



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

THE TIME HAS COME TO REGISTER FOR APRIL'S 2016 STATE CONFERENCE IN ORANGE COUNTY!



This special edition of the “Intercom” focuses on the new laws that went into effect January 1, 2016.



In this January 2016 edition you will find: Information on the 2016 CASCWA State Conference at the Anaheim Wyndham Hotel in Orange County; CASCWA; New Laws for 2016 – Presentation by LACOE; Interview with Earl Smith, San Bernardino County Superintendent of School – Coordinator Child Welfare and Attendance; Information on Every Student Succeeds Act (ESSA) and Southern Section's up-coming “Topical Forum” in Riverside; Information on SI&A; Jeni Mendel's “Website Pages and much more!”

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



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

CASCWA State President's Message



Hello again CASCWA members and Happy New Year! Here we are in 2016. How hard it is to believe that time is moving so expeditiously. It is my hope that you had a relaxing break in November and some quality time off during *Winter* recess. Our hearts truly go out to CASCWA Southern Section and the tragedy that was experienced in San Bernardino, followed by the emergency response in regard to the one-day Districtwide closure of Los Angeles Unified. It is unfortunate that we find ourselves so interconnected to tragedies and traumas that impact our students, families, and us as educators on the frontlines. This again brings up all the more reason why it is so critical for us to engage in self-care and support each other.

Time remains urgent for us to continually provide the services that our students and families so desperately need. Although we see our economy improving to an extent, we still have a significant number of families and students struggling with homelessness, conditions of Foster Care, food, and more. For many of us, school breaks during November and December are simply thought of as times of peace, vacation, family gatherings, festivities, gifts, and food. However, for some of our students -- the same thought does not come to mind. For some, school breaks bring moments of anxiety, uncertainty, and instability. I am sure just like my District, as solid CASCWA representatives and members, you sought out students and families and provided them, through various forms of donations, food, gifts, clothes, coats, and more. That is the true essence and spirit of the members of CASCWA, throughout our organization.

Now that we are back in stride and headed for the close of the first semester of the school year, we start our process of planning for second semester and end of year logistics, while also looking to the 2016-2017 school year. We also cannot forget the special time we all look forward to at the 2016 CASCWA State Conference. Time moves fast and it is imperative that we make the best of every current moment and offer the best we can in the moment, toward every student and family we encounter. It was 31 years ago (1985) that I sat in a theater watching the movie *Back to the Future*, with the future depicted as year 2015. Well, it is now 2016. In 1985, year 2015 seemed light years away and now with the blink of an eye it is gone. The year has evaporated, but our work and service is still needed.



I am wishing all of you, your schools, Districts, students, and families an educationally prosperous and safe 2016. May we all continue to build deep student relationships and motivate them beyond their believed capabilities.

2015-16 State Executive Board		
Name	Position	Section
Ammar Saheli	President	Bay
Sergio Mendoza	Past President	San Joaquin
Tim Catlin	President Elect	Southern
Gricelda Cardenas	Vice President	Delta-Sierra
Dennis Wiechmann	Treasurer	San Joaquin
Socorro Martinez	Secretary	San Joaquin
Joe Taylor	Legislative Representative	Delta-Sierra
Sherman Garnett	Legislative Representative	Southern
Grace Espindola	Legislative Representative	Delta-Sierra
Brian Chandler	Webmaster	San Joaquin
Brian Gonzales	Membership Chair	San Joaquin
Frank Boehler & Mark Michels	Intercom Editors	Southern
Section Presidents		
Janet McMurray	Bay Section President	Bay
Gricelda Cardenas	Delta-Sierra Section President	Delta-Sierra
Position being filled	San Joaquin Section President	San Joaquin
Cami Berry	Southern Section President	Southern

CASCWA San Joaquin Section President's Commendation



Benita Washington

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

The editors of the Intercom have not included section president messages in this edition. They will be included in the next edition. Instead we wish to recognize and commend Ms. Benita Washington for her outstanding service to CASCWA over the past two decades.

Benita is a dedicated educator and one of the strongest members in the history of the San Joaquin Section. She is currently in her second year of a two year president's term for CASCWA San Joaquin. This is the second time that she has served as section president. She was the CASCWA State President during the 2010-11 school year and was honored with the distinguished CASCWA Lee Lundberg award in 2012. Due to personal reasons, Benita has had to make the difficult decision to step down from her current position.

Former State President, Dennis Wiechmann, stated, "Bonita has been an outstanding advocate for the San Joaquin section of CASCWA. Her leadership has allow our section to grow and successfully expand our support for the at risk students in the San Joaquin section. She is a true friend, a social justice advocate, and an outstanding representative of CASCWA. She will be missed!!"

We know that Benita will always be a part of CASCWA. We wish her the best and much happiness!

1936 2016 STATE CONFERENCE 2016

CELEBRATING CASCWA's EIGHTY YEARS OF ADVOCATING FOR CHILDREN

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



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

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

WE NEVER QUIT...

ONLY GROWING STRONGER!

HOSTED BY CASCWA'S SOUTHERN SECTION

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



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

<http://anaheimwyndham.com/>



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

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

CASCWA 2016 STATE CONFERENCE

JERRY HIME, CONFERENCE CHAIR



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

Tradition has it that eighty years is designated as the Oak Anniversary. According to North American Indian lore the oak tree symbolizes strength and longevity. In numerology, eighty signifies control and achievement; strength, will and effort. These images accurately exemplify CASCWA's eighty years...1936 to 2016...and will be evident throughout the conference. As stated in the conference theme, and symbolized by the oak tree, **"We Never Quit...Only Growing Stronger!"** You are invited to join the celebration April 20, 21, and 22, 2016 at the Anaheim Wyndham Hotel.

We are especially pleased with the plans for the first day of the conference. Former CASCWA State President, Sherman Garnett, is putting together the first day program. He has assembled a team of recognized Child Welfare and Attendance professionals. He has informed the Intercom Editors that presenting on Wednesday, April 20th will be Diane Baker, Maria Bravo, Daniel Marmolejo, Terrance Stone, Jenifer GomezTrejo, Clark Morrow, Barry Tyler and Sherman Garnett.

Sherman Garnett

The Wednesday Academy is being conducted under two strands: Student Safety and CWA 101. There will be four sessions of each strand with each strand session lasting one hour and thirty minutes. Participants may choose any strand session during the day.

The first strand is the "Student Safety" strand and will include sessions on School Safety Plans, Drug and Safety Trends, Verbal Judo and Gang Prevention.

The second strand is the "CWA 101" strand and will include sessions on Enrollment, Residency and Placement of Students, School Attendance, Discipline Issues and Preventive Discipline (Restorative Justice.)

While the material delivered in each session is important, one of the greatest benefits of this day's activities are the professional connections that are made and renewed. Many of these professional relationships tend to last a lifetime!

The deadline to submit conference session proposals for Thursday and Friday's program was December 31st. Mr. Hime and his conference committee will be busy over the next month meeting and putting the program together, selecting keynote speakers, coordinating activities with the State SARB and planning some special events for all attendees.

The Intercom Editors are planning to send out the next edition of the Intercom in late February. At that time they expect to share as many details as possible regarding the program and activities for Thursday, April 21st and Friday, April 22nd.

We look forward to seeing you at the 2016 State Conference at the Anaheim Wyndham Hotel in Orange County and we encourage you to register as early as possible at:

www.cascwa.org

Every Student Succeeds Act (ESSA)

<http://www.ed.gov/essa>

President Obama signed the Every Student Succeeds Act into law on December 10, 2015..... With this bill, we reaffirm that fundamentally American ideal—that every child, regardless of race, income, background, the zip code where they live, deserves the chance to make of their lives what they will." — President Barack Obama



A New Education Law

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

For example, today, high school graduation rates are at all-time highs. Dropout rates are at historic lows. And more students are going to college than ever before. These achievements provide a firm foundation for further work to expand educational opportunity and improve student outcomes under ESSA.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers. Congress has now responded to that call.

The Every Student Succeeds Act reflects many of the priorities of this administration

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time

History of ESEA

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson, who believed that "full educational opportunity" should be "our first national goal." From its inception, ESEA was a civil rights law.

ESEA offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education.

NCLB and Accountability

NCLB put in place measures that exposed achievement gaps among traditionally underserved students and their peers and spurred an important national dialogue on education improvement. This focus on accountability has been critical in ensuring a quality education for all children, yet also revealed challenges in the effective implementation of this goal.

Parents, educators, and elected officials across the country recognized that a strong, updated law was necessary to expand opportunity to all students; support schools, teachers, and principals; and to strengthen our education system and economy.

In 2012, the Obama administration began granting flexibility to states regarding specific requirements of NCLB in exchange for rigorous and comprehensive state-developed plans designed to close achievement gaps, increase equity, improve the quality of instruction, and increase outcomes for all students.

THE BIPARTISAN BILL TO FIX NO CHILD LEFT BEHIND WILL HELP

ENSURE OPPORTUNITY FOR ALL OF AMERICA'S STUDENTS:

- ✓ Holds all students to high academic standards
- ✓ Prepares all students for success in college and career
- ✓ Provides more kids access to high-quality preschool
- ✓ Guarantees steps are taken to help students, and their schools, improve
- ✓ Reduces the burden of testing while maintaining annual information for parents and students
- ✓ Promotes local innovation and invests in what works

#LeadOnEducation

What's Next?

Over the next few weeks, the U.S. Department of Education will work with states and districts to begin implementing the new law. Visit this page for updates and sign up for news about ESSA.

• Resources

- [White House Fact Sheet on House Passage of ESSA](#)
- [Read excerpts from U.S. Secretary Arne Duncan's remarks on ESSA](#)
- [Read the Every Student Succeeds Act](#)
- [ESSA Dear Colleague Letter](#)
- [Dear Colleague Letter on the Transition to ESSA](#)
- [ESSA Webinar](#)
- [Request for Information—*Federal Register*](#)
- [Sign up for news about ESSA](#)
- [Sign up for email updates about ESSA](#)
- Send questions to essa.questions@ed.gov

SOUTHERN SECTION BELIEVES THAT THIS IS ONE OF THE MOST IMPORTANT 2016 TOPICS FOR EDUCATORS THROUGHOUT THE STATE OF CALIFORNIA. SOUTHERN SECTION IS HOSTING A TOPICAL FORUM AT THE RIVERSIDE COUNTY OFFICE OF EDUCATION ON FEBRUARY 5, 2016. INFORMATION IS ON THE FOLLOWING PAGE!

CASCWA SOUTHERN SECTION TOPICAL FORUM

FEBRUARY 5, 2016 10:00 AM - 12:00 NOON
RIVERSIDE COUNTY OFFICE OF EDUCATION



President Obama signed the Every Student Succeeds Act into law on December 10, 2015. This bipartisan legislation will impact every school in the United States. The more we know about ESSA, the better for the Offices of Child Welfare and Attendance and for educators throughout the State of California. Southern Section CASCWA is taking action to inform our members and educators throughout Southern California by presenting a “Topical Forum” on February 5, 2016 at the Riverside County Office of Education. This event is of such importance to our membership that **there will be no charge for the event!**

Southern Section is pleased to announce that the presenter for this special “Topical Forum” is:

Laura Preston - Legislative Advocate **Association of California School Administrators**



Ms. Preston is a dynamic speaker and is a true friend to our CASCWA organization. Her primary focus for the “Topical Forum” is to deliver information that we need to know about ESSA. Ms. Preston has indicated that she intends to deliver information that will be current up-to-date as of the morning’s event. She will also discuss the role of the California State Department of Education, as they move forward with their actions regarding ESSA.

Sacramento’s Ms. Preston has spoken to numerous organizations throughout the State of California. CASCWA has asked Ms. Preston if she would also make a few comments on “Legislation”, the “State Budget and the professional organization “ACSA.” She will also make herself available for questions at the end of her presentation. This “Topical Forum” contains critical information and we look forward to every word to be delivered by Ms. Laura Preston!

There is no charge for this “Topical Forum.” However, all attendees will need to register in order to attend. Each attendee will receive a parking pass for the event. Registration will begin on January 10th and the deadline to register is January 29th. To register, please go to:

<http://rcoe.k12oms.org/eventdetail.php?id=109227>

CASCWA INTERVIEWS MR. EARL SMITH

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS

CHILD WELFARE AND ATTENDANCE COORDINATOR

STUDENT SERVICES

Mr. Earl Smith

**San Bernardino County Superintendent of Schools
Child Welfare and Attendance Coordinator
(909) 386-2755**

earl_smith@sbcss.k12.ca.us



Years ago, we had the honor of visiting Mr. John Burton. He was the Child Welfare and Attendance Coordinator for San Bernardino County. Mr. Burton was a visionary and was instrumental in getting the books off the shelves and communicating via this new thing called the "Internet." John retired and we all saw a big hole in the world of CWA. Then we met Sherman Garnett! Wow! Sherman quickly stepped in and became one of the most influential CWA administrators in the state. Sherman recently retired and suddenly we meet the new giant in our field, Earl Smith. Earl is a soft spoken, incredibly knowledgeable leader in our field. About a year ago, we told Earl that we would be interviewing him for the Intercom. After the terrible national tragedy that took place on December 2, 2015, we knew that his message to our membership would be moving and significant!

Earl, please tell our membership a little bit about your youth, your decision to go into education and your career path to your present "Child Welfare and Attendance" position.

As a youth school was very easy to me, however I lacked the discipline to excel to my fullest potential. I did enough to keep the school from contacting my parents and basically cruised through secondary education (with the assistance of a couple teachers that stayed on me). All I knew was that I would eventually go to college, but didn't want to wait until I was 50. I waited 13 years after high school to go back and finished in Three and a half years with a degree in Psychology. In my senior year, a professor shared with me that I had a talent that could help young people and encouraged me to look into education. I started as a teacher. I was interested in troubled youth and students, who I felt were like me as I was growing up. This led me to Alternative Education. I always felt that student safety was paramount to a student's success, so I created a classroom that was inviting, and safe to all students. My educational philosophy brought much success and as I wanted to help more students. I moved into administration. I became Principal of a school in SBCSS who was in year three of program improvement and had a very high suspension, and absenteeism rate. I felt that we first had to get students in their seats to be successful. I took the same approach as I did as a teacher, focused of supporting my staff to get to know their students better and making the student feel they were wanted and needed at school every day. We did this by building relationships with the student and parents. This worked really well with basically eliminating suspensions, raising ADA, and exiting Program Improvement. Most of the challenges our student had were related to CWA issues, I worked closely with Sherman Garnett in solving student challenges throughout my years as Principal. When Sherman retired I stepped in to try to fill his shoes and brought my educational philosophy into the job at SBCSS.



San Bernardino County serves a population of 2.11 million people. San Bernardino County covers an area of 20,056 square miles. To put this in perspective, there are more square miles in San Bernardino County than the States of Rhode Island (1,545 sq. miles), Delaware (2,489 sq. miles), Connecticut (5,543 sq. miles), New Jersey (8,721), New Hampshire (9,350), Vermont (9,614 sq. miles), Massachusetts (10,555 sq. miles), Hawaii (10,931 sq. miles), and Maryland (12,407 sq. miles.) Tell us a little bit about the services that your office provides and the challenges that you face in meeting the needs of a large population in such an enormous area.

Well, our large County is separated into three different regions East Valley (San Bernardino, Redlands, Morongo etc.), West End (Rancho Cucamonga, Ontario, etc.) and, the Desert Mountain region (Victor Valley, Big Bear, to the Nevada border). We are focusing on equity of services throughout the County. Our Superintendent is supporting a Countywide Vision, Cradle to Career roadmap that every district can modify to their unique population and resources. The Countywide vision is adopted countywide and makes the resources available to areas in need. SBCSS works closely with SARB boards, CWA staff, and County agencies to facilitate resources to all areas of our County.



The San Bernardino County Superintendent of School's Child Welfare and Attendance Office has a history of providing tremendous leadership to districts throughout the area. They also have an exceptional history of leadership in CASCWA. What has CASCWA meant to you and what single message of advice would you give to a new member of our child welfare and attendance family?

CASCWA's leadership was so inviting to me; I had the privilege of having a great relationship with the person I replaced (Sherman Garnett), but people like Rick Reigle, Vincent and Maria Bravo were always there when I needed assistance. I truly believe that CASCWA is an organization that throughout the State, creates relationships that will last a lifetime with individuals who are considered experts amongst their peers and colleagues that is invaluable to beginning CWAs.

We would be negligent in this interview, if we did not focus on the terrible terrorist incident that happened on Dec 2, 2015. You will probably never forget where you were when you first heard the news. Where were you when you first heard the news, what were the first thoughts that went through your head and how did you manage to remain calm?



Dec 2, 2015 is a day I'll never forget. I was actually in Anaheim at the "Keeping Kids in School and out of Court" conference with representatives from Probation, DBH, Judicial, and Ray Culberson with San Bernardino City Schools. Initially it came across as a shooting at the golf course, with the gunmen on the loose. Then Probation shared the true gruesome details to where and how many people were effected with the incident. My first thoughts were of the students with needs that attend the facility and their safety. We quickly found out they were not affected, then my thoughts were with the people I know that work there and their safety. I truly have so much confidence with the leaders of our County through the work I do with them on various committees that I was able to remain calm, realize the role of County Schools and work with the various agencies to do my part in assisting. San Bernardino is in the National spotlight for this tragedy and we are working with agencies to strengthen our preparedness if and when we are needed to assist other communities with a similar incident.

Whenever an incident of this kind occurs, children safety becomes one of the highest priorities. It was reported the onset that all of the schools in San Bernardino were put on immediate lockdown. It was also evident that there was tremendous inter agency cooperation. Without divulging specifics of a crisis response plan, what can you share with our membership about the actions that were immediately taken?

The County law enforcement agencies work very closely with our schools. Usually the Sheriff's department oversees the operation working with Probation and the local law enforcement agency who has jurisdiction of the affected area. One thing we witnessed was that leadership through ongoing trainings done throughout the county was prepared to set up command without wondering who would be the lead agency and who was making the critical decisions to coordinate resources. I believe it is critical to have these trainings using countywide agencies and resources for the roles of each entity to be known and to reduce chaos and duplication of commands.



This incident quickly became a national tragedy. It also had a major impact on innocent families throughout the county. What follow-up actions and events would you like to share with our CASCWA membership?

The San Bernardino County Department of Behavioral Health shared information that I felt was critical to how to respond to individuals from adults to children. They shared how this incident may affect people in different ways, and we have to be conscience to the individual needs of each. They shared that some students may have heard or witnessed shootouts in their neighborhoods, family or friends may have lost their life or was injured, or the overwhelming news coverage could affect each person differently. One item that was shared was how elementary, middle and high school students respond differently to stressors and what to look for in each. This was immediately shared with the schools.

If you were to have all the educators in charge of child welfare and attendance in front of you, what would be the one message that you would tell them in regards to this terrible tragedy?

I would share that this tragedy effects everyone throughout the community in different ways. You may see attendance affected, you may see students feel they need to carry weapons to protect themselves. There may be students that need to share feelings and some that do not want to talk about it; however, it is a teachable moment and we will need the proper resources at schools to assist with the needs of the individual student. This is something that we wish will never happen again, but we all are aware it is probably a matter of time before something similar is repeated in one of our communities.



What else would you like to share with our CASCWA members?

CASCWA is an organization that truly cares about the success of its members. They are very welcoming and inviting to share the expertise of the members to new CWA personnel. The conferences always have valuable information that you can immediately share or implement within your area. I feel privileged to be a part of CASCWA and look forward to assisting any member new or otherwise with my knowledge or experiences that may help them as the previous members did with me.

The editors of the Intercom wish to express appreciation to Mr. Earl Smith for this outstanding article and for all that he does every day for the children of San Bernardino County!

California Department of Education's David Kopperud oversees the activities of the State SARB. Recently, Mr. Kopperud asked that CASCWA remind SARB chairpersons throughout the State that Model SARB applications are due Friday, February 5, and are available at:

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

CASCWA Bay Section “Topical Forum”
“21st Century Approach to Addressing Equity in Schools”
December 11, 2105 – San Lorenzo Unified School District
Presenters: Dora and Nancy Dome



Congratulations to the Bay Section for this outstanding event. In this training, participants discussed the forms of “exclusionary language” and messages that are prevalent in educational settings, and discussed appropriate personal and professional responses to its use, while simultaneously utilizing educational technology to understand the effectiveness of online learning to engage in difficult conversations. Dora and Nancy Dome are well known by our members who have attended our state conferences. Their presentations have delivered in depth relevant information to our members and friends. We commend them for what they have done for educators throughout the state!





**Los Angeles County
Office of Education**
Serving Students • Supporting Communities
Leading Educators

Annual Legislative Update 2015-2016 AGENDA

Los Angeles County Office of Education
Education Center West, Conference Center—Downey, CA
Friday, December 11, 2015
8:30 a.m.—12:00 p.m.

Division of Student Support Services

Dr. Victor Thompson
Director II

Child Welfare and Attendance Unit

Vicente Bravo
Project Director III

Marian Chiara
Consultant II

Melissa Schoonmaker
Consultant II

Dr. Rachelle Touzard
Coordinator II

Community Health and Safe Schools Unit

Susan Chaides
Project Director III

Arlene Bates
Consultant II

Dr. Cindy Chaffee
Consultant II

Jewel Forbes
Consultant II

Marcia Reilly
Consultant II

Barbara Wilson
Program Coordinator

Friday Night Live

Dr. Monica Sanchez
Project Coordinator

Tosin Balogun
Program Activities Specialist

Sokhom Phou
Program Activities Specialist

- 8:00 a.m. Registration & Breakfast
- 8:30 a.m. Welcome and Introductions
Dr. Victor Thompson, Director II
- 8:40 a.m. Legislative Update
*Division of Student Support Services
Los Angeles County Office of Education*
- 9:50 a.m. California Association of Supervisors of Child Welfare and Attendance (CASCWA)
Cami Berry, Southern Section President
- 10:00 a.m. Break
- 10:15 a.m. Legislative Update (continued)
- 10:50 a.m. School Climate Update
*Arlene Bates, Dr. Cindy Chaffee, Marcia Reilly,
CHSS Consultants*
- 11:00 a.m. Medical Marijuana Legislation and Proposal
Dr. Monica Sanchez
- 11:15 a.m. News from Sacramento
*Pamela Gibbs, Director, Governmental Relations, Sacramento
Los Angeles County Office of Education*
- 11:55 p.m. Closing Remarks
Vicente Bravo, Project Director III

Special appreciation is extended to the following individuals for their contributions to this event:

Ana Cerón, Maria Escobar, Grace Gonzalez, Pansy Chang

*Special gratitude to CASCWA Southern Section
for co-sponsoring today's breakfast.*



Los Angeles County Office of Education

LEGISLATIVE UPDATE 2015



Division of Student Support Services:

***Child Welfare & Attendance Unit
Community Health & Safe Schools Unit***



Division of Student Support Services:

Dr. Victor Thompson, Director

Vicente Bravo, Project Director III, CWA

Susan Chaides, Project Director III, CHSS

Special Thanks:

Pamela Gibbs, Director, Governmental Relations

CHAPTERED BILLS PRESENTED

Victor Thompson, Director II

Division of Student Support Services

- ☐ **AB 217**
- ☐ **AB 496**
- ☐ **AB 900**
- ☐ **AB 1101**
- ☐ **SB 242**
- ☐ **SB 707**

Dr. Rachelle Touzard, CWA

Coordinator II/Foster Youth

- ☐ **AB 224**
- ☐ **AB 379**
- ☐ **AB 424**
- ☐ **AB 854**
- ☐ **AB 1012**

Melissa Schoonmaker, CWA

Consultant II/Homeless

- ☐ **AB 104**
- ☐ **AB 982**
- ☐ **AB 1166**
- ☐ **AB 1228**
- ☐ **SB252**
- ☐ **SB 445**
- ☐ **SB 708**

Susan Chaides, CHSS

Project Director III

- ☐ **AB 302**
- ☐ **AB 1130**
- ☐ **SB 4**
- ☐ **SB 276**
- ☐ **SB 277**
- ☐ **SB 658**
- ☐ **SB 738**
- ☐ **SB 792**

Jewel Forbes, CHSS

Consultant II/Counseling

- ☐ **AB 288**
- ☐ **AB 329**
- ☐ **AB 827**
- ☐ **AB 1058**
- ☐ **SB 172**
- ☐ **SB 725**
- ☐ **SB 451**
- ☐ **SB 695**

Marian Chiara, CWA

Consultant II/SARB (Presented by Vicente Bravo)

- ☐ **AB 306**
- ☐ **AB 899**
- ☐ **AB 989**
- ☐ **AB 1391**
- ☐ **SB 200**

Vicente Bravo, CWA

Project Director III

- ☐ **AB 881**
- ☐ **AB 949**
- ☐ **SB 14**
- ☐ **SB 579**
- ☐ **SB 597**

ASSEMBLY BILLS

AB 104: Education Finance: Education Omnibus Trailer (Committee on Budget)

- Re-aligned LCFF criteria to homeless youth as a subgroup. Require all schools with at least 15 homeless students to have their test scores reported out as a “subgroup”.
- Districts must outline specific activities and programs on their Local Control Accountability Plan (LCAP) to help those homeless students and set goals, and utilize data such as: attendance rates, school discipline rates, standardized testing participation rates and scores, course passage rates with C or higher, A-G, AP, and CTE enrollment as well as dropout and graduation rates. There are *46 changes* noted throughout AB104 in regard to education finance to include parental knowledge of developmentally disabled services, child care and development services eligibility, child care reimbursement rates, state preschool, child care for CalWORKs recipients, school facility construction and modernization funding, school district and community college district funding, adult education programs, home-to-school transportation funding, kindergarten program funding, career technical education, adult education, and special education.
- For the 2015–16 school year and each school year thereafter, authorize a school district or charter school, *at any time during the school year, to admit a child to a transitional kindergarten program* who will have his or her 5th birthday **after December 2** but during that same school year if certain conditions are met...
- The student cannot generate average daily attendance, or being included in the enrollment or unduplicated pupil count pursuant to the local control funding formula, until the pupil has attained his or her 5th birthday.

EC, GC, HSC Amendments

AB 217: Juvenile law:hearings (*Maienschein*)

- Requires court to inform the minor:
- Right to be present at hearings – to be properly notified (age 10+)
- Minor has right to address the court and participate in the hearing
- May be represented at the hearing by counsel of his or her choice
- May not prevent or limit child’s attendance.

WIC 349

AB 224: Pupils: educational liaison for foster children: Notice of educational rights of foster children (*Jones-Sawyer*)

- Requires the CDE to develop a standardized notice of the educational rights of foster children.
- The notice shall include complaint process information, as applicable.
- Notice will be made available on CDE Website for dissemination.

EC 48204, 48645, 48853, and WIC 317, 16010

AB 288: Public schools: College and Career Access Pathways partnerships (*Holden*)

- Career technical education or preparation for transfer
- Improving high school graduation rates
- Helping high school pupils achieve college and career readiness
- Also authorizes community colleges to establish protocols for:
 - Information sharing
 - Joint facilities use
 - Parental consent for high school pupils to enroll in community college courses

EC 76004

AB 302: Pupil services: lactation accommodations (*Garcia*)

- Requires school district, COE, charter school with at least one lactating student on campus to provide:
 - Reasonable accommodations for expressing breast milk, breast feeding or related needs
 - Accommodations include – private, secure room; bring equipment; access to power; access to store milk
 - Reasonable time allowed to student without academic penalty
 - Allows for complaint of noncompliance to LEA
 - Allows for appeal of LEA decision to CDE
 - Requires LEA to provide remedy to student
 - ABC’s of Breastfeeding in Los Angeles County School Districts

ED 222

AB 306: Public schools: attendance alternatives: children of military personnel (*Hadley*)

- Child of active duty parent may transfer to any school district if receiving district approves.
- District of Residence may not withhold release.

EC 48300/48301

AB 329: Pupil instruction: sexual health education (*Weber*)

- Renames the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act - The California Healthy Youth Act
- This bill requires school districts to ensure that all pupils in grades 7 to 12 receive comprehensive sexual health education and HIV prevention education

EC 51930-51939

AB 379: Foster and homeless youth: complaint of noncompliance:

□ **Existing Law: rights to-**

- Immediate enrollment
- Remain in school of origin
- Be enrolled in their local comprehensive school
- Partial credits
- Graduate with state minimum requirements
- Access to academic resources, services, & extracurricular activities

□ **New Law:**

- Allows enforcement of these education rights through the Uniform Complaint Procedure.

- If a local educational agency finds merit in a non-compliance complaint, the local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures.

- Information regarding exemption from local graduation requirements **must be included in the annual notification.**

EC 48853, 49069, 51225

AB 424: Court appointed child advocates: wards **(Gaines)**

- Authorizes “CASA” or, Court-Appointed Special Advocate for Wards of the court
- “Ward” means a person described in Section 601 or 602.

- WIC 601- status offenses

- WIC 602- misdemeanor or felony

WIC 101, 102, 103, and 109

AB 496: Pupil nutrition: fresh drinking water: funding. **(Rendon)**

- Improve drinking water quality.

- Proposition 1: \$520M approved by voters November, 2014.

- CDE to post information on Website.

- Repair infrastructure and clean drinking water to

AVOID copper, lead, arsenic seep into water supplies from school facilities.

EC 38086.1

AB 827: Safe schools: Safe Place to Learn Act **(O'Donnell)**

- Requires the State Department of Education to assess whether the LEA has provided certificated employees serving grades 7-12 information on existing school and community resources related to LGBTQ

EC 234.1

AB 854: Educational services: pupils in foster care. **(Weber)**

- **Urgency clause: effective 2015-2016**

- **Renames** the program “Foster Youth Services Coordinating Program” FYSCP

- Aligns definition of foster youth to LCFF, *all foster youth regardless of placement*

- Establishes FYS Coordinating Program as a county program that **works with LEAs**

- Requires a **Cross-Agency Collaboration Plan:**

- Describe **collaboration** with LEAs, county child welfare agencies, and county probation departments to determine the proper educational placement of foster youth.

- Primary goal of collaboration shall be to minimize changes in school placement. (May include FYSC provision of cost of transportation)

- Service Provision

- FYSC programs may provide tutoring, mentoring, and counseling **if** a school district **certifies in writing** that is it unable to provide the services.

- Certification must be received **Annually**

- Adds language explicitly stating FYSCP has a **role in supporting LEAs** in AB490 Implementation

- Support for district Foster Youth Liaisons

- Capacity building

- Facilitate collaboration amongst child welfare/probation

- Ensure coordinated/non-duplicative service delivery

EC 42920.5 (a)

EC 42921 (e) (1)(B)

AB 881: Pupils: grounds for suspension and expulsion: bullying **(Garcia)**

- Amends EC 48900 (r)(2)(A)

- Changes the definition of “electronic act” to the creation or transmission of a communication as specified in this section

EC 48900

AB 899: Juveniles: confidentiality **(Levine)**
RECORDS:

- Court order required to disclose juvenile records: case file, name, date of birth, place of birth, and immigration status.

- May not attach records to any other documents prior to juvenile court judge order.

WIC 831

AB 900: Juveniles: special immigrant juvenile status **(Levine)**

- Authorizes a court to appoint a guardian to unmarried individual 18-21 years old

- Extends guardianship beyond age 18, but not to exceed age 21.

- Offers interim relief from deportation to undocumented immigrant children under age 21 and allows for petition to U.S. Citizenship and Immigration Services.

PC 1490,1510, 1600-1601

AB 949: Physical education: competition cheer **(Gonzalez)**

- California Interscholastic Federation to develop guidelines, procedures and safety standards for coaches for the purposes of classifying competition cheer as an interscholastic sport by no later than July 1st, 2017

- Included in Title IX compliance once US Department of Education’s Office of Civil Rights deems it to be compliant with its definition of a sport; Competitive (Stunt) vs. Sideline Cheer

EC 33353.7

AB 982: Child care and development: eligibility priority **(Eggman)**

- Expand the list of children to be identified to include a homeless child

- Expands the types of agencies that can verify that a family is homeless:

- Local Educational Agency homeless liaison

- Head Start program

- Transitional shelter

EC 8263

AB 989: Juveniles: sealing of records **(Cooper)**

- ☐ Dept. of Social Services - monitor
- ☐ Authorizes prosecuting attorney and probation department access to records.
- ☐ Limited purpose: identify previous court ordered programs or placements; new felony offense age 14+.
- ☐ The custodian of sealed records to specify a date to be destroyed.
- ☐ Civil judgment for restitution not dismissed.

WIC 786

AB 1012: Pupil instruction: course periods without educational content **(Jones-Sawyer)**

- ☐ "Course period without educational content" is defined as one course period in which any of the following occur:
- ☐ Pupil is sent home or released prior to conclusion of school day
- ☐ Pupil is assigned to a service, instructional work experience, or to any otherwise named course in which the pupil is assigned to assist a certificated employee.
- ☐ Pupil is not assigned to any course for the relevant course period.
- ☐ Adds a UCP for violations of the prohibitions against assigning students to courses without educational content or to courses already satisfactorily completed.
- ☐ **Does not apply to:**
 - ☐ Alternative schools
 - ☐ Community day schools
 - ☐ Continuation high schools
 - ☐ Opportunity schools

EC 51228.1-3

AB 1058: Pupil safety: child abuse prevention: training **(Baker)**

- ☐ Requires CDE to establish best practices to prevent abuse, including sexual abuse on school grounds, by school personnel, or in school-sponsored programs
- ☐ Post existing training resources on Web site links
- ☐ LEA's, state special schools and diagnostic centers encouraged to have training on prevention of abuse, including sexual abuse on school grounds, by school personnel or in school-sponsored programs at least once every 3 years

EC 44691

AB 1101: Pupil school enrollment: residency requirements: policy on investigations **(Bonilla)**

- ☐ If DOR undertakes residency investigation
- ☐ Adopt a policy
- ☐ Circumstances to initiate investigation
- ☐ Describe investigatory methods may use
- ☐ Employ private investigator (or not)
- ☐ Prohibit photo/video of pupils
- ☐ Provide appeal process
- ☐ Public Meeting to approve attendance investigation policy of DOR school board

EC 48204.2

AB 1130: Clinics: licensing: hours of operation **(Gray)**

- ☐ Intermittent clinics
- ☐ Increases maximum number of hours a clinics may be open – 30 hours
- ☐ School-based health clinics

HSC 1206, 1218.4

AB 1166 Child care and development: eligibility priority

- ☐ If the school district fails to provide that notification within 30 days as required by AB1806, declare the effected pupil eligible for the exemption from local graduation requirements once notified, if applicable, even if:
 - ☐ that notification is received after the termination of the court's jurisdiction over the pupil or
 - ☐ after the pupil is no longer a homeless child or youth
 - ☐ If a pupil who is a homeless child or youth is exempted from local graduation requirements:
 - ☐ that the exemption continue to apply after the pupil is no longer a homeless child or youth while he or she is enrolled in school or if the pupil transfers to another school or school district.

EC 51225.1

AB 1391: Pupil instruction: adopted course of study **(Gomez)**

- ☐ **ELEMENTARY SCHOOL: PHYSICAL EDUCATION**
- ☐ Protects districts by utilizing existing Uniform Complaint, avoids lawsuits.
- ☐ resolve allegations of non-compliance with the P.E. instructional minutes requirements.
- ☐ Ensure schools are providing the required amount of minutes by law.

EC 51210/51223

AB 1228: Public postsecondary education: campus housing: priority for homeless youth **(Gipson)**

- ☐ Provides priority for housing at the University of California (UC), the California State University (CSU), and the California Community Colleges (CCC) to homeless youth under 25 years of age, that maintains student housing facilities.

SENATE BILLS

SB 4: Health Care Coverage: immigration status **(Lara)**

- ☐ Health for All Kids Act
- ☐ Undocumented children will be eligible for health care coverage under Medi-Cal, beginning May 2016
- ☐ Children enrolled in restricted scope emergency Medi-Cal will be transferred to full scope services

WIC 14007.8

SB 14: Sexual battery: consent defense: minor's sexual conduct (**Lara**)

- Consent cannot be a defense in any sexual battery civil action by an adult in a position of authority able to exercise undue influence over the minor
- Prohibits evidence of the plaintiff minor's sexual conduct with the defendant adult from being admissible:
- To prove consent by the plaintiff
- To prove the absence of injury to the plaintiff
- Unless it is done so only to attack the credibility of the plaintiff or prove something other than consent by the plaintiff
- Only after a hearing of the court without the jury if the defendant proves the probative value of the evidence outweighs the prejudice to the plaintiff

CC 1708.5.5, EVC Sec. 1106

SB 172: Pupil testing: high school exit examination: suspension (**Liu**)

- Suspends the administration of the high school exit examination
- Removes the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school for each pupil completing grade 12, for the 2015–16, 2016–17, and 2017–18 school years
- Requires, until July 31, 2018, school districts and the CDE on behalf of state special schools, to grant a diploma to any pupil who completed grade 12 in the 2003–04 school year or subsequent school year and has met all graduation requirements other than the passage of the high school exit examination
- Superintendent convene an advisory panel to provide recommendations on the continuation of the high school exit examination and alternative pathways to satisfy specified high school graduation requirements

EC 60640, 60851.5, and 60951.6

SB 200: Pupils: school district residency requirements (**Lara**)

- Resides outside district, but lives at place of employment for parent or legal guardian **minimum of 3 days per school week**.
- Students who reside with **at least one parent or guardian at workplace**, thus meet public school, district residency requirements.
- No need to reapply through grade 12, if parent or guardian continues to be physically employed within district boundaries.

EC 48204

SB 242: School security: surplus military equipment (**Monning**)

- Dept. of Defense donation to district
- Community input
- Function and purpose of the equipment.
- Safe use, handling, storage

EC 38004.5

SB 252: Pupils: diploma alternatives: fees (**Leno**)

- Uses the federal education definition of homeless
- Prohibits charging a fee to homeless youth under 25 years of age and can verify his/her status as a homeless youth for: the high school proficiency exam/the high school equivalency tests
- Allows a homeless services provider that has knowledge of the person's housing status to verify the homeless status
- Prohibit a contractor or testing center that charges its own separate fee from:
- Charging that separate fee to a homeless child or youth who is under 25 years of age and
- Can verify his or her status as a homeless child or youth
- Allows a homeless services provider that has knowledge of the person's housing status to verify the homeless status
- Require the department, on or before December 1, 2018, to submit reports in regard to high school proficiency tests, and high school equivalency tests, that each includes:
- The number of homeless youth that took a high school proficiency or equivalency test in each of the 2016, 2017, and 2018 calendar years.
- The impact of the opportunity to take a high school proficiency or equivalency test at no cost on the number and percentage of homeless youth taking a high school proficiency or equivalency test.

EC 48412 and 51421

SB 276: Medi-Cal: local educational agencies (**Wolk**)

- Allows schools to bill for non IEP/IFSP nursing services provided to Medi-Cal Eligible students
- Pending federal approval, expected in December
- Other compliance components
- **WIC 14132.06**

SB 277: Public health: vaccinations (**Pan**)

- Eliminates immunization exemptions based on personal beliefs for children in child care, public/private schools
- PBE submitted before January 1, 2016, remain valid until reach K or 7th grade
- Effective January 1, 2016
- Exempt:
 - Home-based private schools
 - Independent study programs with no classroom-based instruction
 - Access to special education & related services as per IEP
- Above students must provide immunizations records to schools before entry and schools still need to report to CDPH immunization status

□ www.shotsforschool.org - SB 277 FAQ

HSC 12035, 120335, 120370, 120375, 120338

SB 445: Pupil instruction and services: homeless children; foster children **(Liu)**

□ Requires, if the homeless child's status changes (is no longer homeless) before the end of the academic year, either of the following to apply:

□ The LEA to allow the formerly homeless child to continue his or her education in the school of origin through graduation, if the child is in high school.

□ The LEA to allow the formerly homeless child to continue his or her education in the school of origin through the duration of the academic school year, if the child is in kindergarten or grades 1-8.

□ Requires the federal McKinney-Vento Act to govern the procedures for transportation and dispute resolution with respect to homeless children and school of origin.

□ *Does not* require a school district to provide transportation to a FORMER homeless child who has an individualized education program (IEP) that does not require transportation as a related service and who changes residence but remains in his or her school of origin, unless the IEP team determines that transportation is a necessary related service, or the federal McKinney-Vento Act requires transportation to be provided.

□ *Does not* require a school district to provide transportation services to allow a homeless child to attend a school or school district, unless otherwise required under the federal McKinney-Vento Act or other federal law. A school district, *at its discretion*, may provide transportation services to allow a homeless child to attend a school or school district.

EC 48852 and EC 48859

SB 451: Pupil instruction and services: ed. counseling **(Lara)**

□ Roles and Responsibilities of School Counselors

□ Authorizes school districts to provide structures for a comprehensive educational counseling program

□ Clarifies the role of counselors and the other functions they perform to support pupil learning and achievement

□ Clarifies educational counseling may include other forms of counseling

□ Requires professional development related to career and vocational counseling

EC 49600

SB 579: Employees: time off **(Jackson)**

□ An employer with 25 or more employees in one location is prohibited from discharging or discriminating against an employee who is a parent with custody of a child to take up to 40 hours each year to participate in school activities, subject to specified conditions, at a CDCF, Kinder or Grade 1 -12

□ Revises references to a child day care facility (CDCF) to instead refer to a child care provider

□ Includes the addressing of a child care provider emergency or a school emergency, as defined, finding, enrolling, and reenrolling as activities for which a parent having custody of a child shall not be discriminated against

□ Defines "parent" for these purposes as parent, guardian, stepparent, foster parent or grandparent of, or a person who stands in loco parentis to, a child.

□ Thereby extends these protections to an employee who is a stepparent or foster parent or who stands in loco parentis to a child.

□ Requires an employer to permit an employee to use accrued and available sick leave to attend to the illness or the preventive care of a family member

□ Shall not discharge, threaten to discharge, demote, suspend, or in any manner discriminate against an employee for doing so

□ For School Districts of Choice, existing law authorizes the governing board of any school district to accept interdistrict transfers of pupils in accordance with a policy adopted by resolution, setting forth various requirements related to attendance priorities, applications for transfer, and calculation of average daily attendance

□ The bill extends the inoperative date to July 1, 2017 and the repeal date to January 1, 2018.

EC 48315 and 48316

LC 230.8 and 233

SB 658: Automated external defibrillators **(Hill)**

HSC 1714.21 AND 1797.196, p.173 Access to AEDs doubles survival from sudden heart attack.

□ Physician – exempt from civil liability for selection, placement or installation of AED

□ Medical director no longer required for acquisition or placement of AEDAED tested biannually and after each use

□ AED inspected at least every 90 days

□ No requirement for CPR trained staff on campus to use AEDs

□ Public or private K-12 school requirements - Principal ensure:

□ School employees notified annually – information describing sudden cardiac arrest, school's emergency response

□ plan, proper use of AED and location of AEDs on campus

□ Instructions on how to use AED in at least 14-point type are posted next to every AED

CC 1714.21, HSC 1797.196

SB 695: School curriculum: health education: sexual harassment and violence instruction **(Kevin de León)**

□ Requires school districts that have elected to require its pupils to complete a course in health education for graduation from high school to include instruction in sexual harassment and violence

□ Ensure that teachers consult information related to sexual harassment and violence in the health framework when delivering health instruction

EC 33544 and 51225.36

SB 707: Firearms: gun-free school zone (Wolk)

- ☐ Gun Free Zone Act of 1995
- ☐ Within 1,000 feet of school K-12, not on school grounds
- ☐ Deletes exemption to conceal firearm on university/college campus
- ☐ Concealed weapon with written permission of Superintendent
- ☐ May be unloaded, locked container or trunk

Exceptions:

- ☐ Peace officer, on duty
- ☐ Personnel assisting peace officer, on duty
- ☐ Military force, on duty
- ☐ Armored vehicle guard, on duty
- ☐ Security guard, on duty
- ☐ Honorably retired, peace officer, authorized
- ☐ Existing shooting range on public/private college/university campus

PC 626.9 and 30310

SB 708: Pupil nutrition: free or reduced price meals online applications (Mendoza)

- ☐ Provide applications for free or reduced-price meals electronically available online
- ☐ Must include clear instructions for families that are homeless or are migrants

EC 49557

SB 725: Pupil testing: high school exit examination: exemption (Hancock)

- ☐ High school exit examination shall not be required as a condition of receiving a diploma of graduation or a condition of graduation from high school for a pupil completing grade 12 in 2015 and who has met all other high school graduation requirements
- ☐ This bill would declare that it is to take effect immediately as an urgency statute

EC 60851.1

SB 738: Pupil health: epinephrine auto-injectors: liability limitation (Huff)

- ☐ Update to EC 49414 requiring public schools to provide emergency epinephrine auto-injectors
- ☐ Physicians not liable for prescribing epinephrine

EC 49414

SB 792: Day care facilities: immunizations (Mendoza)

- ☐ Requires day care/preschool employees and volunteers be immunized against:
 - ☐ Influenza – flu, annual
 - ☐ Pertussis – whooping cough
 - ☐ Measles
- ☐ Medical exemption from physician allowed
- ☐ Person can decline flu vaccine
- ☐ Maintain documentation in in personnel record
- ☐ Teachers – TB clearance
- ☐ Effective September 1, 2016

HSC 1597



**School Climate:
Issues and Updates**

Dr. Cindy Chaffee, Consultant II

Marcia Reily, Consultant II

Arleen Bates, Consultant II

**Community Health
& Safe Schools**

- S.811 - Supportive School Climate Act of 2015
–**HR 1435**

- SB 463 School Climate: Safe and Supportive Schools Train the Trainer Program (2015-2016)

Additional School Climate Resources

- <http://www2.ed.gov/policy/gen/guid/schooldiscipline/index.html>
- <http://nces.ed.gov/programs/maped/storymaps/oss/>
- <http://www.glsen.org/article/2015-national-schoolclimate-survey>
- <http://www.schoolclimate.org>
- <http://www.edcentral.org/schoolclimatesurveys/>
- <http://cal-schls.wested.org/>
- <https://schooljusticepartnership.org>

Monica Sanchez, Friday Night Live
Project Coordinator

**Medical Marijuana
Regulation and Safety Act**

AB 266: Bonta, Cooley, Jones-
(licensing) Sawyer, Lackey

AB243: Wood

SB 643: McGuire
(cultivation and manufacturing)

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Instruction: The Teaching & Learning CASCWA Nexus



In earlier editions of the *Intercom* this school year, I submitted articles related to self-care, the importance of an equity lens through racial disproportionality, and the nuance and necessary shift needed regarding punishment vs. discipline in schools. We additionally want to take the premise one

step deeper, venturing into the world of instruction access and its relationship to CASCWA; this too being designed to broaden the schematic scope of how we navigate and engage as members within our organization.

It is dramatically important that we efficiently frame and conceptualize the role, work, and efforts of CASCWA. In the field and milieu of public education, there are many roles and vocations. Our work is often divided between the occupations deemed as *classified* and *certificated*. However, regardless of the classification, we all are responsible for cohesively working toward the same liberating goal. Whether superintendent, classroom instructor, school counselor, school psychologist, principal, director, assistant principal, dean, nurse, custodian, food service worker, campus security officer, attendance clerk, translator, therapist, office manager, librarian, etc., our charge is to create an environment that allows all students to access high quality teaching and learning experiences. That is the core mission of our work.

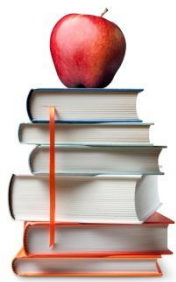
I will never forget the time that I walked into the church building where I preach, several years ago, and a man was found vacuuming the carpet. This was his routine, he would always ensure the facility was clean. Today you can still catch him sweeping in front of the building and even across the street. One Wednesday evening, as I walked in the building preparing for class, I asked him what he was doing and he said with a smooth disposition, "I am just setting the tone and mood for class." So see, he was not just vacuuming and cleaning the

edifice, he was creating the aura so that those who would soon occupy the space could learn in a comfortable environment, undistracted. He saw his efforts far beyond just an isolated physical task; for him it was interconnected with a much larger purpose and outcome. This is the mind-shift job of all of us. We do what we can to help set the tone and climate for our students so they can access high quality instruction and learning outcomes.



If not careful, we can disconnect our work from its ultimate and primary purpose, seeing it only through the prism of a silo. I wonder if the food service worker who arrives to work at 5:00am, clearly sees his/her job as connected to the process of student learning and access? Or do they see it as separate and apart from the learning nexus? Does the Child Welfare and Attendance person make the deep connection of their job to the specific teaching and learning arena? What about the bus driver who sees our children even before the teacher? When that clinician/therapist is working with an individual student or a group, it is all designed to get them acclimated to the learning environment so they can access transformative forms of teaching and learning. All that we do in the sphere of public education is connected to the outcome of teaching and learning access, so our students can graduate high school as 21st century leaders and thinkers, prepared for college, military, the world of work and trade, etc.





As CASCWA members we are often the first critical point of contact for our families. Whether it's a home visit to verify residence, meeting with a student returning from expulsion or Juvenile Justice Detention, we set the tone and provide the navigational expectations, helping them enter the school building with the right mindset and understanding. Because of that, the more we are connected to the actual theories of action and instructional interventions in our Districts, the better equipped we are and the better services we provide. We cannot rest solely with a knowledgebase of SART, SARB, expulsion legalities, chronic absenteeism, and suspension codes, we must also have the competency to speak to the elements that impact our students through the rigors of instruction, Common Core, academic language, culturally relevant pedagogy, standardized assessments, etc. To that end, you never know when you might be in position to provide a struggling teacher or sub with a classroom management tip or instructional strategy, helping them survive a difficult situation.

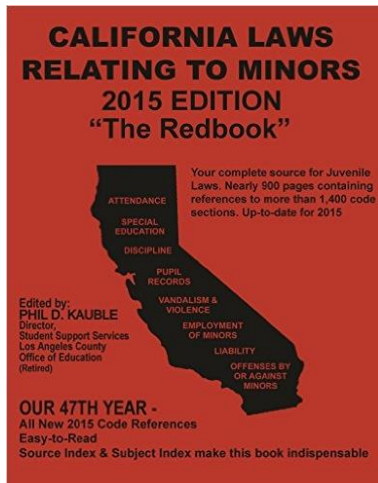
As practitioners in all the roles we play and all the hats that we wear, we cannot forget that the primary task and outcomes to all elements of our work, is creating an environment and context where students can efficiently and seamlessly access and maximize high quality teaching and learning opportunities.

Dr. Ammar Saheli
CASCWA State President

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Student attendance improving districtwide

David Mark Simpson, Staff Writer

Santa Monica Press - Posted: October 23, 2014

One in five kids missed less than two days of school last year, according to Santa Monica-Malibu Unified School District officials. In the year prior, 2012-13, that number was closer to one in 10. And while 5.6 percent of the students in the district were absent for 10 percent of the last school year, that number was also cut in half from the year before.

District officials say that the implementation of a new attendance tracking system, Attention2Attendance, is a large part of that success.



District: 32 percent of kindergartners chronically miss school

By: Mike Lamb, Staff Writer

Posted: May 24, 2014

BARSTOW • Barstow Unified School District, with the help from a program called Attendance2Attendance, is working to change the culture within its schools when it comes to students missing school days.

Cara DiBlasio, a representative with School Innovations & Achievement, presented the attendance report to the Board of Trustees on May 13. SI&A developed the Attendance2Attendance program that BUSD implemented four years ago.

"You really have changed the culture within your district that's not just about showing up, not just about attendance," DiBlasio said. "But it's about showing up, being there, being present, ready to learn, being engaged every single day."



For Twin Rivers USD, "Feel The Difference"

Is About More

Ed Goldman, Sacramento Business Journal

District Administration Magazine

Posted: December 01, 2014

Twin Rivers Unified School District—whose name was often preceded in the media with the word "troubled"—signed a contract last July with School Innovations & Achievement (SI&A) to deploy the national company's multiple award-winning package, Attention2Attendance, or A2A, in its schools. SI&A, based in the Sierra foothills, hit the ground running. "A2A is such a comprehensive solution that we've already received data that turned our thinking around," says Dr. Steven Martinez, District Superintendent—who came on board just a year-and-a-half ago.



My Word: Program designed to help fight truancy in Hayward

By: Stan "Data" Dobbs and Diane Urban, Oakland Tribune My Word © 2014

Bay Area News Group

Courtesy of: Contra Costa Times

Posted: April 4, 2014

Our truancy projects also are supported by three inimitable community partners: Attendance Works, a San Francisco-based organization leading the charge nationally to improve academic achievement by focusing on chronic absenteeism; and Alameda County Healthcare Services, which tackles attendance awareness from a public health perspective, and Attention 2 Attendance, which focuses on attendance data.

We're so grateful to these partners, which are truly champions for our cause -- and our kids. And, we're proud that the program has already been highlighted by the California Department of Education as a statewide best practice.



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San Jose Mercury News

Campbell Union School District targets absenteeism, focusing on youngest students

10/25/2013 07:27:01 AM PDT
By Mara Van Ellis

Studies show that students who attend school regularly do better academically.

"More time in class equals more learning," said Eric Andrew, superintendent of the Campbell Union School District.

That's why the administration is focusing on reducing chronic absenteeism, particularly among its youngest students, as a way to increase student achievement in the district.

SF Examiner

Monday, Nov 11, 2013

Jefferson Elementary School District initiative targets student truancy

by Brendan P. Bartholomew

The Jefferson Elementary School District is launching an initiative aimed at reducing absenteeism among its students.

According to Superintendent Bernie Vidales, the first phase of the Showing Up campaign will focus on enhanced reporting. Principals will receive detailed reports from the district's attendance-tracking database that will make it easier to recognize trends in absenteeism, he said.

Vidales said district schools have historically been good at identifying students with poor attendance and those with perfect attendance, but better tracking is needed for youths falling in the middle. He said it's important to recognize developing truancy habits as early as possible, because that behavior can help predict whether students are at risk of not completing their educations.

Pasadena Star-News

Pasadena Unified School District's efforts to fight truancy paying

Sarah Favot, Contributing Writer
Pasadena Star-News
Posted: June 01, 2014

The school contracted with a software firm, Attention 2 Attendance, for \$90,000 to produce weekly automated notification letters to parents when students become truant or have an excessive number of excused absences.

Before the district moved to the automated system, about 2,000 letters were sent to parents. As of March, 31,000 letters were sent.



Campbell Schools tackle early learner absenteeism to promote lifelong achievement

October 2013

Campbell Union School District has launched an initiative to reduce absenteeism among students in TK through grade three.

Recognizing the growing body of evidence linking good attendance habits in early learners with higher performance later in life, the District has launched a multifaceted program that includes community outreach, enhanced attendance management tools and a district-wide commitment to instilling good work habits among students.

"We know there is a strong link between time in school and student achievement," Andrew said. "We want to ensure that our students have the maximum time in class so they can be academically and socially prepared to compete in the global marketplace of the 21st century."



Jeni Mendel's "Website" Pages

Over the past several years, the editors of the CASCWA Intercom and Connection have received on-going emails from Jeni Mendel of the Grossmont UHSD, Sherman Garnett and several other executive board members. Below you will find specific websites that the editors have chosen to pass on to our members. Please look over the following sites and see if they relate to your personal work load. Hopefully, you will find the websites useful! Jennifer will be attending our February 5th Topical Forum in Riverside. She hopes to see you there! Please visit her and say hello!

State Schools Chief Tom Torlakson Applauds Signing of Every Student Succeeds Act
<http://www.cde.ca.gov/nr/ne/yr15/yr15rel89.asp>

Senator Elizabeth Warren's Remarks on the Every Student Succeeds Act
<https://www.youtube.com/watch?v=vqmQHA4HW1Q>

Senator Lankford Discusses the Every Student Succeeds Act
<https://www.youtube.com/watch?v=ecVLxNoGBV8>

Richard Bammer: Under ESSA, what will schools look like in the future
<http://www.thereporter.com/article/NG/20160104/NEWS/160109964>

ESSA education bill to give states more control ...
<http://www.wbalv.com/education>

Federal Flash: Dec. 3: Key Differences Between Every Student Succeeds Act and NCLB
<https://www.youtube.com/watch?v=e3HtGOuzZ1Q>

California's mandatory vaccine law to take effect
<http://www.desertsun.com/story/news/education/2015/12/31/cas-mandatory-vaccine-law-take-effect/77505652/>

Preparing For The Worst: Why Schools Need Terrorism Plans
http://www.educationworld.com/a_admin/admin/admin300.shtml

A National Standard for Responding to School-Based-Crisis
<http://www.schoolcrisisresponse.com/>

School Emergency and Crisis Response Template
<http://www.slideshare.net/Nostrad/school-emergency-and-crisis-response-plan-template>

San Francisco School Site Emergency Plan
<http://www.sfusd.edu/en/assets/sfusd-staff/safety-and-emergency/files/School%20Site%20Emergency%20Plan%2009%2010%2010.pdf>

75 Ways to Convince Your Parents to Let You Stay Home from School
<https://www.youtube.com/watch?v=HB6r7VylHks>

Donald Duck and Nephews Cartoon - Truant Officer Donald
<http://www.bing.com/videos/search?q=truant+officer+donald&view=detail&mid=FBE52955949373843F9DFBE52955949373843F9D&FORM=VIRE2>

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

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

Check this out!



Everyone who attended the recent legislative workshop at LACOE received what appeared to be a business card.

For those of us who do not get out much, we were puzzled as to what it was!

Finally, we asked one of LACOE's presenters to explain. The presenter took the "card" and flipped the end open.

It was a flash drive containing the files and power point from their presentation.

This was great news for all the attendees who take the information back to their districts and schools.

On behalf of CASCWA, we wish to commend Dr. Victor Thompson and his team of exceptional educator who provide leadership to child welfare and attendance offices throughout California!

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

Hope to see you in April at the 2016 CASCWA State Conference in Orange County! The time has come to register!

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