Now Boarding:
Pupil Administrative Services

Flight 101

Presented by:
California Association of Pupil Personnel Administrators (CAPPA)
cappaonline.net
Welcome Aboard

Prior to Departure, Meet You In-Flight Crew:

- Steven France, Director Del Valle Education Center, Acalanes Union High School District
- Felicia Stuckey-Smith, Director Student Services, Mt. Diablo Unified School District
- Drew Sotelo, Director School and Family Support Services, Culver City Unified School District
- Shandelyn Williams, Assistant Superintendent Student Services, Antelope Valley Union High School District
- Cathy Bennett, Coordinator Child Welfare and Attendance, Desert Sands Unified School District
- Dr. Charity Plaxton-Hennings, Director of Mental Health and Psychological Services, Riverside Unified School District
Flight Plan

1. Student Discipline
2. Child, Welfare, and Attendance
3. School Attendance Review Board (SARB)
4. Mental Health
5. Health Services
6. Special Education - Dyslexia
7. Questions/Answers
What is CAPPA?

Mission Statement

The mission of CAPPA is to strengthen services to public school students in California. To this purpose, we meet to share information, experience, and problems in the organization and administration of pupil personnel services.
What is CAPPA?

Visit us on the web: cappaonline.net

➔ Meetings, Registration Form, Resources

Future Meetings:

● May 17, 2018 - Palm Springs
  ○ Elizabeth Estes from AALRR will present on Sexual Harassment and Sexual Violence in Public Schools and how OCR is viewing schools responsibilities and best practices

● May 18, 2018 - Palm Springs Unified School District
  ○ General CAPPA Meeting
Student Discipline

1. Other Means of Correction Agreement
2. Suspension Checklist
3. Students with Disability or Suspected Disability
4. Student Searches
Other Means of Correction

- Parent and Student Conference
- Positive Behavioral Intervention and Supports
- Counseling
  - Anger Management
  - Substance Abuse
- Detention
- Saturday School
- Community Service (with Parent permission)
- Parent Attendance at School with Student
- Student Study Team (SST)
- School Attendance Review Board (SARB)
- Peer Counseling
- Shortened Day
- Extended Day
- Psychosocial or Psychoeducational Assessment
- Behavior Support/Intervention Plan
- In-School Suspension
- Restorative Justice
- After School Program
Suspension Checklist

➔ Investigate and question all relevant witnesses
  ◆ Witness statements
➔ Collect evidence
➔ Determine Education Code and District Discipline Code violations
➔ Contact law enforcement is appropriate and/or required by law
➔ Other Means of Correction considered
➔ Conference with Student
  ◆ Reason(s) for disciplinary action and evidence
➔ Contact parent/guardian
  ◆ Parent MUST receive written Suspension Notice
Students with Disability or Suspected Disability

➔ All steps from Suspension Checklist and:
  ◆ Provide FAPE beginning no later than 11th day of removal from school
  ◆ Provide Special Education and/or Section 504 Procedural Rights
  ◆ Schedule IEP and/or Section 504 Meeting not later than 10 days after initiation of expulsion proceedings for manifestation determination
  ◆ Hold IEP/Section 504 no later than 10 days after decision made to recommend expulsion
  ◆ Manifestation Determination
  ◆ Team documents any change of placement in IEP and remedy deficiencies in the implementation of IEP
Student Searches

Considerations:

- Pre-Search
- Reasonable Suspicion
- Logistics
- Post Search
CWA: In Flight Services and Legal Requirements

- Attendance/SARB
- Discipline & Expulsions
- Enrollment & Permits
- Foster & Homeless Youth
- Health Services
- Immigration Resources
- School Safety
- Section 504
School Attendance Review Board
Truancy

Truant – A pupil subject to compulsory education who is absent from school, in excess of 30 minutes, without valid excuse on 3 occasions within one school year (EC 48260)

1st Notification of Truancy - upon the pupil’s initial classification as a truant, the school district shall notify the pupil’s parent or guardian (EC 48260.5)
Truancy

Truant – A pupil subject to compulsory education who is absent from school, in excess of 30 minutes, without valid excuse on 3 occasions within one school year (EC 48260)

2nd Notification of Truancy - Any pupil who has once been reported as a truant and who is again absent from school without valid excuse shall again be reported as a truant (EC 48621)
Truancy

Habitual Truant — A pupil is deemed a habitual truant after being reported truant three or more times per school year (5 unexcused days) and an appropriate district representative has made a conscientious effort to meet with a parent or guardian of the pupil and the pupil himself, after 1st (or 2nd) Notification of Truancy (EC 48262)
Truancy

Habitual Truant – A pupil is deemed a habitual truant after being reported truant three or more times per school year (5 unexcused days) and an appropriate district representative has made a conscientious effort to meet with a parent or guardian of the pupil and the pupil himself, after 1st (or 2nd) Notification of Truancy (EC 48262)

Conscientious Effort - Attempting to communicate with the parents of the pupil at least once using the most cost-effective method possible, which may include electronic mail or a telephone call.
Habitual Truant

\[(3 + 1 + 1) + \text{Conscious Effort}\]
Why is Habitual Truant Status Important?

Once a student is classified as a “Habitual Truant” the parents/guardians and student may become subject to the jurisdiction of the courts.
Possible Legal Consequences

- **Citation (issued a ticket)**
  - Parent
  - Student

- **Prosecution (chronic truants only)**
  - Grades K-8th only
  - Parent prosecuted for misdemeanor
  - On Probation
  - Court-Ordered Action
  - Community Service
Chronic Absence (CA) [EC §60901(c)(1)]

- Legally defined by California in 2010
- All absence (excused & unexcused)
- State definition = 10%
- OCRDC = 15 days (2013/14 SY data)

Excused Absence + Unexcused Absence + Suspension = Chronic Absence (CA)
State Accountability

Equity Report

Desert Sands Unified - Riverside County

Enrollment: 26,468  Socioeconomically Disadvantaged: 70%  English Learners: 25%  Foster Youth: N/A
Grade Span: P-Adult  Charter School: No

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of students in how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may exceed the number of indicators. Select any of the underlined indicators for more detailed information.

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Students Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td></td>
</tr>
<tr>
<td>English Learner Progress (K-12)</td>
<td></td>
</tr>
<tr>
<td>Graduation Rate (9-12)</td>
<td></td>
</tr>
</tbody>
</table>
Understanding Chronic Absence Counts

1. Enrolled: 50
   Absent: 13
   Abs Rate: 26%
   Count = 1

2. Enrolled: 100
   Absent: 1
   Abs Rate: 1%
   Count = 0

3. Enrolled: 30
   Absent: 3
   Abs Rate: 10%
   Count = 1

26% Chronic Absentee
9.3% Abs. Rate
9.4% Abs. Rate
## Truancy vs. Chronic Absence

<table>
<thead>
<tr>
<th></th>
<th>Truancy</th>
<th>Chronic Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portion of School Day Missed</td>
<td>&gt;30 Minutes</td>
<td>Whole Day</td>
</tr>
<tr>
<td>Minimum Criteria</td>
<td>3 Instances</td>
<td>10%</td>
</tr>
<tr>
<td>Required Notification</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Legal Consequences for Parent/Student</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
What is SARB?

From the California Department of Education SARB Webpage:

In 1974, the Legislature enacted California Education Code (EC) Section 48320 to enhance the enforcement of compulsory education laws and divert students with school attendance or behavior problems from the juvenile justice system until all available resources have been exhausted. EC Section 48321 provides several organizational structures for School Attendance Review Boards (SARBs) at the local and county level to create a safety net for students with persistent attendance or behavior problems. Although the goal of SARBs is to keep students in school and provide them with a meaningful educational experience, SARBs do have the power, when necessary, to refer students and their parents or guardians to court.
3 Unexcused absences >30 minutes

Reported as Truant
Parent Notification (letter)

Additional Day of Unexcused Absence

Reported as Truant
Conscious Effort to Meet
Additional Day(s) of Unexcused Absence

Deemed a Habitual Truant

Refer to SARB

- Dismiss Case
- Place on Contract & Monitor
- Refer to District/Community Agencies
- Refer to IEP Meeting
- Refer to Alternative Education Program

- Refer to Home School/District
- Refer to Community Day School
- Refer for Infraction Citation
- Refer to District Attorney
Helpful Resources

- CDE SARB Webpage & Handbook: https://www.cde.ca.gov/ls/ai/sb/
- CA Attorney General Truancy Toolkit: https://oag.ca.gov/truancy/toolkit
- Attendance Works: http://www.attendanceworks.org/
- Everyone Graduates Center: http://www.every1graduates.org/
- America’s Promise Alliance: http://www.americaspromise.org/
Over 60 million individuals in the USA are affected by a reading disability (IDA, 2012).

1 out of 5 children have a learning disability and over 80% of those cases are due to dyslexia. (CDE, 2016; IDA 2012)
❖ Assembly Bill No. 1369-Signed by Governor Brown in 2015 and mandated to be implemented 2017-2018 school year.
❖ Superintendent of Public Instruction released *California Dyslexia Guidelines* for schools to use as a roadmap toward compliance of the new dyslexia law.
❖ All school districts are mandated to develop a program to assist regular and special education teachers, parents, and support staff to identify, assess pupils with dyslexia, plan, provide, evaluate, and improve educational services to pupils with dyslexia.
Dyslexia simply means lack of ability with language.
Dyslexia..... a specific learning disability that is neurological in origin..... It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

- Dyslexia occurs on a Continuum; one person may have a mild form of Dyslexia while another may have a severe form of Dyslexia.

- Although there is no cure - people with dyslexia are born with it and it does not get any worse with age.
a specific learning disability that is neurological in origin” means it is based in the makeup of the brain.

“difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities” means they have difficulty breaking words down so they can read and spell them.

“deficit in the phonological component of language” means their brain has difficulty processing the sounds and order of sounds in words.
“often unexpected in relation to other cognitive abilities” means the individual has average to above average intelligence, it is not the result of a low IQ.

“provision of effective classroom instruction” means the individual has had the opportunity to learn in an environment that other students were successful.
Our district’s DYSLEXIA journey
Prepare for Landing
Cleared for Landing

Visit us on the web: cappaonline.net

Mark your calendars for Palm Springs:

❖ May 17, 2018 Professional Development; and,
❖ May 18, 2018 General Cappa Meeting.