



## **Education Coordinating Council**

**April 4, 2013**

**9:30 a.m.**

Los Angeles County Hall of Administration, Room 140  
500 West Temple Street, Los Angeles, California 90012

Present: Philip Browning  
Philip Browning  
Arturo Delgado  
Luis Dominguez, representing Jerry Powers  
Debra Duardo, representing John Deasy  
Mónica García  
Leslie Heimov  
Aubrey Manuel  
Bryan Mershon, representing Marvin J. Southard  
Fernando Meza, representing Richard Martinez  
Judge Michael Nash  
Martha Trevino Powell  
Ramón Quintana  
Fabricio Segovia

Guest: Judge Donna Groman

Chair Mónica García brought the meeting to order at 9:36 a.m., welcoming everyone and thanking the Probation Department for sponsoring today's refreshment costs. Trish Ploehn retired last month from county service after 37 years, Garcia announced, and she expressed appreciation for Ploehn's leadership during the time she served as Assistant Chief Executive Officer. Carrie Miller from the CEO's Service Integration Branch will temporarily take over staffing the ECC.

René Gonzalez also retired from the Los Angeles Unified School District at the end of December, and Garcia welcomed Debra Duardo, now LAUSD's Executive Director of Student Health and Human Services, who will represent Superintendent John Deasy on the ECC. Marv Southard and Jerry Powers are unable to attend this morning because of a conflict, but they are ably represented by Bryan Mershon and Luis Dominguez.

Garcia then asked ECC members and the audience to introduce themselves.

### **Uninterrupted Scholars Act Passage**

The Uninterrupted Scholars Act—included in meeting materials—was sponsored by Congresswoman Karen Bass and signed by President Obama in January. The Act amends the Family Educational Rights and Privacy Act (FERPA) to permit school districts to share foster youth education records with social workers without first seeking parental consent or a court order. Altering these rules has been a key goal of the ECC since its inception, and the change removes one of the biggest

barriers to improving school success for students under the aegis of the Department of Children and Family Services. What is the best way to get the word out to school districts about this Act, Chair Garcia queried, given its significant anticipated impact on foster youth's educational achievement?

Jewel Forbes from the Los Angeles County Office of Education said that copies of the legislation were being handed out at LACOE's regular area meetings, which most school districts in the county attend, were being distributed at all workshops, and had also been attached to LACOE's latest newsletter. Debra Duardo reported that the Los Angeles Unified School District had sent the information to school principals and administrators; an audience member suggested also making the information available to front-desk personnel and ensuring they are trained to deal with the new regulations.

Art Delgado proposed that a piece be produced for LACOE's television station that would include information about the Act and interviews with ECC members; a similar segment could also be done with the LAUSD television station.

### **DCFS/LAUSD Electronic Education Information-Sharing System Demonstration**

Judge Nash introduced the presentation, saying that he hoped state 'clean-up' legislation would soon be passed to accompany the Federal Uninterrupted Scholars Act provisions and allow the free exchange of information between schools and all county departments. In the meantime, the Department of Children and Family Services and the Los Angeles Unified School District have been piloting an information-sharing system that is working well. DCFS's Steve Sturm thanked LAUSD for being "a wonderful partner" in the pilot process, and expressed appreciation for all previous efforts in the data-sharing arena, from blanket orders to minute orders to the untiring advocacy of the ECC.

At the moment, the Student Information Tracking System carries real-time information on all 11,879 DCFS children who attend LAUSD schools, information now accessible to their social workers through a web-based application. Attendance information is refreshed weekly, any switch in social worker assignment is updated within a few days, and all other information is uploaded twice monthly. "This will be a huge time-saver for people," Sturm said. "We estimate about a 50,000 work-hour savings per year for DCFS alone, plus school districts—when they are all on board—should save about 200,000 work-hours each year."

"It's a win-win for everyone involved," Debra Duardo agreed, "especially in light of the diminished resources we all have to work with these days. Social workers get the information they need, they don't have to visit the schools in person to get it, and student confidentiality is also protected when office conversations aren't inadvertently overheard. Workers can focus on interacting with children and families and not searching for records. Ultimately, students will get better service." In addition, LAUSD is using the data from DCFS to make it easier for families to apply for the free and reduced-price lunch program.

At present, the system provides information on all DCFS children with open court cases, whether in out-of-home care, relative care, group homes, or elsewhere:

- The names of all LAUSD schools they have attended
- The name of the school in which they are currently enrolled
- Their current grades (when available) and those from the previous semester

- Their current class load and that of the previous semester
- Attendance records for the previous week, month, and year
- Whether or not they receive special education services (although the formal Individualized Education Plan must still be obtained from the school)
- Scores of all standardized tests they have taken

ECC members and those in the audience also recommended adding:

- Whether or not students participate in any gifted and talented programs
- If students are on track with A-G requirements for college (although Advanced Placement coursework also indicates that)
- More information from elementary schools
- The outcome of any special-needs services students are provided
- ‘Red-flag alerts’ (possibly color-coded) for students whose grades or attendance drop into a danger zone, or where other risk factors cross certain thresholds
- An identification of the DCFS program type students are part of
- The name of the student’s education rights holder
- Whether or not students receive 504 services under the Individuals with Disabilities Education Act (IDEA)

Discipline data will likely not be included in the system, since each school district gathers different information and has different behavioral policies. (Further conversations on the required notices to social workers and attorneys when students are suspended or expelled might be part of any next steps.) “This system isn’t the be-all, end-all,” Sturm acknowledged. “But we do want it to have the most useful information for everyone.”

A plan is in the works to expand the pilot to other school districts, beginning with the largest ones in the county—Pomona, Pasadena, Long Beach, Antelope Valley, and Montebello—and ultimately implement the system in all 81 districts in the county.

In addition, Judge Nash very much wants to see information from the Probation Department incorporated into this system, and will put pressure on Chief Probation Office Jerry Powers to get that accomplished. Duardo reported on a recent meeting with data people from the Los Angeles County Office of Education, which provides education services to students in the juvenile justice system. “LAUSD definitely wants information from LACOE, and LACOE is definitely interested,” she said. “If students are incarcerated and being served by LACOE, we’re often not aware that they’re there, and are reporting them as drop-outs. Likewise, when they come out of the probation camps, we want to do a better job of getting them enrolled back in our district so they don’t fall through the cracks.” According to Art Delgado, LACOE is in the process of examining its technology with an eye to investing in more efficient systems, and is soliciting school districts for their ideas. He suggested that Student Information Tracking System designers look at what LACOE is doing, commenting that the time is right for LACOE’s project to fit into this one.

Duardo acknowledged that it takes time to train people and get the word out about any new system, and Fabricio Segovia asked about tracking the social workers who log on and those who don’t, perhaps offering training to those who are reluctant. User tracking is built in, DCFS director Philip Browning said. “I saw a run a couple of weeks ago. It’s not a complex system,” he added, “but it does require workers to know it exists and become familiar with it. The more

attention is given to it, the more workers will use it. If they aren't doing so, I hope those who work with them would remind them. I guarantee you that not everyone has read the memo and gotten their password and is seeing it as a number-one priority. As far as content goes, this is just a first attempt. Without the continuing support of the ECC and Mónica Garcia and the Board of Supervisors—and particularly the attorneys at LAUSD—we wouldn't have gotten this far. Steve and his folks did a great job, and I'm confident that, working with LAUSD and other school districts, we can get it up and running throughout the county. Please send in your suggestions about what else to incorporate, so we don't overlook anything."

From the day the ECC began, it has worked toward this kind of information-sharing. "It's taken us eight years to get to this point," Nash said, "and though I appreciate how hard everyone has worked, it shouldn't take us eight years to get to the next point. I want to keep this as an ongoing item on all our ECC meeting agendas so we can hear the progress on this system and move as quickly as we can to complete this project and roll it out countywide."

### **Data-Sharing Policy Committee Report**

Carrie Miller reported on the policy committee whose formation was spurred by the work of the School Attendance Task Force's data-sharing subgroup. Representatives of advocate groups, the Department of Children and Family Services, the Los Angeles County Office of Education, the Probation Department, County Counsel, Public Defender, District Attorney, and others came together recently to discuss laying the groundwork for a countywide data-sharing scheme, and were delighted to hear about the DCFS/LAUSD information-sharing pilot just presented. "We definitely want to expand to Probation and dovetail with what LACOE's doing," Miller said. "We don't want to reinvent the wheel or create something duplicative. DCFS is off and running and we want to support them." A follow-up meeting to align efforts with LACOE has been scheduled.

### **School Attendance Task Force Implementation Updates**

As the ECC is aware, Judge Nash created the School Attendance Task Force (initially the Truancy Task Force) a couple of years ago to strategize how to get kids to school and keep them in school. "The task force is one of the best collaboratives I've ever been involved with," Nash said. "The passion and dedication of those folks, many of whom are here today, is unparalleled."

The task force's accomplishments include a change to the Los Angeles City ordinance on daytime loitering so that students are no longer ticketed while on their way to school. Related procedural changes instituted within the Informal Juvenile and Traffic Courts (prior to their closure last year as a result of budget constraints) are being continued in the subsequent redirection of ticketed students into a diversion program to keep them out of the juvenile justice system. With the closing of the IJTC courts, the Probation Department has shouldered those responsibilities.

- Another task force project is addressing the issue of **school discipline**. "In past years, more kids have been suspended and expelled in California than have graduated high school," Nash said, "and some schools and districts are now taking action to reduce the use of those consequences as a means of discipline. We heard about the fabulous efforts at Garfield High at a previous meeting, and our goal is that every school district and school adopt that same attitude."

Zoë Rawson thanked the ECC for supporting the School Attendance Task Force, and Nash and Sharon Watson for keeping it moving. The resolution developed by the Exclusionary

Discipline Work Group and brought to the ECC today—included in meeting materials and prefaced by some background information and statistics on exclusionary discipline—“is an important reinforcement of strategies that we know are effective,” she said, “and it highlights the message we want to send to school districts.” The resolution’s goal, Ruth Cusick continued, is to use the power of the ECC to encourage all school districts in Los Angeles County to look at strategies for reducing exclusionary discipline and referrals to juvenile court. In California, 42 percent of suspensions result from what is called ‘willful defiance.’ When schools make a choice to use other ways to engage students in restorative practices, suspensions and expulsions can be drastically reduced or eliminated.

**Aubrey Manuel moved that the following resolution be adopted:**

**BE IT THEREFORE RESOLVED that the Education Coordinating Council urges all school districts in Los Angeles County to take bold actions to address exclusionary discipline and to implement positive alternatives to improve school climate and student achievement, including but not limited to:**

- 1. Adopting smart and supportive discipline practices, such as school-wide positive behavior supports, restorative practices, and other affirmative alternatives to exclusionary discipline that do not limit students’ learning time or discriminate based on gender, race, or disability status**
- 2. Working to reduce reliance on out-of-school suspensions, expulsions, and other punitive exclusionary discipline practices such as in-school suspensions and school-based citations, arrests, or referrals to the juvenile court**
- 3. Prioritizing keeping students in their regular classroom setting and school to the greatest extent possible; in cases in which students are temporarily removed to an equivalent educational setting, providing positive supports to ensure that there is an effective transition back to their regular classroom setting that meets the student’s academic, social, and emotional needs**
- 4. Providing supports to teachers, administrators, and other educational staff to address discipline challenges in a way that protects students’ human rights to education and dignity**
- 5. Engaging parents, students, and community members in the development and implementation of more educationally sound and equitable policies and practices**

**Debra Duardo seconded the motion, and the resolution was unanimously adopted.**

“For this group to adopt this resolution is highly significant,” Nash said. “Advocating for positive rather than punitive approaches is one of the reasons we changed the name of the task force.” He encouraged ECC staff to bring the resolution to the Chief Executive Office and to the Board of Supervisors, “so they truly understand the issues we’re involved with.”

- Another issue being addressed by a sub-group of the School Attendance Task Force is **transportation**, as simply getting to school can be an issue for some students. Kim McGill distributed the sixth edition of the report of the Free Metro Pass Campaign work group, which presents the group’s goal of free Metro passes for students from preschool through college,

along with information on fare evasion enforcement costs and their impact on public safety, the impact of those tickets both on individual youth and on school districts, experiences from other regions of the United States that have implemented free student transportation programs, and progress to date in achieving the group's goal. (Data on how other jurisdictions have paid for their free student transportation passes is coming in from San Francisco, Oakland, Boston, and New York, where a program has existed since 1948.)

Angelica Salazar thanked attendees on behalf of the Free Metro Pass Campaign. "We created this group because getting to school is key, and because students need transportation not just for education, but for medical appointments, employment, and other activities," she said. "The highest number of citations issued by the Los Angeles County Sheriff's Department is for fare evasion, and we'd like to help save that money. If the ECC approves this resolution today, we want to bring it before the Board of Supervisors and the Los Angeles City Council, then eventually to the MTA itself."

According to Lauren Gase's cost-benefit analysis, the current price of Metro passes is prohibitive for many students, and data from San Francisco indicates that free bus passes increase ridership. Implementing such a program in Los Angeles County would enhance the quality of life for students; increase their attendance at school, their participation in after-school activities, and their use of community resources; and reallocate school funding that is currently spent on transportation. It would also decrease the number of tickets issued and student contact with the juvenile justice system, and lower the burden on public safety agencies, as well as reducing road congestion.

In 2001, Barbara Lott-Holland reported, the Bus Riders Union initiated a campaign to reduce the number of hoops that students had to jump through to obtain student bus passes. "It was a long process," she said, "that included getting signatures, finding a photo booth to snap a picture, filling out a lengthy application, and then waiting two to six weeks for the pass to be approved and come in the mail—that's nearly half a semester! We worked with the school board to push the MTA to reduce that red tape and to have bus passes sold on campus. When we started, only three percent of eligible students were getting student bus passes. In 2005, that had increased by two hundred percent. Then the MTA moved to the TAP card program, and that negated everything we'd done. We *know* there's a possibility of free Metro passes here—they exist for former foster kids through Youth on the Move, and another program was established in 2004 for Los Angeles City College. Over fifty-four hundred citations for fare evasion are issued to students 18 and under," Lott-Holland went on. "When society spends more on punitive measures for youth than on things that resolve issues, we have a problem. For a family with a yearly income of \$14,000, for example, regular bus passes for two kids can eat up one-third of their total income—just to get the kids to school! We seriously want to work with the MTA to support the idea of free passes for all students, from pre-kindergarten through college."

Three members of the Youth Justice Coalition related their personal experiences with being repeatedly stopped while riding the Metro, being searched, and being ticketed even when their passes were valid. "I'm on probation," said one, "so that's just another way to keep me in the system." Leslie Mendoza lives in the MacArthur Park area and attended Hamilton High on the Westside, which required a lengthy bus ride and a long walk at the other end. If she missed her bus, many times she missed school altogether. Trying to scrape up enough

change for the fare every day was a challenge, and the \$24 monthly pass was often financially out of reach for her family. (From the audience, Patty Armani related the story of a young man who had ‘crossed over’ from DCFS to Probation and boarded a bus one day to return home from school. He didn’t have quite enough money for the fare, the driver kicked him off the bus in a neighborhood not his own, and the boy was shot and killed.)

The Pasadena Unified School District provided the work group some data on its 2011–2012 transportation spending for students, which totaled \$3.1 million—\$2.4 million for special-needs students and \$600,000 for general transportation. Of that total, \$3 million goes to private companies, and \$100,000 for TAP cards. The Los Angeles Unified School District’s homeless education program spends nearly \$500,000 per year to get homeless students to and from school. LACOE’s homeless program, serving only 500 students, spends over \$32,000. A survey is available online and after the meeting from Kim McGill through which other districts are encouraged to share their transportation budgets. Between charter schools and the county’s 81 school districts, transportation spending is a serious concern.

**Fernando Meza moved that the work group’s recommendation be approved:**

**That the Education Coordinating Council collaborate with school districts, other organizations, and the MTA to secure free Metro passes for all students from preschool to college.**

**Art Delgado seconded the motion, and it was unanimously approved.**

“The task force believes we can do better as a community with this issue,” Nash said, congratulating ECC members for their action. “It’s an important first step, to have this group advocate for this service for our kids. It’s an additional item to take to the CEO, the city council, the Board of Supervisors, and the MTA. We all have this now as ammunition to follow up with those bodies.”

### **Delinquency Court Updates**

Nash introduced Donna Groman, supervising judge of the delinquency court, calling her “one of our most dynamic judges” and noting that she was named Wilmont Sweeney Juvenile Court Judge of the Year for 2012 by the Juvenile Court Judges of California.

At any given time, approximately 1,000 youngsters are living in probation camps in Los Angeles County, generally serving three-, six-, or nine-month sentences. The reintegration of those youth into the community after they have done their time has been a challenge for many years, and one aspect of that challenge is preparing youth to re-enter school post-incarceration. Judge Groman is leading efforts to make this process—including the handoff of records—seamless and effective.

At the same time, she is also committed to reducing school-based arrests that launch young people into the notorious ‘school to prison pipeline.’ “The education system is not serving kids the way it should,” Nash said, “often abdicating its responsibilities to the courts. The end result is not positive. Some kids need to be in the juvenile justice system, yes, but many end up there when they *don’t* need to be. Not only does this contribute to more negative outcomes for kids, but it uses up resources that in our juvenile courts are increasingly limited. The Informal Juvenile and Traffic Courts, before they closed, used to deal with over 150,000 citations per year—many from schools.

Those courts were overwhelmed and ineffective. From citation to court appearance is 60 days minimum, and nothing positive happens to those kids during that time. The delinquency courts continue to have the same problem. In 2011, twenty-eight delinquency courts served 20,000 youth on probation. By the end of June 2013, we'll have twenty-two delinquency courts. That's an over twenty percent reduction. Probation resources are limited, too, and we need greater community, school, and family efforts to work with kids in a positive way outside of the court system. The courts should be reserved for kids who pose a legitimate threat to the community."

Groman began by commending the members of the Youth Justice Coalition for their activism, saying that they will "carry the banner" for the important work of improving school attendance. She continued by reviewing some of the organizations she belongs to that have given attention to the school-to-prison pipeline over the past ten years, including the Administrative Office of the Court's Blue Ribbon Commission and the National Council of Juvenile and Family Court Judges' School Pathways Committee. A project of the Council of State Governments recently produced a groundbreaking report on school discipline, school arrests, and the re-entry issue in Texas, *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*. The Council of State Governments informs state legislatures, Congress, and other policymakers, Groman said, and this report has been widely received and implemented. "Here in Los Angeles, we're leading the implementation of reforms to address these issues," she went on, "and I thank the ECC, the School Attendance Task Force, Judge Nash, and Mónica Garcia for their leadership."

As a judge at the Kenyon Juvenile Justice Center, Groman deals with serious crimes and often violent offenses—murder, attempted murder, rape, assault with a firearm, and so on. "Now, Kenyon has a very small waiting room," she explained. "It seats maybe seventy-five people. Alongside all the folks accused of those serious crimes, we also have ten- and twelve-year-olds who have been arrested by school police and sent to us for minor offenses that should rightly be handled at the school level. I'm not demonizing the older kids. I'm just saying that when we expose young, low-risk children to higher-risk youth who may be gang-involved and have substance abuse issues, the view those young kids have of themselves changes. They start to see themselves as being part of the justice system now, an outcast, involved in a criminal case, getting a criminal record. It has a huge psychological effect on them. It's unnecessary—especially because of the practical inability of the court system to provide any meaningful help to kids sent to us by schools, in any case."

"The probation system is not like DCFS," said Groman, "which sends emergency-response workers right away. For sixty days after a citation, as Judge Nash said, nothing happens. Kids often stop attending school, or are pushed out of a comprehensive school to a community day school or other placement that may be inappropriate. Even at 60 days, a probation officer is seldom assigned—that could be three, four, six months later. What happens to the kid and the family in the meantime?" she asked.

"The school is the center of the community, and that's where services should be provided," Groman stated. "It's close, no one has to miss class or work, young students wouldn't be in the presence of kids involved in serious crimes, and it's much more likely to be a positive experience than the court system is. We see a twelve-year-old charged with a felony for threatening a teacher, or an eleven-year-old charged with battery on a school employee for pushing his chest into a teacher's chest and causing her to nearly lose her balance. It's shocking to see these cases

in juvenile court. Felonies carry sentences of three years of imprisonment or more—we're simply flinging open the gates to the prison pipeline.”

A recent longitudinal study of Chicago public-school youth found that youth who were arrested were 22 percent more likely to drop out of high school. “That’s no surprise,” Groman said. “A strong connection with school and associations with positive peers are two protective factors that keep kids out of delinquency court. If kids are sent to court, their attachment to school is weakened and they can be plunged into damaging relationships. The school climate can make or break a kid’s connection with the education system.”

Thanks to Ruth Cusick and Public Counsel, Groman was last year introduced to the work of Judge Steven Teske from Clayton County, Georgia, who experienced an astronomical increase of youth being referred to the juvenile courts in his area with the implementation of ‘zero-tolerance’ policies in schools and an increased police presence on local campuses. Teske brought together a broad mix of stakeholders to stem that tide, arguing that—among other things—mixing low-risk and high-risk youth in a court environment presents a tremendous problem.

Public Counsel came to Groman at Kenyon to implement a program similar to Teske’s, where school resource officers work with students and where cases of fighting in school, for example, are not sent to court until the fourth offense and sometimes not even then. The consequent change in school climate had unexpected results, including an 80 percent decrease in dangerous weapons on campus, a 51 percent decrease in felony crimes, and a 20 percent increase in graduation rates. Groman convened stakeholders here last year—Probation, DCFS, Mental Health, the courts, LAUSD, other school districts, the District Attorney’s office, the Public Defender, Sheriff’s Department, community advocates and others—and Teske and his partners made a presentation that spurred some good conversations. “But we got stuck,” Groman admitted. “LAUSD brought up some valid concerns. What about the victims of these crimes? How can we accommodate them? We’re low on resources—how can we provide services?”

The stakeholder group went on hiatus, and Groman began exploring restorative justice practices, which historically have had no place in the juvenile delinquency court, or in most schools. A number of organizations and faith-based groups have expressed interest, including Loyola’s Center for Restorative Justice, the Catholic Archdiocese, the Episcopal Church, and Centinela Youth Services, a community-based organization with a \$1 million grant it is unable to use because of a lack of referrals. “What I’d like to do is take all these organizations and provide restorative justice programs in school districts,” Groman said. “Districts and others need to be on board with this. It’s more than just getting a mediator in. It involves circles in homeroom where kids talk to each other, mentor programs where youth are trained to be leaders, the police turning to restorative justice practices before making an arrest—a host of things. But I believe we can move forward to a school-based arrest reduction program and keep low-risk kids out of juvenile court if issues are addressed at the school level. And I also hope we don’t respond to events like the shooting at Newtown with an increased police presence on campus,” she added. Groman recommended the *Statement by Youth of Color on School Safety and Gun Violence in America in the Aftermath of the Mass Shooting at Sandy Hook Elementary School*, developed by the Youth Justice Coalition through working with young people of color all over the country; the document was distributed at the last School Attendance Task Force meeting and is available from the ECC.

A member of the county's Human Relations Commission mentioned from the audience that the commission's contracts are currently being redone to encourage restorative justice and to expand peer mediation programs in schools. The county commission recently partnered with Los Angeles City's human relations commission to infuse human relations into school safety committees with mediation and leadership programs, making sure that school police and school-based probation officers knew of this "first line of defense," as she put it, supported by the positive behavioral approach espoused by the Los Angeles Unified School District.

"School climate makes all the difference," Art Delgado affirmed. "Schools are under attack these days, with teachers and administrators being criticized for being lax with discipline. If the community is afraid, they want to see more uniforms. If that doesn't happen, we're looked at as not being responsive. But we need the surrounding community to support school staff, as well." The community is one piece of the triangle in restorative justice.

Noting the horrifying statistic that California has now fallen to 49th in per-pupil spending among the states, Mónica Garcia stressed the adult buy-in that must be a keystone of any positively based program. "We push for a hard response because we don't have a lot of in-between support," she said. "How can we create alternatives to expelling the 144 kids we did last year in LAUSD? How can we use community resources? How did other communities scale up what works? We need to see good models. We hear very loudly from victims these days, but as I tell my board, whenever LAUSD has to negotiate a settlement, that's being paid out on the backs of our poor kids. There's no other pocket of money when as a system, we're held accountable for a violation. It's the same kids who are being harmed both times."

A representative of the Department of Public Health raised the point of how permanently the school-to-prison pipeline affects the health of communities, a concept that he believes is underappreciated. "Not letting kids get into it is the best investment we can make," he stated. "We need to change the level of public conversation on this and present a counternarrative from the 'victim' one, which can exaggerate who's being harmed over the long run."

Leslie Heimov suggested that all teachers be trained on de-escalating volatile situations and on non-violent intervention. "I'm not blaming them," she said. "It does take training. But we need to prevent some behaviors—handle the kid who's escalating so that 'chest bump' never happens, say."

Because of time constraints, Groman will talk at a later meeting about the 2012 're-entry road show' presented throughout the county to inform school districts of improved transition polices for students returning from probation camps.

### **Member/Staff Updates**

- The Board of Supervisors has approved a motion put forth by the Fifth Supervisorial District to direct the Los Angeles County Office of Education to identify additional grant funds through its Foster Youth Services program, and report back on potential opportunities for Los Angeles County. The motion was included in meeting materials.
- The Probation Department is adding one staff member in each of its field districts—based on the five supervisorial districts—to help enroll probation youth in school and improve their attendance.

- AB 643 (Stone)—included in meeting materials—aligns state law with the Uninterrupted Scholars Act and its revision of the Family Educational Rights and Privacy Act (FERPA) to support sharing data with child welfare agencies.
- AB 951 (Medina) includes mandates for school districts to increase their support of homeless students.
- The Exclusionary Discipline Work Group of the School Attendance Task Force is designing a conference track on exclusionary discipline for the upcoming Los Angeles Gang Violence Prevention & Intervention Conference on May 6 and 7 at The California Endowment. A save-the-date card was included in meeting materials.
- Congressman Tony Cárdenas will sponsor a congressional forum on school safety issues on April 27 at 10:00 a.m. at Van Nuys Senior High School. Judge Nash will open the forum with a presentation on the work of the School Attendance Task Force. A flyer was included in meeting materials.

### **Public Comment**

Eugenia Wilson expressed her strong support for the School Attendance Task Force, “where they’re actually doing the real work,” as she phrased it. “We’re getting things done for our kids there. It’s not about us as agencies. I commend Judge Nash and Judge Groman for the passion they have. They’re at the right level to make changes, working with everyone else at the table. The bottom line is, if our kids aren’t educated, our community cannot grow, and our economy can’t improve.”

### **Next Meeting**

The next ECC meeting is scheduled for:

**Thursday, October 10, 2013**

**9:30 a.m.**

*Location to be determined.*

There being no further public comment, the meeting was adjourned at 11:30 a.m.