



OCR Issues Guidance on Sexual Violence in Schools

By Kinna P. Crocker, Attorney At Law, Lozano Smith

The Office for Civil Rights (“OCR”) issued a letter that highlights the importance of providing all students with an educational environment free from discrimination, including an environment free of sexual harassment. ([“Dear Colleague Letter: Sexual Violence Background, Summary and Fast Facts”](#), April 4, 2011) Sexual harassment includes sexual violence, which is also a crime. The letter provides guidance regarding the responsibilities of schools to take immediate and effective steps to respond to sexual violence, in accordance with Title IX of the Education Amendments of 1972 (“Title IX”) (20 U.S.C. section 1681 et seq.). Title IX prohibits discrimination on the basis of sex in any federally funded education program or activity.

Sexual violence, as the term is used in OCR’s guidance, refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Some acts that fall into the category of sexual violence include rape, sexual assault, sexual battery and sexual coercion. Gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility

based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature, is also prohibited by Title IX.

Title IX requires a school, if it knows or reasonably should know about student-on-student harassment that may create a hostile environment, to take immediate action to eliminate the harassment, prevent its recurrence, and address its effects. The school must promptly investigate regardless of whether a harassed student, his or her parent, or a third party files a complaint. The school must also determine whether appropriate law enforcement or other authorities should be notified. It is important to note that a law enforcement investigation does not relieve a school of its independent Title IX obligation to investigate alleged harassing conduct.

Before beginning an investigation, schools should inform and obtain consent from the complainant’s parents, if the complainant is under 18. If a complainant requests confidentiality, the school must continue its investigation and respect the request. However, schools may weigh the request for confidentiality against the duty to provide a safe and nondiscriminatory environment for all students. Certain factors should be considered, such as: the seriousness of

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Delta-Sierra Section News

President's Message



The Delta-Sierra Section held its planning meeting for the next year on May 3, 2010 at Inderkum High School. This was a very successful meeting as Section activities and office bearers were confirmed in preparation for the next scheduled meeting.

The Delta-Sierra Section is excited to announce the appointment of Laurie Pence from Robla Unified School District as the President-Elect for 2011-2012. Kathleen Egbert from the Yolo County Office of Education has been named the new treasurer, taking over from Grace Espindola who will now assume secretarial duties. Congratulations to the new officers and a special welcome to Kathleen and Laurie who are new members.

Delta-Sierra is also excited to welcome back Jane Claar and Tracey Wiltshire (both from Twin Rivers Unified School District) who were present at meeting. Both bring invaluable experience and input to our Section.

Finally, the Section is excited about reaching out to other districts in our Section and will continue to support members and families in improving child welfare and attendance in the districts.

AMREEK SINGH, *Section President*
asingh@natomas.k12.ca.us

“Woodland school district officials visit homes of chronically absent”

On April 28, 2011, an article, written by Geoff Johnson of the Daily Democrat, highlighted the outstanding efforts of the Woodland Joint Union School District and its partners in addressing students who are chronically absent.

The article focused on a sweep of approximately 45 homes housing the families of chronically truant students, many of whom had been late or missing school for 35 days or more. The home visit served as a last warning for several families before receiving court summons. It proved to be a successful joint effort from the officials from the District, the police department and the District Attorney's Office.



(Left to right) Mike Coughlin, District Attorney's Office; Rosie Caraveo, Woodland JUSD; Officer John Riley, Woodland Police Department

Richard C. Davis Scholarship Recipients

The Delta-Sierra Section is proud to announce the recipients of the Richard C. Davis Scholarship. The scholarship will be awarded to two seniors in the Delta-Sierra Section who have shown tremendous resolve and strength to graduate from high school despite some setbacks and have overcome obstacles to get their diplomas. The two recipients for the 2011 Rich Davis Scholarships are:

- Jonathan Alvarez- Rio Cazadero High School (Elk Grove Unified School District)
- Morgan Myers –Prospect High School (Oroville Union High School District)

Both students will receive an award of \$1000 and a certificate from a representative of the Delta-Sierra Section at their graduation ceremonies.

The Delta-Sierra Section is proud to support the education of these students and will continue to support others in their quest for academic excellence.

Upcoming Events in Southern Section

CASCWA SOUTHERN SECTION FALL CONFERENCE

September 28 & 29, 2011

Hotel Zoso in Palm Springs, California

The Hidden Curriculum: What's Not Listed in the School Catalog

Wednesday Evening, September 28th

Welcome Reception

Thursday, September 29th

Course Offerings:

101A - Teenage Abuse & Misuse of Prescription Drugs

101 B - Teen Dating/Relationship Violence

101 C - Internet Safety

101 D - Guns and Other Weapons on Campus

Registration: \$75.00

Special Conference Hotel Rate: \$99.00

Information: gjhime@earthlink.net; 714-390-2679

"LILLIE WILSON" SCHOLARSHIP LUNCHEON

JUNE 3, 2011

HOLIDAY INN, BUENA PARK

Click [here](#) for the latest issue of the Southern Section publication, *Connections*, and other Section-related information and events.

2nd Annual Safe Schools Conference

August 5, 2011

Quite Cannon

901 Via San Clemente
Montebello, California

We invite you to learn about the critical issues schools will be facing and cost effective strategies to deal with these same issues. The conference will discuss the direct link between school safety, learning, attendance, and higher test scores.

Keynote Speakers:

- Tom Torlakson, *State Superintendent of Public Instruction*
- Commander Josef Levy, *Long Beach Police Department*

Conference Strands (18 Workshops)...

- Bullying & Cyberbullying
- School-Based Gang Prevention & Intervention
- Dropout Prevention
- Building a Positive School Climate
- Alcohol and Other Drugs
- Crisis Response

Registration: \$99 or \$45 for graduate students

Hotel Accommodations: Hilton Garden Inn—
801 Via San Clemente, Montebello, CA

Hotel Rate: \$110 (Code LA2)

For more information, contact:

Dave Long at Dlong@dlassoc.com

Sherri Allmer at Allmer_Sherri@lacoed.edu

Survivability vs. Accountability

By Michael C. Kimball, Police Commander, Retired

According to the U.S. National Center for Education Statistics, school violence is a serious problem. In 2007, the latest year for which comprehensive data were available, a nationwide survey, conducted biennially by the Centers for Disease Control and Prevention (CDC) and involving representative samples of U.S. high school students, found that 5.9% of students carried a weapon (e.g. gun, knife, etc.) on school property during the 30 days antedating the survey. 7.8% of high school students reported having been threatened or injured with a weapon on school property at least once. In the 30 days antedating the survey, 5.5% of students reported that because they did not feel safe, they did not go to school on at least one day. Our mission here is the safety and survivability of both our students and our staff.

For those of us who have children in our lives, what comes to mind when we first start teaching them about stranger danger? If our kids are in the park, on the playground, in a store, at the movies or near their school grounds and a stranger tries to get them into their car, what do we tell our children to do? What about if they are touched or grabbed by this person?

We tell them to scream, call for help, kick, pull away, bite, and find a police officer or an authority figure to seek out help. We go over this many times. We know that the repetition will aid them in recall in a time of crisis. This has been proven effective,

because it works directly with the normal human response to fear, which is “Fight or Flight”. We have empowered our children by providing them with critical options when their personal safety is in jeopardy.



Should we continue to follow “lockdown” because it is the safest procedure for the staff and students or because it limits liability? Are we about survivability or accountability?

As a society, we are willing to empower our children against suspected child molesters, child kidnappers or anyone who seeks to harm them. With this being the case, then why are we so hesitant to empower them with anything other than “lockdown” during an “active killer” or “violent intruder” event in the school? A lockdown sends a message to our children that while they are in school, and should a “violent intruder” or “active killer” event take place, they should remain in place similar to an earthquake drill (lockdown) even when there is an imminent threat of injury or death.

While we know that a lockdown is a part of the equation, it does not encompass a well rounded formula for survival in the face of an emerging threat.

Are we truly concerned about survivability or is it all about accountability?

Let us ask ourselves some questions: When there is a violent intruder detected on the school grounds, can any teacher call in to the 911 center? If not, then why? As a citizen, if you see what you perceive to be a violent act at the store, or the mall, at church or anywhere, not only can you call into the 911 center, but it is your civic duty. So why do we have to go through so many hoops to call 911 for help at work?

If this is our policy at work or school, then the reality is that it is more about accountability than survivability. Or, maybe, we are worried about public perception rather than the safety of those who are entrusted to us.

The average time for Law Enforcement to respond “code 3” (lights and sirens) to a school emergency, nation wide, is 3 minutes or greater. Studies show that the baseline timeframe for school shootings, nationally, (once the shooter has been discovered, or the shooting has been started) is 3-5 minutes and sometimes greater in rural areas.

The Police are a reactionary force. That is why when it comes to an active shooter attack in a school, we refer to our staff and students as the real “first responders.” The

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police will be there shortly, but will very rarely deal with the situation first. So we should ask ourselves, what training have we provided the real first responders?

If our policies say we must always call the front office so that an authorized staff (usually the principal) can verify the situation first and then make the decision to call IF necessary, this creates what we call “lag time.” Lag time is not what we want to create for our violent intruders, giving them the precious seconds (life moments) that we so desperately need to survive a critical incident in our educational environments.

The tragic reality is that if staff or students are in a position where they should do something proactive to enhance their chances of survival, and since they have not been provided with any options prior to the event (other than “lockdown”), they will do exactly as they’ve been trained to do, which is very minimal. They will maintain their static position of “Lockdown,” and most likely, as recent studies have shown, be killed in an active shooter event.

However, even the best plans invariably fall short in one crucial area - What options can staff utilize if the common plan of Secure-in-Place, “Lockdown” doesn’t work? What do you do when your secured space is infiltrated by those who wish to harm staff and students? Should we continue to follow “lockdown” because it is the safest procedure for the staff and students or because it limits liability? Are we about survivability or accountability? ☹

mckimballandassociates@yahoo.com

the alleged harassment; the complainant’s age; whether there have been other harassment complaints about the same individual; and the alleged harasser’s rights to receive information about the allegations.

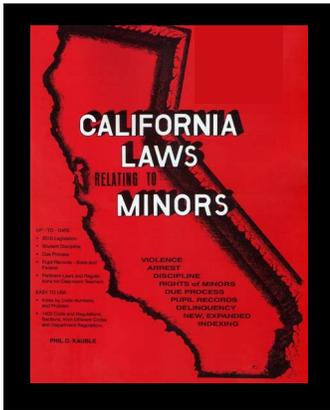
Title IX further requires the following from schools:

- Publish and disseminate a notice of nondiscrimination which must state that the school does not discriminate on the basis of sex in its education programs and activities. Such notice must be widely distributed and easily accessible on an ongoing basis. OCR recommends posting the notice on school websites, various locations throughout the school and publishing in electronic and printed publications of general distribution that provide information to students and employees.
- Designate at least one employee to coordinate efforts to comply with and carry out responsibilities under the law.
- State in the notice of nondiscrimination that inquiries regarding Title IX may be referred to the designated person (include the person’s name or title, office address, telephone number and email address) or to OCR.
- Adopt and publish grievance policies and procedures, which can serve as preventive measures against harassment. The policies should state that prohibited sex discrimination covers sexual harassment, including sexual violence (include some examples of the types of conduct that is covered.) OCR notes that schools must also have policies and procedures in place to protect complainants against retaliation and ensure that complainants and parents know how to report any retaliation. It is therefore necessary for schools to ensure that employees are trained regarding sexual violence issues, which should include practical information about how to identify and report sexual harassment and violence, in accordance with published grievance procedures.

Finally, OCR’s Dear Colleague Letter further recommends that schools implement preventive education programs and make victim resources available. The programs should discuss what constitutes sexual harassment and sexual violence; explain the school’s policies and procedures; and, describe the resulting consequences of violating the policies. Such programs could be included in orientation programs for new students, faculty, staff and employees, training for student athletes and coaches, school assemblies, and “back to school” nights.

Although OCR’s letter is non-binding in terms of the interpretations of the law that it includes, the letter does provide useful guidance for school districts seeking preventive ways to ensure student safety and well-being, and also avoiding liability for harassment through proactive measures. ☹

The following webpage contains the links to the letter, fact sheet and rights: <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html>



CALIFORNIA LAWS RELATING TO MINORS

A must-have and easy-to-read reference guide, authored by Phil Kauble, for anyone who deals with schools and/or juveniles. Topics include attendance, discipline, rights of minors, due process, pupil records, delinquency, special education, and much, much more.

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Every purchase of this guide goes into helping a student at-risk reach his/her goal. CASCWA recognizes Phil Kauble, and the late Bill Gehr & Legal Books Distributing for their generous annual contributions to student scholarships for each participating CASCWA Section.

In Memoriam

Bill Gehr (William Alfred Gehr) started his career in the book business in 1950 when he took a full-time job at a bookstore in Westwood Village, while attending UCLA where he ultimately received his Bachelor's degree in Business Administration. Bill's continued thirst for knowledge guided him to Glendale College of Law, where he obtained his Juris Doctor degree, and practiced law in California.

Bill was involved in the National Association of College Stores (NACS), where he contributed ideas that helped shape the industry where he worked. He served on many committees during his tenure, including serving as President of the Board of Trustees that oversaw the committee that brought the newly devised ISBN (International Standard Book Number) into widely accepted usage. Bill also joined and served in some capacity many Trade Organizations related to the book industry.

Bill, with his good friend Linda Dundas, established College Store Enterprises in 1984, where they owned and operated several bookstores, both undergraduate and law, for the next 27 years until his passing on April 1, 2011. The law side of the company was called Legal Books Distributing and was known for carrying every book in print for the law student. College Store Enterprises with several locations continues to operate successfully with many of the same employees that have worked for Bill and Linda nearly their entire career. Bill's management style was very effective, and his personal generosity will be remembered by those he touched.

CASCWA pays tribute to Bill Gehr for his support in the publication of California Laws Relating to Minors, of CASCWA, and the scholarship program.



A.C.T.

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Violence is occurring every day in our malls, businesses, churches and schools.
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| <p>Michael C. Kimball <i>Director of Training & Consulting</i> 1130 Fremont Blvd., #277 Seaside, CA 93955 (831) 224-3838 mckimballandassociates@yahoo.com Follow us on Facebook</p> | <p>Learn About:</p> <ul style="list-style-type: none"> ▪ <i>Historical Facts & Case Studies</i> ▪ <i>Threat Assessment</i> ▪ <i>Research Based Proactive Approaches</i> ▪ <i>A.L.I.C.E. Enhanced Guidelines</i> ▪ <i>Countering Directed Violence</i> |
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Knowledge is your best defense for active crisis situations.

CALIFORNIA LEGISLATIVE UPDATE

Special to CASCWA

By Sandra Morales,

Legislative Advocates, SI&A

STATE BUDGET UPDATE

On May 17, Governor Brown released his May Revision to the proposed 2011-12 budget. His revision includes an increase in the Proposition 98 guarantee to \$52.4 billion, nearly \$3 billion higher than what the Legislature approved in March. He proposes to use this funding to eliminate the new \$2.1 billion deferral approved in March and to pay down the existing deferrals by another \$434 million (this is equivalent to a one-time funding increase of about \$72/ADA). All of this is contingent, however, upon approval of his proposal to extend expiring tax measures before the end of the fiscal year and then put the question before voters. There are no changes proposed in the May Revision to the so called categorical flexibility.

The good news is that state revenues have come in significantly higher than was projected last January. However, the basic choice of whether to extend the temporary tax revenues makes it difficult to project the specific funding level for education. School districts have been struggling both with the magnitude of the potential cuts to education and with the extraordinary uncertainty surrounding this particular state budget. The Governor's plan is encouraging in terms of the specific numbers, but does little to resolve the uncertainty.

The Department of Finance mentioned that if the temporary tax revenues are not extended, it would be difficult to fund Proposition 98 at the proposed level. They think it would be likely for the Governor and the Legislature to suspend Proposition 98 make much deeper cuts. The May Revision references the potential of \$5 billion in cuts if Proposition 98 is suspended. From our perspective, however, it is difficult to image how legislators could politically take action to reduce schools by more than \$350/ADA (which is approximately \$2.1 billion) when state revenues are significantly higher than they were in January.

Eliminate Selected K-12 Mandates

The Governor proposed a reduction of \$38.2 million of mandate funding to reflect the adoption of the Legislative Analyst's Office (LAO) recommendations made to the K-14 workgroup on mandate reform created by Chapter 724, Statutes of 2010.

The May Revision would initially suspend K-12 selected education mandates from 2011-12. Throughout the various debates over K-12 education mandate reform and funding, the education community has consistently opposed suspending K-12 education mandates. Suspension is a mechanism designed to have schools continue the mandated programs and policies, but avoid the state having to honor the Constitutional requirement to pay for those mandates.

Does the state really intend to suspend Physical Performance testing, the Stull Act and Notification of Truancy mandates? These key mandates have been established for important policy reasons. Many groups have argued that the state should only repeal or modify these mandates following meaningful policy discussion.

It is important to highlight the fact that the K-14 workgroup on mandate reform did not reach consensus on a specific option for addressing specific mandates. They also did not unanimously agree on which mandates should be identified under each definition of statewide interest.

Other significant proposals in the May Revision are as follows (excerpts from the Governor's Budget Summary):

AB 3632 Mental Health Services Mandate

"Shift in Mental Health Services from Counties to Schools - The May Revision proposes to rebench the Proposition 98 guarantee and provide an increase of \$221.8 million Proposition 98 General Fund to shift the responsibility for providing mental health services, including out-of-home residential services, required under federal law from county mental health

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agencies and county welfare agencies to school districts. The May Revision also reflects the permanent repeal of the AB 3632 mandate and removes mental health services from the realignment proposal for counties.

“The May Revision continues to provide \$98.6 million in Proposition 63 funds to county mental health agencies on a one-time basis in 2011-12. However, as noted above, the program will not be realigned to county mental health agencies. School districts can contract with counties to provide services using Proposition 63 funds but schools would be responsible for any costs exceeding this amount. In total, the May Revision proposes \$389.4 million from all fund sources, including \$69 million in federal funds currently budgeted, for mental health services.”

Eliminate Funding for CALPADS/CALTIDES

“Eliminate Funding for CALPADS - A reduction of \$2.9 million federal Title VI funds and 5.3 positions to Department of Education state operations to reflect the suspension of funding for all CALPADS development and implementation activities pending continued review of the system. In lieu of continuing CALPADS, any federally required data can be collected and reported through the California Basic Educational Data System, and any other systems utilized by the Department of Education outside of the CALPADS system.

“Eliminate funding for CALTIDES- A reduction of \$560,000 Federal Trust Fund and 3 positions to the Department of Education state operations to reflect the State Department of Education’s termination of CALTIDES as previously proposed and to conform to the suspension of CALPADS. CALTIDES was intended to provide a statewide longitudinal teacher database that would serve as the central state repository of information regarding the teacher workforce.

“Eliminate Funding for CALTIDES- A reduction of \$84,000 Test Development and Administration Account, Teacher Credentials Fund and 1 position to the Commission on Teacher Credentialing state operations to reflect the State Department of Education’s termination of CALTIDES as previously proposed and to conform to the suspension of CALPADS.” ☞



Free Publications on Safety

The challenges facing administrators, teachers and parents regarding safety concerns and issues have become increasingly important in our complex world. In order to assist the academic community, the Department of Education has over the past several years produced a variety of free publications on the topic of Safety which we hope will be of interest to you.

We look forward to your utilization of the following free publications:

- ED000561P — *School Programs: Give Us Wings, Let Us Fly! Communities And Schools Working Together*
- ED001340P — *Early Warning, Timely Response: A Guide To Safe Schools*
- ED001366B — *Bullying: A Manual For Schools And Communities*
- ED001424B — *For Helping Students Recovering From Traumatic Events*
- ED002182P — *Stories '94: A Guide To Safe, Disciplined, And Drug-Free Schools*

Please note certain order limits apply.

Website: <http://www.edpubs.gov/>

Phone: 1-877-4-ED-PUBS

(1-877-433-7827)

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- Norma Gonzales, Community Liason

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Ask the Experts... Equal Educational Opportunity

By Robert Jacobsen, General Counsel, Norwalk-La Mirada USD

May schools deny student enrollment based on citizenship or immigration status?

Generally no. Guidance issued in May 2011 by the US Department of Justice and the US Department of Education, Office of Civil Rights, reminds us that student enrollment practices that may chill or discourage the participation, or lead to the exclusion, of students based on their or their parents' or guardians' actual or perceived citizenship or immigration status contravene Federal law.

The United States Supreme Court held in the case of *Plyler v. Doe* (1982), that a State may not deny access to a basic public education to any child residing in the State, whether present in the United States legally or otherwise.

To comply with these Federal civil rights laws districts must ensure that they do not discriminate on the basis of race, color, or national origin, and that students are not barred from enrolling in public schools on the basis of citizenship or immigration status. Districts may not request information with the purpose or result of denying access to public schools on the basis of race, color, or national origin.

What enrollment practices would comply with the law?

In order to ensure educational services are enjoyed only by residents of a district, the district may require students or parents to provide proof of residency within the district. A district may require copies of phone and water bills or lease agreements to establish residency. While a district may restrict attendance to district residents, inquiring into students' or parents' and guardians' citizenship or immigration status would not be relevant to establishing residency.

A school district may require a birth certificate to ensure that students fall within district-mandated minimum age requirements; however, a district may not bar students from enrolling in its schools based on a foreign birth certificate.

What about requesting social security numbers?

Districts may request students' social security numbers at enrollment for use as student identification numbers. A district may not deny

enrollment to a student if he or she or his or her parent or guardian chooses not to provide a social security number. If a district chooses to request a social security number, it shall inform the individual that the disclosure is voluntary, provide the statutory or other basis upon which it is seeking the number, and explain what uses will be made of it. In all instances of information collection and review, it is essential that any request be uniformly applied to all students and not applied in a selective manner to specific groups of students.

What should districts do to ensure compliance?

Both Departments are committed to vigorously enforcing Federal civil rights laws and to providing technical assistance that may be helpful to districts so that all students are afforded equal educational opportunities. As immediate steps, districts may wish to review the documents it requires for school enrollment to ensure that the requested documents do not have a chilling effect on a student's enrollment in school. Second, in the process of assessing compliance with the law, districts might review State and district level enrollment data. Precipitous drops in the enrollment of any group of students in a district or school may signal that there are barriers to their attendance that should be further investigated.

Plyler v. Doe is a class action, filed in the US District Court for the Eastern District of Texas in September, 1977, on behalf of certain school-age children of Mexican origin residing in Smith County, Tex., who could not establish that they had been legally admitted into the United States. The action complained of the exclusion of plaintiff children from the public schools of the Tyler Independent School District.

In 1982, the Supreme Court ruled in *Plyler v. Doe*, 457 U.S. 202 (1982), that public schools were prohibited from denying immigrant students access to a public education. The Court stated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents. Undocumented immigrant students are obligated, as are all other students, to attend school until they reach the age mandated by state law.

Public schools and school personnel are prohibited under *Plyler* from adopting policies or taking actions that would deny students access to education based on their immigration status.

Funding Opportunities

The following funding opportunities were selected from the Los Angeles County Office of Education's "Money Monday" updates...

LEGO Children's Fund

<http://www.legochildrensfund.org/Guidelines.html#Exclusion>

The LEGO Children's Fund will provide quarterly grants for programs with a special interest paid to collaborative efforts and in providing matching funds to leverage new dollars into the receiving organization. The Foundation awards grants in these areas of support: Early childhood education and development related to creativity; Technology and communication projects that advance learning. Typical awards are between \$500 and \$5,000.

Due: February 1, May 1, August 1, or November 1

Lois Lensky Covey Foundation Library Grants

<http://www.loislenskicovey.org/6.html>

The LLCF library grant program provides grants for public libraries and school libraries for the purchase of books for children in grades preschool through grade 8 [Early Reader books through Young Adult and Hi-Lo books]. LLCF also provide grants to non-traditional libraries. In this latter category the Foundation will consider purchasing books to be used by young people preschool through grade 12. Grants range from \$500 to \$3,000.

Due: June 15, 2011

The Mockingbird Foundation (MFI)

<http://www.mockingbirdfoundation.org/funding/guidelines.html>

MFI offers competitive grants to schools and nonprofit organizations that effect improvements in music education for children. Education may include the provision of instruments, texts, and office materials, and the support of learning space, practice space, performance space, and instructors/instruction.

Due: Letters of Inquiry due September 1.

Saucony Run for Good Grants

<http://www.sauconyrunforgood.com/how-to-apply/>

The Saucony Run for Good Foundation is committed to improving the lives of children by helping to prevent and reduce childhood obesity. Saucony Run for Good provides funding to optimize the impact and success of community organizations that promote running and healthy lifestyle programs for youth. Maximum grant is \$10,000.

Due: June 13, 2011, December 13, 2011

State Farm Companies Foundation

<http://www.statefarm.com/aboutus/community/grants/company/company.asp>

State Farm® is committed to meeting the needs of our communities by focusing our giving in three areas: Safe Neighbors, Strong Neighborhoods, and Education Excellence.

Due: State Farm's grant cycle is from January 2 through October 31.

US Department of Justice COPS "Secure Our Schools" Grants

<http://www.cops.usdoj.gov/Default.asp?Item=2368>

The Community Oriented Policing Services (COPS) Office announces that approximately \$13 million will be available to provide funding to law enforcement agencies to assist with the development of school safety resources and provide improved security at schools and on school grounds. All local, state, and tribal law enforcement agencies that have primary law enforcement authority within a partner primary or secondary school are eligible to apply. An agency with primary law enforcement authority is defined as the first responder to calls for service for all types of criminal incidents within the schools targeted. Maximum Federal share is \$500,000.

Due: Priority consideration deadline is May 25, 2011. Second and final deadline is June 8, 2011.



CALL FOR PROPOSALS: *By December 31, 2011*

Many students enter school with problems and issues that prevent them from having a successful educational experience. Through the intervention of school personnel, community agencies, and collaborative partnerships most of these problems can be addressed within the school environment. These efforts truly illustrate that CASCWA members and their partners care for kids and are willing to stick their necks out for them. The purpose of this conference is to look at the problems and possible solutions that schools and the community can provide these students and their families.

Proposals are being sought for the conference program. Proposals should include the following information:

- Presenter name(s), affiliation, contact information (including e-mail), and vita (brief)
- Session title, abstract (50 word maximum), and summary (300 word maximum) including information as to how the proposal addresses serving students
- Session format – lecture or panel presentation

Proposals may be submitted electronically to Jerry Hime, conference planner, at gjhime@earthlink.net or via mail to P. O. Box 4223, Huntington Beach, CA 92605.

CASCWA State Conference—San Francisco

April 20-22, 2011

Review of 2011 CASCWA State Conference

By Janet McMurray, Bay Section Secretary



As a member of Bay Section CASCWA and a Conference Committee member, I would like to express my appreciation for the hours and hours of hard work and preparation, attention to detail and follow through that Alan Del Simone, our Conference Chairman dedicated to making the 2011 State Conference happen.

The Conference Committee began meeting almost two years ago under Alan's direction and included a strong group of people who devoted many hours and attended many meetings putting the conference together. As those of you who have planned a conference know, they don't just happen! There are an endless amount of tasks including hotel details, registration, food, receptions, speakers, programs, workshops, raffles, donations, sponsors and vendors.

Were there some glitches?? Of course there were! Some out of our control (sirens). What could be handled was handled quickly and efficiently.

Alan displayed an infinite amount of patience and attention to detail. He was extremely organized and always was encouraging and helpful when we needed it. For his outstanding work bringing the conference to fruition and for his years of service to Bay Section CASCWA he was recognized as our Bay Section Outstanding Service Award recipient.

I would like to personally thank Alan for the example he set and the way he conducted himself as we went through the conference planning stages. I learned many valuable lessons in conference planning as well as life lessons. It was an outstanding conference in a beautiful city by the Bay. Thank you, Alan, for your tremendous efforts on behalf of CASCWA and Bay Section.



Thanks to the outstanding efforts of the Planning Committee, the 2011 State Conference turned out to be a huge success! San Francisco was a hit!

Back row: Angelo Madrigal, Leslie Rothwell, Jan Passama, Sheila Lawrence

Front row: Janet McMurray, Linda Freccero, Cathy McConnell, Alan Del Simone, Nancy Brock, Susan Mahoney

CONFERENCE HIGHLIGHTS



FEATURED KEYNOTE SPEAKERS: (left to right)

Dr. Mark Alexander, *Chairman of the Board, 100 Black Men of the Bay Area*
 Carlos Garcia, *Superintendent, San Francisco Unified School District*
 Dr. Joseph E. Marshall, Jr., *Executive Director, Omega Boys Club/Street Soldiers*
 Wendy Tokuda, *Co-Founder, Students Rising Above*



Model SARB Award Winners



2011 Recipients...

- Colton Joint USD
- Santa Ana USD
- Alhambra USD
- Chino Valley USD
- Chula Vista ESD
- Huntington Beach USD
- Napa USD
- Grossmont UHSD
- Downey USD



NEW CONSERVATORY THEATRE
"The Other Side of the Closet"

WORKSHOP PRESENTERS



1-Jerry Hime, Brian Lambert, Tammi Wong;
 2-Robert Jacobsen; 3-Russel Sass; 4-Sloan Simmons;
 5-Rick Phillips; 6-Elizabeth Rho-Ng; 7-Michael
 Wong, John Vandenburg; 8-Dr. Gwen Harrison;
 9-Vicente Bravo, Maria Hwang de Bravo;
 10-Summer Dalessandro; 11-Dr. Ammar Saheli;
 12-Lynn Bravewoman; 13-Ray Culberston; 14-Stev
 Muzinich; 15-Sherman Garnett; 16-Teresa Drenick;
 17-Lois Baer; 18-Kimberly Gee, Dulcinea Grantham;
 19-Sheila Lawrence, Brad Strong, Hedy Chang,
 Sandra Morales

Many apologizes for missing pictures of a few outstanding presenters!

Having Fun at the Conference



Our big raffle prize winners of: 1) 2-night stay at the St. Francis Drake Hotel; 2) Free 2012 State Conference registration, hotel stay and breakfast for two; and 3) Wine tasting tour for 12. (clockwise)



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Betty Folsom, awarded by State President, Benita Washington, with the Lee Lundeberg Award, which is the highest prestige bestowed annually upon a CASCWA member.

*Congratulations Betty!
You truly deserve it!*



Sergio Mendoza, awarded by San Joaquin Section President, David Cohen



Alan Del Simone, awarded by Bay Section President, Rickey Jones



Karen Basurto, awarded by Delta-Sierra Section President, Hector Molina

Dr. Rick Tebbano from the Southern Section was unable to attend the Conference to receive his award from Section President, Sherman Garnett



Reflections from a Retiring CWA and Former CASCWA State Board Member

By Joe Taylor, Sacramento County Office of Education

As I wind down my time as the CWA Administrator for the Sacramento County Office of Education, I can't help but think of how my close relationship with CASCWA parallels my success as a CWA administrator. My retirement date is now days away, and as I am going through old files and cleaning out my area, I keep coming across reminders of my involvement with CASCWA and the many, many wonderful people I got the chance to interact with and who have helped me succeed.

I was appointed the CWA administrator for Sacramento County fourteen years ago by the then Superintendent, and his first advice to me was to learn all I could about Child Welfare and Attendance. This Superintendent also took me out to lunch to meet a predecessor of my CWA position by the name of Rich Davis. I quickly learned that Rich Davis was a real legend in the world of CWA and CASCWA. Rich's early advice to me was that I needed to get involved with an organization called CASCWA in order to be successful. Rich informed me that I should get to know a fellow by the name of Rob Gerig who at the time was the CWA administrator in one of my Districts.

As it turned out, Rob was also an icon of the CWA world and soon-to-be State President of CASCWA. I learned a lot from Rob, and at his suggestion, began attending local CASCWA meetings in the Delta-Sierra Section where I met and got lots of information from other CWA administrators all over Northern California. It really increased my learning curve, and soon I felt like a CWA expert! Rob also got me tagging along with him to these annual state CASCWA conferences. My first CASCWA conference many moons ago was in Fresno, California at the Piccadilly Inn! It was quite an adventure and I was overwhelmed by all of the great speakers, workshops and CWA experts! I even met a guy by the name of Jack Ericson (yes, Jack Ericson of the California Laws Related to Minors fame) who gave me some great advice about staying involved with CASCWA.

Soon I was attending the CASCWA state conferences each year and gathering more and more expertise and

information. I became a Delta-Sierra Section member, and with the assistance of Rob Gerig, got appointed to a CASCWA State Board position. Being based in Sacramento, I had an interest in legislation that impacted the CWA field. As a result CASCWA State President at the time, Phil Kauble, appointed me to be the Northern California Legislative Representative. I served in this capacity for several years and really enjoyed attending sessions at the state capitol to testify before Senate and Assembly Committees on CWA issues for CASCWA. I often heard stories about an earlier predecessor of mine by the name of Lee Lundberg who represented CASCWA and was a legend around the halls of the state capitol. Soon I was joined by Sherman Garnett, who was appointed to be the Southern California Legislative Representative for CASCWA. I had met Sherman through another organization, so we worked very well together, representing CASCWA at various seminars, workshops and meetings around the state.

Sherman and I received a great honor for our work as legislative representatives on the CASCWA State Board by being named co-recipients of the Lee Lundberg Award for outstanding service to CASCWA in 2004. I continued being active in the Delta-Sierra Section, serving two terms as Section President. I also rotated to follow Sherman Garnett as State President of CASCWA.

Now, as I look forward to retirement and look back at my CWA experiences and successes, I really am grateful for all the assistance and support I received from being involved with CASCWA. I will always cherish all the wonderful people I met along the CASCWA way and continue to enjoy life-long friendships. I am glad I met icons like Rich Davis, Rob Gerig and Jack Ericson who got me to get involved with CASCWA. CASCWA recently celebrated 75 years as an organization and I hope it continues to flourish with great leadership and direction for the future. I know there are many CWA types out there all over the state who will benefit, grow and become an expert in the field just like I did starting fourteen years ago! ☘

CASCWA Mission

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 the students, families, and schools.

Final Thoughts...

It's hard to imagine, but we are on the home stretch. This will be my last column as I pass the torch to my esteemed colleague Ricky Jones. Being the CASCWA President has been one of the most interesting experiences of my professional career. There were a few challenges along the way, as well as a few surprises. At this time I would like to express my gratitude to the board members that have generously volunteered their time. Our members worked tirelessly to provide quality programs and events, managed CASCWA state finances, represented our local interests at the State level, and assisted existing and new members of our organization. I also want to acknowledge all of the support and encouragement the San Joaquin Section Executive Board has given me. Thank you David Cohen, Dr. Dennis Wiechmann, Dr. Galen Wright, Dr. Greg Bass, James Tate, John Christiansen, Mike Robinson, Roxanne Baeza, and Sergio Mendoza for all of your assistance along the way.

I would also like to take a moment to reflect on a few of CASCWA's most successful events: Southern Section's conference entitled "A Risky

Business: Serving Students at Risk," Delta-Sierra Section's summit entitled "Community, Safe Schools & Dropout Prevention," San Joaquin Section's workshop entitled "Special Education Discipline and the Legalities of Student Searches", and Bay Section's hosting of the CASCWA State Conference entitled "Creating Student Interventions".

These events could not have happened without the dedicated efforts of our excellent planning committees and the support of our sponsors. These successes also hinge on you, CASCWA members. We appreciate all the hard work and support you have given. Your commitment and

dedication is the foundation our organization's success is built upon. We look forward to your continued commitment for the upcoming school year. I would also like to thank our partners School Innovations and Advocacy, Phil Kauble and Legal Books, and Lozano Smith.

It was certainly a busy year for our organization and I am sure; this upcoming year will be no different. In these busy and challenging times it's important that you remember to take the time to reflect on your accomplishments as you replenish your spirit.

BENITA WASHINGTON
Immediate Past President

JOIN CASCWA!

- CASCWA is the only state organization that focuses on the specific needs of the Supervisors of Child Welfare and Attendance personnel.
- CASCWA offers the opportunity for like-minded professionals to develop a personal support network, particularly in these trying times.
- CASCWA offers the opportunity for professional growth through meetings, workshops and conferences.
- CASCWA is becoming more involved in the legislative process, by monitoring and advising on existing legislation being presented.
- Annual dues: Active - \$50, Retired - \$20, Student - \$20

www.cascwa.org/membershipPrint.php