



InjureFREE

The SELF Board inducted a new member into the SELF Risk Services Clearinghouse at its October meeting.

InjureFREE, a cloud-based injury reporting system by the Agency for Student Health Research in coordination with high school athletic trainers, is designed to effectively record and manage a school's athletic injuries.

The HIPAA and FERPA compliant interface allows for real time reporting and alerts to be sent to coaches, athletic trainers, nurses, athletic directors, risk management directors and parents. By connecting all those involved in the care for student athletes, Injure FREE helps schools create transparency with their community and create a coordinated injury management environment.

Each school is able to customize their injury reports as well as grant access to school employees, team doctors and parents as they see fit. All reports are printable in PDF format and searchable lists are Excel exportable. Injuries can be entered by any device with internet access through a secure web-portal or by InjureFREE's mobile app, which can be downloaded at no cost.

Active SELF members who implement the InjureFREE system will receive a free tablet for their athletic trainer or designated medical professional to report injuries with ease.

For more information on how this system is helping high schools reduce the burden of athletic injuries, go to www.InjureFREE.com or visit the SELF Risk Services Clearinghouse on our website at www.selfjpa.org, and check out the other product recommendations to members.

The SELF Risk Services Clearinghouse provides endorsement of approved products that further the interests of SELF and the quality of education and/or environment for students and staff.

As a statewide joint powers authority, SELF holds a unique position that allows it access to a wide variety of educational entities across the state. With an eye on claim trends, SELF can direct its members to certain superior products or services that may be beneficial to promoting safety and loss prevention.

SELF evaluates risk and safety related products suggested by vendors, members or others to determine if inclusion in SELF's clearinghouse is appropriate based upon the following five key qualities:

- Measurable results—improves safety for students, staff and public
- Cost effective—value and affordability
- Evaluation of operation—quality, qualified management
- Preferred arrangement available to SELF members when possible
- Alignment with SELF's core values and goals

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Conferences & Events

JANUARY

School Services of California
Governor's Budget Workshops
January 15 & 17
Orange County & Sacramento

FEBRUARY

SELF Member Forum
February 20, 10 a.m.
Webinar

MARCH

CCSA Annual Conference
March 3-6
San Jose

About Us

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Our Mission

SELF is a member-owned, statewide partnership of public educational agencies providing quality pooled programs for excess coverage that benefit our students.

By the Numbers

SELF is the leading statewide excess liability provider for California's public schools and colleges, serving nearly 3 million students.

SELF Awareness

Comments should be sent to the above address or info@selfjpa.org.

Board

Area I	Norine Tweedie
Area II	Adam Hillman
Area III	John Falappino
Area V	Cathy Reineke Dave George
Area VI	Nancy Anderson Diane Crosier Eva Lueck Tony Nahale Toan Nguyen Karla Rhay

Community Colleges

Michael Gregoryk, John Didion,
Teresa Scott, Kevin McElroy

Disabled Students and Bullying - The Link and What Schools Need To Know

My Community Workplace Library – mycommunityworkplace.org

A mother sues a school district on behalf of her son for disability discrimination, negligence, and other civil rights violations.

During the kindergarten enrollment process for her son, she notified the administration that he was not able to control urination or bowel movements because of an intestinal disorder. The mother explained her son had to wear diapers. According to the lawsuit, the school staff disclosed this information to the students, which triggered ongoing teasing and harassment of the boy.

The mother alleges that although several students continually teased the boy, both physically and emotionally, teachers and staff did not step in to stop the behavior.

The bullying included name-calling and tormenting on the playground. Classmates pulled down the boy's pants to show his diapers. The mother stated her son frequently came home crying.

The mother complained to the principal and district superintendent to no avail. The school transferred the student to a different classroom, but he continued to be harassed. He was ultimately home schooled for several months after he became depressed and suicidal. Elizabeth Warmerdam "School Let Bullying Go Unchecked, Mom Says," www.courthousenews.com (Sep. 19, 2013).

Commentary and Checklist

PACER Center, an advocacy group for students with disabilities, reports children with disabilities are two to three times more likely to be bullied than students without disabilities. Although school administrators have a responsibility to protect all students from bullying and harassment, extra care should be given to those most vulnerable.

Educators can prevent bullying by teaching students to understand and appreciate individual differences. Anti-bullying programs can illustrate respectful conduct, and offer appropriate responses to bullying behavior. Often children simply need to be given a reason and a strategy to act with respect.

Teachers and other staff members can also benefit from training that covers the confidentiality of a student's medical information.

Administrators should develop anti-bullying policies and procedures because employees are more likely to respond to an incident when they know exactly what to do. The policies need to be reinforced with training programs that educate

staff members on how to identify bullying behavior and about the steps they can take to intervene.

In addition, it is important to communicate anti-bullying policies to the parents. This information should include definitions and examples of bullying and what parents can do if they feel their child is a victim of bullying.

The National Education Association (NEA) offers steps educators can take to manage bullying behavior:

- Pay attention to warning signs, such as lost or destroyed personal items, avoidance of school or schoolmates, or unexplained injuries.
- Do not ignore the situation or assume it is harmless teasing. What may be simple teasing to one student may be devastating to another.
- Intervene quickly when you think there is a problem between two students. Always refer to your school's anti-bullying policy when necessary.
- Do not try to resolve the situation on the spot. Label the behavior as bullying and inform those involved that the situation will be reported and managed based on school policy.
- Deal individually with the students involved in the bullying. Discuss the incident with the students involved, including bystanders, on a one-on-one basis. This enables them to tell their story without fear of what others may think.
- Hold bystanders accountable, and make certain all students understand they have a right and a responsibility to report bullying behavior.
- Listen and do not pre-judge the students involved. The bullying behavior may be a sign of a deeper problem or undiagnosed medical issue.
- Make certain teachers and staff members understand their role in protecting students from harassing behavior. Their action (or inaction) will set the tone of classroom behavior.

For more articles like this and on other topics, log into your district's My Community Workplace account, provided as a benefit of your SELF membership. Forgotten your log-in? Contact our office at info@selfpa.org.

KMTG Legal Alert

Internet Threats of Violence Are Grounds for Student Discipline—Even if Off Campus

A Nevada high school student sent "instant messages" to his friends from his home computer that threatened mass shootings at his



school. School officials suspended the student based on the threat to school safety and the potential disruption of school activity. Falling in line with other Federal circuits, the Ninth Circuit upheld the officials' decision to discipline. (*Wynar v. Douglas County School District* (--- F.3d ----, C.A.9 (Nev.), August 29, 2013).

What This Means To You

The Federal courts have been struggling for years to balance free speech rights with school order and safety in the rapidly changing context of electronic communication. In this decision, the Ninth Circuit has joined other Federal courts in saying that off campus speech is still subject to school district control when it poses a significant on campus threat of violence, disruption, or interference with the rights of other students. The decision makes these key points:

- Specific threats of serious violence should always be taken seriously, regardless of the physical point of origin.
- The courts will generally not second guess school officials in deciding the appropriate degree of discipline for a given act of misconduct.
- Even if a school does not follow its own discipline procedure to the letter, students only have the basic right to notice of the reason for discipline and a chance to respond.
- A general school policy regarding violence and disruption was sufficient; the policy did not need to specifically address off campus internet threats.

The bottom line is that the courts are deferring to the professional judgment of educators in weighing the seriousness of threatening internet messages. As long as there is minimal due process, the courts recognize that, given recent history, threats must be taken very seriously. Given the ease with which threats can be transmitted on the internet, students must refrain from making threats even from home.

Questions

If you have any questions concerning the content of this Legal Alert, please contact the following KMTG attorneys, or the attorney with whom you normally consult.

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Legislative Update

School Services of California – Week of December 5, 2013

The Legislature returns in one month and the State Assembly is getting prepared to hit the ground running. For the first time since March, the Assembly will have no vacancies as Sebastian Mark Ridley-Thomas received 60% of the vote in Tuesday's Assembly District 54 primary election.

Given that he received more than 50% of the vote, Ridley-Thomas avoids a February run-off and will assume office once the vote tabulation is finalized. The same can't be said for the Senate, which now has a vacancy resulting from former Senator Emmerson's resignation at the beginning of this month. With Ridley-Thomas' victory, Assembly Democrats have secured 55 seats, one more than the minimum required for a supermajority, going into the new legislative year.

Now that Speaker of the Assembly John Pérez has a full house, he has taken to reassigning committee chairs and members. One key assignment is chair of the Education Finance Budget Subcommittee. Formerly headed by Assembly Member Susan Bonilla (D-Concord), Speaker Pérez has assigned Torrance Assembly Member Al Muratsuchi to lead this committee as the state moves into its first full year of implementation of the Local Control Funding Formula (LCFF).

Speaking of the LCFF, legislative leaders from both houses sent a letter to State Board of Education (SBE) President Michael Kirst to express their concerns with the draft regulations put forth by the SBE at the beginning of November. The letter, sent just before the Thanksgiving holiday, was intended to provide some clarity on the Legislature's intent for the LCFF and was critical of the "achieve more" option in the draft regulations for demonstrating support for the English learners and low poverty students who generate additional funding under the LCFF.

The letter states "the goal of increased student achievement is universally embraced, but does not belong in regulations explicitly intended to govern expenditures," before outlining a number of recommendations and suggestions for improvement.

Revised draft regulations are expected to be released later this month or in early January prior to the January 14, 2014, SBE meeting.

Board Changes

The SELF Board regretfully accepted the resignation of long-time Board member Lynn April Hartline at its October meeting. Hartline submitted her resignation effective September 1 following her retirement from the Orange County Office of Education.

Hartline has served on the SELF Board for 27 years, since its inception in 1986, and is the Board’s longest serving Chair, holding that position for eight years, from 1993 to 2001. Most recently she was serving as Board Secretary on the Executive Committee and was a member of the Finance Committee. Hartline worked in education for more than 40 years and her contribution to SELF and the education community will be greatly missed.

Her departure created a vacancy in Area VI representation and on the Executive Committee. The Board voted at October’s meeting to appoint Area VI Board Member Karla Rhay, Chief Administrative Office of the Southern California Schools Risk Management JPA, to complete the remainder of Hartline’s term as Board Secretary. Executive Committee members are elected from within the SELF Board every two years. The next election will be held in 2015.

At that same meeting the Board also appointed Charlie Ng, Vice President of Business & Administrative Services at Mira Costa CCD to fill the vacant Southern California Community College Board Alternate position.

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