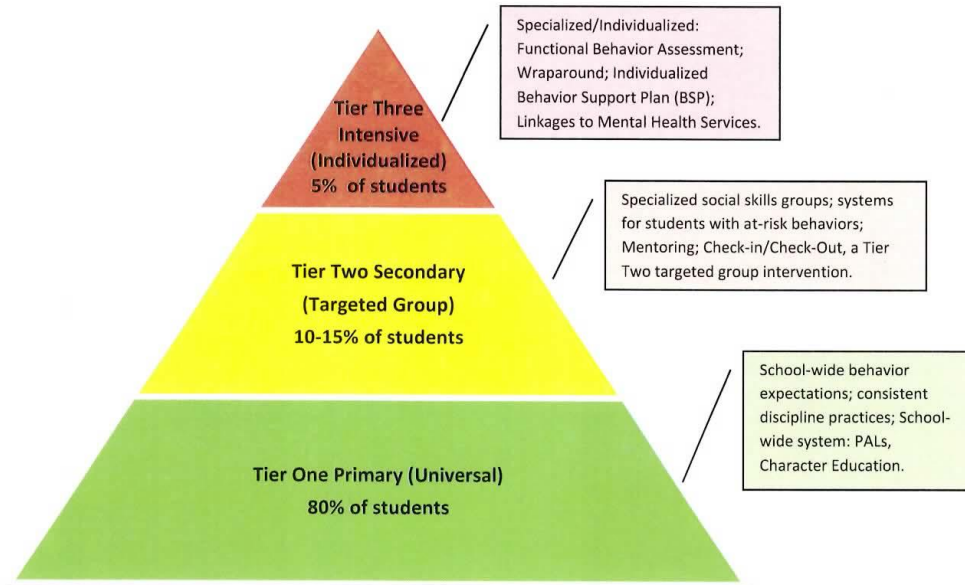
Pomona USD

Resources

- Bridges to Success – Los Angeles County Office of Education, Division of Student Support Services Newsletter
 - www.lacoe.edu/student-services/NewsAnnouncements.aspx
- EdSource – Understanding School Discipline in California: Perceptions and Practices
 - www.edsource.org/pub12-school-discipline.html
- The Civil Rights Project (UCLA)
 - www.civilrightsproject.ucla.edu/featured-research-collection
 - Suspended Education In California
 - Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion from School
- Fix School Discipline - Toolkit, Videos, Partners (also in Spanish)
 - www.FixSchoolDiscipline.org
- Office of Civil Rights Data - Discipline data filtered by sex, race, LEP, IDEA, and Section 504
 - <http://ocrdata.ed.gov/>
- A Model Code on Education and Dignity – Dignity in Schools Campaign
 - www.dignityinschools.org/our-work/model-school-code
 - Focus on Chapter 3
 - Power Point
 - Executive Summary
- Safe Supportive Learning – Supportive School Discipline Webinar Series
 - <http://safesupportiveschools.ed.gov/index.php?id=65>
 - Making the Case for Positive Approaches to Discipline (1/16 and 1/17, 2013)
 - Alternatives to Traditional School Discipline: The Multi-Tiered Behavioral Health Prevention Framework (1/23/13)

The next page contains "PBIS Information" presented by Dr. Dori Barnett at the topical forum:

Positive Behavior Intervention and Supports (PBIS)
California Association of Supervisors of Child Welfare and Attendance (CASCWA)
 Dori Barnett, Ed.D, Coordinator PBIS, Orange County Department of Education (dbarnett@ocde.us)



School-wide Positive Behavior Interventions and Supports (SW-PBIS) is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students (OSEP, n.d.). PBIS is organized into a three-tiered prevention and intervention model where Tier One addresses primary (universal) interventions usually effective for 80% of students; Tier Two addresses secondary (targeted group) interventions for 10-15% of students; and Tier Three focuses on tertiary (individual) interventions, typically for about 5% of students demonstrating more intensive behavioral needs.

PBIS offers a positive approach to discipline that can help create a stronger sense of community, a more civil environment, and a safe and welcoming school culture and climate (Vermeire et al., 2010). PBIS is identified as an effective alternative approach to traditional school discipline practices and is linked to a reduction Office Discipline Referrals (ODRs), Suspensions, and Expulsions, according to the ACLU (2010). Further, PBIS is associated with a reduction in disproportionality in special education service use and discipline problems (Bradshaw et al., 2012). Schools that implement PBIS with fidelity typically experience improved academic outcomes, improved pro-social behaviors, increased perceptions of safety, and a positive shift in school culture and climate (Sugai et al., 2009).

Note: *For more information on School-wide Positive Behavior Interventions and Supports (SW-PBIS):*

U.S. Department of Education Office of Special Education Programs (OSEP), National Technical Assistance Center on PBIS: www.pbis.org.

National Association of School Psychologists: www.nasponline.org

Orange County Department of Education PBIS website: www.ocde.org/pbis

Below you will find Information from Lucia Washburn on "Discipline Interventions" that have been put in place by the Grossmont Union High School District and were discussed at the topical forum:

DISCIPLINE INTERVENTIONS
SYSTEMS TO ENCOURAGE PEACE
(S.T.E.P.)

- Program for students who have had a first time altercation.
- Students are referred to S.T.E.P. by a home school administrator. Paperwork is faxed to Chaparral High School (619) 596-7815.
- A three day program which meets Monday thru Friday from 7:30 a.m. to 11:30 a.m. held on the Chaparral Campus.
- Students are to report to the program the first school day after the incident.
- Twelve classroom hours are required to complete the program.
- Small class size with individualized instruction.
- Special education students should have at least a fifth grade reading level.
- Instructional materials, including paper and pencils will be provided.
- Parents do not need to accompany the student to the class.
- The same discipline/dress code rules apply at Chaparral as at the home school.
- Transportation is not provided.

DISCIPLINE INTERVENTIONS
RESPECTFUL RELATIONS - BULLYING

- Program for students who have had a first time bullying/harassment offense.
- Students are referred to Respectful relations by a home school administrator.
- A one-day program which meets on Thursday from 12:00 – 4:00 located in Room 25 on the Chaparral campus.
- Students are to report to Respectful Relations the Thursday following the incident.
- Four hours of classroom instruction are required to complete the program.
- Instructional materials, including paper and pencils will be provided.
- Parents do not need to accompany the student to the class.
- The same discipline/dress code rules apply at Chaparral High School as at the home school.
- Transportation is not provided.

DISCIPLINE INTERVENTIONS
ALTERNATIVES TO SMOKING
(A.T.S.)

- Program for students who have had a first time smoking (tobacco) offense.
- Students are referred to A.T.S. by a home school administrator.
- A two day program which meets on Tuesday and Wednesday from 12:30 to 4:30 located in room 25 on the Chaparral Campus.
- Students are to report to A.T.S. the Tuesday following the incident.
- Eight hours of classroom instruction are required to complete the program.
- Instructional materials, including paper and pencils will be provided.
- Parents do not need to accompany the student to the class.
- The same discipline/dress code rules apply at Chaparral as at the home school.
- Transportation is not provided.

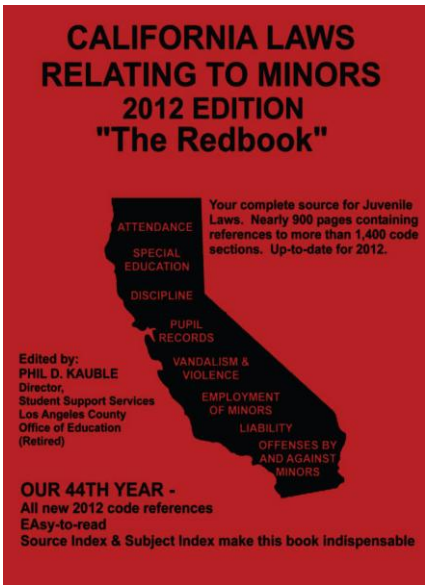
DISCIPLINE INTERVENTIONS
POINTING ADOLESCENTS TO HEALTH
(P.A.T.H.)

- A mandatory program for students who have had a first time drug or alcohol offense.
- Students are referred to P.A.T.H. by a home school administrator. Paperwork is faxed to Chaparral High School (619) 596-7815.
- A five day program which meets Monday to Friday from 11:30 a.m. to 3:30 p.m. held on the Chaparral Campus.
- Students are to report to the program the first school day after the incident.
- Twenty classroom hours are required to complete the program.
- Small class size with individualized instruction.
- Alternative option for lower level special education students available.
- Instructional materials, including paper and pencils are provided.
- Parents do not need to accompany the student to the class.
- The same discipline/dress code rules apply at Chaparral as at the home school.
- Students who do not complete P.A.T.H. within eight days (with no doctor's note allowing for absences) will be referred to alternative education.
- Transportation is not provided.

DISCIPLINE INTERVENTIONS
POSITIVE ACTIVITIES FOR STUDENT SOBRIETY
(P.A.S.S.)

- Program for students who have had a second drug or alcohol offense (except for sale of a controlled substance which is mandatory expulsion).
- A voluntary program that student and parent choose in lieu of expulsion.
- Students are referred to P.A.S.S. by a home school administrator.
- All required information must be faxed to Student Support Services (619) 698-3285.
- Students meet weekly from 3:15 p.m. to 5:00 p.m.
- P.A.S.S. is offered on Tuesday at Chaparral, Wednesday at Granite Hill and Thursday at Mount Miguel.
- The length of the program is the same time length as an expulsion: the remainder of the semester of the incident plus one additional semester.
- Random, weekly drug testing is required.
- Parents must accompany student to the first meeting.
- Students receiving special education services or 504 accommodations would be handled through the IEP/504 process.
- Dismissal from the P.A.S.S. program due to missed appointments or positive drug tests will result in an immediate recommendation for expulsion.

THE RED BOOK: A MUST FOR CWA OFFICES

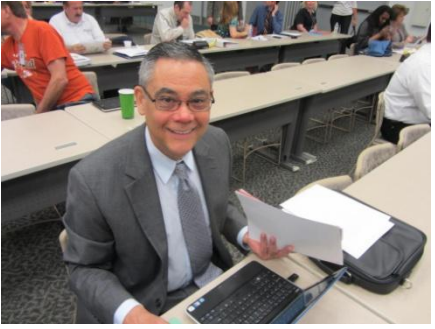


One of the goals of this edition of the "Intercom" is to bring awareness of the new "2013" laws pertaining to suspension and expulsion. Changes are inevitable and the legislation pertaining to the "California Laws Relating to Minors" is a never ending process. It is impossible for a typical CWA office to keep informed of every new change or requirement.

Moses needed only ten rules. California and the federal government need volumes of intertwining laws and regulations. Like it or not, we are in a business that requires compliance!

Fortunately, we can rely on the "Redbook" to bring us immediate information with cross references to the multiple laws pertaining to our students. This is the one book where you can pick it up, go to a section and find the numerous laws and regulations pertaining to that topic. It is a must for success, especially in those challenging situations. Below you will find the link that will take you to the 2013 edition. The editors of the Intercom considers this link to be essential and refers to it in every edition.

Visit the website for "Legal Books Distributing" to purchase your copy today at:
<http://www.legalbooksdistributing.com/>



MEMORIES FROM THE "PHIL KAUBLE TOPICAL FORUM"

MR. JERRY HIME

Mr. Jerry Hime is one of the greatest child advocates in the United States. Whether he is serving on the Council for Exceptional Children, working for the Special Olympics or singing in a "Local Choral, he remains loyal to his deep beliefs and commitment to others.

Many of us, first met Jerry when he was working with Phil Kauble, Lillie Wilson, Bill Ybarra and so many other great educators at LACOE. He was then, and continues to be today, the definitive expert in the field of "Special Education." He has been the mentor to more CASCWA members than we can name.

Jerry Hime took the position of CASCWA State Treasurer in April of 1999. He has remained in that position for over a decade providing strong leadership and wisdom to our CASCWA State Executive Board. He is choosing to step down after this year's State Conference, but he will continue to fight for all students, be a mentor to all of us and remain as one of our true dear friends! Thank you Jerry!



Students with Disabilities and Extracurricular Athletics: Federal Guidance

Submitted by Mr. Jerry Hime

"Extracurricular athletics---which include club, intramural, or interscholastic (e.g., freshman, junior varsity, varsity) athletics at all education levels---are an important component of an overall education program." With this introduction on January 25, 2013, Arny Duncan, Assistant Secretary of Education, opened the doors and gates of the gymnasiums and playing fields further for students with disabilities. In his "Dear Colleague Letter" he emphasized that Section 504 of the Rehabilitation Act of 1973 guarantees that students with disabilities at elementary and secondary school levels, as well as postsecondary, must be provided with equal opportunities to participate in athletics.

A 2010 report by the Government Accountability Office (GAO) found that many students with disabilities were not being provided an equal opportunity to participate in athletics, thereby denying them equal access as guaranteed by Section 504. The GAO recommended that the U. S. Department of Education clarify and communicate to schools their responsibilities regarding the provisions of extracurricular athletics. In his guidance letter Secretary Duncan provided an overview of the obligations of public elementary and secondary schools.

The guidance clarified that a student with a disability doesn't necessarily have to be allowed to participate in any athletic program. It states "...school districts may require a level of skill or ability of a student in order for that student to participate in a selective or competitive program or activity, so long as the selection or competitive criteria are not discriminatory." To accomplish this, athletic programs will need to make accommodations to allow students with disabilities to participate.



Examples of reasonable accommodations given in the guidance include providing a visual cue alongside a starter pistol for a student with a hearing impairment to participate on a track team and the waiver of a "two-hand touch" rule for a one-armed swimmer to compete in swim meets. Other examples, as well as the complete text of the U. S. Department of Education guidance, can be found at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201301-504.pdf>.

California school districts will be reviewing their current practices and procedures regarding extracurricular athletics. Dr. Frank Donovan, director of the Greater Anaheim Special Education Local Plan Area (SELPA), states that "...it is not a matter of *will we* but *how will we*."

2nd Annual Central California Truancy Summit April 26, 2013



Santa Rosa Rancheria, Coyote Corner Gym
16083 Jersey Ave, Lemoore, CA 93245
8:30 AM to 3:30 PM
Friday, April 26, 2013

TUPE
Tobacco Use
Prevention Education

Presentations:

**No Cost to Attend/
Free Lunch Provided**

- David Kopperud ~ California Department of Education: Model SARB
- Greg Strickland ~ Kings County District Attorney: Prosecuting Truancy
- Jeff Sloan ~ I Understand®: Effective Behavior Management
- Kings Behavioral Health: Truancy Intervention Program
- Benjamin Rosenbaum, Attorney: Legislative Update
- Esteban Velasquez: Digitally Tracking Truancy
- Adam Valencia ~ TCOE Choices Program



Who Should Attend?
School Administrators, Attendance Clerks, Community Contacts, Student Advocates, Child Welfare & Attendance, School Counselors, SARB Coordinators/Liaisons, SARB Board Members, Truant Officers, Campus SRO's and all others involved in combating truancy in Kings, Tulare, Fresno, Madera, Mariposa, Merced, Kern, Monterey, & SLO Counties.

REGISTRATION DEADLINE
April 1, 2013
Register on OMS at:
<http://kings.k12oms.org/89-68326>
For registration questions, contact
Brian Gonzales, KCOE Truant Officer bpgonzales@kingscoe.org
(559) 589-2606
Only 200 seats available

Supported by the CCSEA Region 7 Curriculum and Instruction Steering Committee



CASCWA San Joaquin Section – President’s Article

Sergio Mendoza is the director of Categorical and Alternative Programs in the Burton School District. He is also the President of the CASCWA San Joaquin Section and he is a true child advocate! He recently became aware of "Teaching Tolerance", A project of the Southern Poverty Law School. When a request for articles was sent out, Sergio responded, "I want to share this article on behalf of the San Joaquin Section." We thank you Sergio and we encourage all of our members to go their website listed below:



<http://www.tolerance.org/magazine/number-43-spring-2013/feature/teachers-guide-rerouting-pipeline>

Teaching Tolerance A Project of the Southern Poverty Law Center

The School-to-Prison Pipeline

In Meridian, Miss., police routinely arrest and transport youths to a juvenile detention center for minor classroom misbehaviors. In Jefferson Parish, La., according to a U.S. Department of Justice complaint, school officials have given armed police “unfettered authority to stop, frisk, detain, question, search and arrest schoolchildren on and off school grounds.” In Birmingham, Ala., police officers are permanently stationed in nearly every high school.

In fact, hundreds of school districts across the country employ discipline policies that push students out of the classroom and into the criminal justice system at alarming rates—a phenomenon known as the school-to-prison pipeline.

Last month, Sen. Richard Durbin, D-Ill., held the first federal hearing on the school-to-prison pipeline—an important step toward ending policies that favor incarceration over education and disproportionately push minority students and students with disabilities out of schools and into jails.

In opening the hearing, Durbin told the subcommittee of the Senate Judiciary Committee, “For many young people, our schools are increasingly a gateway to the criminal justice system. This phenomenon is a consequence of a culture of zero tolerance that is widespread in our schools and is depriving many children of their fundamental right to an education.”

A wide array of organizations—including the Southern Poverty Law Center, the NAACP and Dignity in Schools—offered testimony during the hearing. They joined representatives from the Departments of Education and Justice to shine a national spotlight on a situation viewed far too often as a local responsibility.

“We have a national problem that deserves federal action,” Matthew Cregor, an attorney with the NAACP Legal Defense Fund, explained. “With suspension a top predictor of dropout, we must confront this practice if we are ever to end the ‘dropout crisis’ or the so-called achievement gap.” In the words of Vermont’s Sen. Patrick Leahy, “As a nation, we can do better.”

What is the School-to-Prison Pipeline?

Policies that encourage police presence at schools, harsh tactics including physical restraint, and automatic punishments that result in suspensions and out-of-class time are huge contributors to the pipeline, but the problem is more complex than that.

The school-to-prison pipeline starts (or is best avoided) in the classroom. When combined with zero-tolerance policies, a teacher’s decision to refer students for punishment can mean they are pushed out of the classroom—and much more likely to be introduced into the criminal justice system.

Who's in the Pipeline?

Students from two groups—racial minorities and children with disabilities—are disproportionately represented in the school-to-prison pipeline. African-American students, for instance, are 3.5 times more likely than their white classmates to be suspended or expelled, according to a nationwide study by the U.S. Department of Education Office for Civil Rights. Black children constitute 18 percent of students, but they account 46 percent of those suspended more than once.

For students with disabilities, the numbers are equally troubling. One report found that while 8.6 percent of public school children have been identified as having disabilities that affect their ability to learn, these students make up 32 percent of youth in juvenile detention centers.

The racial disparities are even starker for students with disabilities. About 1 in 4 black children with disabilities were suspended at least once, versus 1 in 11 white students, according to an analysis of the government report by Daniel J. Losen, director of the Center for Civil Rights Remedies of the Civil Rights Project at UCLA.

A landmark study published last year tracked nearly 1 million Texas students for at least six years. The study controlled for more than 80 variables, such as socioeconomic class, to see how they affected the likelihood of school discipline. The study found that African Americans were disproportionately punished compared with otherwise similar white and Latino students. Children with emotional disabilities also were disproportionately suspended and expelled.

In other studies, Losen found racial differences in suspension rates have widened since the early 1970s and that suspension is being used more frequently as a disciplinary tool. But he said his recent study and other research show that removing children from school does not improve their behavior. Instead, it greatly increases the likelihood that they'll drop out and wind up behind bars.

Punishing Policies

The SPLC advocates for changes to end the school-to-prison pipeline and has filed lawsuits or civil rights complaints against districts with punitive discipline practices that are discriminatory in impact.

According to the U.S. Department of Justice, the number of school resource officers rose 38 percent between 1997 and 2007. Jerri Katzerman, SPLC deputy legal director, said this surge in police on campus has helped to criminalize many students and fill the pipeline.

One 2005 study found that children are far more likely to be arrested at school than they were a generation ago. The vast majority of these arrests are for nonviolent offenses. In most cases, the students are simply being disruptive. And a recent U.S. Department of Education study found that more than 70 percent of students arrested in school-related incidents or referred to law enforcement are black or Hispanic. Zero-tolerance policies, which set one-size-fits-all punishments for a variety of behaviors, have fed these trends.

Best Practices

Instead of pushing children out, Katzerman said, "Teachers need a lot more support and training for effective discipline, and schools need to use best practices for behavior modification to keep these kids in school where they belong." Keeping at-risk kids in class can be a tough order for educators under pressure to meet accountability measures, but classroom teachers are in a unique position to divert students from the school-to-prison pipeline.

Teachers know their students better than any resource officer or administrator—which puts them in a singularly empowered position to keep students in the classroom. It's not easy, but when teachers take a more responsive and less punitive approach in the classroom, students are more likely to complete their education.

The information in "[A Teacher's Guide to Rerouting the Pipeline](#)" highlights common scenarios that push young people into the school-to-prison pipeline and offers practical advice for how teachers can dismantle the school-to-prison pipeline.

Avoiding the Pipeline

How can school districts divert the school-to-prison pipeline?

1. Increase the use of positive behavior interventions and supports.
2. Compile annual reports on the total number of disciplinary actions that push students out of the classroom based on gender, race and ability.
3. Create agreements with police departments and court systems to limit arrests at school and the use of restraints, such as mace and handcuffs.
4. Provide simple explanations of infractions and prescribed responses in the student code of conduct to ensure fairness.
5. Create appropriate limits on the use of law enforcement in public schools.
6. Train teachers on the use of positive behavior supports for at-risk students.

Jeni Mendel's "Website" Pages



Over the past several years, the editors of the Intercom and Connection have received on-going emails from Jeni Mendel (jmendel@guhds.net) of the Grossmont Union HSD and several other executive board members. These are websites that the editors have chosen to pass on to our members. Please look over the following sites and see if they relate to your personal work load. Hopefully, you will find the websites useful!



Trends in Exposure to Substance Use Prevention Messages among Adolescents February 7, 2013

<http://www.samhsa.gov/data/2k13/NSDUH099b/sr099b-trends-prevention-messages.htm>

Marijuana - Few drugs have such a long-lasting effect in the brain. This is due to the brain being made up largely of fatty tissue and THC binds and is stored in fat cells. The more someone ingests the more is stored. This is why marijuana is detected in drug tests for much longer than most other drugs. Downplaying the damage that smoking marijuana can do only hurts kids.

<http://www.pomeradonews.com/2013/01/30/wooton-downplaying-marijuana-damage-only-hurts-kids/>

The National Center for Youth Law released a new report, "Ending Commercial Sexual Exploitation of Children: A Call for Multi-System Collaboration in California." Report author Kate Walker, an Equal Justice Works Fellow and Attorney at the Center, commented that "Every day, the unthinkable happens: thousands of America's children are coerced into performing sex for hire. Exploitation can start as young as age ten. Some exploited children are brutally beaten and raped. Others are isolated, drugged, and starved until they become "willing" participants. Yet, these children are regularly arrested and held in juvenile detention facilities even though they are victims of crime."

http://www.youthlaw.org/press_room/press_releases/2013/child_sex_traffickers_target_california_foster_children/

<http://www.youthlaw.org/>

Meth Mouth Video - The Effects of Methamphetamines on Teeth: This "You Tube" video was made in 2006 and is even more relevant today. If someone thinks meth is glamorous, have them watch this!

<http://www.youtube.com/watch?v=j5SXjgrJITY>

Top 5 Reasons to Stay in School - National Dropout Prevention Center

<http://www.dropoutprevention.org/family-student-resources/top-5-reasons-stay-school>

Fix School Discipline: More than 80% of Californians want to do something to improve school discipline to reduce out-of-school suspensions and expulsions. Much of this edition of the Intercom focused on "Other Means of Correction." This website is the site of one of the organizations supporting AB 1729. It is always important to see all sides of issues.

<http://www.fixschooldiscipline.org/>

Cutting and Self-Harm: Self-Injury Help, Support, and Treatment: Learn the facts about **self-injury** and what you can do to overcome it. Understanding cutting - Signs and symptoms - How does self-harm help?

http://www.helpguide.org/mental/self_injury.htm

53 Facts About Teen Mobile Usage: What follows are 53 of the most interesting facts from the study.

<http://www.twgplus.com/blog/2012/02/02/53-facts-about-teen-mobile-usage-every-higher-education-person-should-know/>

Plagiarism is an everyday topic in secondary education. Schools have ethic codes and policies. School administrators are faced with the everyday challenge ... Is it original or is it a "cut and paste" from a website? Welcome to Plagiarism.org, your source of information on plagiarism and best practices for ensuring originality in written work.

<http://plagiarism.org>

The 10 best and worst student excuses - Anchorage Press: As a teacher, you hear some of the best and worst sentences, phrases, and interjections known to humanity.

http://www.anchoragepress.com/arts_and_entertainment/crash_test_dummy/the-best-and-worst-student-excuses/article_85926ecc-9ae3-11e1-bdf7-001a4bcf887a.html

State SARB is important to CASCWA and to the students of California. CASCWA is indebted to David Kopperud and the Department of Education. CASCWA is proud to host the annual State SARB awards to school districts with exemplary programs. Throw your hat in the ring for next year's process. For information go to:

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

Marketing professional wrestling to children - The SMART Journal

<http://www.thesmartjournal.com/wrestling.pdf>

10 Cleverest Ways To Cheat on a Test - Some students will go to great lengths to avoid failing a test!

http://izismile.com/2010/04/27/the_easiest_ways_to_cheat_on_your_test.html

http://www.youtube.com/watch?v=r3W_JUS0iVs

Scantron

<http://www.youtube.com/watch?v=mICU3DOYBu4>

The Best Method

<http://www.youtube.com/watch?v=g1l-7mHKitl>

Attention Southern Section Members!

The deadline to nominate a student that you know who has overcome adversity and is continuing with their education for a Southern Section Scholarship is April 24, 2013. For details and an application form, please go to:

<http://www.cascwa.org/southern/ScholarshipAppl09.html>



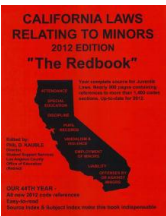
The Southern Section of California Association of Supervisors of Child Welfare & Attendance
2013 Lillie Wilson Scholarship Luncheon and End of Year Recognition

Friday, June 7, 2013 11:30 a.m. – 2:00 p.m.

HOLIDAY INN HOTEL & CONFERENCE CENTER

7000 Beach Blvd., Buena Park, CA

First Floor, Marquis Rooms 1 & 2



Please join us as we recognize the accomplishments of high school students who have overcome adversity and turned their lives around with new career goals established. CASCWA will also be presenting exceptional service awards.

Scholarship Winners and one guest will be free. Additional Guests & CASCWA Board Members are \$25 each (you may pay at the door.) CASCWA Members RSVP by May 27th to Jessie Cherri at rcherri@socal.rr.com. Scholarship Winners & Guests RSVP by May 27th to Rick Riegel at rriegel@ocde.us. Make check payable to "CASCWA-SS" and send to:

**CASCWA Southern Section
P.O. Box 4222
Orange, CA 92863-4222**



School Innovations and Achievement are one of the biggest supporters of the efforts of CASCWA. SIA is increasing ADA throughout the state and saving school districts thousands of dollars. Please take the time to view their website at <http://www.sia-us.com>

Connect With Us

School Innovations & Achievement

5200 Golden Foothill Parkway
El Dorado Hills, CA 95762

Phone: 800.487.9234
Fax: 888.487.6441

A2A is the only system that consistently improves attendance in over 1,200 school sites and provides real time absenteeism intervention for over 800,000 students. Our attendance experts are real people to ensure a perfect blend of software and service.

2012-13 CASCWA Professional Developments

THE FOLLOWING FLYERS CAN BE FOUND AT WWW.CASCWA.ORG



BAY Section Spring Workshop

May 17, 2013

Martinelli Event Center - Livermore, CA

Hot Topics - Student Scholarships - Networking - Lunch -
Raffle Prizes

Flyer coming

Student Records Workshops

August 22, 2012

November 8, 2012

March 7, 2013

San Bernardino, CA

Flyer

Student Discipline, Suspension & Expulsion Workshops

August 29, 2012

November 15, 2012

March 14, 2013

San Bernardino, CA

Flyer

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