

# CASCWA CONNECTION

CASCWA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE & ATTENDANCE

A publication of CASCWA SOUTHERN SECTION Volume VII, Issue 2 Spring, 2005

## ***CWA PROFESSIONAL PUBLICATIONS***



## **CASCWA INTERVIEWS SHERMAN GARNETT, CHILD WELFARE & ATTENDANCE, SAN BERNARDINO COUNTY OFFICE OF EDUCATION**

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*"Conference Information"*

*Letter to Dr. Donna*

*Section 504 Legal Forum*

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*Lillie Wilson Scholarship*

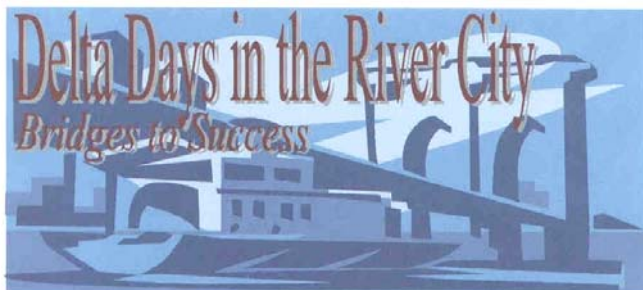
*School Attendance - Improvement  
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*Up-Coming Events*

2005 State Conference  
Sheraton Grand Hotel, Sacramento  
April 20 - 22, 2005



# Southern Section 2003-05

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## ***Southern Section President's Report*** ***President Jerry Hime***

**“LEADERSHIP AND LEARNING ARE INDISPENSABLE  
TO EACH OTHER.”**

**John F. Kennedy, November 22, 1963**

CASCWA members have an opportunity to put into practice the words of the late president by attending the annual conference in Sacramento, April 20-22. This yearly event brings together members to gather under one roof to **listen, learn, and lead.**

An outstanding program has been planned by the Delta Sierra section. Attendees will be able to **listen** to speakers who will share the latest information on implementing programs to serve students. Attendees will have a personal opportunity to **learn** how to be more effective in their role as an educator. By networking with other members and joining in the varied conference activities they will hone their skills to **lead** the organization. My congratulations to the organizers of the conference on the work they have put forth to bring about this exceptional conference.

When Southern Section members return home after the conference, they will look forward to a busy calendar. The next Legal Forum will be held on May 13<sup>th</sup> at the San Diego County Office of Education. Featured speaker will be Chuck Nichols, Education Programs Consultant, in the Safe and Healthy Kids Program Office of the California Department of Education. Mr. Nichols will be speaking on the implementation of the **Uniform Management Information and Reporting System (UMIRS)** as required by Title IV of the **No Child Left Behind Act**. (Additional information on the forum is available on the web page.)



The year will wrap up with the annual scholarship luncheon on June 3<sup>rd</sup> at the Doubletree Hotel in Orange. Lillie Wilson Scholarships will be awarded to deserving students who have overcome diversity in completing the requirements for their high school diplomas. The installation of the officers will also take place at the luncheon. The new officers will then begin planning the range of membership services for the 2005 – 2007 term of office.

And looking ahead to the year 2005-2006, plans are already underway for a one day Southern Section conference on **October 14<sup>th</sup> at the “Hotel Zoso”** (formerly the Marquis) in Palm Springs. The theme of the conference is “A.C.C.E.S.S. – **A**ccess + **C**ollaboration + **C**ommitment + **E**xpectations = **S**tudent **S**uccess.” Further information will be forthcoming. Make certain to mark your calendar!

Southern Section members, by mail ballot, recently approved the proposed revisions to the CASCWA Southern Section Constitution and Bylaws. The proposed revisions had been published in the fall edition of The Connection. Subsequently, the Board of Directors took action at its meeting on February 4<sup>th</sup> to declare the revisions official as the **Constitution**.

The Constitution and Bylaws were last revised in 1995. The new revisions include changes within the Section that had occurred, and been approved, but not been incorporated into document. Revisions in the composition of the Governing Bodies and the terms of office for the elected officers had been approved by the members but were not reflected in the governance document. The 2005 version more accurately reflects the manner in which the Southern Section is governed.

The Constitution, as revised, will be submitted to the State CASCWA for final sanctioning. Following that action, it will be available on the web page.

This action is just another example of how the Board of Directors works to make the Southern Section a highly effective organization which is responsive to the needs of its members. The Legal Forums and the Connections are further examples of services to the members. The Board is always open to suggestions and encourages members to communicate with them.



## **CASCWA'S WEBSITE: WWW.CASCWA.ORG**

*Calling all CWA's! CASCWA has a web site where you can learn all about our Child Welfare and Attendance Organization. The web site highlights State and Section level CWA information, has access to the upcoming State Conference registration brochure, and has links to valuable web sites such as; Education Codes, State SARB info, Local, County and Federal education information, CWA legislation, and a CWA Research Page.*



*We have also included an "ASK THE EXPERT" link where you can ask a CWA question and a panel of experts in our field who can give you answers. Find us at <http://www.cascwa.org>*

*We need your email address! In fact, we need to make sure that all Southern Section members email addresses are accurate. If you received your CASCWA Connection via email, then your email address is accurate. If you received your CASCWA Connection via U.S. mail, please contact Tom Mangione, our webmaster, with your e-mail address at [tommangione@earthlink.net](mailto:tommangione@earthlink.net). We hope to communicate with all of our "CASCWA Membership" throughout the year via email!*

## **CASCWA'S MARK MICHELS INTERVIEWS SHERMAN GARNETT**



*Sherman Garnett is the Coordinator, Child Welfare and Attendance, San Bernardino County Office of Education, [Sherman\\_garnett@sbcss.k12.ca.us](mailto:Sherman_garnett@sbcss.k12.ca.us). Sherman is well known throughout California. He is an educational leader, serves on State SARB, conducts countless workshops & maintains several publications (School Records, Expulsion Process and Attendance-Contact Sherman for more information!) Sherman & Joe Taylor have provided insight to all CASCWA members for years by putting on workshops, such as "Flaws in the Laws". Sherman is an incredible man & devoted to the CASCWA mission. The interview was conducted by past Southern Section President & Connection Editor, Mark Michels.*

*The purpose of this interview is to give our membership a chance to get to know you and your contributions to CASCWA at the Section and State levels. Sherman, you are the supervisor of CWA for San Bernardino County. What makes this a unique assignment?*

San Bernardino County is the largest geographic county in the United States. We are larger than four states. Our population runs from very rural to urban. Many of the districts that I serve do not have CWA personnel. As a result, I must take the services to the school districts and constantly train and re-train staff related to CWA issues. On any given day, I can be training a staff in Needles, California, near the Arizona border, and the very next day train staff in 29 Palms, California (three hours drive from the county office). Additionally, we are the home of San Bernardino City Unified School District, the sixth largest school district in the state. Most of our urban and suburban school districts are experiencing rapid growth due to affordable housing located in this county, thus the need to employ additional staff to handle student issues and concerns.



*What are some of your major areas of responsibility? Which do you find the most rewarding? Which are most challenging?*

My major areas of responsibilities are: Interdistrict transfer appeals. B. Expulsion Appeals C. County SARB chairperson. D. Participating Member, Gangs and Drugs Task Force and Law Enforcement Education Partnership. E. Homeless Liaison. F. Foster Youth Services Liaison. The most rewarding aspect of this position is that I interact daily with school district personnel throughout California who have various technical and implementation issues related to current law and best practices resulting in various trainings that I conduct within the state. The most challenging aspect of this position is assisting small school districts that are either rural or isolated under the same guidelines and responsibilities that larger districts who have adequate personnel.

*Tell us a little about your educational experiences prior to your current position.*

This is my 29th year in education. I have served as a teacher and athletic coach in a middle school, high school and continuation school setting. Administratively, I have served as a dean of students at a middle school and continuation high school, an assistant principal at the high school and principal of an alternative school. I do miss daily interaction with students and staff, however, recognize that I am on a larger mission to serve all students and staffs in a support capacity. Due to my experiences and success as a principal, I was selected to my current position of which I am entering my seventh year.

*As CASCWA's legislative representative, which currently pending bills, if enacted, do you feel will most significantly affect CWA professionals?*



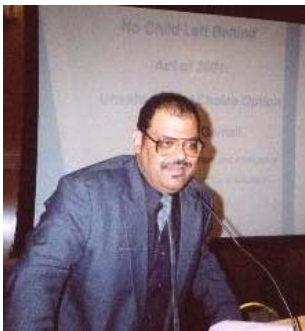
Legislative bills are a result of individuals with well-meaning intentions. However, once each individual legislator and/or other interests become involved, many changes take place which is the reason your CASCWA representatives, Joe Taylor and I must get involved. A classic example is the Soma bill enacted three years ago. Originally, the bill was intended to outlaw the usage and furnishing of all prescription drugs on campus. After much haggling and debate, the bill was streamlined to include only the furnishing of the prescription drug Soma only after the original author showed evidence that this prescription drug was being used as date-rape drug on campus. Joe Taylor and I have contacts with several legislative representatives on both the Assembly and Senate side of the state government.

We also need help from those in the field. Joe and I strongly encourage you to attend our upcoming workshop offered at the state CASCWA conference entitled "Flaws in The Laws". During this workshop, we will solicit your help in making necessary and needed changes to ed code via our legislators to do what is best for our kids.

*Do you see CASCWA as continuing to serve an important role for CWA professionals? Which functions or activities do you see as especially important?*

CASCWA will experience a significant change in the next five years as many professionals will enter the golden age of retirement and turn over the mantle to the next generation. These up and coming individuals need to network and attend workshops sponsored by CASCWA to learn the tools of the trade. During the months of November and February, CASCWA Southern Section offered two excellent workshops in the areas of child custody

issues and 504. Additionally, members can utilize the CASCWA web site "Ask an Expert Section" and receive immediate response from seasoned professionals such as Frank Boehler, Jerry Hime, Joe Taylor etc.



*How do you see the role of the CWA professional evolving? What are some of the problem areas that need to be addressed? Can CASCWA help provide solutions?*

The future CWA professional must be jack of all trades. They must be the homeless liaison, the 504 expert, child custody expert and attendance guru for their school district. CASCWA provides help in all of these areas.

**In addition to CASCWA, you are active in other professional organizations. Please describe some of these affiliations.**

I am the current President ACSA charter, San Bernardino County Office of Education and Adjunct Professor, Cal State San Bernardino, Educational Administration, teaching courses in "School Law and Diversity".

*If you could give one piece of advice to a new CWA professional, what would that advice be?*

Stay focused. Stay involved. CASCWA is a great organization. My thanks to Frank Boehler, Orange Unified School District, for getting me involved with CASCWA. Finally, don't be afraid to seek out advice from your colleagues.

*Thank you, Sherman, for your great interview. Take care!*

**CASCWA Sad Note:** To all friends of Juanice Thomas: It is with deep sadness that we report the passing of Jaunice's husband, Henry Thomas. Services were held on March 14, 2005. Our prayers and thoughts are with Juanice. Flowers and prayers have been sent by CASCWA to Juanice and her family.

*This article has been placed in our Connection by Mark Michels. He finds it amazing! The following article has been excerpted from Eric Bailey, Los Angeles Times. It describes a cutting-edge, if short-lived, attempt to apply high-tech know-how to improve attendance accounting in Sutter, California.*



This little Northern California farm town is blissfully unaccustomed to turmoil. But recent weeks dished up a hopper of dissent. Every student at Brittan Elementary School had to wear a badge the size of an index card with their name, grade, photo--and a tiny radio identification tag. The purpose was to test a new high-tech attendance system. Known as radio frequency identification, RFID for short, the technology has been around for decades. Radio identification has been embraced by manufacturers and retailers to track inventory, deployed on bridges to automatically collect tolls and used on ranches to cull cattle.

Each RFID has a miniature antenna connected to a tiny computer chip identifying the wearer. When students walked into class, an RFID scanner mounted above the door recorded it, pumped out the roll on a teacher's wireless Palm Pilot and stored the attendance figures on a central computer. The founders of InCom Corporation, the start-up firm marketing the idea . . . paid the district \$2,500 to test the system during summer school. Impressed, school trustees last October agreed to expand the project. They held a public hearing, but virtually no parents attended. In exchange for allowing it on campus, InCom promised unspecified royalties from future sales. Earnie Graham, principal and superintendent of the one-school district, is a self-described "tech guy." He liked the badge idea because it would streamline the taking of attendance, giving teachers a few minutes more each day to teach and boost accuracy, no small matter given that California school funding is based on how many children attend class each day.

(Now), outraged parents claimed the school was trampling their children's privacy and civil liberties, maybe even threatening their health. School board meetings overflowed. Folks talked of George Orwell, Big Brother and the Bible. The American Civil Liberties Union joined the fray. Parents picketed. TV news crews from as far away as Germany descended on the 600-student school. And then the InCom team pulled the plug. Doug Ahlers, a high school teacher and one of InCom's founders, read a prepared statement. Given the community dissent and concerns, the company had decided to terminate the test. The firm's "only regret," he told the hushed crowd, was that the district would not reap the promised royalties from future InCom sales. Ever since InCom's name began appearing on TV and in newspaper stories around the country, the phone hasn't stopped ringing. Many are callers from school districts wanting to adopt the technology. Ahlers said he won't be surprised if some states eventually require the technology in schools.

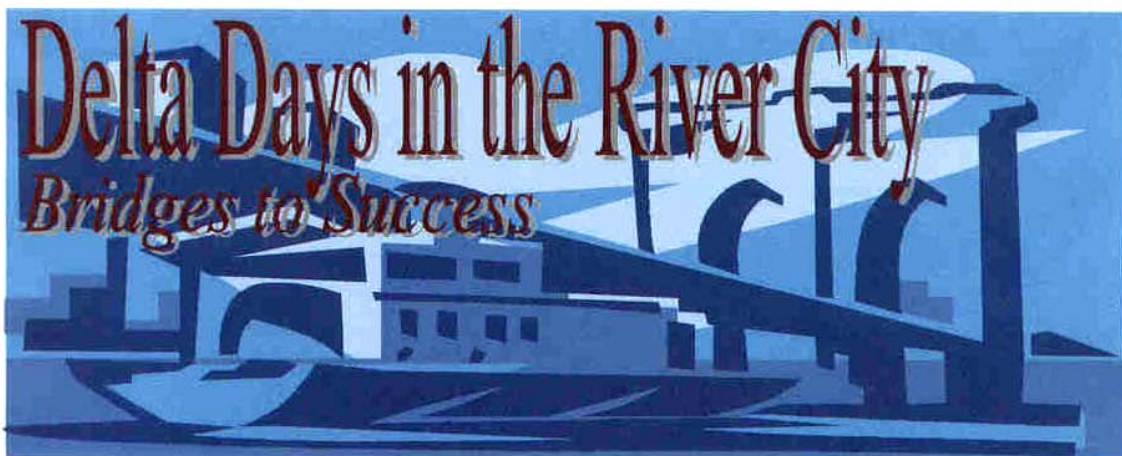




California Association of Supervisors of Child Welfare and Attendance



## 2005 State Conference Sheraton Grand Hotel, Sacramento April 20 - 22, 2005



### Conference Highlights

Truancy Rates, Technology Predators, SARB/Truancy Court, Self Harming Behavior,  
 Custodial Rights/Student Records, Influencing Legislation, Expulsion Reduction,  
 Current Drug Trends, Drug Endangered Children, Residency Issues for CIF, Direct  
 Instruction, Bridging Student Achievement/Positive Youth Development, Homeland  
 Security and Crisis Response, IDEA Reauthorization

### President's Academy – Wednesday, April 20, 2005

- ~ CWA 101
- ~ Increasing School Safety

*CASCWA is an organization comprised of school and community professionals who are  
 dedicated to improving school climate, safety, and increasing school attendance. We create a  
 network of professional support, mentors and educators and we influence relevant legislation  
 and advocate for the needs of students, families and schools.*

[www.cascwa.org](http://www.cascwa.org)

## CASCWA President's Academy

### Wednesday, April 20, 2005

<b>8:00 - 9:00 AM</b>	<b>CONFERENCE REGISTRATION</b>
9:15 am	Welcome by Tad Kitada, Placer County Office of Education
9:30 am - 12:00 pm	<b>CWA 101 - General Session</b>
	<b>Topics Include:</b> ~ Interdistrict Attendance and Residence, Enrollment, Truancy and School Attendance Laws, Private Schools and Home Instruction, SARB, Suspension and Expulsion including Alternatives, McKinney Vento, AB490, and more...
12:00 - 1:15 pm	Lunch and Mentoring Mix ~Special Performance by the Sheldon High School Jazz Band
1:30 - 4:00 pm	<b>Increasing School Safety</b> Presented by Hilda Quiroz
5:00 - 7:00 pm	CASCWA Delta-Sierra Section Reception <b>Meet and Greet Political Representatives</b>



## CASCWA State Conference

### Thursday, April 21, 2005

<b>8:00 - 8:30 AM</b>	<b>REGISTRATION</b>	
8:30 - 9:15 am	Welcome by CASCWA State President, Debbie Morris ~Welcome by Dave Gordon, Sacramento County Office of Education, Superintendent ~Keynote by Jack O'Connell, State Superintendent of Public Instruction	
<b>9:30 - 10:45 AM</b>	<b>BREAKOUT SESSION ONE</b>	
1	The Trouble with Truancy Rates	Tad Kitada, Dave Soper & David Kopperudd
2	AB 490 Implementation for Foster Youth	TBA
3	Student Records, Parent Rights, Custody, etc. (part 1)	Kim Bogard of Pinnell & Kingsley Attorneys at Law
4	Flaws In the Laws	Joe Taylor & Sherman Garnett
5	The Bridge Between Positive Youth Development and Student Academic Achievement	Rick Phillips
6	School Innovations and Advocacy	Jeff Owen
<b>11:00 AM - 12:15 PM</b>	<b>BREAKOUT SESSION TWO</b>	
1	Legislative Process	Jerry Hime, Jamillah Moore & Brett McFadden
2	Sacramento City USD Expulsion Reduction	Michael O'Leary & Rob Gerig
3	Current Drug Trends	Jackie Long
4	Student Records, Parent Rights, Custody, etc. (part 2)	Kim Bogard of Pinnell & Kingsley Attorneys at Law
5	Student Athletes, Residency Issues and the CIF	Roger Blake
6	Seeking Educational Equity and Diversity (SEED)	Dr. Odie Douglas, Kathy Orihuela & Francie Teitelbaum



<b>12:15 - 1:30 pm</b>		<b>CASCWA Luncheon</b> - Hosted by School Innovations & Advocacy ~Keynote by TBA ~Lee Lundberg State Award and Section Awards ~Installation of 2005-2006 State Executive Board ~Recognition of Honorary Life Members
<b>1:45 - 3:00 PM</b>		<b>BREAKOUT SESSION THREE</b>
1	Drug Endangered Children	Sue Webber-Brown
2	Sexual Harassment	John Burton
3	Safe School Ambassadors Program	Rick Phillips
4	IDEA Reauthorization and Impact on Student Discipline (part 1)	Donna Matties, Cathy Holmes & Martin Fine of Best, Best and Krieger Attorneys at Law
5	"A Cut Above" Self Harming Behavior in Teenagers	Elizabeth Engelken & Sally Spatafore
6	Cutting Cash Aid and Court Consequences to Truancy	Lee Wood Jeff Gardner
<b>3:15 - 4:30 PM</b>		<b>BREAKOUT SESSION FOUR</b>
1	Technology Predators	Vincent Recce
2	Geographical Information System (GSI)	Randy Hood
3	Direct Instruction	TBA
4	Teen Suicide	Kathleen Snyder
5	IDEA Reauthorization and Impact on Student Discipline (part 2)	Donna Matties, Cathy Holmes & Martin Fine of Best, Best and Krieger Attorneys at Law
6	Working with Kids In Chaos	Ray Culberson
<b>6:00 - 8:00 PM</b>		<b>CASCWA STATE PRESIDENT'S RECEPTION RIVER BOAT CRUISE</b>

## **CASCWA State Conference** **Friday, April 22, 2005**

<b>8:30 - 9:00 am</b>	<b>Opening by Outgoing and Incoming State Presidents</b> Debbie Morris and Dennis Wiechman
<b>9:00 - 11:30 am</b>	<b>Homeland Security and Crisis Response</b> Presented by Lt. Tim Johnstone, Regional Terrorism Threat Assessment Center and Richard Shiraishi, FBI
<b>11:30 am</b>	Conference Closing

### **CASCWA CONFERENCE SPONSORS INCLUDE:**



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SCHOOL INNOVATIONS  
& ADVOCACY



California Association of Supervisors of Child Welfare and Attendance

# State Conference 2005

**Priority  
Registration**

**PRESIDENT'S ACADEMY - WEDNESDAY, APRIL 20<sup>TH</sup>  
CASCWA CONFERENCE –  
THURSDAY, APRIL 21<sup>ST</sup> & FRIDAY, APRIL 22<sup>ND</sup>**

**Return By:  
March 31, 2005**

**SHERATON GRAND HOTEL – DOWNTOWN SACRAMENTO  
1230 J STREET, SACRAMENTO, CA 95814**

**PLEASE PRINT:**

Name:	Title:		
School District/Agency:			
Address:			
City:	State:	Zip:	County:
Work Number:		Home Number:	
Email Address:			

CONFERENCE SELECTION	COST	AMOUNT
President's Academy – Wednesday, April 20 <sup>th</sup>	\$100	
CASCWA Conference – Thursday, April 21 <sup>st</sup> & Friday, April 22 <sup>nd</sup> (Includes 2005-2006 CASCWA Membership)	\$175	
COMBO – President's Academy & CASCWA Conference Wednesday, April 20 <sup>th</sup> , Thursday, April 21 <sup>st</sup> & Friday, April 22 <sup>nd</sup> (Includes 2005-2006 CASCWA Membership)	\$200 (Best Rate)	
One Day Registration (your choice of day) DATE: _____	\$100	
Retired CASCWA Members Registration	\$40	

Many different topics will be covered during Thursday's breakout sessions. Teams from your district, agency, or county are encouraged to attend.

**Registration includes:** Lunch on Wednesday and Thursday. ☐ Vegetarian ☐ Non-Vegetarian  
President's Reception River Cruise on Thursday evening.

How long have you worked in the CWA field? \_\_\_\_\_ Have you been to previous CASCWA conferences? Yes No

**CONFERENCE HEADQUARTERS/HOTEL RESERVATION AT: SHERATON GRAND HOTEL, DOWNTOWN SACRAMENTO**

If you plan on staying overnight, please call the hotel at 916-447-1700 or 800-323-3535. Room rates are \$129 for single or double, \$154 for triple, and \$179 for quad occupancy. There are a limited number of deluxe rooms at this rate, please make room reservation by **April 1<sup>st</sup>** and be sure to specify CASCWA when making reservation.

**REGISTRATION FEE MUST ACCOMPANY THIS FORM. PURCHASE ORDERS WILL BE ACCEPTED FOR REGISTRATION.  
NO REFUNDS OR PURCHASE ORDERS AFTER APRIL 8, 2005.**

**MAKE CHECKS PAYABLE TO:**

**CASCWA**

**MAIL REGISTRATION, CHECKS/PO'S TO:**

Child Welfare & Attendance  
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Oroville, CA 95965

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PH: 530-532-5745 FAX: 530-532-5747 SHANNI@BCOE.ORG MSANDERS@BCOE.ORG**





**Dr. Donna** [Dr.donna@leusd.k12.ca.us](mailto:Dr.donna@leusd.k12.ca.us)

Dr. Donna Dalton Opoku-Agyeman is Southern Section's President-Elect. Dr. Donna, as she is known, is the Director of Lake Elsinore Unified School District's Office of Child Welfare and Attendance. Donna wanted to make certain two items were included in this edition of the Connection. First, she is a proponent of the work of the Search Institute and their "Forty Developmental Assets" and asks that each of you connect to their website at: [www.search-institute.org](http://www.search-institute.org) Search Institute's 40 Developmental Assets are concrete, common sense, positive experiences and qualities essential to raising successful young people. Donna also asked that we share the following letter that she received with our members!

*Dear Dr. Donna:*

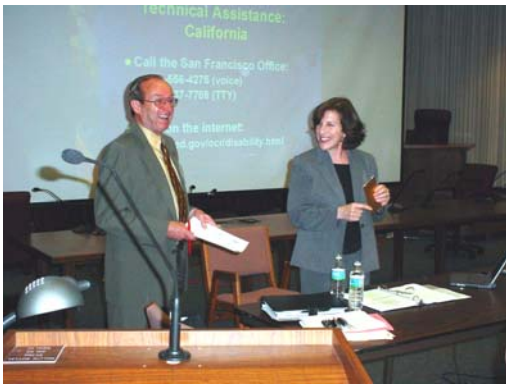
*My name is \_\_\_\_\_ and I am an expelled student attending Community Day School. The reason being, is because I got involved in a fight and my past record.*

*To this date, I feel as if I'm a new person. I have changed my attitude for the better. When people give me advice, I now take it. I obey my mom and I have made new friends which are a positive influence on me. In a way, I feel like this whole experience has made me see life in a different view and how negative actions can interfere with a positive and successful life.*

*I would like to inform you that I have finished all my community service hours, all my reports and my letters. So I was wondering if you could lift my expulsion so I can attend a regular high school and move on with my life using this experience as a lesson in my life.*

*Thank you.*

## Section 504 Legal Forum



The second Legal Forum of the year featured Gayle Sakowski, Attorney, with the Office of Civil Rights (OCR). The forum was conducted at the Los Angeles County Office of Education and was attended by school district personnel, public agency staff, and parents. Ms. Sakowski gave an overview of the principles of the law and the responsibilities of school districts to insure that the rights of the students are protected.

Those in attendance received current information of the federal law. One parent stated that she appreciated the opportunity to attend and learned a great deal about how she can successfully work with her school district to implement her son's 504 plan. As part of her presentation, Ms. Sakowski discussed major compliance issues that frequently confront school district. She has given permission to reprint these in this edition of the Connection.

## COMMON SECTION 504 COMPLIANCE ISSUES

1. Failure to respond to requests for evaluation. Advice: Decide whether evaluation is needed, and either evaluate or notify parents that decision was made not to evaluate and explain reasons.
2. Initiation of a "Section 504 Plan" or "504 services" without appropriate evaluation, determination of whether the student is an individual with a disability, or identification of the specific disability and individual needs.



3. Failure to document Section 504 team decisions concerning eligibility, services and/or accommodations.
4. Evaluation of students who may have ADD/ADHD using criteria and standards for learning disabilities – failure to assess ADD/ADHD using appropriate assessment instruments.
5. Requiring parents to provide doctor's diagnosis of ADD/ADHD.
6. Failure to conduct behavioral assessments and develop behavior plan for students with disability-related behavior issues, resulting in disciplinary actions that may not be appropriate.
7. Failure to consider evaluations conducted by outside professionals.
8. Failure to implement Section 504 plan services in the regular classroom.
9. Exclusion from elective classes (e.g. band or orchestra), extra-curricular activities, field trips, graduation ceremonies, etc. based on unilateral decision by regular ed staff, without 504 team review of whether student can be included with appropriate accommodations.
10. Exclusion from before and after school care programs without determination of whether student can participate with appropriate accommodations.
11. Fixed time limitations on home/hospital services. Number of hours must be an individualized determination.
12. Evaluations that do not appropriately identify, take into account and address English proficiency issues during the evaluation and placement process.



## **Home Schooling In California – Power Point Presentation**

*Presented By: Sherman R. Garnett, Coordinator, Child Welfare & Attendance  
San Bernardino County Superintendent of Schools  
February 7, 2005*

Home schooling or home schooling type programs are not authorized or mentioned in the California Education Code.

### ***Home Schooling***

Home schooling is a situation where non credentialed parents teach their own children exclusively at home; whether using a correspondence course, or other courses that are not an authorized exemption from mandatory school attendance.

### ***Options***

There are three options available to parents who want to provide an educational setting other than a public school classroom in California.

1. Private Tutoring- Education Code 48224
2. Full Time Private School Enrollment-Education Codes 48222 and 33190
3. Public School or Charter School-Independent Study Program-Education Code 51745

### ***Options 1 Requirements***

#### **Private Tutoring- Education Code 48224**

1. The tutor (may be any person, including a parent) must have a valid California teaching credential for the grade level taught.
2. Tutoring must be provided at least three hours a day between 8 a.m. and 5 p.m. for at least 175 days per calendar year.
3. Instruction must be in the English language.

### **Options 2 Requirements**

#### **Fulltime Private School Enrollment- Education Codes 48222 and 33190**

1. Private school must complete a yearly affidavit provided by the California
2. Private school must keep an attendance register.
3. Instructors must be "capable of teaching". (credentials are not required)

### **Options 3 Requirements**

#### **Public School or Charter School Independent Study Program-Education Code 51745**

1. Governing Board must approve offering.
2. Special Education Students are not eligible for this program unless specified in the student's IEP.
3. No school district course offering shall be exclusively offered via Independent Study.

#### ***Questions and Concerns that arise related to Home schooling in California??????***

***Question: Can a parent who does not have a teaching credential complete a private school affidavit, and teach their children exclusively at home?***

Answer: Yes, if the parent completes a private school affidavit , and adheres to all components of the affidavit.

***Question: A parent who owns and operates a private school that exclusively teaches her own children decides to place her children in a public school. Will the credits or grades be accepted by the public school?***

Answer: A school district may or may not accept credits or grades based upon local district policy, which should exist to address this issue.

***Question: A complaint has been filed with the local school district alleging that children of a home schooling parent in the school district are not attending school. What are the responsibilities of the local school district?***

Answer: Education code 48290 allows complaints to be investigated by the local school district in which the children, and the parent reside. If the parent has evidence of a current private school affidavit , and the reporting requirements such as evidence of an attendance register, the school district's responsibility is completed.

#### ***Additional Forms To Use.....***

- EC 48290 form
- Tutor form
- California Statutes
- Sample SARB form



### **Subject: NCLB Football version**

#### **(A little out of season, but thought provoking!)**

1. All teams must make the state playoffs, and all will win the championship. If a team does not win the championship, they will be on probation until they are the champions, and coaches will be held accountable.
2. All kids will be expected to have the same football skills at the same time and in the same conditions. No exceptions will be made for interest in football, a desire to perform athletically, or genetic abilities or disabilities. ALL KIDS WILL PLAY FOOTBALL AT A PROFICIENT LEVEL.
3. Talented players will be asked to work out on their own without instruction. This is because the coaches will be using all their instructional time with the athletes who aren't interested in football, have limited athletic ability or whose parents don't like football.
4. Games will be played year round, but statistics will only be kept in the 4th, 8th and 11th games.
5. This will create a New Age of sports where every school is expected to have the same level of talent and all teams will reach the same minimal goals. If no child gets ahead, then no child will be left behind.

# The Lillie Wilson Scholarship Program 2005

The California Association of Supervisors of Child Welfare and Attendance (CASCWA) annually awards scholarships to deserving students who have made a significant change in their academic and personal lives due to the efforts of a Child Welfare and Attendance (CWA) professional.

The scholarships are named after Lillie Wilson, a legend in the field of Child Welfare and Attendance. She is now retired after serving the children in the State of California with



outstanding decades of inspirational service as a nurse and as an administrator with the Los Angeles County Office of Education. She has left her mark on our profession and we are honored to associate our scholarship awards with her name and legacy.

CASCWA honored three (3) students for their accomplishments at the scholarship luncheon on June 18, 2004. Each student was recognized for outstanding improvement in attendance and his/her academic performance. Students received the Lilly Wilson Scholarship Award in the amount of \$500.

Please submit the scholarship application to the appropriate CWA staff in your county or school district. To nominate a scholarship candidate, the CWA professional must be a current member of CASCWA with dues paid for the 2004-2005 school year.







## **CASCWA SOUTHERN SECTION SCHOLARSHIP APPLICATION & NOMINATION FORM**

**CRITERIA:** Scholarships will be granted to students who are leaving high school to continue their education. Scholarship(s) will be awarded to students who have benefited from intervention by a child welfare and attendance professional.

School Name:
School District:
School of Attendance:
Address:
Home Phone:
CASCWA Member Making The Nomination:
School District & Address:
Phone:

**APPLICATION DEADLINE:** Friday, April 22, 2005

**AWARDS SELECTION:** Friday, May, 2005

**PRESENTATION:** Recipient(s) will be invited to the Southern Section Scholarship Awards Ceremony on June 3, 2005.

**STUDENT STATEMENT:** ATTACH a one page typed statement by the student: The statement should give a brief description on the student's background, how he/she overcame adversity, future educational plans, and how he/she would benefit from the CASCWA Southern Section Scholarship.

**CASCWA MEMBER STATEMENT/NOMINATION:**

BRIEFLY DESCRIBE the student's involvement with Child Welfare and Attendance, and indicate why you are nominating the student for the CASCWA scholarship. ATTACH to the application.

**SEND THE APPLICATION TO:**

**PATRICIA JAMES**

Lynwood Unified School District

11321 Bullis Rd.

Lynwood, CA 90262

(310) 886-1645

[pjames@lynwood.k12.ca.us](mailto:pjames@lynwood.k12.ca.us)

*Richard Tebbano, CWA, Long Beach Unified School District asked that we include information from "School Attendance – A Blueprint for Action". CASCWA will be including his request in a future edition. We turned to our CASCWA expert in attendance, David Kopperud at the California Department of Education and included their listing of School Attendance Improvement Strategies. Richard hopes you can reference this material in your district!*



## School Attendance Improvement Strategies

<http://www.cde.ca.gov/ls/ai/cw/attendstrategy.asp>

Questions: David Kopperud | [dkopperu@cde.ca.gov](mailto:dkopperu@cde.ca.gov) | 916-327-5930

The following selected school attendance practices have been identified as having a positive effect in encouraging students to regularly attend their school classes. They are strategies and activities that have a positive effect in encouraging students to regularly attend all their high school classes.

1. Clarify school standards related to attendance by making sure high school students understand that any unexcused absence of more than 30 minutes counts as an unexcused absence from school by state law (*Education Code* Section 48260). This means that "ditching" a single class for more than 30 minutes counts as an unexcused absence during that school day. Three unexcused absences of more than 30 minutes in one school year makes a student a "truant," and parents will be formally notified if their students becomes classified as "truants" (*Education Code* Section 48260.5).
2. Publicize the consequences of becoming classified as a truant and enforce them consistently. For example, parents should be notified they have a right to meet with appropriate school personnel to discuss solutions to their students' truancy when the student first meets the definition of a truant, and students should be notified that they are subject to suspension, restriction, or delay of their driving privilege pursuant to Section 13202.7 of the Vehicle Code.
3. Monitor student attendance and absence through a computerized attendance record-keeping system that keeps track of any unexcused absences that are more than 30 minutes.
4. Keep accurate attendance records that show who has been reported as a truant three or more times per school year and what efforts have been made to hold a conference with the parent or guardian and with the student. After three reports are made on a student's truancy and a conscientious effort is made to have a meeting with the student and parent, make sure the parent knows that the student is now deemed a "habitual truant" (*Education Code* Section 48262). When the normal avenues of school intervention are exhausted, refer habitual truants to a school attendance review board or a district attorney or probation officer mediation program (*Education Code* sections 48263 and 48263.5).
5. Place responsibility for verification of excessive excused absences for illness on parents and students. If the reasons for the absences are not verified by a doctor or appropriate school official, count those absences as unexcused.
6. Telephone parents/guardians in the evening or at work to verify absences.
7. Use bilingual aides to contact parents with limited-English-speaking ability and send out school attendance notification letters in the language appropriate to the family.
8. Make home visits concerning student absences if parents/guardians cannot be reached by telephone.

9. Install a telephone recording unit to record absence excuses before school opens and to reduce the workload of the office staff in the morning. Advertise the service in the local newspaper or by letters to all parents. Distribute a small card, similar in size to a business card, which gives the school's answering service number and directions for reporting the reasons for absences.
10. Set up a telephone hotline in the school district attendance office that allows community residents to anonymously report apparent truants so that school attendance complaints can be investigated pursuant to *Education Code* Section 48290; include the hotline number on phone number stickers distributed to the community with police, fire, and other emergency numbers.
11. Refer students with frequent absences to a counselor, administrator, or school social worker to diagnose the problem and recommend solutions to alleviate the circumstances that are contributing to the truancy.
12. Post the names of perfect attendees in a highly visible place.
13. Hold a drawing for special prizes donated by local businesses. Use perfect attendance as the eligibility requirement for the drawing.
14. Send commendation letters to students and parents for perfect attendance and improved attendance.
15. Seek small or large financial incentives from the parent association to be awarded to the classroom with the best attendance record; allow teachers to spend financial rewards for any purpose selected by the class members or the teacher.
16. Initiate make-up classes conducted on one day of a weekend when a student is deemed a truant; use a "no-frill" room on campus and establish an after-school or weekend study program for students who fail to attend.
17. Refer students with persistent attendance problems to a Student Success Team (SST) or a School Attendance Review Team (SART), which should include teachers, administrators, counselors, and a school psychologist. Be sure that the parent/guardian and the student both attend the SST or SART meeting.
18. Initiate a "Cross-Age Helper" system in which older high school students with good attendance are permitted to assist younger students on a weekly basis.
19. Personalize relationships between children and attendance office personnel; ask office aides, clerks, and secretaries to make individual contact with "high-risk" students on a daily basis.
20. Develop an "Adoptee Program" in which teacher volunteers make weekly informal contacts with "high-risk" students.
21. Establish homeroom periods in secondary schools, with students remaining with the same homeroom teacher all four years; make homeroom teachers responsible for monitoring their students' attendance records and discussing truancy with parents/guardians.
22. Refer students and parents to outside agencies for counseling.
23. Emphasize the importance of school attendance to students with long-term, non-contagious diseases that tend to keep students at home (e.g., asthma, diabetes, epilepsy and sickle cell anemia); encourage and support these students at school and make sure these students are allowed to complete all assignments and tests missed during legitimate absences that can be reasonably provided pursuant to *Education Code* Section 48205 (b).
24. Display attendance graphs in the faculty room to show attendance comparisons between current and past school years and publicize the loss of Average Daily Attendance (ADA) funds due to unexcused absences.
25. Provide schools a pro-rata share of the increased ADA funds generated by their attendance



# CASCWA Publications 2005

There is no question that in today's times everyone in CWA is a para-legal who relies on specific professional publications.

There is no question that the #1 document for all CWA offices remains California Laws Relating to Minors, published by Phil Kauble. There are also several publications from the Los Angeles County Office of Education. Earlier in the Connection, Sherman Garnett's email address was listed [Sherman\\_garnett@sbcss.k12.ca.us](mailto:Sherman_garnett@sbcss.k12.ca.us), as he has several valuable publications.

Recently, Mr. Joe Brucia, past CASCWA State President, released his first edition of Implementation Guide for Education Laws About Students. Joe's publication complements our other publications and brings current common sense comments to dealing with specific student issues. Joe will be at our state conference in Sacramento and you will be able to view his new publication. We are including this information for you, should you wish to purchase these publications.

Author: **PHIL D. KAUBLE**

Subject: **JUVENILE; CODES**

Publisher: **LEGAL BOOKS DISTRIBUTING**

ISBN/LBD ID#: **9-9999-0033-0**

©2004, Paperback

Price: **\$30.95**

## California Laws Relating to Minors 2004

This book is in it's 36th year of publication and is a must have for anyone who deals with schools, juveniles or is interested in a great reference.

This book covers attendance, discipline, rights of minors, due process, pupil records, delinquency, special education and much more. Over 900 pages containing reference too more that 1400 code sections. Changes to the laws on discipline, school safety, child abuse, sexual exploitation and juvenile violence are addressed.

[http://www.legalbooksdistributing.com/lbshowcase/sc\\_californialaw.html](http://www.legalbooksdistributing.com/lbshowcase/sc_californialaw.html)

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For additional information, please contact:  
Lyn deNeef at (562) 922-6373 or [deNeef\\_ly@laoe.edu](mailto:deNeef_ly@laoe.edu)

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**The answers to  
your questions are here!**

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# **IMPLEMENTATION GUIDE FOR EDUCATION LAW ABOUT STUDENTS 2005 EDITION**

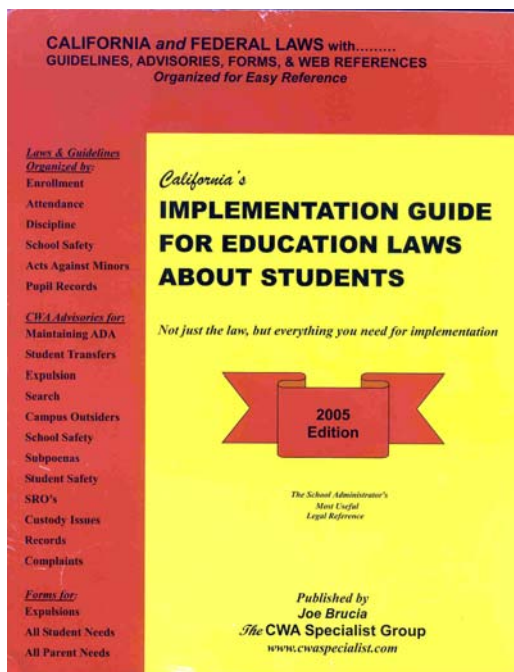
This is the latest edition in our field. It is a document that stands on it's own and supplements all of our other standard documents. Joe is a great guy and an expert in our field. We knew he couldn't retire! We are proud of Joe and his first edition of many more to come. Below is a message from Joe to our CASCWA members:

Dear CASCWA Officer,

For many years, as the Executive Director of Child Welfare & Attendance for the Merced Union H. S. District (and past president of CASCWA), I realized that there was a need for an easy-to-use legal reference related to students.

A reference with just the laws we needed and some "practitioner's" guidelines on how to implement them. This design concept would be especially helpful to the site administrators working with students. Upon my retirement this September, I had the time to create such a document. It is now published and ready for shipment. It is called "California's Implementation Guide for Implementing Laws about Students." It is thinner than California's Laws Related to Minors®, but it's packed with the information you really need. Just check out the extensive table of contents (you can find the law quickly). You can view portions of this book at: <http://www.cwaspecialist.com>

When I show it to CWA personnel, they immediately want to offer me a personal check. I say, "let your school or district pay for it." I can assure you that after using this book, complaints (that you end up hearing) will be reduced. Site personnel will not make legal mistakes that can create lawsuits, or most importantly, you and you co-administrators will be able to quickly reference a law.



My years with CASCWA have been the most rewarding within my professional career. I am offering to every CASCWA member the opportunity to purchase this book at the volume rate of \$21.95. This rate is solid regardless if you or the district is paying for it.

However, you must order on the official order form and check "I am a CASCWA member." This order form is labeled on a navigation bar at the upper right hand side of the main page of the CWASPECIALIST.COM web site. Just hit the bar!

So....take a short break and give this site a hit <http://www.cwaspecialist.com> and order before your district closes it's requisition process for the year. [As I only have your e-mail address, don't hesitate to forward this message to other members and your district schools]. See you in April.

Thanks,

*Joe Brucia*



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FOR EDUCATION LAWS  
ABOUT STUDENTS**

2005 EDITION

Published by  
The CWA Specialist Group  
www.cwaspecialist.com

Every district CWA administrator, school principal, site administrators and SRO's should be provided with this book. Remember to order before your district's business office closes requisitions.

Please distribute this flyer to others

**Newly Designed Book about Student Laws**

California & Federal 2005 laws with court cases, Attorney General opinions, guidelines, advisories & forms....

A group of school administrators asked long time school district Director for Child Welfare & Attendance, Joe Brucia, to develop a professionally bound and printed legal reference that would provide them with more than just the laws. Joe accomplished this task! The major difference between this and other California law related books is that this book is designed for practitioners (i.e. illegal drugs are next to expellable offences). It contains just the laws commonly used plus sections on guidelines and proven strategies to implement the laws! It is mailed with an open-book test to assist staff in knowing the law.

*This book differs from "California Laws Related to Minors®." This book contains "education only" related laws as well as great implementation strategies. Because of its "quick reference" organization, it will be used daily.*

"The sections on 'search' and 'dealing with outsiders' on campus is worth the price alone."... Tom Neeb, School District CWA Director

"Finally, a legal book with more than just the laws."... Don Carter, District Superintendent

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# Upcoming CASCWA Southern Section Events

## Mark your Calendars:

**Friday, May 13<sup>th</sup>, Legal Forum, San Diego County Office of Education**

**(This location may change—waiting for confirmation)**

**10:00 am – 12:00 noon**

**Speaker:** Chuck Nichols, Education Programs Consultant  
Safe and Healthy Kids Program Office  
California Department of Education

Mr. Nichols has more than twenty years experience in safe school program implementation and program evaluation. He is currently the statewide coordinator for the Gang Risk Intervention Program and is CDE's lead in the implementation of UMIRS required by Title IV of NCLB.

**Topic:** Schools Responsibilities under Uniform Management Information and Reporting System

## Soft Truancy

Soft Truancy is a program in San Diego County that Steve Fraire, Coordinator CWA, San Diego C.O.E., wanted to share with our CASCWA membership. For more information, please email Steve at: [sfraire@sdcoe.k12.ca.us](mailto:sfraire@sdcoe.k12.ca.us)

San Diego County Office of Education  
Pupil Services Department  
Child Welfare & Attendance Office

Awareness Guide for the  
Prevention, Intervention,  
and Treatment of

## "Soft" Truancy

Taking a proactive approach to assist in  
establishing positive attendance patterns at  
early grade levels and avoiding chronic truancy



Assistance for Parents,  
Students, and Staff



### A Message to Parents and Students

The youth of San Diego County are our most precious resource. In order for each individual to reach their potential, education should be made a top priority. This focus begins at home and parents need to understand why it is important for their children to be at school, on time, and throughout the entire scheduled day. Because patterns begin early in life, beginning and staying on the positive path is a key to success.



What are School Attendance Laws and what are Parent & Student Responsibilities?

- ◆ All persons between 6 and 18 years of age are required by California law to attend school. Parents have a legal responsibility to ensure their child's attendance (Education Code Section 48200).
- ◆ What is truancy?  
A pupil is considered truant if he/she is absent without a valid excuse 3 full days in one school year or tardy or absent for more than any 30 minute period during the school day without a valid excuse on 3 occasions in one school year, or any combination thereof. (Education Code Section 48260).
- ◆ A student's refusal to attend school regularly can result in referral to the School Attendance Review Board (SARB), Juvenile Probation, and the Juvenile Court System (Education Code Section 48263).
- ◆ Parents who fail to compel their child's attendance may face criminal prosecution and penalties (Education Code Section 48291).

## Addressing Soft Truancy

### What is "Soft Truancy"?

Soft Truancy is a negative attendance pattern that often leads to direct violations of the Education Code of California.

Soft Truancy includes, but is not limited to:

- ◆ Bringing a child late to school (under 30 minutes).
- ◆ Picking up your child early for family outings, vacations, frequent medical appointments or business, or even trying to avoid traffic.
- ◆ Frequent excused absences.
- ◆ Keeping an older child home to babysit a sibling.
- ◆ Irregular attendance at school.



### FACT...

Hard Truancy almost always begins with a pattern of "Soft Truancy" that is not corrected. Early intervention is one of the best cures!

### ◆ Awareness Tips ◆

*Be sure to always follow all District and Site Attendance Policies*

*Students need to understand that education should be their top priority*

*To get the best start in life, a child needs a good education*

*If your child does not go to school, he or she will fall behind other students*

*Important socialization begins at school*

*If your child is not in school, he/she can't get the grades needed to graduate*

*Young people who miss school are often victims or perpetrators of crime*

*Tardies & leaving school early should be an exception - not a norm*

*School sites may use the School Attention Review Team (SART) to assist in the intervention process*

### Remember...

*Pay attention, be involved, and when in doubt, ask questions.*

Prepared by  
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## MARK YOUR CALENDARS – ONE DAY CONFERENCE

# ACCESS

**Alternatives + Collaboration + Commitment + Expectations = Student Success**

**Friday, October 14, 2005**

**Hotel Zoso (formerly Maquis Hotel)**

**Palm Springs**

\*\*\*\*\*

**Thursday, October 13<sup>th</sup> Activities Planned for CASCWA Members**



**The School Attendance Review Board:  
A Process to Improve Student Attendance  
Best Practices and Model Programs  
A Statewide Teleconference**

**May 10, 2005**

**9:00-11:30 a.m.**

**(8:30 a.m. Registration & Refreshments)**

Los Angeles County Office of Education  
Education Center Room 281  
9300 Imperial Highway Downey, CA 90242

**PROGRAM**

**The School Attendance Review Team - Model  
The School Attendance Review Board - Model  
District Attorney Truancy Mediation Program  
Prosecution of Cases in Juvenile Court  
Student and Parent Panel Discussion on SARB**

**Sponsored by:**

County Office of Education Child Welfare and Attendance (COECWA)  
California Association of Supervisors of Child Welfare and Attendance (CASCWA) Southern Section  
Association of California School Administrators (ACSA) Region 14  
Pupil Services & Special Education Committee  
Los Angeles County Office of Education  
Los Angeles County School Attendance Review Board  
California State School Attendance Review Board  
California Association of Pupil Personnel Administrators (CAPPA)

**Other County Office Sites (Tentative):** San Bernadino, Ventura, Sacramento, Fresno, Santa Clara, Contra  
Costa, Butte, Shasta

Contact Dr. Victor Thompson (562) 922-6377

Thompson\_victor@laoe.edu





## California Association Supervisors of Child Welfare and Attendance

_____ First Name		_____ Last Name		_____ School Year		_____ Today's Date	
_____ Mailing Address		_____ City		_____ Zip		_____ County	
						( ) _____ Home Phone Number	
_____ Name of School/Place of Employment		_____ School and District		_____ County		( ) _____ Business Phone Number	
						( ) _____ Fax Number	
		_____ Email Address					

☐ New Membership   ☐ Renewal: Section Affiliation (Check One):   ☐ Bay   ☐ Delta   ☐ San Joaquin   ☐ Southern

<b>Send Application Form to:</b>	<b>Annual Dues: Please Make Checks Payable to:</b> <b>CASCWA MEMBERSHIP</b> (Purchase Orders are Accepted)
<b>CASCWA Membership</b> P.O. Box 3794 South Pasadena, CA 91031	_____ Active ..... \$40 _____ Retired ..... \$15 _____ Students ..... \$15  To update your CASCWA membership information, go to: <a href="http://www.cascwa.org/state/Membership.html">http://www.cascwa.org/state/Membership.html</a>

