

CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE & ATTENDANCE

CASCWA CONNECTION

SOUTHERN SECTION

"Quarterly Publication for Our Members and Friends"



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PRESIDENT'S MESSAGE

Dear CASCWA Members,

Welcome to the world of CASCWA Southern Section! I am delighted to be stepping into Frank Boehler's shoes as your president. It's going to be a tall order to fill those shoes, but with the kind support of Frank and other past presidents, Mark Michels and Phil Kauble, as well as the energy and expertise of our president-elect Jerry Hime and all the other Executive Board members, I am confident we will have yet another banner year!

We're continuing to focus on membership growth this year. Expanding membership is always desirable; indeed it's mandatory, for an organization to remain relevant and insightful. Being a part of CASCWA provides pupil support services professionals a wellspring of support, information and legal resources, as well as an array of programs to help kids become successful. We encourage members to continue to utilize the resources we're offering, and to take the time to make sure your dues are current. (We'll be sending a notice!) Also, bring a new member or two to the organization this

year. Several new members signed up at our CASCWA Southern Section/SARB Symposium in October. Welcome aboard!

Many thanks to Shirley Abrams, Coordinator, LACOE SARB, for being the lead event planner and facilitator for that collaborative symposium at the Radisson Resort at Knott's Berry Farm. I hope many of you attended—the program was very well received! CASCWA Southern Section has consistently received high marks for its Legal Forums in the past. In the future, you'll be seeing a mix of Legal Forums and collaboration with other organizations.

The Commentary in this issue from the UCLA Mental Health in Schools Project talks about the "end of support services as we know them." Although that concept is referring to public education, we are facing the "end of many things as we know them" in our homeland. If you stay close to our organization and its dedicated members, you'll receive the support and resources you need to become more effective within your sphere of influence in education!

God Bless America!

Betty Folsom, President

EDUCATION CODE CHANGES TO AFFECT CWA PERSONNEL

Submitted by Sherman R. Gamett, San Bernardino County Office of Education, CASCWA Southern Section Legislation Representative

Student possession of sunglasses, hats, M-80 firecrackers/explosives and individuals that are instigators of fights on school campuses will be affected by legislation signed by the governor effective January 1, 2002. Overall, there are very few education laws signed by the governor. Education related legislation that reached the governor's desk related to CWA activities, which incurred increased costs, received the governor's veto.

Listed below are brief highlights of three chaptered bills that will affect CWA personnel:

1. SB 166 (Poochigan): creates mandatory one calendar year expulsion for possession of explosive per federal definition (48915-c-5). Note: adds a section to 48915-c.

Comment: This section of the ed code was added to comply with the requirements of the Federal Gun Free Schools Act of 1994.

2. AB 653 (Horton): the act of aiding or abetting the infliction or attempted infliction of physical injury to another person as an act for which a pupil may be suspended, but not expelled.

Comment: New suspendable education code offense in the form 48900(q). The former 48900(q) section related to truancy has been moved to 48900(s). District CWA personnel will need to update current suspension forms to reflect this change.

3. SB 310 (Perata): every school site must allow for outdoor use during the school day articles of sun-protective clothing that pupils would be allowed to wear outdoors, including, but not limited to hats.

Comment: Local school sites that banned hats and other sun-protective type clothing (sunglasses, etc.) on campuses must now accommodate their usage outdoors. However, the local school site can establish parameters.

As you re-write current district policy, feel free to contact and network with CASCWA colleagues statewide. Please contact my office at (909) 386-2903 if you desire any further information related to the affected ed code section changes.

40 DEVELOPMENTAL ASSETS/ SEARCH INSTITUTE

1st in a Series of Articles by Dr. Donna Dalton Opoku-Agyeman, Lake Elsinore Unified School District

A Fact Sheet on Search Institute

Search Institute is an independent, nonprofit, nonsectarian organization whose mission is to advance the well being of adolescents and children by generating knowledge and promoting its application. To accomplish this mission, the institute generates, synthesizes, and communicates new knowledge, convenes organizational and community leaders, and works with state and national organizations to support the healthy development of children and adolescents.

At the heart of the institute's work is the framework of **40 developmental assets**, which are positive experiences, relationships, opportunities, and personal qualities that young people need to grow up healthy, caring, and responsible. Created in 1990, the framework is grounded in research on child and adolescent development, risk prevention, and resiliency. Surveys of more than one million 6th to 12th grade youth in communities across the United States consistently show that young people who experience more of these assets are more likely to make healthy choices and avoid a wide range of high-risk behaviors.

The **40 developmental assets** will be presented as a continuing series in this publication. We will begin a discussion of these "building blocks" with the following: the first 20 assets are called **external assets**, the second 20 assets are called **internal assets**. The four categories of external assets are: **support, empowerment, boundaries & expectations, and constructive use of time**. The four categories of internal assets are: **commitment to learning, positive values, social competencies, and positive identity**.

From Building Developmental Assets in School Communities (copyright 2001 by Search Institute)

COMMENTARY

The End of Support Services as We Know Them: Towards a Comprehensive Component to Enable Student Learning

The *Commentary*, submitted by President Betty Folsom, is reprinted from the *Center for Mental Health in Schools*, which is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project in the Department of Psychology, UCLA.

We all know that:

- Too many kids are not doing well in schools.
- Schools must play a major role in addressing barriers to learning.
- Support services as we know them can't meet the need.
- Current support services not only are fragmented, they are *marginalized* in policy and practice.
- The solution is not just to "integrate services" or add more to them.

Policy makers at all levels need to understand the full implications of all this. A major shift in policy thinking is long overdue.

The prevailing trend is to focus on "school-linked, integrated services"—in the belief that a few health and social services will do the trick. Such talk has led some policy makers to the mistaken impression that community resources alone can effectively meet the needs of schools in addressing barriers to learning. In turn, this has led some legislators to view linking community services to schools as a way to free-up dollars underwriting school-owned services.

The reality is that even when one adds together community and school assets, the total set of services in impoverished locales is woefully inadequate. In situation after situation, it has become evident that as soon as the first few sites demonstrating school-community collaboration are in place, community agencies find their resources stretched to the limit.

Another problem is that overemphasis on school-linked services exacerbates tensions between school district service personnel and their counterparts in community based organizations. As "outside" professionals offer

services at schools, school specialists often view the trend as discounting their skills and threatening their jobs. At the same time, the "outsiders" often feel unappreciated and may be rather naïve about the culture of schools. Conflicts arise over "turf," use of space, confidentiality, and liability. Thus, competition rather than a substantive commitment to collaboration remains the norm.

Relatedly, awareness is growing that there can never be enough school-based and linked "support services" to meet the demand in many public schools. Moreover, it is becoming more and more evident that efforts to address barriers to student learning will continue to be marginalized in policy and practice as long as the focus is narrowly on providing "services."

Fortunately, pioneering initiatives are demonstrating ways to broaden policy and practice. Each is introducing new frameworks for a comprehensive, multi-faceted, and cohesive continuum of programmatic interventions. Each is integrating fully with school improvement initiatives.

As described in the lead article in this newsletter, the entire State of Hawaii is moving quickly in this direction. Over the next decade, initiatives such as the one in Hawaii will reshape the work of all pupil service professionals. *The effect will be to end "support services" as we have known them.*

Although some current roles and functions will continue, some will disappear, and others will emerge. Opportunities will arise not only to provide direct assistance but also to play increasing roles as advocates, catalysts, brokers, and facilitators of reform and to provide various forms of consultation and inservice training.

And, it should be emphasized that these additional duties must include participation on school and district governance, planning, and evaluation bodies in order to end the marginalization of those who are working to enable learning by addressing barriers.

The coming years will mark a turning point for how schools and communities address the problems of children and youth. Currently being determined is: In what direction should we go? And who should decide this?

Everyone who has been involved in providing support services needs to find a place at the tables where the answers to these questions are being shaped. There is much work to be done as public schools across the country are called upon to leave no child behind.

MESSAGE FROM STATE CASCWA

Submitted by Frank Boehler, Orange Unified School District

State CASCWA is alive and well! Everyone in our organization is excited about the upcoming plans for our State Conference. The conference theme is "Appreciating Diversity." The conference will be held in Fresno on April 25th through April 27th, 2002. For more information on the State Conference, please visit our CASCWA website at www.cascwa.org/

The CASCWA Connection focuses on the activities of Southern Section, but rest assured, our other sections are hard at work. The Bay Section has just completed their fall conference, "Giving Kids the Right Stuff." The keynote speaker was Michael Pritchard, a former probation officer, educator and comedian. Also, Dr. James Shaw presented to the section, comments from his book, Jack and Jill, Why Do They Kill?

Delta Section recently had a successful fall conference in Redding, California. It was co-sponsored with the Shasta County Office of Education. Delta is targeting March 14, 2002, as the date of their spring workshop.

The topic will be "Hate-Motivated Behaviors." Similar to Southern Section, Delta has a scholarship program that they will be kicking off in the spring, named after Richard C. Davis, a great educator and retired CASCWA President.

Finally, San Joaquin Section experienced a successful "Back to School Conference" at Bass Lake in October, 2001. In talking to Robert Pankritz, there has been tremendous excitement regarding a web based record system.

The section is looking into a system that permits parents to log into a website and have the ability to pull up grades, homework, attendance, for their individual student, via the computer. The technology is in place and this perhaps will be the vision for the future.

As you can see, our State organization is active and working for the benefit of our membership. We look forward to seeing each of you in Fresno at our State Conference.

See you there!

SPOTLIGHT ON CASCWA.ORG

Submitted by Tom Mangione, Los Angeles Unified School District

Did you know that CASCWA information is available on our own web site known as www.cascwa.org?

From this CASCWA "home page," you can obtain information about statewide events, legislation, publications, the Intercom, and our state conference. Also, CWA job openings, a CASCWA application to join, and our California Legislators are available a click away.

Additionally, from our "home page," each of our four State Sections; Bay-Delta-San Joaquin-Southern, have their own links which allow everyone to learn about their Section's Executive Board, information, events, and a President's greeting. Furthermore, the Southern Section has the "CASCWA Connection" and scholarship award winners on-line.

Please take a look at our CASCWA web site. Let me know if you have any comments or additions to the site to make it as useful as possible to the CWA family.

CASCWA/SARB SYMPOSIUM A HUGE SUCCESS

Submitted by Mark Michels, Los Angeles Unified School District

"Kids need to be in school. It is so simple, yet it is so complex," commented Linda Calvin, Ventura County Office of Education, summarizing the challenges facing CWA professionals as they strive to enforce the compulsory attendance sections of the education code. On October 25, 2001, more than 325 participants converged on the Radisson Resort at Knott's Berry Farm to address the issue of "District Responsibility for Children Not in School," a symposium sponsored by CASCWA, Los Angeles County SARB, and California State SARB.

Congratulations to CASCWA President Betty Folsom, the CASCWA Executive Board, and especially to Shirley Abrams, Los Angeles County Office of Education for presenting an outstanding conference. For your reference, several articles in this issue of the CASCWA Connection provide information on issues raised at the symposium relating to SARB, home schooling, and compulsory school attendance.

SARB IS A PROVEN INTERVENTION

School Attendance Review Boards (SARBs) were created by statute in 1976. In establishing SARBs it was the intent of the legislature that intensive guidance and coordinated community services be provided to address the needs of students with school attendance and behavior problems. SARB is generally made up of representatives from the school district, public agencies, and the community at-large. SARB members work collaboratively to assess individual circumstances and develop comprehensive interventions.

SARB is intended to be a help to students and parents, but it also is part of a "progressive process" for enforcing compulsory education laws. When students or parents do not comply with the directives of SARB, additional steps may be taken, including informal probation, truancy mediation action by the County District Attorney, and prosecution in Juvenile Court.

SARB's overall effectiveness depends on the development and strategic use of these stronger actions. SARB also depends on well-designed pre-SARB actions, including carefully screened SARB referrals that have flowed from school site Student Study Teams (SST's). There is a "progressive process" and prescriptive use of high quality interventions.



BENEFITS OF SARB

- Provides a consequence for truancy.
- Responds to diverse student needs.
- Convenes expertise to solve problems.
- Holds parents accountable.
- Cares for parents and children.
- Reduces crime.
- Identifies community problems.
- Identifies and coordinates community resources.
- Coordinates interagency efforts.
- Gives parents leverage with their children.
- Breaks through barriers and impasses.
- Keeps children in school.

WINNER VS. LOSER

Submitted by Juanice Thomas

The Winner—always part of the answer;

The Loser—always part of the problem;

The Winner—always has a program;

The Loser—always has an excuse;

The Winner—says "Let me do it for you;"

The Loser—says "That's not my job;"

The Winner—sees an answer for every problem;

The Loser—sees a problem for every answer;

The Winner—sees a green near every sand trap;

The Loser—sees two or three sand traps near every green;

The Winner—says, "It may be difficult but it's possible;"

The Loser—says, "It may be possible but it's too difficult."

BE A WINNER!





HIDE AND SEEK
District
Responsibilities
For
Children
Not In School

Radisson



PARENT TECHNIQUES FOR IMPROVING STUDENT ATTENDANCE

Submitted by Victor Thompson, Ed.D., Paramount Unified School District

Parents, teachers, and the community form a partnership in educating students. The following ideas are provided to assist parents in this vital task.

1. Meet the principal, assistant principal, counselor, nurse, psychologist, and teacher. Find out how they can help your child.
2. Request a conference with the teacher or other school staff. Discuss the attendance problem. Daily or weekly attendance checks—Assistant Principal/Attendance; Review absence notes—Attendance Clerk; Medical problems—District Nurse/Student Services Technician; Testing for reading/math difficulty—Counselor or Psychologist; Class change/tutoring—Counselor; Behind in credits—Counselor; Alcohol/substance abuse/personal issues—Counselor.
3. Know the school rules and regulations. Request a copy and review with your child.
4. Know when report cards are due and attend Open House. Join the PTA.
5. Accompany your child to school. Attend classes (request in advance). This will encourage better attendance and show your child you are serious about school attendance. Walk, drive, or take the bus to school with your child.
6. Attend individual/family counseling. Request information on parenting classes and counseling.
7. Maintain regular communication with the attendance office. Inform them not to accept notes, that you will call if your child is ill.
8. Provide a quiet place for your child to complete homework. Turn off the television and schedule study time each evening.

AS A PARENT, INSIST ON GOOD GRADES AND ATTENDANCE.

"PRANK-THRAX"

Submitted by Jerry Hime, Los Angeles County Office of Education

Following the incident at Columbine High School in Colorado there were a rash of "copy cat" bomb threats to schools. For whatever reason, some individuals have felt the urge, or need, to make a statement through this type of action. Unfortunately, similar incidents of threat have been occurring with anthrax scares, pranks, or hoaxes, and the schools have not been immune. These pranks only lead to disruption and alarm.

Schools must act immediately in dealing with any pupils who make false anthrax threats or pranks against the school or individuals. Just as law enforcement views any threats as serious, so must school officials. Schools should take a preventive stance in addressing the anthrax situation. This can be done either through a bulletin or school assembly. The seriousness of such behavior and the subsequent consequences for that behavior should be very clearly outlined and stressed. Should pupils then commit such an act, three sections of the California Education Code may be referred to for disciplinary purposes.

Section 48900 (a) (1) provides that a pupil may be suspended or recommended for expulsion for threatening to cause physical injury to another person. Although false in nature, the threat still exists and should be treated as just that, a threat. Should the activities of the school be disrupted, either through evacuation or search of the premises, this is a violation of Section 48900 (k), "Disrupted school activities..." and appropriate disciplinary action should be taken. Section 49000.7 addresses "terroristic threats" against school officials and/or school property. The code provides that "... even if there is no intent of actually carrying it out...." It must be considered a threat and the pupil should be disciplined.

Each incident of an anthrax scare or prank should be handled individually and the pupil's previous discipline record should be reviewed. The administrator would then make the determination of the appropriate disciplinary action.



BIRTHDAY BASHINGS OR BULLYING

Submitted by Frank Boehler, Orange Unified School District

Recently, there was an incident at Portola Middle School that received National attention. In hindsight, this incident could have easily happened at practically any school throughout the United States.

A student was attending an assembly on the day of his birthday. The student is an excellent student with outstanding citizenship. A girl in his class leaned over and wished him "happy birthday." Once the assembly was over, other students picked up on it and also wished him a "happy birthday." When he was outside the assembly, one of his friends gave him 14 taps on the arm, a tap for each of his birthdays. He then went to class and waited for dismissal. When dismissal time came, he walked towards the physical education building. Two students went up to him on each side and slugged him several times. A third student came forward and kicked him.

The student was injured seriously and had a ruptured spleen. He is currently on home teaching and will be able to return to school in two months. Following the battery, a newspaper article made national headlines and within days, every local news station was on campus requesting an interview. In the next few days, we held several student assemblies, a public board of education meeting, new signs in every classroom through the district and the rejuvenation of our district's Hotline.

Initially, every newspaper article and basic conversation with students indicated that the only reason this student was assaulted was because of his birthday. Approximately two weeks after the event, the family was kind enough to permit me to visit the young man and I quickly discovered that this truly was an issue of on-going bullying. This young man had several classes with the perpetrators of the crime. They had been picking on him, calling him names, and for lack of any other wording, they had just been mean to him. They were very sneaky on how they were mean to him and constantly did it when the teacher's head was turned and where they couldn't be caught. The young man was typical of so many of our students and was willing to tolerate a degree of abuse rather than bring the matter forward to his parents or teachers.

As you read this article, I would like to think of all the

students in our schools who are unnecessarily tolerating a degree of abuse. We know that the bullies of today keep expanding their limits over and over until eventually a terrible tragedy such as this one occurs. We must do everything possible to recognize bullying as one of the most significant problems in our school system today. We must break down the barriers of communication that prevents victimized students from coming forward to seek help from teachers, administrators and their family members. Bullying promotes fear and students should be attending schools free of fear.

Our district is in the process of three expulsion proceedings. A fine young man is on home teaching for the next two months. Has good come from this event? The answer is "Yes." For wherever there is a school and there are people working with young children, we must do our part to make our schools safe. I am glad the story went National. I believe the message has been delivered.

STUDENT SUCCESS

This letter was submitted by a grateful student to Dr. Donna Dalton Opoku-Agyeman, Lake Elsinore Unified School District

The day when my mom and I went to talk to you in your office, I was kind of nervous, but when we finally met you, you turned out to be really nice. You were just telling everything how it really was.

When you brought up my behavior and my attendance records, I didn't realize how many tardies and truancies that I had throughout my high school years. It made me think to myself that if this is how I'm going to continue my years in high school, I'm not going to get very far. So I told myself that I better change and if I do change, it's going to be for the better.

So I would like to thank you for all your help. I really appreciate it.

Thanks for all your help!

LILLIE WILSON SCHOLARSHIP PROGRAM 2002

Submitted by Victor C. Thompson, Paramount Unified School District, Southern Section CASCWA Scholarship Chairperson

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 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.

Lillie took time to participate in the annual Southern Section awards ceremony in Orange, California, on June 1, 2001.

Seven students were selected as winners from the Southern California area. These students have overcome individual adversity to achieve their high school diplomas. They are resilient and they are our everyday heroes. Each will use the money towards his/her college education.

The three \$500 scholarship winners for 2001 were Guilma Saavedra and Lizbeth Canto from the Los Angeles Unified School District and Jacqueline Amador from the Paramount Unified School District. The four \$100 scholarship winners were David Mazariegos from Simi Valley, Mark Ramirez from Colton Unified School District, and Carmen Betancourt and Dominique Brumfield from Los Angeles Unified School District. Refer to the CASCWA website for photographs of the winners!

Application forms will be available in January. Please submit the application to the appropriate CWA staff in your county or district. To nominate a scholarship candidate, the CWA professional must be a current member of CASCWA with dues paid for the 2001-2002 school year. For further information, please contact Victor C. Thompson, Scholarship Chairman at (562) 602-6035 or e-mail:

vThompson@paramount.k12.ca.us

RETIREE'S CORNER

Submitted by Juanice Thomas, Pomona Unified School District

I'm pleased to report that, although CASCWA's retirees may have left their school districts, they have not left their CASCWA friends. Fern Zahlen Williams reports that she is as busy as ever, traveling to Europe this past summer and now teaching classes at California State University, Long Beach and University of San Diego. Jack Erikson reported that he has been in touch with several other retirees who send their regards: Fred Carter, Ed Harding, Terry Andersen, Joseph O'Sullivan, and Steve Elish. I have recently returned to Pomona Unified School District as a substitute in CWA.

If you have any news to share regarding your activities or information to share about other retirees, please jot it down and mail it to me: Juanice Thomas, Child Welfare and Attendance, Pomona Unified School District, 800 S. Garey Avenue, Pomona, CA 91769.



CONGRATULATIONS TO AGNES MOSS

Submitted by Mark Michels, LAUSD

Southern Section CASCWA extends hearty and richly deserved congratulations to Agnes Moss who, after 36 years of service to children and families as an exemplary educator, has retired. Agnes's career in education began in 1965 in Head Start, when it was just a pilot program. She was a volunteer and soon moved up to assistant teacher, teacher, and ultimately, coordinator. For the past 20 years she has been a Pupil Services and Attendance Counselor for the Los Angeles Unified School District. Her most recent assignment has been as Foreign Students Admissions Counselor where she has become recognized as an expert in her field. This achievement is not surprising to her CASCWA colleagues as Agnes has served as Southern Section President and has been a recipient of the Outstanding Service Award.

Agnes plans to take some time to travel, garden, take fun classes, exercise more, volunteer, and visit with friends. All of us in CASCWA wish Agnes a happy and healthy retirement and we look forward to seeing her at CASCWA functions.

IS HOME SCHOOLING LEGAL?

A sample response letter from Carolyn Pirillo, Deputy General Counsel, California Department of Education.

Dear _____ :

I am answering your request for information on 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 types of courses. Home schooling is not authorized in California. There are three choices available to parents who want to provide a setting other than a public school classroom.

One choice is private tutoring which is a legal exemption from the compulsory public school attendance law (Education Code sections 48200, 48220, 48224). The tutor (who may be any person including a parent) must have a valid California teaching credential for the grade level being taught and must provide instruction in all the branches of study required in the public schools. The tutor must provide instruction at least three hours per day, between 8:00 a.m. and 4:00 p.m.; at least 175 days per calendar year, and in the English language. The affidavit required of a private school (discussed below) is not required of a tutor. If a parent does not hold a teaching credential for the grades taught, there can be no tutor exemption.

Another choice, which is also a legal exemption from compulsory attendance in the public school system, is to enroll students in a private full-time day school (Education Code sections 48220, 48222). Private schools also must instruct pupils in all the branches of study required in the public schools. The law does not require that private school instructors hold a teaching credential, but they must be "capable of teaching." According to the California Attorney General, this means that teachers in private schools should meet standards like those required for public school teachers in similar positions, accepting only the credentials (3 Ops.Cal.Atty.Gen. 193). *People v. Turner* (1953) 121 Cal.App.2d Supp.861, appeal dismissed 347 U.S. 972, rejected the idea that parents may call their own home instruction program a "private school" in order to avoid the credential requirement. That conclusion was reaffirmed in *In re Shinn* (1961) 195 Cal.App.2d 683. The *Shinn* decision also specifically discussed the use of correspondence courses and ruled that use of such courses is not the same as a "private full-time day school" within the meaning of the Education Code (*id.*, at 593-694).

The law requires private schools to file a Private School Affidavit with the State Superintendent of Public Instruction disclosing certain information (Education

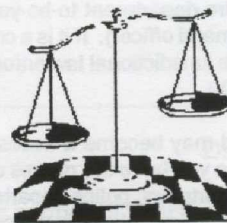
Code section 33190). The information is used for statistical purposes and for publishing a directory of private K-12 schools in the state. The affidavit is not a license to operate a private school. Both the private school exemption (Section 48222) and the affidavit requirement (Section 33190) state that the mere filing of the Private School Affidavit is not to be considered an approval of the school or its courses. Therefore, filing the affidavit does not transform a parent into a private school.

As a third choice, parents might consider independent study through the local public school district (Education Code sections 51745 and following). This is not an exemption from public school attendance, but an alternative to classroom instruction. Independent study allows students to carry on their education outside the classroom based on a written agreement. The agreements include requirements consistent with the local school district's course of study, and general supervision of each pupil's independent study by a credentialed employee of the school district in which the child is enrolled. A child with exceptional needs may participate in independent study only if his or her individualized education program, developed pursuant to Education Code sections 56340 and following, provides for that participation (Education Code section 51745 c). If the district does not offer independent study, we encourage parents to contact their county office of education regarding the availability of independent study through the county or other districts in their area.

Local school districts have the responsibility of ensuring that all compulsory school age children in the district either are in attendance at a public school or are legally exempt. I hope that this information will be of assistance to you.

Sincerely,

Carolyn Pirillo
Deputy General Counsel
California Department of Education



DISASTER PREPAREDNESS OR CRISIS RESPONSE, ONE OF THE CHOICES IS YOURS!

Submitted by Frank Boehler, Orange Unified School District

The events of the past few months have had an impact on children, families, and school staff members throughout our great nation.

Fire departments have been called on to address issues of chalk dust in light of anthrax concerns. Parents and students are addressing issues of cultural sensitivity. War is real and terrible. Concerns for student safety have never been at a higher level. Is your district prepared to take action?

In the State of California, all districts need to be ready to implement SEMS (Standardized Emergency Management System). SEMS is the unification of emergency/crisis response in the areas of communications, response teams/structure, mutual assistance, sheltering, and eventual follow-up. The structure includes: "Management, Operations, Logistics, Intelligence, and Finance." This structure is reflected state-wide, regional, county, local government (including school districts), and your individual school sites. District's need to be ready to activate a central EOC (emergency operation center) and all school sites are to establish their individual EOC. School site teams are comprised of management team/incident commander's team, search and rescue team, security team, first aid team, assembly team, and student release team.

It is not enough today to have first aid supplies, water, and a small supply of food. Structure, psychological response, sheltering, mutual assistance are also a must. A general plan needs to be ready to be immediately initiated. Once the EOC is activated, the main focus will be on assessing the event and developing a plan to address the situation at hand with the resources available. If it is a disaster, anticipate the fire department to be your local ICO (incident command officer). If it is a criminal activity, anticipate the jurisdictional law enforcement agency to be the ICO.

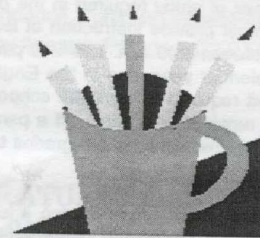
Mutual aid may become a necessity for your community. Do you have the names of key individual in the fire department, police department, city officials, Red Cross, animal shelter, and county EOC staff at your "finger tips?" Every county EOC (emergency

operational center) has a plan and all school districts are part of their plan. The time to know the real players in "Earthquake/Disaster/Crisis/Response" is through preparedness. You will get no second chance!

Please take the time to visit the following websites:

1. <http://www.oes.ca.gov/>
2. <http://www.redcross.org/disaster/safety/prepare.html>
3. <http://www.fema.gov/diz98/caf1010.htm>
4. <http://www.scecdc.scec.org/recenteqs/>
5. <http://www.lafd.org/eqindex.htm>

If you would like to contact me regarding this article or our district's EDCR plan, please e-mail me at frankb@orangeusd.k12.ca.us



FROM THE EDITOR

Submitted by Mark Michels, LAUSD

This edition of the CASCWA Connection would not have been possible if it were not for the efforts of the entire Executive Board of Southern Section CASCWA. Thank you, one and all!

To all of you who are reading this newsletter—please consider submitting an article for a future edition. Write about a hot topic which affects CWA professionals or describe an exemplary program in your school, district, or office. We all need to share our expertise!

Please mail your article to Mark Michels, LAUSD, Room H-221, 450 N. Grand Avenue, Los Angeles, CA 90012, or e-mail me at: mmichels@lausd.k12.ca.us

What Every School Administrator and School Secretary Should Know*****

PRESENTER:
SHERMAN R. GARNETT

Student Discipline, Suspension & Expulsion



Presented By
School Linked Programs & Partnerships
Division

WHO SHOULD ATTEND:

CWA Directors, District Administrators,
Principals, Asst. Principals, Teachers,
Safe and Drug Free Schools
Coordinators.

DESCRIPTION:

An interactive hands-on workshop
related to student suspensions
expulsions process.
Participants will be presented with an
overview of student
suspension/expulsion/appeal process,
including recently enacted legislative
changes.

MATERIALS:

All participants will be provided with a
Student Suspensions handbook and
copies of recently enacted legislation
related to student records.

**Snacks and Refreshments will be
provided**

*** PURCHASE ORDERS
WILL BE ACCEPTED***

WHEN: Friday, January 18, 2002

WHERE: San Bernardino County
Superintendent of Schools
601 North E Street
San Bernardino, Ca 92410

TIME: 8:30-12noon

COST: \$20.00 per person

Registration Deadline:

January 4, 2002

Name _____ Phone _____

School _____ District _____

Registrants will be notified of their workshop status

Please mail to: Wyvon Smith C/O SBCSS

601 North E Street

San Bernardino, Ca 92410

Office: 909 386-2903 Fax 909 386-2940

