

# A HANDBOOK ON CHILD ADVOCACY



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May, 1976

A HANDBOOK ON CHILD ADVOCACY

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ACQUISITIONS

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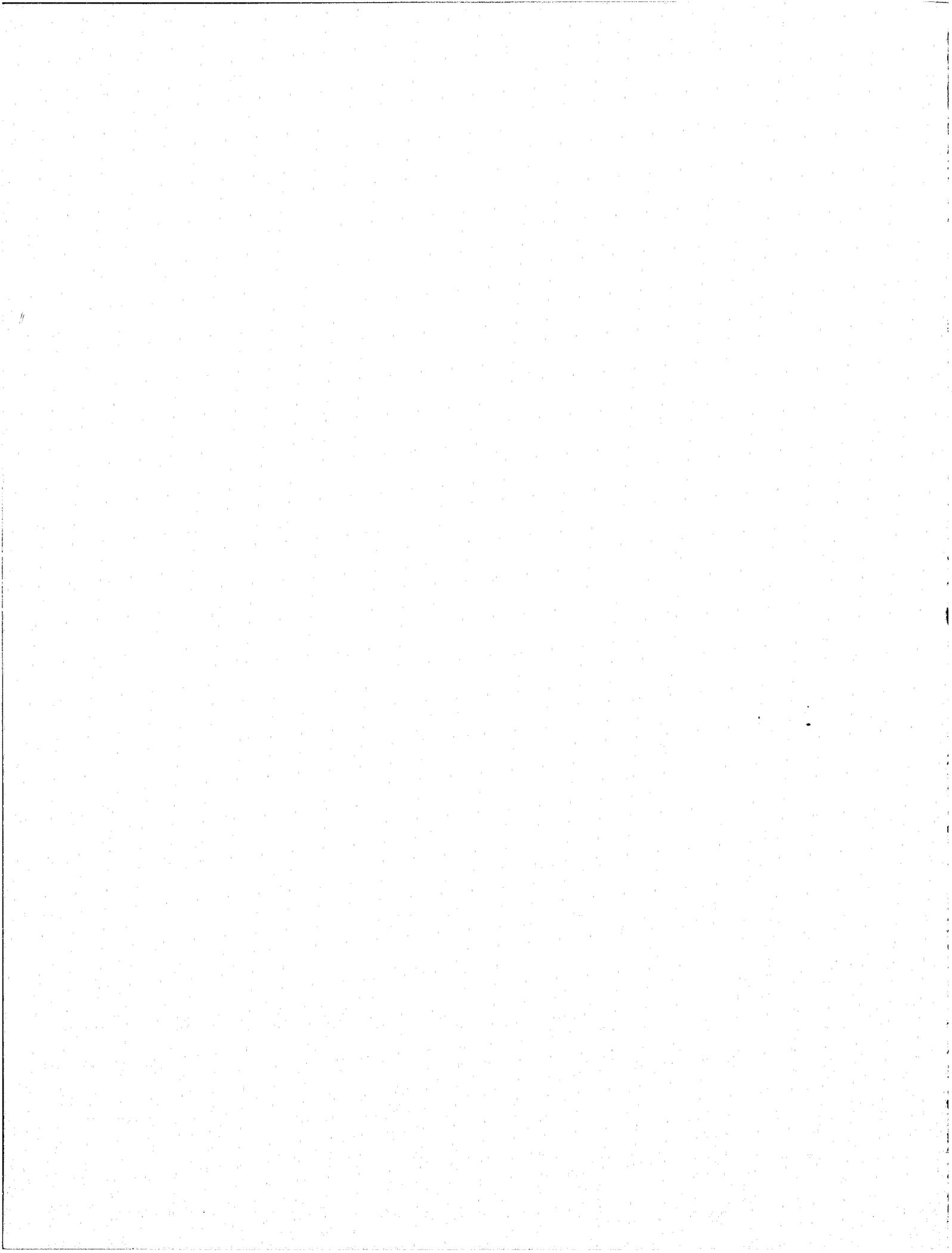
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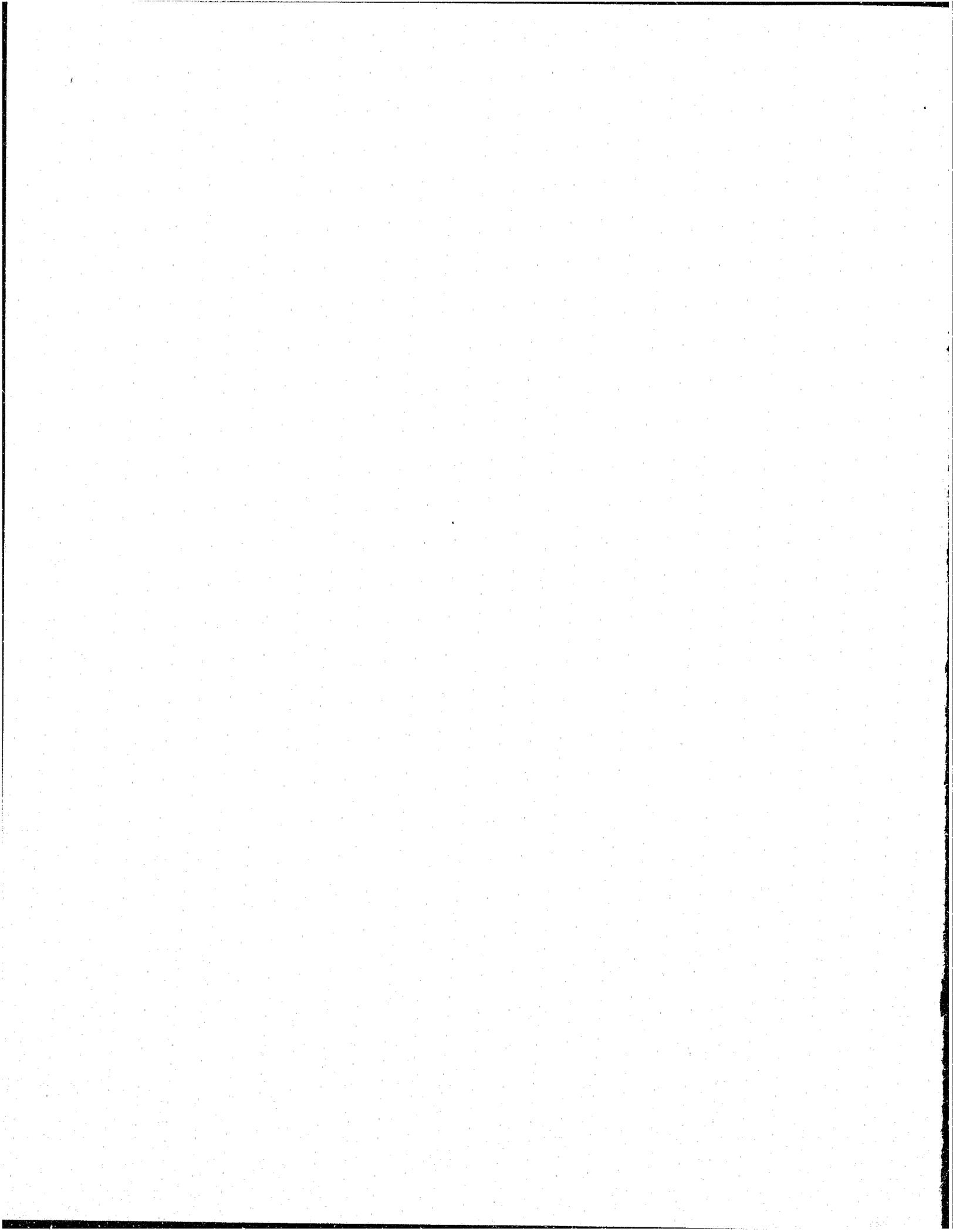


## INTRODUCTION

It is known that in the American society, education is a valued societal commodity. It is the force in American life that can help one's community overcome its problems and fulfill its needs. Hence, helping children succeed educationally, emerges as an appropriate focal point of concern to educators, child welfare agency personnel, and more importantly parents. We need to insure that all children receive the benefits of a good curriculum and good reading and math materials. Equally significant, and therefore worthy of scrutiny, are the behavior and attitudes of teachers and educators.

The major reason why so many children have failed to succeed in school today is that there is no one to support them and to serve as advocates for them within the school system. We need more concerned agency personnel and dedicated parents, who are not afraid to stand up and speak out for children who are being wronged by the educational system.

Within the last few years we have seen teachers strike for better control of their teaching environment, a stronger voice in the selection of educational materials, and for an increase in their fringe benefits; but who have been advocates for children? Some answers to these questions and possible solutions lie in the content of this: A Handbook on Child Advocacy.



## HISTORICAL DEVELOPMENT OF CHILD ADVOCACY

In 1969, there was established a Joint Commission on Mental Health for Children and Youth; and in 1970 a White House Conference on Children and Youth. Both bodies reached similar conclusions that children are vulnerable in society; not only in relation to the school system, but in relation to all institutions which provide the services they need for their healthy mental and physical development. They are nobody's constituents because they don't vote or wield economic power, therefore, no one lobbys in their behalf. In addition, there are certain communities or populations at risk that are ill prepared to advocate -- push -- pressure -- or assure that the needs of their children will be met. As a result, society is failing to adequately address the needs of its children. The results of these findings were that in 1971, the Bureau of Education for the Handicapped, (BEH) and National Institute of Mental Health, (NIMH) jointly funded six community based research and demonstration projects to develop methods of advocating for the needs of children. In that same year the Office of Child Development (OCD) was created to act as a national coordinating office for child advocacy efforts.

## HISTORICAL BACKGROUND OF THE INSTITUTE FOR CHILD ADVOCACY

In August, 1971, the Institute for Child Advocacy was established as a community-based Project and was one of six

demonstration projects, funded jointly, by the National Institute of Mental Health and the Bureau of Education for the Handicapped. The Central City Community Mental Health Facility, our sponsoring agency, is a private, non-profit, service agency located in the South Central Los Angeles urban community.

### The Purpose

The purpose of the Institute is to create a community development approach to child advocacy, directed towards an attack on community problems which interfere with the welfare of children. This calls for the mobilization of the community; including, youths, parents, and, private and public organizations into problem-solving, action oriented groups on behalf of children.

Through the utilization of a "Community Development Approach" to child advocacy, the Project focuses on five major areas of concern, (Crime & Delinquency; Education; Health; Recreation; and Welfare), in its efforts to establish a mechanism through which the needs in each of the major areas may be addressed.

### The Goals and Objectives

The long range goals and objectives of this Project is to foster the establishment of an effective system through

which target area residents can be involved, trained, educated, and directed in advocacy activities in the five major areas of concern in behalf of their children's needs.

### STRUCTURE OF THE PROJECT

#### The Child Advocacy Board of Directors

The Child Advocacy Board is the governing body of the Project. It is composed of community residents and high level representatives from agencies providing services to children. The Board is comprised of eleven members, including a representative from Central City Community Mental Health Facility, the grantee agency. Their function is to set policy and provide direction to the Project.

#### Advocacy Staff

The staff of Child Advocacy is composed of community and non-community residents who have diverse experience and background, and yet are uniquely embellished by a common bond of love for children and desire to serve the targeted community. The staff consists of advocates divided into categories intended to reflect levels of expertise, education, training, and experience. The current staff composition includes a Project Director, Assistant Director, a Research Analyst/Products Dissemination Coordinator, a Legislative Analyst, three Packaging and Dissemination Specialists, one Dissemination Specialist, an Administrative Assistant, and a Clerk Typist.

## WHY A HANDBOOK THAT FOCUSES ON THE EDUCATIONAL SYSTEM?

Our experiences have shown that parents and agency personnel encounter a variety of problems when attempting to see that children get a quality education. Each time an individual parent, group of parents, or agency person encounters a problem they are forced to seek out information themselves and solicit the aid of one or a number of agencies. This is a laborious, time consuming, and, oftentimes, frustrating process. Additionally, after engaging in this process there is little real assurance that they will get correct information, or all the information they may need to formulate a course of action.

We have found that parents need basic information in terms of when and under what circumstances they may visit the school; how they can meaningfully participate in school activities; how they can help their children do better in school; and what to do in case their child is excluded, suspended, or expelled. This involves a delineation of the rights, responsibilities, and obligations of the parents, and the rights, responsibilities, obligations and limitations of the school system.

This Handbook will meet the needs of this basic information by listing the most common problems encountered, the rules, regulations, administrative and educational codes related to each, and some ways of handling these problems.

This Handbook will also be a departure from more traditional informational booklets in the sense that it will not only provide information on rules and regulations, and interpret this information in language that is easily understood; but also it will list general and specific advocacy strategies that parents and agency personnel themselves can employ.

The staff at Child Advocacy feels a responsibility to deal in a more concerted fashion with some of the problems it has identified relative to the educational system. We feel that this Handbook can be a vital tool in advancing parent power in the system and making the schools more responsive and accountable to parent(s) and community groups. It can serve to decrease the need for the services of Child Advocacy and other agencies who have assisted parents in dealing with education related problems -- and that is, in large measure, what the Handbook for Child Advocacy is designed to do. An African proverb says, "If you catch fish for a man, he will be grateful to you and dependent on you forever. If you show him how to catch fish, he will catch his own and be proud of himself." Becoming an effective advocate would be you catching your own fish.

#### Present Focus

The staff of Child Advocacy firmly believes that the citizens of this community can have a significant impact on

the extent and quality of services for children and youths, and that they have a responsibility to themselves, their children and their community to exercise their influence and control. We further believe that the agencies and institutions that serve this community have a responsibility to involve a broad cross-section of the community in defining needs, planning and implementing quality services to children and youths, and that service delivery systems should be tailored to the unique needs and characteristics of the community. In a concerted effort to see that quality services are maintained in this community, the Institute for Child Advocacy has designed several handbooks that address some of the needs of the community. The Handbook on Child Advocacy focuses specifically on the Los Angeles Unified School District's educational system.

## CHAPTER I. CHILD ADVOCACY AND THE ADVOCACY ROLE

### What Is Child Advocacy?

Child Advocacy. This term is used to describe a system that seeks to insure the provision of services for children. It deals with children's rights and is based on the concept that every child is entitled to the care and services which he needs for optimum growth and development. It recognizes that not all parents have the means or capabilities to provide all things for their children. Therefore, a Child Advocacy system seeks to meet the basic needs of children by ensuring preventive and remedial services, and by speaking out when lags in services to children are discovered.

### The Child Advocacy Concept

Child Advocacy can be an independent agency, person or institution which seeks to promote children's interests and to protect their rights in a variety of settings including but surely not limited to, the courts, schools and social agencies.

### What Is A Child Advocate?

A Child Advocate is one who works on behalf of a person, or for a cause or interest common to the group of people. He is one who takes decisive and tough minded action to support

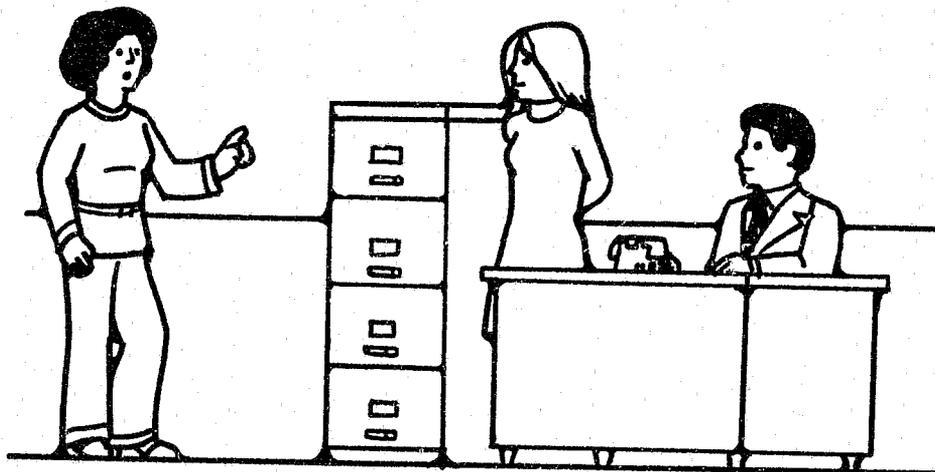
and defend his client or his cause. A Child Advocate then is one who speaks and acts on behalf of children's rights and needs.

### What Will The Child Advocate Do?

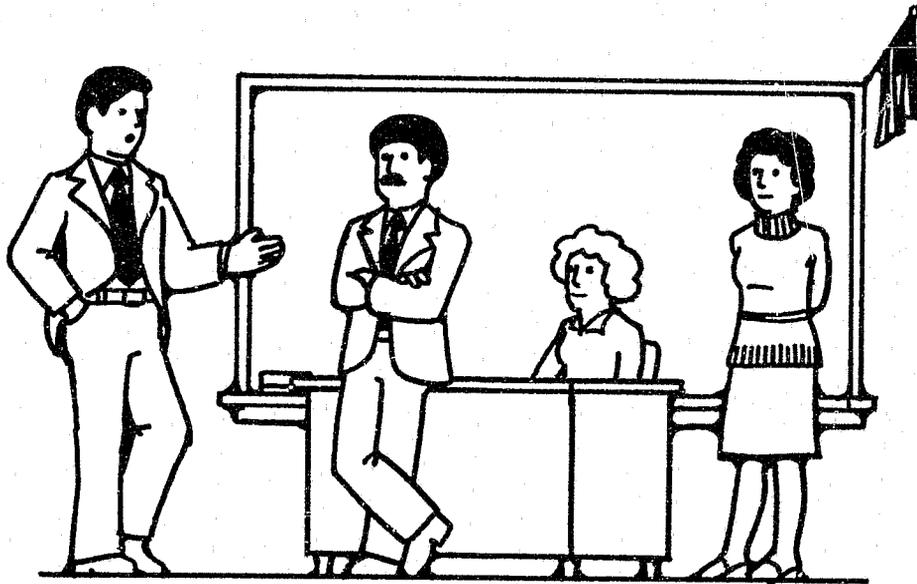
The Advocate will identify with his client's plight and will see it as his primary responsibility to be tough minded and always representing the interest of his client. He will stand with his client, and the rights of his client will take precedence over all other commitments.

The Child Advocate will speak for the child in need and the child will be the advocate's client. The Advocate supports his clients, he advises him, and if need be, he acts as his representative. The Advocate will speak out against any system which fails children.

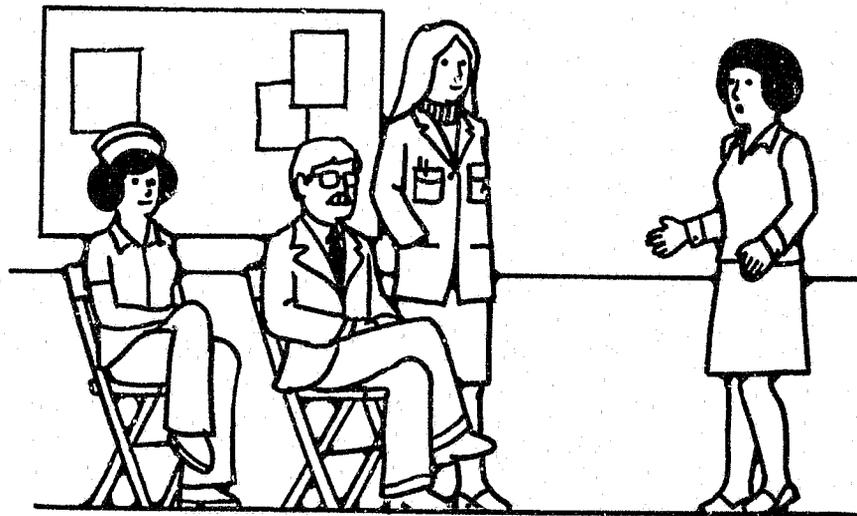
THE ADVOCATE WILL SPEAK IN THE SOCIAL AGENCY.



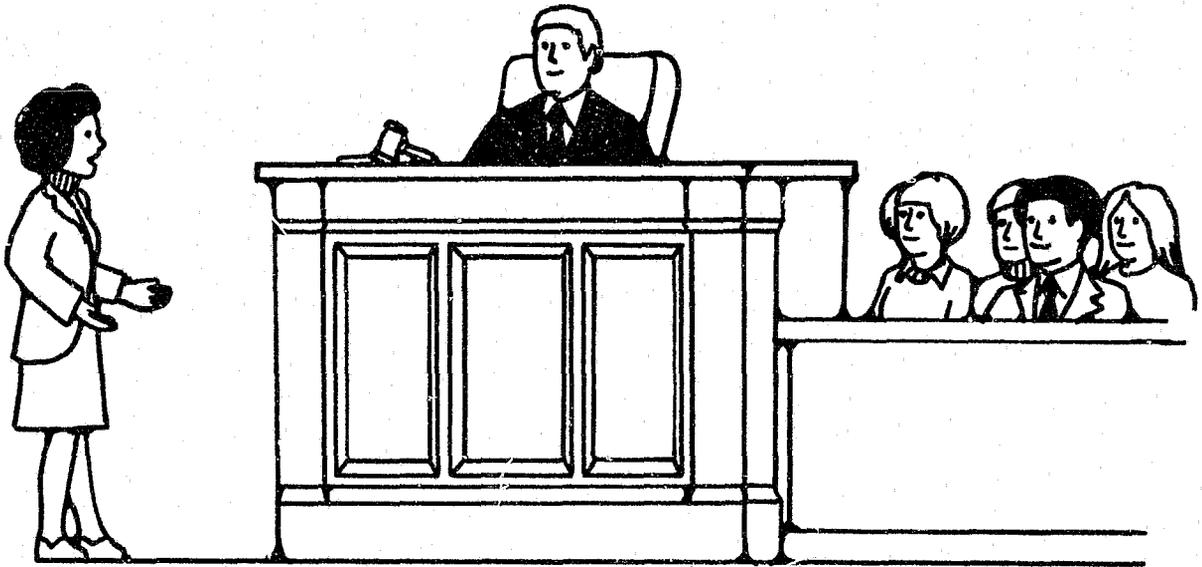
THE ADVOCATE WILL SPEAK IN THE SCHOOL.



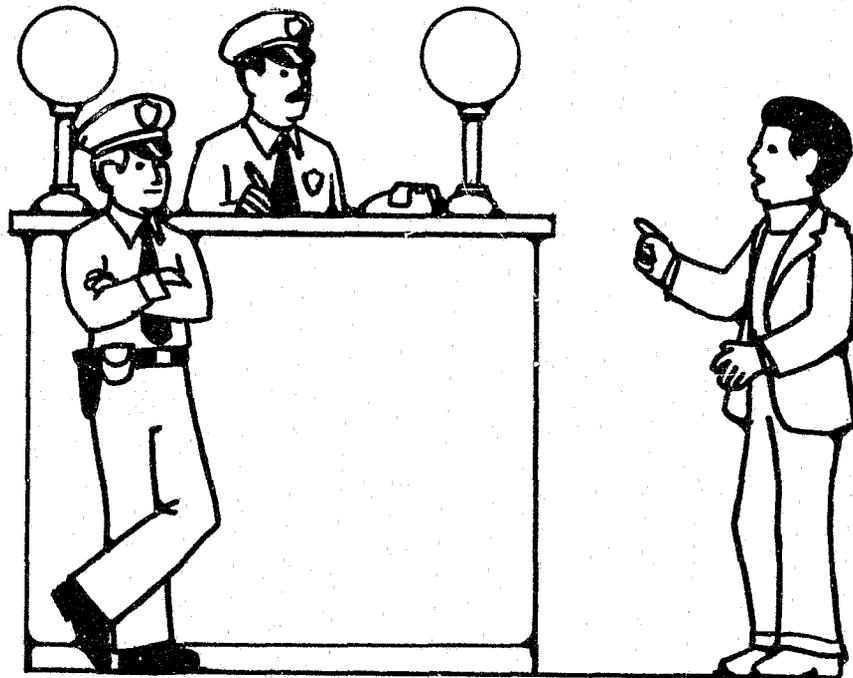
THE ADVOCATE WILL SPEAK IN THE MEDICAL CENTERS.



THE ADVOCATE WILL SPEAK IN THE COURTS.



THE ADVOCATE WILL SPEAK IN THE POLICE DEPARTMENT.



### What Two Strategies Does An Advocate Use?

To advocate for one person to change his/her situation may help that particular person, but oftentimes others are in the same or similar situation. What seems like a private or personal problem is often a public one. An advocate will therefore, not only find a solution for one particular case, but will then move to change the policies that created the problem and move it into the public arena.

The above paragraph has just described the two basic approaches to advocacy; case and class. In Case Advocacy the Advocate works with clients around meeting their specific needs. Whereas, in Class Advocacy, the Advocate identifies the common problem or concern of groups and attempts to bring about problem resolutions, thereby, helping persons with whom the Advocate has not worked on a one-to-one basis.

### Parent's Advocacy Role In The Education Of Their Children

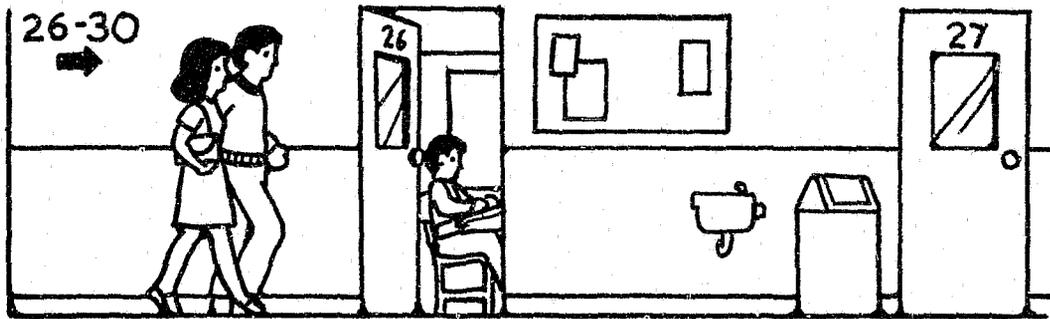
As parents and concerned citizens we have a major role to play in the education of our children. With this notion in mind, the staff of Child Advocacy, strongly affirms that parent education and involvement must be an integral part of the school's educational program in our community. Parents should have the right to help determine the purpose and priorities of the school's educational programs for children.

It is the right of parents to see that children are educated and that they get the things that are needed to enhance their survival in our community. Therefore, the message of Parent's Advocacy Role In The Education of Children must be taken into the streets and the schools to show how, as parents, we can effectively channel our energies in order to deal with and significantly enhance our schools.

We must begin to serve as a watchdog for our school system, in an effort to see that it fulfills its proper purpose and that it does not legitimize its wrong actions. We have to begin to use the system's own machinery to force it to be responsive to the educational needs of our children.

## CHAPTER II. VISITING THE SCHOOL

### DO PARENTS HAVE THE RIGHT TO VISIT THE SCHOOL?



Parents do have the right to visit their child's school and they must exercise this right. All parents and interested citizens, whether they are involved in a school-affiliated organization or not, should visit the schools. Periodic visitations help reduce the number of abuses practiced in the schools by officials. These abuses range from dirty, overcrowded cafeterias, to uncaring teachers and administrators who deny students their rights. A school that knows it will be periodically visited by caring and knowledgeable parents who voice their needs, is more likely to be on its toes.

A school can be visited provided the principal or his authorized representative is notified. Also it is important to note that parents can visit classrooms for 20 minute intervals, without prior notification, provided the main office is notified when they arrive.

One can't expect to walk into a school and anticipate immediate positive response. Many parents feel intimidated by the school's bureaucratic system and the educational jar-

gon used by school officials. To counteract some of these obstacles, there are certain preliminary steps that should be taken before a school visit is made...

1. Have Confidence

Don't be afraid of school officials. They will try to "bowl over" parents by giving long winded vague explanations to direct questions. If the answers to the questions seem vague, have enough confidence to say so, and ask for a specific answer. It must be remembered that many school officials themselves feel intimidated when approached by parents.

2. Have a Definite Reason for Visiting the School

Usually if a visit to a school is desired, some information has already been received which triggered the need for the visit. An incompetent teacher or an inadequate principal may have been learned of, nevertheless background information must be gathered. Talking to parents as they pick up their children after school is one way to find out what disturbing activities are taking place. Ask what they think of the school-- are they satisfied with the curriculum? What do they think of the teachers? What are the major problems? etc. Be sure to get the opinions of the children; after all they should know what their school is like.

3. Always Write Down What is Learned About the School

Write down the names of any teachers or school officials whom complaints are made against. It is important to point out, however, that what is recorded is for personal use. When visiting a school, the notes should be referred to, but they need not be shown to school officials.

4. Who Should Go?

All parents and interested citizens, whether in an authorized school organization or not, are entitled to visit a school. When planning a visit, be as sure as possible that any community representatives chosen are reliable and that they truly have the interest of the child in mind.

5. How Many Should Go?

Six is considered to be a "professional" delegation, however, the size of a group largely depends upon individual circumstances. A large delegation may scare an overtly bad school into action. If it is felt, however, that this tactic might put the school on the defensive and thwart cooperation, then perhaps a small representation should go. Again, it depends upon each case.

6. Timing

Approximately two hours should be given for the visit if anything constructive is to be accom-

plished. Visits should not be scheduled too close to lunch or closing time. Most schools are in session from 9:00 a.m. to 3:00 p.m., therefore the visit should be no later than 10:00 a.m. or 1:00 p.m. (not unless lunch room conditions are being questioned). Parents should nevertheless be aware that some schools have double shifts and plan accordingly.

7. Take Notes

Have one or two people take notes during the visit, this includes notes concerning what is observed as well as what is said during meetings. Make sure that not everyone is writing; it may cause whomever is being spoken to to be nervous and not readily open up.

8. Hold Advance Briefing Sessions

Before visiting a school, a specific purpose should be kept in mind. It should be known what issues are going to be delved into, and that all agree on what is to be accomplished. Without unity in the delegation, much time will be spent arguing.

Know approximately how much time is to be spent talking to officials and visiting classrooms and other parts of the schools.

Now that the preliminary steps have been outlined, the actual school visit can be made. There are, however, additional things one should look out for ...

1. Be Observant

Notice what is going on as soon as the first step is put through the door. When entering, observe whether parents are allowed to wander the halls or whether they are stopped immediately. This lets it be known what the general feelings are towards visitors and how they are treated.

In many cases there is a table just inside the front entrance where visitors have to sign in. Don't just sign in without asking pertinent questions; that simple table may be able to clue one in to valuable information concerning the school. Ask who sits at the table--volunteers or paid aids? Is there a security guard at the entrance or in the hallways? Find out why there is a table. Is it because there have been incidents such as thefts, etc.? Has the occurrence of such happenings been completely abolished or at least lessened?, etc. Does the school put the blame solely on the children, parents and the community or does the school accept part of the responsibility? The answers to these questions are relevant. They in-

dicade "where the school is coming from".

While waiting to be seen, continue to be observant. Notice how long the wait is before being seen; be aware of the reaction of the staff towards visitors; check to see if pertinent information is on the teacher's bulletin board, etc. There are all kinds of signals around to help find out what a school is like.

2. The Principal

When actually visiting the principal, continue to be aware of certain things. What kind of behavior does he display? Does he call in co-workers or is he alone when meeting with parents? When talking to the principal, tell him specifically what the complaints are and what changes are desired. Remember that whatever information the principal volunteers and whatever is shown to parents, he wants it to be known, so parents must not be afraid to ask their own questions.

3. The Hallways

While walking down the hallways, notice if the children and teachers talk with mutual respect to each other or if there is visible hostility or aloofness between teachers and students. Take note of the relationship between the principal

and students as well as the principal and teachers. Determine the general atmosphere, is it relaxed, tense, happy, chaotic, dirty or clean?

4. The Classrooms

When actually visiting the classrooms, don't be disruptive. Initial information can be gathered by listening and observing behavior. Are all of the children involved in the lesson? Is the teacher doing most of the talking? Examine the supplies. Are the books current? Do they reflect experiences children can relate to? Is there enough material for everyone, or do the children have to share? Is the material useful in inspiring the student's imagination, or is it something they use to learn by rote or merely copy? Be aware of class size and how it effects learning. Note how the teacher handles an unruly child.

These observations are very important and can be very helpful in assessing the school. Be sure to write down any questions that come to mind while in the classroom and speak to the teacher when class is dismissed.

5. After the Visit

At the conclusion of the visit, return to the principal and express appreciation for being al-

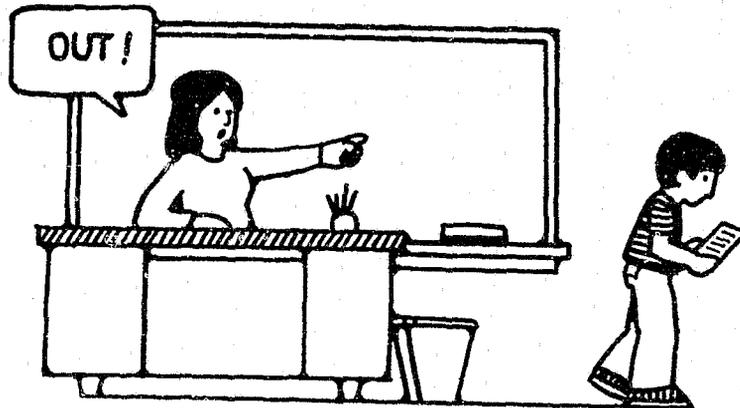
lowed to come. Also take this opportunity to ask any questions that have been triggered by the visit.

Parents should determine when another meeting among themselves is needed, in order to determine what steps to take next and what specific issues should be focused upon.

School visits, therefore are a must before any meaningful change can take place with the educational system.<sup>1</sup>

### CHAPTER III. IS YOUR CHILD OUT OF SCHOOL?

#### WHAT IS SCHOOL EXCLUSION, SUSPENSION AND EXPULSION



All children have the right to a public school education. This should not be a new revelation but a natural state of affairs - ongoing since the idea of public education was conceived. There are, however, certain disciplinary procedures, sanctioned by schools, which prevent a child from attending classes either on a short or long term basis. We acknowledge the fact that disciplinary measures are needed, otherwise total chaos might exist. We do feel, however, that these measures should not be abused.

There are three basic disciplinary procedures used when all other less severe forms of punishment have failed. They are medical exclusions, suspensions, and expulsions. Although originally designed to help a student become "rehabilitated" and re-enter the educational setting as a better person, this goal has seemingly been lost somewhere. More and more children have been hurt by these measures than helped. We have found that in some instances there are times when students

have been out of school for weeks, months, and even years because of the misuse or non-use of proper procedures.

This section is intended to inform you of what exclusion, suspension and expulsion are; the procedures that should be used for implementation; and the steps that you as parents and students should take to protect your rights. Hopefully the information presented here will help you become an advocate in your own behalf.

#### I. Suspension

Suspension, according to the Los Angeles Unified School District, is intended to help children become better students by "maintaining proper behavior standards." In addition, suspension is to "safeguard the welfare of the school." In some cases, however, suspension has been used to the detriment of the child. There are certain policies regarding suspension that you as students and parents should be aware of and in turn better protect your rights.

Following are the procedures concerning suspension as delineated by the Los Angeles School District, as well as our recommendations as to what action to take if procedures are not adhered to:

What to do if your child is suspended:

1. Only a school principal may suspend a child from school. A teacher may suspend a child from class only.

2. Before a child is suspended a written or oral notification of the intent to suspend must be given to the parent or guardian and student and a meeting must then be scheduled to discuss the recommended suspension. Since this is a relatively new procedure school officials may unintentionally suspend a child without notifying the parent or guardian. If your child has been suspended prior to notification, you have the right to challenge the suspension; due process must take place.
3. Under no circumstances should a student be released during regular school hours unless the school is so authorized by the parent or guardian. An elementary school student must be picked up by the parent or guardian.
4. A student can be suspended for (1) disorderly conduct; (2) for being insubordinate; (3) physical assault; (4) use or sale of drugs; (5) other illegal acts.
5. A student has the right to defend himself. Students are however, sometimes suspended without being given a voice. The suspension is merely based on what someone else, (teacher, principal, or fellow student), has stated to be fact. Child Advocacy therefore urges students to exercise their right(s) to speak out on behalf of themselves.
6. A pupil may be suspended from school up to five (5) days but no more than twenty (20) days cumulative, during the school year.

You should make sure that your child is not suspended an undue length of time.

7. A pupil may be suspended for the remainder of the school year only for overt acts or pending expulsion only upon prior approval of the superintendent and notification of the parent or guardian.

Although this is a Los Angeles School District policy, Child Advocacy feels that such a long term suspension is detrimental to a child's educational growth. If it is felt that the child has such severe problems as to warrant long-

term suspension, the school should provide some form of counseling or special class within the school setting or seek out alternative educational placements. The law states that no child of school age can be deprived of his full educational opportunities. Parents and guardians therefore, should make sure that the school is instrumental in helping their child continue his education.

8. Parents or guardians have the right to challenge the reasons specified by the school for recommending suspension. Someone such as a legal advocate or knowledgeable friend may be brought in to represent the child's interests.
9. Parents or guardians have the right to request that their suspended child be given classroom assignments and upon satisfactory completion, be given full credit for assignment.
10. It is the responsibility of the administrator issuing the suspension to provide follow up procedures if the pupil does not return to school on the authorized date.

Despite the fact that this responsibility lies with the administrator, parents or guardians should be fully aware as to when their child is to return to school.

These are the basic policies and procedures regarding suspension. We urge you to speak up for your rights and let school officials know that you too are aware of school proceedings.

- REMEMBER -

1. Parents or guardians are to be notified before suspension occurs.
2. No student should be sent home during school hours unless authorized by the parent or guardian. Elementary school students must have a parent or guardian pick them up during school hours.

3. A student has the right to defend himself.
4. A parent or guardian has the right to have a knowledgeable person with them to represent their interests.<sup>2</sup>

## II. EXCLUSION

Exclusion a category separate from and which should not be confused with expulsion or suspension, is a term many people are unfamiliar with. This because, while it refers to a youngster's dismissal from school, it uniquely refers to dismissal for medical (physical or emotional) reasons only. Here you will find the stated procedure used by the Los Angeles City Unified School District in cases of exclusion and strategies you can use if necessary. It must be noted that the procedures delineated herein were obtained from verbal interviews since there are no written procedures regarding medical exclusion. For this reason, explained here will not only be the procedures which school officials state are followed, but, also addressed are situations which sometimes occur and which result in exclusion for undue cause and without regard for a youngster's basic rights and entitlements.

### How the Decision to Exclude a Youngster is Made

1. The teacher is usually the person who identifies a child as having some physical or mental disability. She will make a recommendation to the principal who must notify the parent of the teacher's recommendation before further steps toward exclusion are taken.

Many times a teacher will use "medical exclusion" to dismiss from school a youngster who is a

simple discipline problem. To prevent this you have a right to disagree with the teacher's assessment of the youngster.

2. For a child to be medically excluded he must be evaluated by a physician and psychologist or psychiatrist and may be evaluated by a private medical team of the parent's choice and documented evidence to support the alleged need for medical exclusion must be returned to the youngster's school. Since this documentation will reflect an assessment of your child's mental and physical condition, you must give informed written consent before the evaluation can be begun.

In short, the written consent from a youngster's parent or legal guardian must be obtained before a child can be evaluated.

If your child has already been evaluated and you did not give your written consent, you may ask for a re-evaluation. You also have the right to be informed of the results of the evaluation.

3. A medical evaluation should be conducted by a physician, as well as a psychiatrist and the school psychologist.

There are times when only a physician examines the child. It is important that you have a psychiatrist and psychologist evaluate your child, in this way the emotional as well as the physical problems can be adequately determined.

4. If a medical exclusion is recommended, the student and family should be encouraged to first receive counseling before the exclusion process officially takes place.

Some children are automatically pushed through the exclusion process without prior counseling from the school. As parents or guardians you should seek out counseling either through the school or outside sources. Your child may be able to be helped without being deprived of his education.

5. If you decide not to take advantage of counseling, the case is referred to the Admissions

Discharge (A&D) Committee which is made up of the following persons:

- a. Physician
- b. Coordinator of Psychological Services
- c. Psychological examiner
- d. Principal or vice-principal from a school other than the one involved
- e. Counselor

This practice is usually carried out, but you should be aware of it nevertheless.

6. A letter of intent to exclude is sent to you stating that the case is to be heard before the A&D Committee, as well as a letter informing you of the date of the meeting.

Although this letter is sent to you, many times parents or guardians are not encouraged to attend the A&D Committee meeting. You should know that you do have the right to attend such a meeting and we strongly urge you to do so. They are discussing your child, therefore you should have a say in what happens to him. You also have the right to bring someone with you to represent your interest, (i.e. lawyer, knowledgeable friend, etc.).

7. Should the A&D Committee recommend exclusion, a partial exclusion or tolerance day is sometimes tried first (partial exclusion means that your child is allowed to go to school but for only a few hours a day). This practice is usually carried out. Your awareness of it is crucial however. You have the right to recommend a partial exclusion for your child if you feel total exclusion is not needed.
8. You have the right to appeal the A&D Committee's recommendation, however, the Board of Education makes the final decision.
9. If exclusion does take place the case is to be reviewed each semester. We feel, however, that this is too long a time period for the child to be out of school and urge school officials to help you find an appropriate educational setting for the child as soon as possible, either in the form of a special class within the public

school setting or a specialized private school. If a private school is warranted, your public school officials should inform you of the right to apply for financial aid, usually in the form of \*Sedgewick funds.

In many cases, school officials leave the responsibility of seeking an alternative placement solely up to the parent. Considering that the school makes the determination that a child should be medically excluded, it follows that the school should be instrumental in further helping the child. We urge you to involve school officials in aiding your child.

These then are the basic exclusion procedures. You should remember that:

1. There is no written exclusion policy, so make sure you are aware of your rights.
2. You are to be notified by the school before the exclusion takes place.
3. The school must obtain parental consent before your child is evaluated by a medical team.
4. You have the right to attend the A&D Committee meetings and the right to representation.
5. You have the right to an appeal hearing.
6. You have the right to request assistance from the school in seeking alternative placements if your child is excluded.

### III. EXPULSION

Expulsion is used to remove a student permanently from the school he is attending. It differs from suspension and

\*Sedgewick funds are used to aid families of excluded children with the tuition costs of private schools.

exclusion in that a child may return to his home school if suspended or excluded whereas an expelled child must be transferred to another school.

Expulsion is a serious step to take and therefore should not be implemented until all other methods of alleviating the problem have been tried; i.e. counseling, therapy, remedial help, etc.

Just as in suspension and exclusion there are procedures established by the Los Angeles School District concerning expulsion. These procedures will be delineated in conjunction with:

#### What To Do If Your Child Is Expelled?

1. Before a student is actually expelled he should be suspended, (according to proper suspension procedures as described in the sub-section on suspension), and a meeting should be scheduled with the parents or guardians to discuss the issues involved and the possibility of expulsion.

Some school officials suspend students with the intent of expelling but do not communicate this feeling to the parents or guardian. As a result, when a letter is sent to the parents or guardians recommending expulsion, it comes as a shock. School officials should inform the parties involved of the existence of expulsion and that this disciplinary measure may be used. In addition parents or guardians, should themselves ask school officials of their full intentions.

2. If there is good reason to recommend expulsion at the conclusion of the above meeting, a certified letter should be sent to the parents or guardian, stating the reasons for the recommendation and providing any other information relative to the pupil's status in school.

Parents and guardians should be aware of this and see to it that all of the proper correspondence is mailed to them.

3. A pupil may be expelled for the following reasons:
  - Assaulting or threatening with great bodily harm, school personnel or students.
  - Sale or possession of narcotics.
  - Destruction of school property.
  - \*Acts or behavior that adversely affects students or school discipline.
4. If the recommendation for expulsion proceedings is approved, a meeting before the Expulsion Review Committee should be scheduled. The parents or guardian and student should receive a letter stating the date and time of this meeting. We urge you to attend.

Parents should also contact the County Superintendent of Schools and advise them of the case in the event that they wish to make an appeal beyond the jurisdiction of the City Board of Education.
5. You and your child have the right to respond to the charges which necessitated the expulsion and the right to be represented by another party, either a legal advisor or knowledgeable friend.
6. If expulsion is recommended, data from the above meeting is sent to the Board of Education.
7. You have the right to attend the meeting of the Board of Education.

\* Note how vague the last reason is. As a student or parent or guardian, you have the right to question whether the act or behavior in fact "adversely affects students or school discipline." This, although the Board of Education makes the final decision.

8. As soon as it is decided that your child will not be expelled and you, the parents or guardians have been notified by letter of this decision, your child should immediately be placed back in school. Counseling or any other assistance your child may need should be provided.
9. If the Board of Education makes the decision to expel, parents or guardians should be notified of this decision. Also included in this written material should be information concerning the student's rights and privileges.
10. The school should provide counseling and referral services.
11. Although the Board of Education makes the final decision within the jurisdiction of the City of Los Angeles you have the right to take the case a step further and appeal before the County Superintendent of Schools.

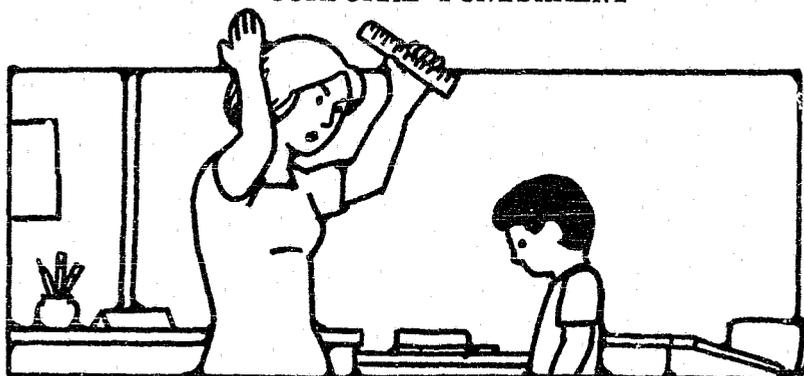
These are the basic expulsion procedures that you should be aware of. It is important to emphasize, however, that during this process, your child is suspended and therefore being deprived of his education. Unfortunately school officials sometimes do not follow through from one phase of expulsion to another and the child is out of school for an indefinite period of time. It is up to you to push school officials forward in acting on your child's case as quickly as possible.<sup>3</sup>

In this chapter we have given parents and students the basic tools to work with when communicating with the educational system. School officials seemingly close their eyes to the abuses schools perpetuate towards its students and parents and do not practice due process as far as respecting their rights.

Far too often procedure and regulations regarding school disciplinary measures are not relayed to students and parents, thereby leaving them at the mercy of the school. The most often used mechanisms of discipline -- expulsion, suspension and exclusion -- as described here -- are mechanisms that the public has to be seriously cognizant of. Devastating after effects can occur if school officials view the people as ignorant. As stated previously, this results in children being out of school for several days, months and even years.

## CHAPTER IV. THE FACTS ABOUT CORPORAL PUNISHMENT

### CORPORAL PUNISHMENT



Corporal punishment--the name itself appears and sounds threatening, in fact so threatening that such punishment is legally prohibited for the purpose of punishing felons, mental patients, military personnel in the army and navy, and by the California Youth Authority. However, the State of California could not bring themselves to abolish such disciplinary tactics until recently.

Corporal punishment is generally described as spanking, swatting, paddling or any other form of physical punishment. The State of California, as stated in the California Education Code, prohibits the use of corporal punishment in the schools without parental consent. As of November 1, 1975, however, the Los Angeles City School District, abolished corporal punishment completely; parental consent being of no consequence. Parents must make sure that the ordinance is being fully implemented.

School districts are to also develop alternative methods for establishing discipline. Parents must also make sure

that this responsibility is carried out. School administrators have a tendency to become lazy in implementing rules and regulations pertaining to truly helping a child. Some of the alternatives outlined on paper in some of the administrative areas in the Los Angeles City School District include:

- a. Installing more phones to increase the possibility of home contact.
- b. Providing inservice training for staff and parents concerning disciplinary methods.
- c. Providing deans to all elementary schools whose sole responsibility would be concerned with pupil discipline.
- d. An increased use of school guidance committees to assist in an expanded program of pupil discipline.
- e. Increasing the number of counselors. Their duties would address the issue of pupil behavior and not academic matters.

These are just a few of the alternatives that can be used. Parents and students should feel free to suggest other alternatives, after all, they are the ones most effected.

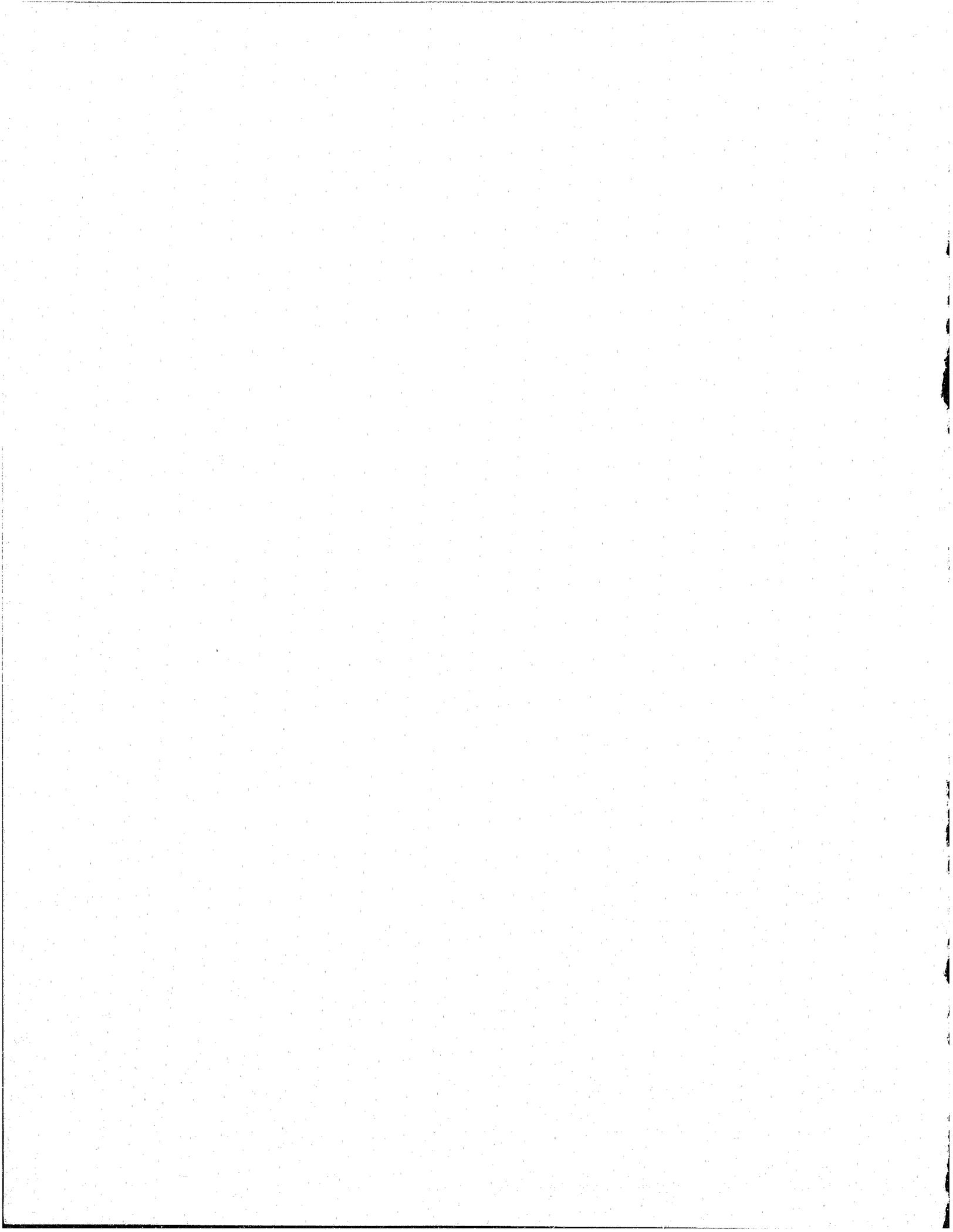
There are also methods teachers themselves can use to minimize the number of discipline problems that may occur in a classroom. These include:

- a. Quickly learning the names of students.

- b. Having a plan for each day and follow it.
- c. Having materials ready for class and making sure that there are enough supplies for everyone; pupils without something to do become bored.
- d. Not expecting a problem to arise. If students feel a teacher is expecting trouble they are likely to live up to this expectation.
- e. Having the teacher demonstrate that he or she is happy in their work.
- f. Guiding students in their lessons, not subduing them.
- g. Being fair.
- h. Not making threats.
- i. When dealing with a discipline problem, focus on the cause; do not let personality conflicts enter into the issue.

When parents visit a classroom, they should observe whether any of these actions are taking place and determine who is the real cause of discipline problems--the students, or is the teacher adding to the problem?

For information regarding alternative methods for corporal punishment and whether schools are implementing them, visit the local schools and their administrative area offices.<sup>4</sup>



## CHAPTER V. TITLE I AND P.T.A.'S

### TITLE I AND PARENT ADVOCACY ROLES



The right to a good education is one of the greatest hopes for our children and our community. This can be assured by maximum feasible participation of parents in the vehicles which were established by the Elementary and Secondary Education Act (ESEA) for this purpose. Traditionally, in schools, children and their parents have had little power. Teachers and school administrators had made the decisions about curriculum, programs, children's grade and classroom placement, and scheduling. However, recent legal efforts have given parents a chance to have input into the school's decision making processes.

#### What Is Title I?

The Elementary and Secondary Education Act (ESEA) of 1965 and its subsequent amendments, is a federal law that puts federal funds into local school districts for special educational programs. Title I is the portion of that law that provides fundings for upgrading the quality of educa-

\*Picture taken from DHEW publication.

tional programs in locations where the income level of a substantial number of families falls below the poverty line. These schools where Title I programs are in operation are called Title I schools.

Parents have a very important role to play in Title I programs. We have a responsibility to see that the funds which are available to our school districts and schools are spent to meet the educational needs of our children. Our roles in Title I programs rests on being able to make the school, as a social system, more responsive to the needs of our children. Through active involvement in Title I we can accomplish the following:

1. Bringing parents into the classrooms as volunteers or paid teachers' aides.
2. Having more input in school policies regarding health, education, welfare and discipline.
3. Influencing teachers' attitudes.
4. Evaluating the school's effectiveness.
5. Bringing awareness of our cultural and family values into the school system.

#### What Advocacy Strategies Can Parents Employ in Title I?

If Title I is to succeed in its purpose, parents and concerned community people have to take positive action. As advocates, we must first be knowledgeable of both the posi-

tive and negative uses of Title I. We must know what Title I's strengths and weaknesses are at the local level in order to assess the quality of its use and know what demands we have a right to exercise.

If properly used, Title I's programs can change our children's entire educational experience and their expectations and prospects for the future. However, in order to make this a reality we must exercise our right to fight for a good education for our children. The law specifically calls for "maximum involvement of parents" and the guidelines recommend that each Title I school have an advisory committee on which parents of Title I children are heavily represented. At least 50% of the members of a Title I Advisory Committee must be parents. (National Urban League, 1971)

As members of the Advisory Committee, therefore, we can focus our activities to accomplish the following:

1. Participate in the assessment of needs:
  - establishment of priorities
  - advise in the resource needs of the school.
2. Make recommendations regarding the planning of educational programs.
3. Evaluate the already existing educational programs.

4. Advise and orient school personnel regarding conditions in the community.
5. Advise principal regarding policies effecting the interest and welfare of children including such matters as discipline, homework, etc.
6. Keep parents informed of school policies, programs, and information.
7. Act as a sounding board for parents who may not know their rights.
8. Work to get more parents involved in the schools.
9. Provide training programs for other parents so that they can become more knowledgeable.
10. Make recommendations and participate in budgeting the monies provided for Title I programs.
11. Work toward a better understanding between the school, community, parents, and children.

In short, the most effective force for change is the combined pressure of parents and other interested members of the community; and forcing school officials to respond to the intent of the law and the Congress. The best arena for this action is the Title I Advisory Council.

## Parent Advocacy in the P.T.A.

In general any form of parental involvement should be an effort to enhance the educational opportunities of our children in the schools. As parents we have valuable ideas, opinions, and experiences that should be brought to the attention of administrators, teachers, and school board members.

In some cases, however, P.T.A.'s are used as tools by the administration. Parents are "hand picked" by the administration due to their "cooperative attitude" with school officials. In essence, then, parents who see flaws in a school and are pushing for change are not actively sought out to be P.T.A. members; they are seen as a threat to the so-called order of things. Those parents seeking reform who are members, are sometimes thwarted in their efforts.

One should be aware of these tactics used by school administrators when working in P.T.A.'s. Parents should try to overcome the on-going politics involved in such association although it is no easy task, and take care of the business at hand, which, as mentioned above, is expressing valuable ideas, opinions, and experiences which will hopefully bring about constructive change and enhance the quality of education our children will be receiving.

Through proper Parent-Teachers-Association (P.T.A.) involvement, we can ask school officials important questions in an effective manner. For instance, if reading is a problem, the school principal can be questioned directly concerning the teaching methods the school is using; if it is the best method and possible alternatives that might be needed. We can also ask the school to make arrangements for hiring tutors, in order to aid the children who are having difficulty in reading.

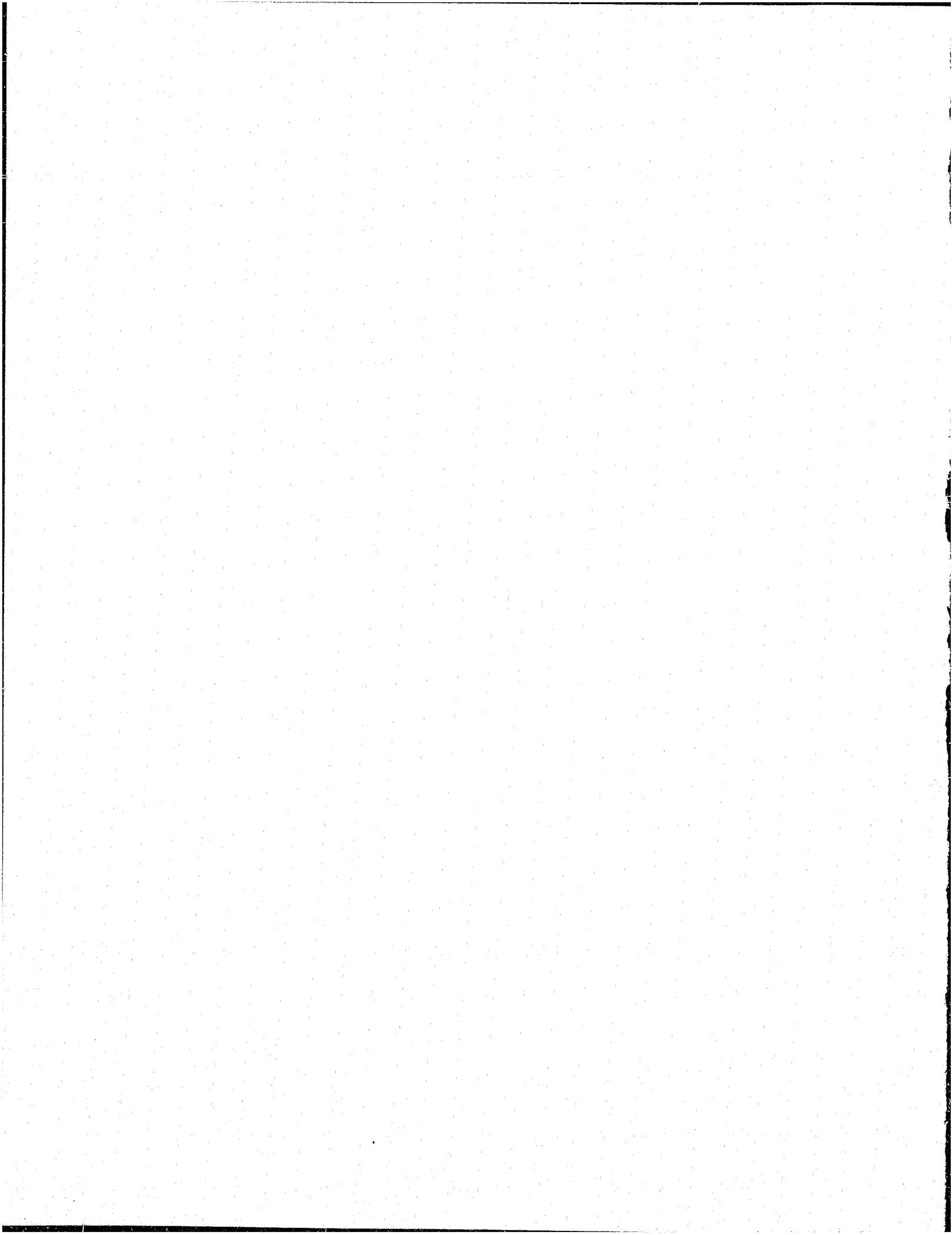
The P.T.A. has set forth five basic objectives to govern its role in the school and the community. They are:

1. To promote the welfare of children and youths in the home, school, church and community.
2. To raise the standards of home life.
3. To secure adequate laws for the care and protection of children and youths.
4. To bring into closer relationship, the home and the school so that parents and teachers may cooperate intelligently in the education of children and youths.
5. To develop between educators and the general public such united efforts as will secure for all children the highest advantages in physical, mental, social and spiritual education.

There are also by-laws by which the P.T.A. should be governed, and parents should be aware of them.

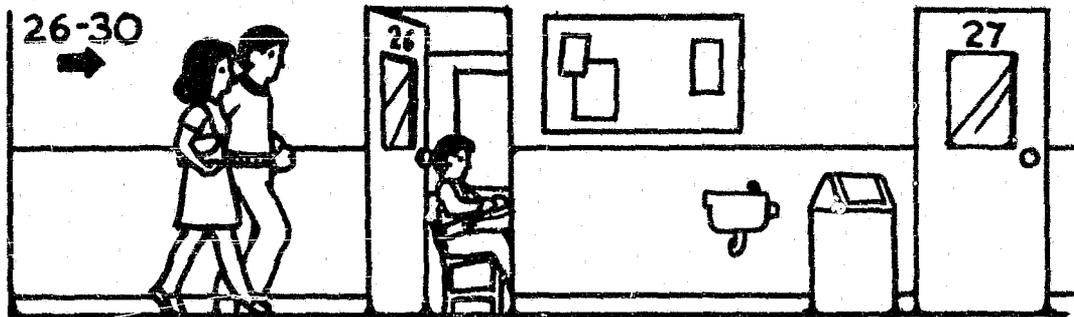
In essence then, if we are to help, we must be willing to attend meetings of the school board, and community groups concerned with the education of our children, in conjunction with our involvement in the P.T.A. It therefore, becomes essential for us to begin to use our P.T.A. as a vehicle to participate responsibly in the decision-making process that has been created to maintain the educational policies in our schools.

If we only look closer at the unmet needs of the children in our community, we will be convinced of the importance of our obligation. Participation is not only a duty, it is also a privilege that must not be neglected. This is our chance for doing what we can to see that our schools meet the needs of children.



## CHAPTER VI. MAKING SCHOOL SERVICES WORK FOR YOU

### HOW TO USE THE SERVICES PROVIDED BY THE SCHOOL SYSTEM



The Los Angeles City Schools system has established many services for the public to use. Child Advocacy feels, however, that publicity concerning these services is minimal at best and in many cases, the public is not aware that they exist at all. Parents, students, and other community residents are urged to push schools to put into motion the services they have outlined on paper. Be aggressive, go to the school and ask questions. Don't be afraid to ask about school rules, tutorial programs, curriculum, membership into organizations, committees, etc. No question should be considered inappropriate. If there is doubt or confusion about anything concerning the educational system, do not hesitate to alleviate this doubt or confusion.

Some of the pertinent people and services connected with the school system, that should be utilized are:

1. The Area Superintendent and Superintendent of Schools

The Area Superintendent is someone that many consider to be obscure. His function is to oversee

the educational activities of a specified school area, (areas range from Area A to Area L). He may also be contacted for broad matters concerning L.A. City Schools as well as for problems concerning individual students, if they have not been alleviated at the local school level.

The Superintendent of Schools is another obscure person with whom all parents should be familiar. This person is responsible for the entire staff of the Los Angeles City Schools. He makes major policy recommendations to the Board of Education and is additionally responsible for seeing that they are carried out. Unfortunately recommendations and procedures are not always carried out. The public must put pressure on the Superintendent to act appropriately and follow through with his responsibilities.

The Superintendent of Schools, just as the Area Superintendent, should also be approached for assistance concerning individual cases. For example, a child may be excluded from school for an inordinate length of time because "there is no available placement at this time", according to local school administrators. Parents have the right to go a step fur-

ther and contact the Superintendent of Schools. This action, in many cases alerts the Superintendent that parents are aware of what resources are available and what their rights are, therefore moving the Superintendent to be more cooperative.

Other services which the Area Superintendent and/or the Superintendent of Schools should be contacted for include:

A. Registering a Complaint

If something is found to be unsatisfactory, whether it be curriculum or the cleanliness of the school, the Area Superintendent or the Superintendent of Schools should be alerted if local school officials have not responded.

B. To suggest a Change

One or both of the Superintendents should be contacted if a change is desired for an area or the L.A. City School District as a whole. Initially of course, local officials are contacted. If major changes and policies are to be dealt with, however, then recommendations must go to a higher level.

Always be sure to research thoroughly the area of concern to be discussed, in order

to present a well organized package. In addition it is important to have well-thought out alternatives for change. The role of the Area Superintendent and the Superintendent of Schools then, is to help facilitate these alternatives as well as offer their own solutions for change.

The Superintendent of the Los Angeles City School District is:

Dr. William J. Johnston  
450 North Grand Avenue  
Los Angeles, CA 90012

## 2. Local Schools

One would think that the local neighborhood schools would be the place to go for many unanswered questions. Unfortunately, schools are in many cases negligent concerning communication with the public. They do not automatically offer general information to parents or students when they enroll in school. Local schools do have valuable information, however, the impression given is one of hoarding information and the fear that if the public is knowledgeable about school affairs, their security will be threatened. Child Advocacy does not want the community to feel threatened. The people have a right to obtain any information regarding a child's education.

Following is a list of information that can be found in local schools.

A. Graduation Information

The Counseling Office usually has information regarding graduation. It's essential for parents and students to be aware of what graduation requirements are in the primary and secondary schools. In addition, information regarding remediation, counseling, or tutoring should be obtained if a child is having academic or personal problems that may prevent him from getting a complete education. All too often a student having problems is overlooked and is a good candidate for being a potential dropout.

B. Pupil Transportation

The school's main office generally has information regarding eligibility for transportation and bus schedules. Make sure to inquire about this at every school that a child is enrolled in. Also inquire about bus passes which will allow a student to use public transportation at a reduced rate.

C. A Child's Progress

To obtain information about a child's educational progress, do not hesitate to make an appointment with the teacher or the principal. Child Advocacy urges parents not to wait until a problem occurs

before going to the school. Officials tend to be more responsive to a child's needs if they know parents will be visiting the school.

D. Programs for Gifted Pupils

The slow child has traditionally been the focal point in the child welfare field, although many more services are still needed. The gifted child also needs attention. A student that is intellectually advanced generally finds the regular classroom curriculum boring. This sometimes causes restlessness and discipline problems and may add to the dropout statistics. One can imagine the potential brain power that is virtually going down the drain.

Some schools offer programs for the gifted. Parents are urged to inquire about such programs within their local school. It is a sad but true fact that some schools fail or refuse to recognize that an "unruly" child may be bored and require increased academic stimulation. They merely punish him and label him a behavior problem.

E. Pupil Absence

Pupil absence is one of the main problems in the

Los Angeles City School District. The student and his parents are generally the ones blamed for such constant truancy. The schools, however, have a large role to play. One should think about why a child is constantly absent from school. It is understood that family problems are a factor, but school administrators should also be looked at. If schools offered exciting and innovative curriculum and students were given the attention due them and their rights were duly respected, then it is almost a certainty that the rate of absenteeism would decrease.

The main office of elementary schools and the attendance office of secondary schools should be contacted for attendance problems. Remember to be sure and delve into the issue of why the child is absent; ask what days he is absent, what particular classes he misses, etc. A child may be out on the days when he has a class with a teacher he doesn't like, or a subject he is not doing well in. Obtaining all of the indicators which cause absenteeism is very important. Parents should not bear the brunt of the blame if unwarranted.

F. Work Permits for High School Students

The Counseling or Attendance Office is the place to go for work permits.

G. College Plans

This is a very important item. Some schools do not go out of their way to counsel high school students concerning the ramifications of a college education. It is urged that parents and students who are interested in college seek out the Counseling Office and inquire about higher education. Questions that should be asked include:

- a - Names of colleges in and out of state as well as colleges abroad
- b - What subjects and majors are offered
- c - Student body size of the college
- d - Geographic location
- e - How far in advance to file for an application, what the application fee is
- f - How to apply for financial aid and scholarships
- g - What prerequisites are required to attend a particular college.

H. Curriculum

More and more parents and students alike are questioning the curriculum of their local

schools; this must continue. Such action moves in the direction of achieving the goal of quality education, which is the focal point of this handbook. For matters concerning curriculum, the teacher and the principal should be contacted initially and if still not satisfied, contact the Area Superintendent and/or Superintendent of Schools as well as the Board of Education. Be ready with a list of inquiries and the changes and additions desired in the curriculum.

I. Free and Reduced Price Meals

Please do not hesitate to inquire about student meal plans. The main office usually has this information.

J. Scheduling Meetings and Other Activities

The school provides space for holding meetings and other school and community activities. The main office should be contacted to determine if space is available on a given day.

Hopefully, the above information will be helpful in working with and learning about the educational system. Up to this point, the "normal" child in a regular school has been discussed. There are, however, many students who are handicapped, either physically or emotionally, and need special

services. The following section will address itself to this.

### SPECIAL EDUCATION

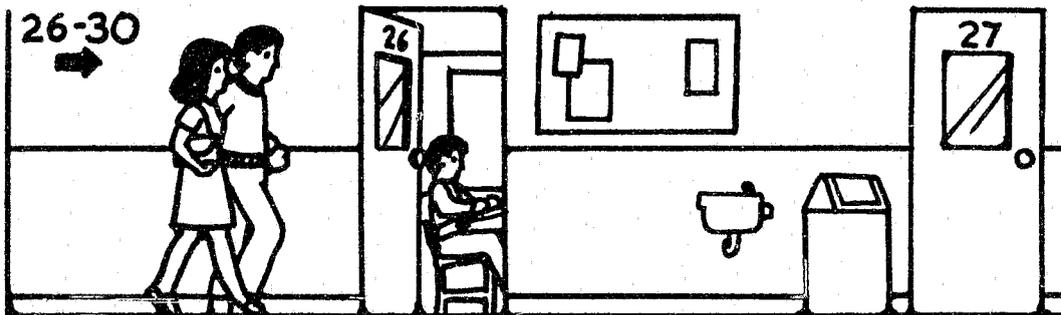
Special education is a program that is supposed to do just what the name implies; provide an education for those with special needs. Unfortunately, many of the children who truly require an alternative to the regular classroom setting are merely labeled handicapped by the public schools but are not automatically given an alternative placement. The responsibility lies with the school as well as the parent. The school, however, is sometimes lax in its responsibilities and the parents must push for action. The Special Education Division of the school district should be contacted to obtain general information. (Also see page of this handbook for section on children medically excluded from school.) Again, it cannot be stressed enough to ask for specific information. Are there special education vacancies in the public school setting? What private schools are available? What kind of handicaps do they serve? What is the tuition for private schools? What are the requirements for enrollment? How does one obtain financial assistance? The local public school and the school's area office should help in finding a proper placement; make the school system perform its rightful function and serve its children.<sup>5</sup>

Special Education Division  
625-6700

It is hoped that this list of services and their functions will be helpful to parents and students in becoming better advocates on behalf of themselves.

For general information regarding services in the Los Angeles City School District call 625-6755.

## WHAT PARENTS SHOULD KNOW ABOUT SCHOOL RECORDS



In every school some kind of record is usually maintained concerning children. As parents, we must insist on having access to these records because they can affect the lives of our children. Everyone in the school system can look at our children's records, therefore we should be allowed to see them as well and protest if they are not accurate. Much of the information collected on children and their parents is collected without their knowledge or consent. The instances when consent is granted, the information is often used for purposes other than those previously agreed upon. Moreover, the secrecy with which school records are maintained make it hard to assess their accuracy when certain information is outdated or no longer useful. This can be particularly damaging inasmuch as many school systems allow unauthorized school personnel, e.g. teachers who do not teach the child, or non-school personnel such as law enforcement officials, the courts, potential employers, college students and researchers, to look at children's records.

Formerly, we may not have known that we could see these records. However, we should be aware that we now have the legal right to inspect our children's school records. A federal law entitled The Family Education Rights and Privacy Act of 1974 has made this possible. The law simply states that funds will be withheld from any educational institution which does not obey this ordinance. Educational institutions means any:

1. State or local educational agency
2. Institution of higher education
3. Community College
4. School
5. Agency offering a pre-school program.

Presently, we may inspect and review any and all official records, files, and data directly related to our children, as well as material that is in our children's cumulative record folder. This includes, but is not limited to:

1. Identifying data
2. Academic work completed
3. Level of achievement (grades, standardized achievement test scores)
4. Attendance data
5. Scores on standardized intelligence, aptitude, and psychological tests
6. Interest inventory results
7. Health data

8. Family background information
9. Teacher or counselor ratings and observation
10. Verified reports of serious or recurrent behavior patterns.

A parent has the right to request and personally view their child's cumulative record file. Unfortunately there may be a waiting period up to but not exceeding 45 days.

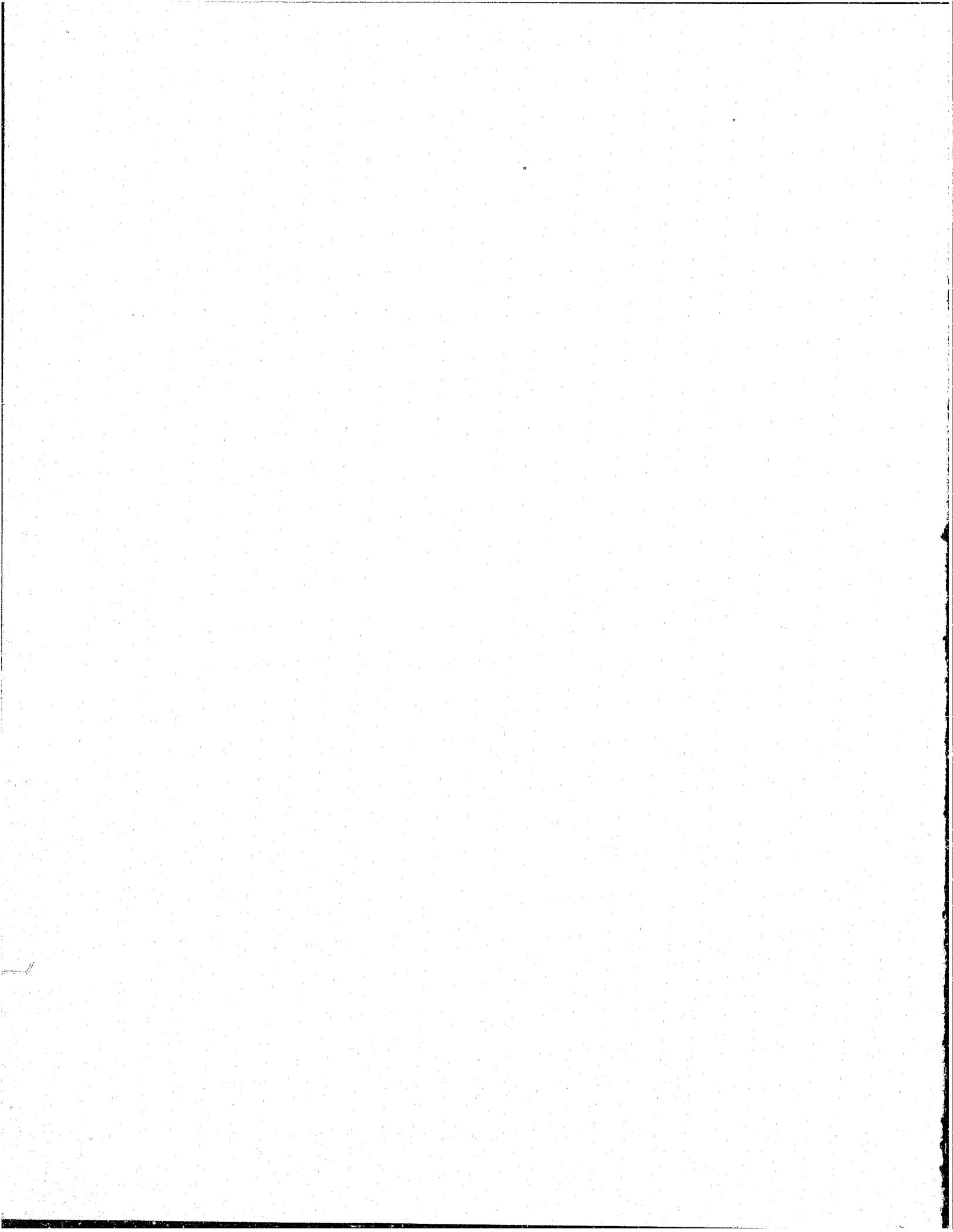
In addition, the law, gives us the right to request a hearing if there is question as to the contents of the records. It may be felt that certain information is not accurate or is damaging, in which case, we have the opportunity to challenge the school officials.

Written consent must be granted by parents for children under 18, before records can be released to unauthorized agencies or individuals. If a student is 18 or over, he must grant the consent himself.

It is also important for parents or guardians to realize that they not only have the right to inspect the records, but they have the right to have copies made of the records for their own personal use for a minimal fee.

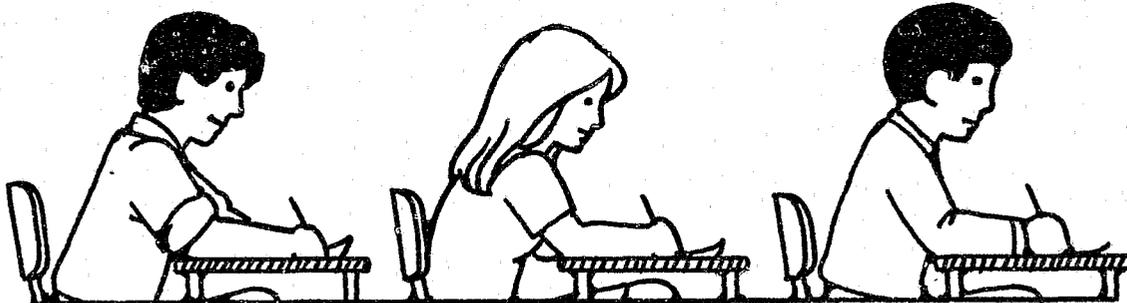
School records at times contain information, which in many cases hurts the reputation of the students. The information often falls into the wrong hands and a student's basic right to privacy is denied. This was one of the main reasons why a law of this nature was so desperately needed.

Nevertheless, this new law is not going to be effective if we are not aware of its existence. We must speak up, as some school officials are prone to continue reading the information in records to us. It is up to us to request to see the records personally and obtain copies. Furthermore, constant checking will be needed by us, to insure that the law is accurately practiced on a permanent basis. (See Appendix, pages 85-94.)



## CHAPTER VII. HOW "SHARP" IS YOUR CHILD?

### THE SHARP TEST



Students and parents should be aware of the January, 1976, ruling by the Board of Education which states that high school students will have to pass a written examination before they can graduate. The test entitled the Senior High Assessment of Reading Proficiency exam, (SHARP), is essentially used to determine a student's reading comprehension concerning everyday life tasks. They will be given four (4) chances to pass the test during their full three years in high school. Those who fail, will not receive a diploma, despite the fact that they may have passed all of their required courses.

We, at Child Advocacy, do not condone the idea of adding still another test to determine someone's ability. This puts the burden of possible failure solely on the student, while the teacher's ability to perform effectively remains unquestioned. As of now, however, the SHARP test will remain. Parents, therefore, should prepare their children for the test by making certain that the classes they attend, start-

ing from kindergarten on up to and including high school, are providing them with a meaningful learning experience. This is done by utilizing the right to visit the schools, by being involved in school sponsored organizations, i.e. PTA's, Advisory Councils, and by becoming a part of the total educational scene. All of the values of participation are discussed in the preceding sections and should be thought of not only as a means of addressing a particular problem that has occurred at the moment, but as an ongoing process that will assure an adequate educational experience. This process properly puts much of the responsibility for a child's learning on the teacher and the school system, since they will be conscious of the fact that they are being observed and monitored.

Remember, the SHARP test is a reality and everything possible should be done to ensure a high rate of success.

11

HOW PARENTS CAN HELP THEIR CHILDREN DO  
BETTER IN SCHOOL

The right for children to have a good education, at least through elementary school, has been widely accepted. As a result, most states will force parents to keep their children in school. Implicit in this notion, that children need to go to school, is the assumption that they will learn more readily if placed in a carefully controlled and stimulating educational environment under the guidance of someone professionally trained to develop their potential.

As parents, however, we must recognize that the school needs our help to ensure a good education for our children. We cannot allow ourselves to make the mistake of thinking that all of our children's educational needs can be met in the classroom during school hours. In fact, our children's education begins at home. What children learn at home is usually carried into the classroom. So let us do ourself and our children a favor by:

1. Asking them about homework.
2. Spending more time with them.
3. Checking their homework for accuracy.
4. Asking them how they are doing and if they are experiencing any problems and need our help.

We must let the teacher know that we are interested in how our children are doing in school. If there is a problem

between the teacher and the children, listen to both sides and come to a reasonable solution. After all, we owe our children the best education that they can get.

Keeping in line with the concept of helping children do better in school, another issue is brought to the fore--a child's health. Without good health, we cannot function properly. Learning is a process that a child must go through if he is to be a productive member of society. This is at times a difficult task for some. The reasons why children are not working up to their capacity must be considered. Health problems, are in many cases the reasons for difficulty in school. Detecting these problems at an early stage will enable children to continue their learning process and thereby do better in school. Prevention, therefore, should be the first step taken before a health problem gets out of hand.

The Child Health and Disability Prevention Program (C.H.D.P.), has been established to "stop something before it starts." The program provides early health assessments for any child, from birth to entry into the first grade and all of those under 21 years of age, eligible for Medi-Cal. Each county is required by law to a C.H.D.P. examination. The law requires that each child enrolling in the 1st grade on or after July 1, 1975 show evidence of receiving the health screening services within the prior year.

Children will be given a thorough examination, including immunizations if needed. After screening, the children are referred for diagnosis and treatment.

This is a very important program. In many cases, children have illnesses that are not visually detectable. By the time any abnormality is noticed, the illness has reached an advanced stage. Although parents have the right to sign a waiver, if they do not wish their child to be examined, all who are eligible to have their children screened are strongly urged to do so.

For further information contact the:

County of Los Angeles  
Dept. of Health Services  
1106 S. Crenshaw Blvd.  
Los Angeles, CA 90019  
937-2380

HOW CAN PARENTS BE ASSURED THAT THEIR CHILDREN  
WILL BE EAGER LEARNERS?

Two recent, important studies have shown that the key to a student's success at school rests almost exclusively with "educational quality" of the student's home and neighborhood. Almost any school is of some value for those children raised in homes and communities with a conducive learning atmosphere.

What is meant by "Educational Quality"? What principles must be followed to create a climate of learning at home?

1. "Self-Image" -- What your child thinks of himself--formed by the way he is treated as a child, successes and failures he experiences, and his emotional security. Generally, children who are loved and wanted develop a more positive self-image, have greater confidence in themselves and do better in school.

2. Ways of Learning During Early Preschool Years

a) "Behavioral Contagion" --

Adult behavior and habits rub off on a child. If parents pursue knowledge, this often motivates the child to learn. School and learning is exciting or boring according to what adults say about it.

b) "Verbal Verification"

Children attempt to produce behavior which directly coincides with the words that are attached to it, e.g.--If Mary is told she's messy, she will attempt to become messy.

Any word attached to a child long enough will give the child a tendency to become that type person. Thus, many children think of themselves as clowns, stubborn, or unco-operative, because they have repeatedly been told so.

In the same way, children can learn to be hard working, likeable, cooperative and emotionally stable with positive reinforcement, i.e. "you can learn to tie your shoe," "you can do well in school."

Here are six positive suggestions for parents based upon these principles just mentioned that can help to give children maximum opportunity to enjoy school and succeed in learning:

1. Establish the Child's Security

Without security the child cannot be receptive to learning because he is concerned with his own welfare -- his own survival.

2. Provide Stimulating Surroundings

Children learn by interacting with things around them. Expose them to various noises, voices, colors and objects to feel and taste. In addition, include your child when planning daily activities.

3. Describe Your Child With Positive Words

Describe him and what he does with words that indicate the desired behavior. When he fails, negative comments generally do not contribute to learning. They'll probably destroy his initiative, e.g. If your child only cleans part

of his room, say, "This part is fine. Now let's clean up this other part."

4. Remember That Your Behavior Teaches

Children learn a great deal simply by observing what you say and do. They are great imitators.

5. Motivate the Child to Enjoy Learning

Motivation for learning develops when children succeed in the learning process. Acceptance of a child's worthwhile ideas motivates the child to learn and contribute more.

6. Establish a Positive Relationship With the School

Indicate to your child that schools are important by attending school functions. If the school permits, take your child along whenever possible. There needn't be secrets between parents and teacher regarding your child's schoolwork.

ONE FINAL NOTE:

Being a good parent requires a great deal of time. The parent who is too busy to know his child -- to live closely with him, to learn with him, and to succeed and fail with him -- is certain to be a poor teacher, no matter what particular technique is used.<sup>6</sup>

## CHAPTER VIII. FURTHER INVOLVEMENT

### OTHER WAYS PARENTS AND THE COMMUNITY CAN BECOME INVOLVED



This handbook has addressed itself to the inadequacies of the educational system and how one can become involved in the PTA's and Title I Advisory Councils in order to become aware of how to work within and change the system. Involvement should not stop there, however, if there is to be any real impact toward improvement of the educational system.

Power struggles within the schools are becoming more and more intense due to conflicts of interest between, for example, the Board of Education and Advisory Councils in that it is felt by the Board that some Advisory Councils are overly disruptive to school policy, in their fight for student and parent rights. On the other hand the Advisory Councils feel that the Board is restricting their movement toward quality education for all. In addition there has always been conflict between teachers and parents. One can begin to see the vicious cycle that has developed. Parents, students and interested citizens therefore must protect their rights and press for quality education as hard as they can by becoming involved in all of the school

activities and programs that will enable them to have a voice and be heard.

Below are some suggestions of possible mechanisms that can be used by parents for further involvement. Despite the fact that the school system itself is sponsoring some of these mechanisms, parents should feel free to use them to their benefit as vehicles for needed change. Keep in mind that quality education is the goal, therefore, while working in the schools, look around, be alert to signs and signals that indicate something has gone astray. As indicated in the section entitled "How to Make A School Visit," observation is the beginning step in changing the educational system. The opportunity to do just that is given through being active in school functions and acting as a "watchdog."

1. Volunteers

Most organizations and agencies need volunteers to provide unmet services; schools are no exception. School volunteers can be involved in a wide range of activities, from direct contact with children to indirect services that can make for a better school, i.e.--

- a. Assist students with lessons
- b. Help as monitors in the hallways
- c. Work in the office
- d. Work with handicapped students.

These are just a few of the activities for which parents and others in the community can volunteer their services. It is important to remember that merely performing an assigned responsibility should not be the only function that is carried out. Use what is learned from the volunteer experience to facilitate needed changes. For further information regarding the volunteer program call the:

Volunteer and Tutorial Program  
(213) 625-6900

2. Boosters

Booster clubs are considered to be organizations which, through various means, give support to their local school. This can be done through fund drives, sponsoring educational events, working with students concerning campus activities, and anything else that will "boost" the school.

3. Block Parents

Block parents are a group of parents who organize to serve the children attending the school in their neighborhood. In addition, they communicate to the administrators any concerns they may have regarding the school. Some of the functions block parents can perform include, offering their homes as havens to children who may need assistance as

they travel back and forth to school, as well as advising school officials of any dangerous or illegal activities that may effect students as they walk to school.

There are no doubt many other functions that block parents can perform which would be helpful to neighborhood children. Each neighborhood must determine its own needs and act accordingly.

4. Room Mothers

Room mothers generally work in the elementary schools. Coordinating social and recreational activities in the classroom and involvement in school-wide activities are just a few of the functions they perform. Remember, this is a good opportunity to observe what is occurring in the schools, and determine if there is need for change.

5. Junior Great Books Program Leader

The Junior Great Books Program assists elementary school students in reading with greater understanding and it helps them in analyzing reading material. The group is led by volunteers who act as discussion leaders and are trained for the Volunteer and Tutorial Program. Call 625-6900 for information.

6. Educational Issues

In order to affect change, parents and students must be knowledgeable of the wide range of educational activities and issues being dealt with. The Board of Education is the policy and decision making body of power. The public is invited to attend Board of Education meetings and voice their feelings concerning issues that are of interest and have the Board address those issues. It is important to note, however, that although the public has input, the Board still has the final say up to a point. If a decision is made that the public does not agree with, they are at liberty to go beyond the Board's jurisdiction. For further assistance, the following may be contacted:

State Department of Education  
721 Capitol Mall  
Sacramento, CA 95814  
(916) 445-4688

State Board of Education-L.A.  
217 West 1st Street  
Los Angeles, CA 90012  
(213) 620-3430

State Board of Education-Sacramento  
721 Capitol Mall  
Sacramento, CA 95814  
(916) 445-9016 Special Assistance Office

The physical composition of the Board is broken down into various committees; they are:

The Building Committee  
Business Operations

Community Affairs  
Continuing Education  
Educational Development  
Personnel & Schools

For dates and times of specific committee meetings call 625-6273. The Board of Education meetings are held every Monday and Thursday at 4:00 p.m. in room H-160 at 450 N. Grand Avenue, Los Angeles.

7. Neighborhood Watch

It is an unfortunate fact that our schools are sometimes vandalized. To prevent this from occurring, those who live near schools can unite to help ward off vandals and a working relationship can be established with school security to report any suspicious behavior.

For information, call the local school's main office.<sup>7</sup>

The above listed items are just some of the ways that parents and the community can play a role in educational activities. It must be stressed that we must learn how to use these other modes of involvement as well as be active in them. They should be used as a constructive way of getting to know the school better; who to go to for specific services; what the rights of students and parents are; and how to bring about a positive change and reach the ever present goal of quality education.

## CHAPTER IX. PARENT GROUPS

### HOW TO ORGANIZE PARENT GROUPS

Parent groups should be looked at as one of the main vehicles for bringing about quality education for our children. Through such a vehicle, parents can help each other become more knowledgeable of the "ins and outs" of the educational system and become more aware of community resources; parents can help their children appreciate and enjoy the learning process; parent groups can enhance communication between school officials and the community to eliminate stereotypes which school officials perpetuate concerning the learning ability of minority children. In addition, and most important, parent groups can provide parents with an opportunity to voice opposition and provide constructive change in the inadequacies of the school system.

One can readily see the need for the organizing of varied types of groups to effect changes within the schools; however, for the purpose of this Handbook we will outline specific organizing tactics only as they relate to parent groups.

Prior to organizing a parent group there must be a relevant issue or concern which needs to be identified and dealt with. How does one know or find out if an issue or concern is present? The answer can be found right in the Handbook. The chapters concerning "How To Make A School Visit", PTA

and Title I Involvement, "Other Ways Parents and the Community Can Become Involved", and "How To Use The Services Provided By The School System", all address themselves to obtaining more information concerning the public school system. This information should be used as "ammunition" for organizing a parent group.

Now is a good time to get involved, especially since more and more parents, students, and youth serving agencies are becoming aware of the injustices and apathy that have been prevalent in the schools for years. Through the involvement techniques described in the preceding chapters, parents can better see the good and bad points of the educational system and choose the issues that need addressing.

There are other prerequisites needed to organize a parent group besides that of determining issues. Following is a list of guidelines in forming a parent group:

1. Once an issue is discovered, the parent who is organizing should start by contacting just a few parents, (approximately 4 or 5). The organizer should explain his or her role and how changes can occur if one has support from others.
2. After the initial contacts are made, these 4 or 5 parents can help in contacting others through the use of phone or house to house

contacts, fliers, etc. Next a date and time should be established for a group meeting.

3. At the group meeting tell specifically what the purpose is. This is very important. People will not be interested if they are not clear on the issues.
4. It may be a good idea, depending on the type of group, to choose officers such as a chairman, secretary, etc. This should be on a temporary or rotating basis.
5. A plan of action should be initiated at the first meeting, otherwise people will lose interest.
6. The organizer should remember not to dominate the meeting; others should be allowed to voice their opinions and suggestions. If this is not done, the members may develop an attitude of resentment and feel that they are looked upon as mere non-opinionated followers to do "leg work".

Some of the ongoing fundamentals that parents have to be willing to carry out when organizing and functioning in parent groups include:

1. Holding group meetings at their homes and attending group meetings.

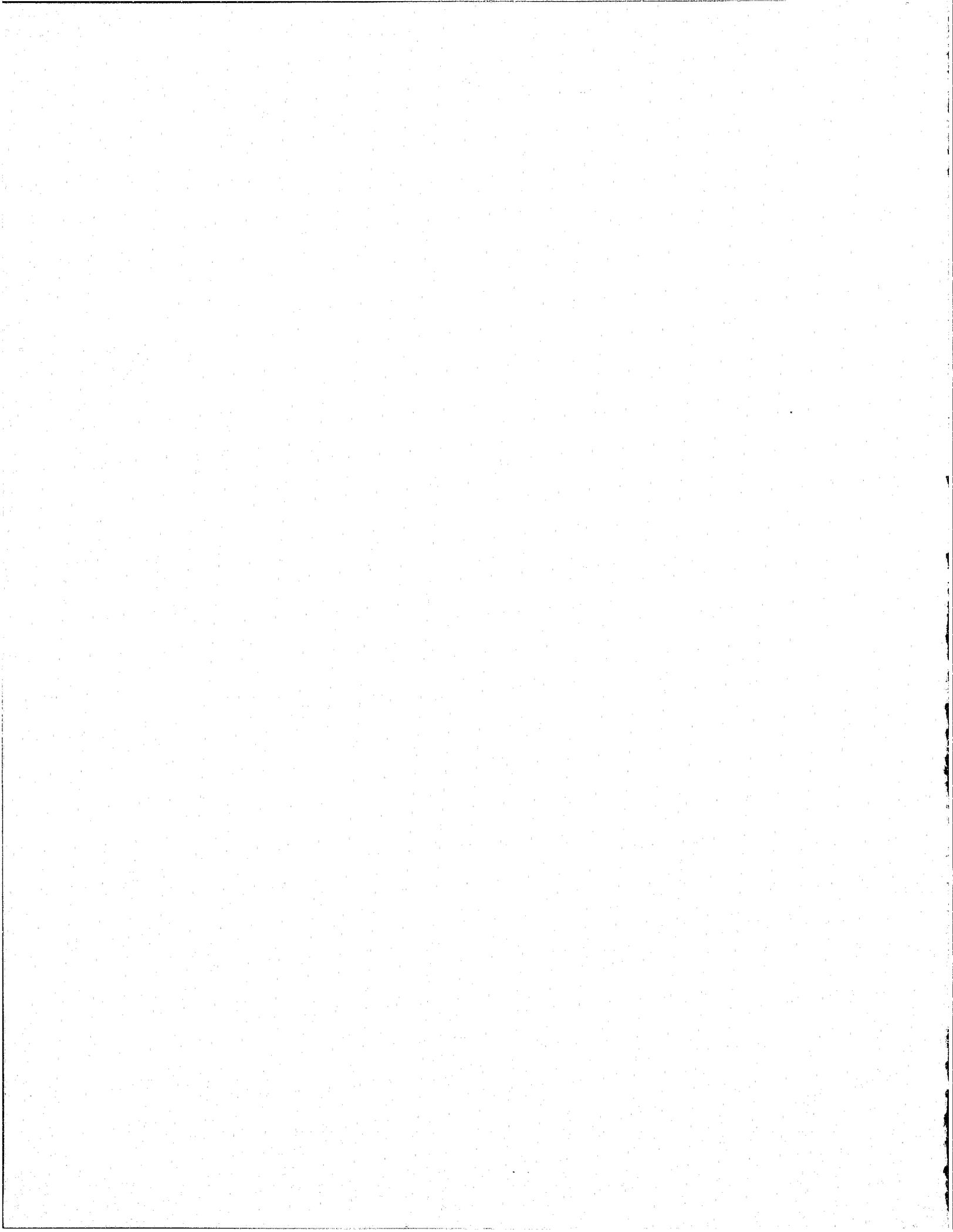
2. Working with other parents, teachers, and students.
3. A willingness to be involved in door to door canvassing.
4. Visiting schools upon a moment's notice.
5. A willingness to work as a team.
6. Feeling an allegiance to the group.
7. A willingness to participate without pay.

The above are the basics for organizing parent groups. This information will hopefully be the stepping stone to wide scale participation. The necessity for raising a voice against the illegalities practiced against students, and, the lack of education they are receiving cannot be stressed enough. Without those voices the educational system will continue to remain inadequate.<sup>8</sup>

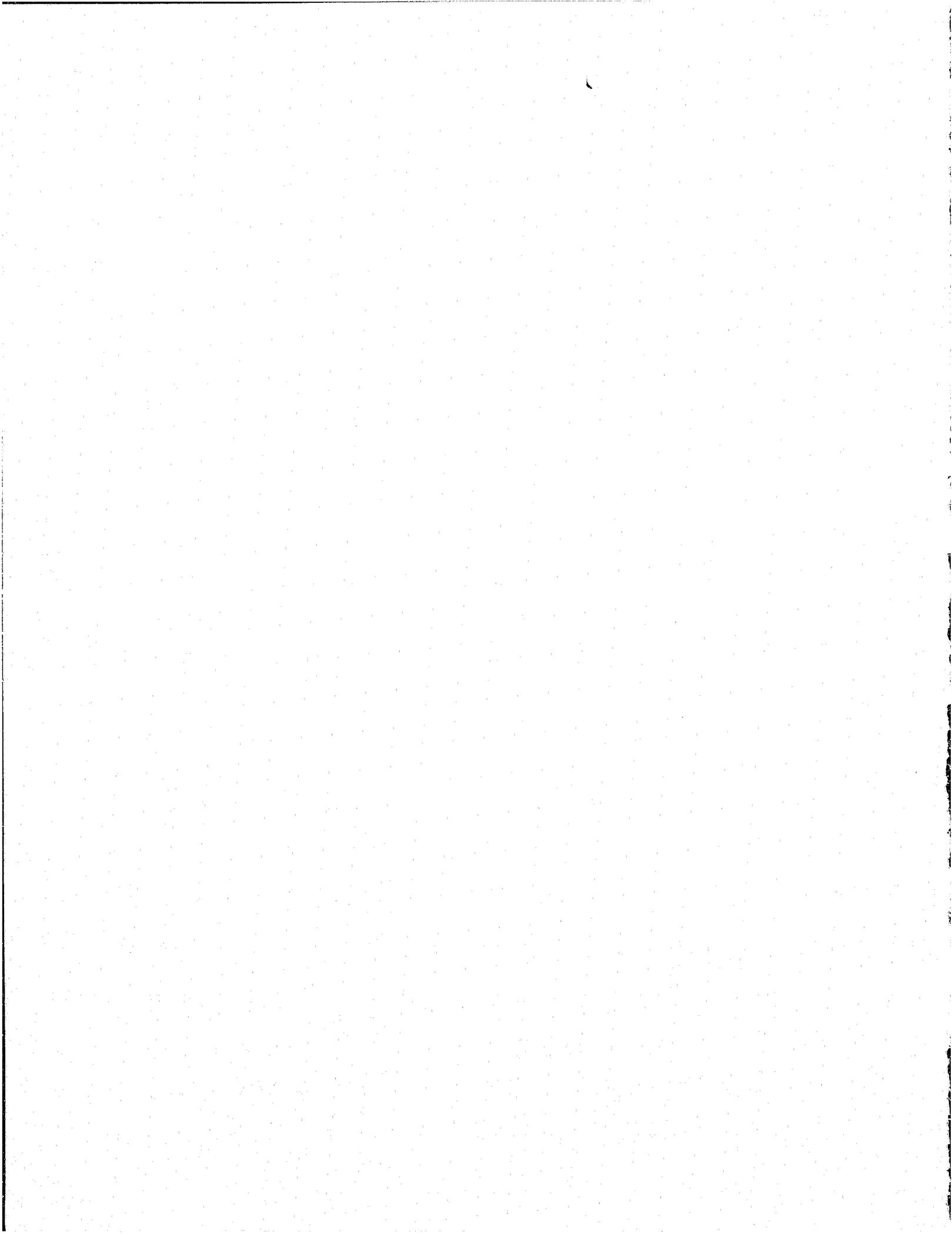
## SUMMARY

This handbook has dealt with the numerous ways parents and students are able to advocate on behalf of themselves, within the school system. Beginning with the definition of advocacy and its many roles, we then branch off into the many issues that need advocating for. Most important, however, is how one goes about being an advocate. This is dealt with extensively throughout the book. To briefly recap, one should follow these basic guidelines:

1. Have full knowledge of the issues and problems being dealt with. Many school officials may overlook, deny, or "justify" whatever problems presented to them, so make sure the facts are straight.
2. Know who to contact handling an issue, all of those from teachers to the superintendent of schools should be involved if need be.
3. Be aware of attitudes and the feelings that exist, in order to achieve true communication with school personnel and other parents and students as well.
4. Ask the school what services and programs are offered. By being involved, one can gain insight into the workings of the school, thereby learning who to contact and what channels to take in handling a situation.
5. Know what policies and procedures are practiced in the school system.
6. Be aware of legislation affecting the public school system and its students. This should include legislation concerning corporal punishment, exclusions, suspensions and expulsion, curriculum, etc.
7. Know how to organize and form parent groups when needed.



APPENDIX



LOS ANGELES UNIFIED SCHOOL DISTRICT  
Office of the Deputy Superintendent

\* BULLETIN NO. 4  
March 31, 1975

SUBJECT: PRIVACY, PROTECTION, ACCESS, AND CHALLENGE TO PUPIL RECORDS

Legislation

- A. Revised Education Code §10751 (effective January 1, 1975) specifically identifies the individuals, officials, and agency representatives to whom access to pupil written records is permitted other than under judicial process. This authorization has been importantly modified by the federal legislation known as the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380).
- B. Public Law 93-380 as amended by Public Law 93-568 requires the establishment of procedures for the granting of a request by a parent or parents for access to the education records of their children within 45 calendar days of such request. Education records are defined as those records, files, documents and other materials which contain information directly related to a student and which are maintained by an educational agency or institution or by a person acting for such agency or institution. Information regarding education records, other than directory information, is restricted to those individuals, officials, agency and organization representatives, specified in Section T below. Release of a pupil's education records (or personally identifiable information), other than directory information, to any other individual, agency, or organization requires the written consent (specifying records to be released, reasons for release, to whom, and request for copy if desired) of the parent or of the student if he is 18 years of age or older. When pupil records are subpoenaed, notification to the parent or 18-year-old pupil in advance of compliance is required. [Note: See Section I, et seq below, for procedures established to correct or delete student records in accordance with Education Code §10760 and 10761.]

Personal records maintained by school personnel to assist or facilitate the discharge of assigned responsibilities and which are not part of the official records of the school or accessible to any person other than the maker of the record or his substitute are specifically excluded as education records. The law defines these records as records "which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute". An employee's personal records pertaining to corporal punishment are not education records.

Administrative Regulations

- C. Parents will be informed annually by an attachment to the Emergency Information Form 34-EH-12, to be prepared centrally, regarding their rights to access, review, release, and challenge of their children's education records as provided in the Family Educational Rights and Privacy Act of 1974 (identified above as P.L. 93-380 amended by P.L. 93-568).

This Act permits the release of certain "directory information" after the District has publicly identified the categories of such information and provided

\* See note page 6.

the parent with a reasonable opportunity to advise the school that directory information is not to be released without the parent's prior consent. "Directory information relating to a student includes the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, . . . awards received, and the most recent previous educational agency or institution attended by the student."

Directory Information File

- D. Parents or students 18 years of age or older should be provided with a form which offers the option to release or withhold directory information. For administrative convenience, it is recommended that a directory information file be established and maintained in each school. Such file would contain the information aforementioned in Section C for each enrollee. Only the completed form which withholds parental consent for the release of directory information should be placed in and remain in the pupil's cumulative record folder. Directory information available for release should be separately maintained. It is the responsibility of the school administrator to keep the directory information file current.
- E. Please use the form, attached as Appendix A, which offers the option to release or withhold directory information.

Access-Records

- F. It is essential that there also be maintained in each pupil's cumulative record folder a posting of those, other than school officials and the authorized representatives identified in Section T of this bulletin, who either request or obtain access to a student's education records. Such record would contain the following information:

<u>Date</u>	<u>Individual Requesting Access</u>	<u>Organization Represented</u>	<u>Purpose of Record Review</u>	<u>Grant or Denial of Request</u>
-------------	-------------------------------------	---------------------------------	---------------------------------	-----------------------------------

The record of access would be available only to parents (or 18-year-old student), central, area, and local school officials responsible for custody of such records, and federal representatives authorized to audit the record system's operation. Any third party to whom personal pupil information is transferred shall not transmit such information to another party without the written consent of the pupil's parent. A statement to this effect must be signed by the third party. Once a pupil attains the age of 18, parents may be denied access to his records without written authorization of the student.

- G. A parent of a minor pupil (or an 18-year-old student) may personally inspect and review all education records maintained by the school concerning the pupil. A District employee should be present to assist and act as custodian of the file.

In order (1) to insure that such records are not inaccurate, misleading, or in violation of the privacy or other rights of students, and in order (2) to provide an opportunity for the correction or deletion of any such inaccurate, misleading,

or otherwise inappropriate data contained in such education records, parents of minor students (or students 18 years or older) who are or have been in attendance at any school within the LAUSD must, if the request is made, be provided with an opportunity for a hearing by the school administrator to challenge the content of such education records.

It should be pointed out that grades determined by the teacher of the course are final and may not be changed in the absence of mistake, fraud, bad faith, or incompetency (Education Code §10753).

#### Challenge to Contents

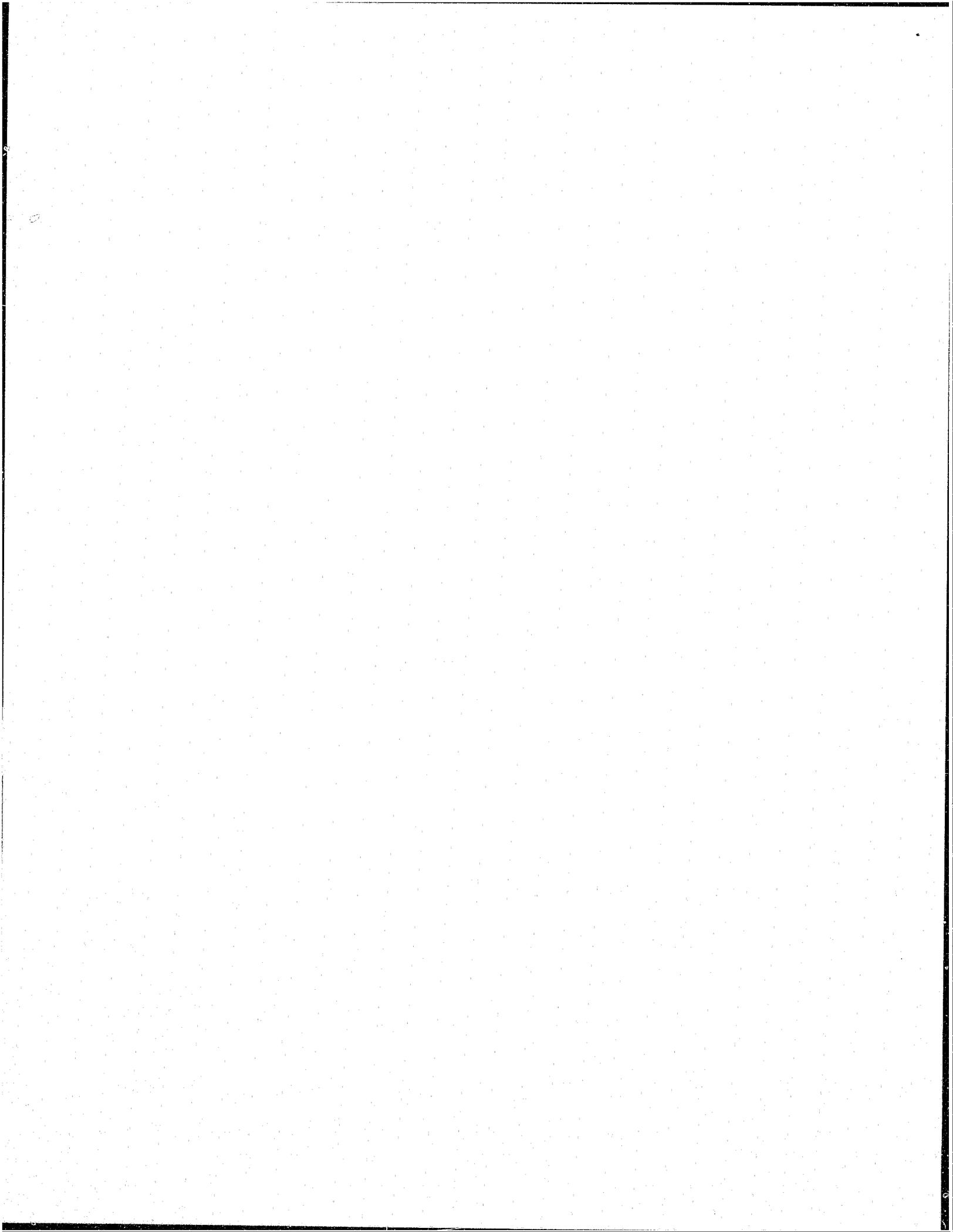
H. Procedures following a challenge to information contained in education records should begin at the local level. Initial steps would include:

1. The parent or guardian (or adult pupil) may request the administrator of the school to correct or remove from the records information which is being challenged.
2. Efforts should be made at the local school level to resolve the dispute through informal meetings and discussions with the parent (or adult pupil) and the certificated employee who recorded the information in question. The principal may call upon appropriate Area and District personnel for assistance.
3. If the local school administrator sustains the parent's (or adult pupil's) allegations concerning the information challenged within the record, such information shall be corrected or removed in accordance with law and the parent shall be so advised in writing.

If the local school administrator does not agree to a request to correct or remove information, then the procedure below should be followed.

Procedure for Removal of Information is established by Education Code §10760 as follows:

- I. The parent or guardian of a pupil may file a written request with the area superintendent to correct or remove any information recorded in the written records concerning his child or ward which the parent alleges to be:
  1. inaccurate.
  2. an unsubstantiated personal conclusion or inference.
  3. a conclusion or inference outside the observer's area of competence.
  4. not based on the personal observation of a named person with the time and place of the observation noted.
- J. Within 30 calendar days of receipt of such request, the area superintendent shall meet with the parent or guardian and the certificated employee who recorded the



**CONTINUED**

**1 OF 2**

information in question, if any, and if such employee is presently employed by the school district. The area superintendent shall provide opportunity for the full and fair presentation of testimony relevant to the items challenged. A record of the hearing shall be made. The hearing records shall contain all written materials received and a written statement of the conclusions reached together with the reasons for the conclusions. Following the hearing, the area superintendent shall then, within 10 working days, sustain or deny the allegations.

If the area superintendent sustains the allegations, he shall order the correction or removal of the information and shall notify the parent, principal, and certificated employee involved accordingly.

If the area superintendent denies the allegations and refuses to order the correction or removal of the information, the parent or guardian shall be so notified. Within 30 calendar days of the refusal, the parent may appeal the decision in writing to the governing board of the school district.

- K. Within 30 calendar days of receipt of such an appeal, the governing board or an appropriate committee thereof shall, in closed session with the parent or guardian and the certificated employee who recorded the information in question, if such employee is presently employed by the school district, determine whether or not to sustain or deny the allegations. Such decision shall be preceded by a review of the evidence presented at the local school and area superintendent hearings and any new or additional relevant information discovered after the appeal to the area superintendent. A record as defined in Section J above, of the proceedings shall be made.

If the governing board sustains the allegations, it shall through administrative channels order the immediate correction or removal of the information from the education records of the pupil.

The decision of the governing board shall be final. All parties involved shall be notified in writing of the governing board's decision.

Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the governing board, unless the parent or guardian initiates legal proceedings relative to the disputed information within the prescribed period.

- L. If the final decision of the governing board is unfavorable to the parent or guardian, or if the parent or guardian accepts an unfavorable decision by the area superintendent, the parent or guardian shall then have the right to submit a written statement of his objections to the information. This statement shall become a part of the pupil's school record until such time as the information objected to is removed.

Alternate Procedure for removal of information is established by Education Code §10761 as follows:

- M. In lieu of the hearing of the area superintendent with a pupil's parents or an adult pupil, an area superintendent or governing board may convene a hearing

panel composed of the following persons:

1. the principal of a school other than the school at which the record is filed.
2. a certificated employee appointed by the chairman of the certificated employee council of the district.
3. a parent appointed by the area superintendent or by the governing board of the district, depending upon who convenes the panel.

Guidelines for Alternate Procedure

- N. The persons appointed to the hearing panel shall, if possible, not be acquainted with the pupil, his parent or guardian, or the certificated employee who recorded the information.
- O. The principal appointed to the hearing panel shall serve as its chairman.
- P. The hearing panel shall, in closed session, hear and make a record of the objections of the information by the parent or guardian and the testimony of the certificated employee who recorded the information in question, if any, and if such employee is presently employed by the school district.
- Q. The hearing panel shall be provided with verbatim copies of the information which is the subject of the controversy.
- R. A written finding shall be made setting forth the facts and decisions of the panel, and such findings shall be forwarded to the area superintendent or the governing board, depending upon who convened the panel.
- S. The proceedings of the hearing shall not be disclosed or discussed by panel members except in their official capacities.

Note

Written consent of the pupil's parent or the adult pupil prior to convening of a panel is necessary for discussion of contents of the pupil's record by the parent member of the panel.

- T. Other than directory information, no student education records may be released without the written consent of a parent or adult pupil except to the following: (Section 438(b)(1)(c), P.L. 93-568)
  1. Other school officials.
  2. Teachers within the school or district having legitimate educational interest.
  3. Officials of other schools or districts in which the student seeks or intends to enroll. [Notification to parent required, copy of record to parent if desired, hearing opportunity provided for parent to challenge content of record].

4. Authorized representatives of the Comptroller General of the United States.
5. Secretary of Health, Education and Welfare.
6. Head of an education agency [i.e., "any public or private agency or institution which is the recipient of funds under any applicable program"].
7. State educational authorities in connection with the audit and evaluation of Federally supported education programs, or in connection with the enforcement of Federal legal requirements which relate to such programs. [Note: Data collected must not permit personal identification of students and their parents unless specifically authorized by Federal Law].
8. Authorized agency representatives in connection with a student's application for, or receipt of, financial aid.
9. State and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974. The statute must specifically require that the information be released.
10. Organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, or administer predictive tests, administer student aid programs, and to improve instruction. [Note: Such studies must not permit personal identification of students and their parents by persons other than those conducting studies. Information must be destroyed when no longer needed for the purpose for which it is obtained].
11. Accrediting organizations in order to carry out their accrediting functions.
12. Parents of a dependent student of such parents, as defined in Section 152 of the Internal Revenue Code (which establishes the rules for dependency).
13. Appropriate persons in an emergency if knowledge of such information is necessary to protect the health or safety of the student or other persons--subject to regulations of the Secretary of H.E.W. School officials must take into account the seriousness of the threat to health or safety, the extent of the need for the records in order to meet the emergency, whether the persons to whom the records are released are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency.

\* This bulletin supersedes all previous bulletins on this subject. (Refer to Div. of Educational Support Services Bulletin No. 54, 11/15/74 and Educational Support Services Bulletin No. 54, Addendum No. 1, 12/27/74). PLEASE DISCARD THESE 2 BULLETINS. However, you may wish to retain some of the forms forwarded with the above mentioned bulletins.

For assistance, please call Ron Apperson, Legal Adviser, at 687-4364.

APPROVED: JAMES B. TAYLOR, Deputy Superintendent

DISTRIBUTION: All Schools and Offices

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

\_\_\_\_\_  
Date of Issuance

TO: Parents  
FROM: \_\_\_\_\_, Principal  
\_\_\_\_\_  
School  
SUBJECT: DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act of 1974 permits a school district to release any and all of the directory information concerning your youngster unless you direct otherwise in writing.

Directory information related to a student includes the following:

- |                   |                                     |                              |
|-------------------|-------------------------------------|------------------------------|
| 1. Name           | 6. Major Field of Study             | 9. Attendance Dates          |
| 2. Address        | 7. Recognized Activities and Sports | 10. Awards Received          |
| 3. Telephone      | 8. Height & Weight (Team Exponents) | 11. Previous School Attended |
| 4. Date of Birth  |                                     |                              |
| 5. Place of Birth |                                     |                              |

If you choose not to permit the release of any or all of the directory information concerning your youngster, please so indicate by signing below. If you desire that some but not all of the directory information be released, then please circle the directory information item(s) you do not wish released. Please be certain to sign and return this form to your school within 10 calendar days from date of issuance if you do not want directory information released.

It should be understood that your signature on this form replaces any earlier writing by you concerning the release or withholding of directory information regarding your youngster.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Signature of Student 18 Years or Over

\_\_\_\_\_  
Name of Youngster

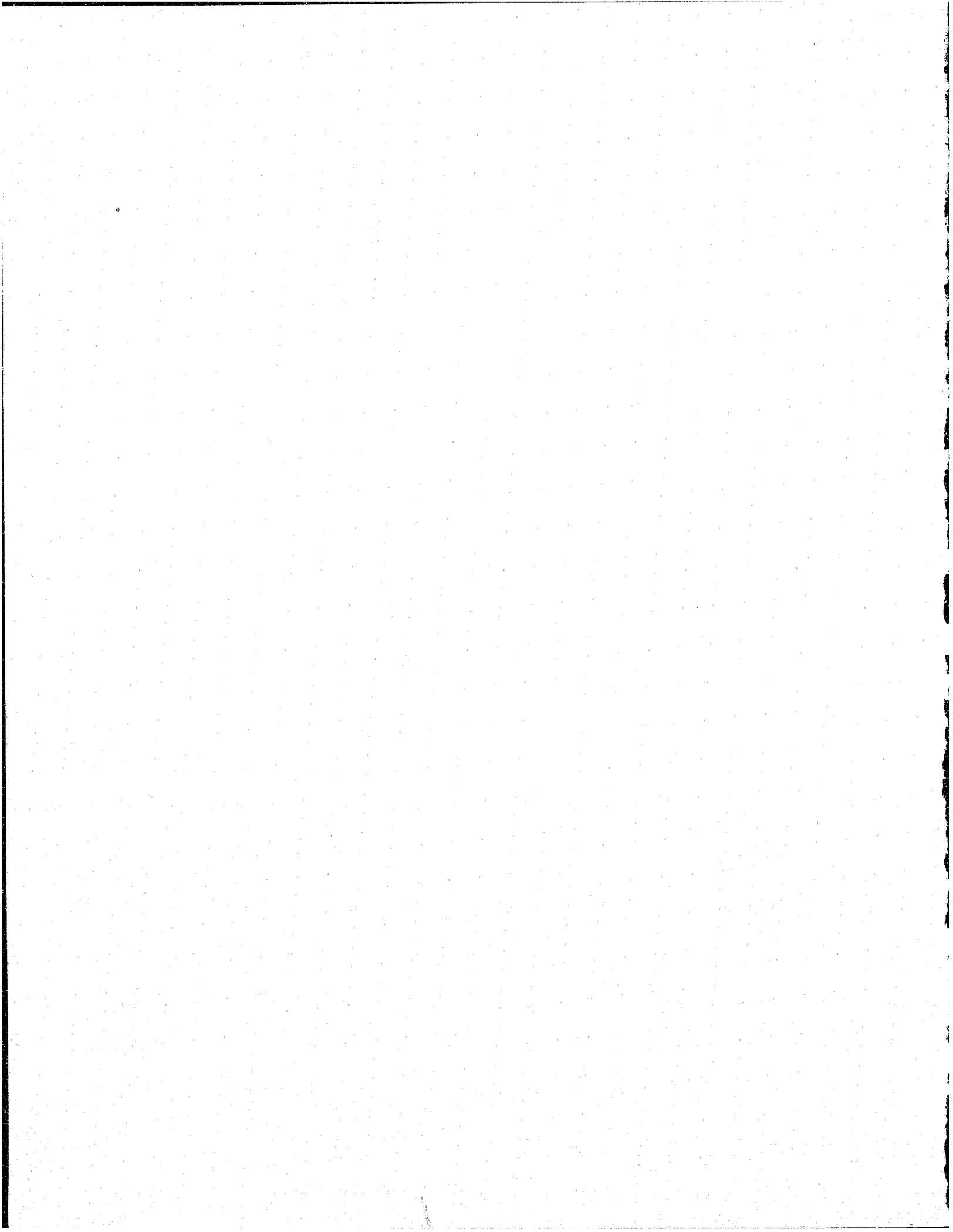
CALIFORNIA EDUCATION CODE, ARTICLE 6, PUPIL RECORDS.

Information Concerning Pupils.

Section 10751. No teacher, principal, employee, or governing board member of any public, private, or parochial school providing instruction in any of grades kindergarten through 12 shall permit access to any written records concerning any particular pupil enrolled in the school in any class to any person except under judicial process unless the person is one of the following:

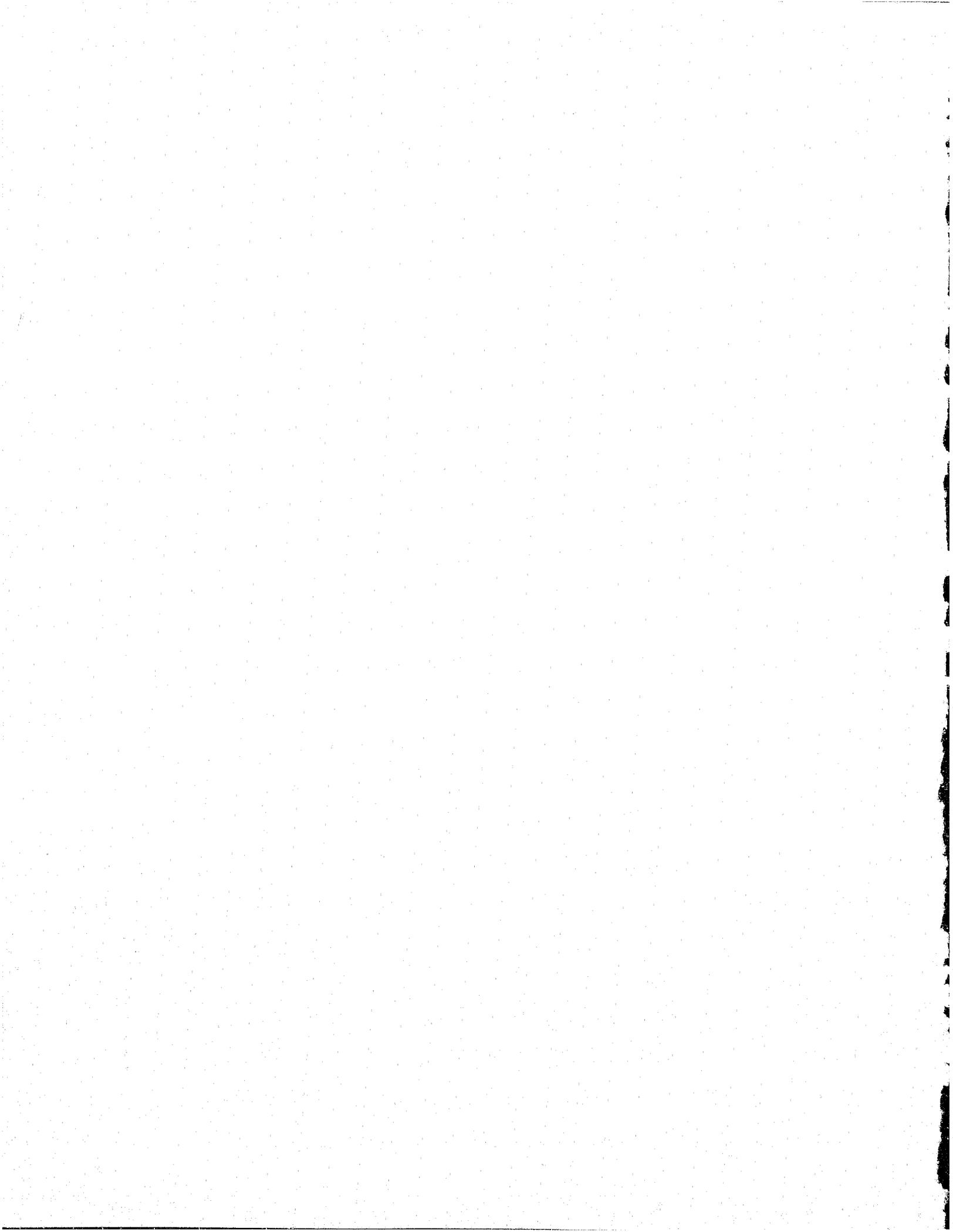
- a. Either parent or a guardian of such pupil.
- b. A person designated, in writing, by such pupil if he is an adult, or by either parent or a guardian of such pupil if he is a minor.
- c. An officer or employee of a public, private, or parochial school where the pupil attends, has attended, or intends to enroll.
- d. A state or local law enforcement officer, including a probation officer, parole officer or administrator, or a member of a parole board seeking information in the course of his duties.
- e. The State Superintendent of Public Instruction, or a member of his staff, or the county superintendent of schools of the county where the pupil attends, has attended, or intends to enroll, or a member of his staff.
- f. An officer or employee of a county agency responsible for protective services to children, as to a pupil referred to that agency as a minor requiring investigation or supervision by that agency.
- g. An officer or employee of any adoption agency licensed by the Department of Social Welfare, as to a minor placed with or under the supervision of that agency, or another minor from the same family as such minor, or as to children in families for which an investigation by the agency is required under Section 226.6 of the Civil Code.
- h. Persons seeking information concerning participation in athletics and school activities, and the winning of award scholarships, and like information.

- i. Information to college, university, or educational research and development organization or laboratory if no pupil will be identified by name in the data provided. (All requests must be cleared through Committee on Research Studies - Measurement and Evaluation Section.)
- j. Employer or potential employer. (Limited to name, age, scholastic record, and employment recommendations prepared by school staff.)
- k. An officer or employer of the United States, in the course of his duties, may be furnished the names and addresses of pupils who are veterans of military service with the United States, or orphans or dependents of such veterans or of aliens, the record of their daily attendance, their scholastic record in the form of grades received in school subjects, their date and place of birth, and the names and addresses of other schools attended.
- l. Elected federal, state, county, or district officials may be furnished the names and addresses of graduating seniors.



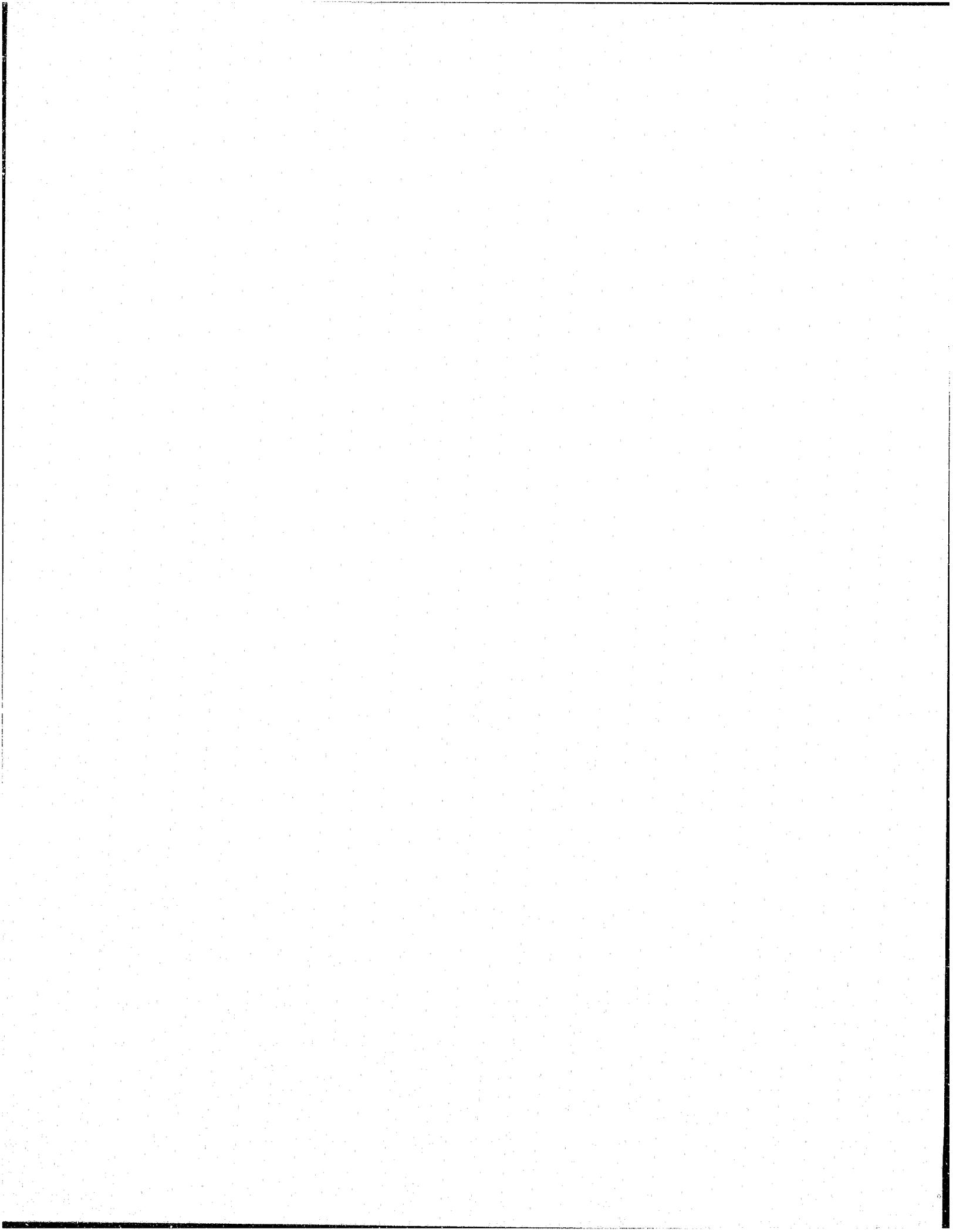
#### FOOTNOTES

1. United Bronx Parents, Parent Leadership Training Program, "How to Make a School Visit", 1967.
2. Los Angeles Unified School District, "Pupil Suspension Policy and Procedures", Bulletin No. 6, August 4, 1975.
3. Los Angeles Unified School District, "Pupil Expulsion Procedures", Bulletin No. 7, August 4, 1975.
4. Los Angeles Unified School District, "Corporal Punishment", November, 1975.
5. Los Angeles City Schools, "Working With Your Schools, An Information Guide."
6. Eherendon, Lilly, "How to Make the Most of Your Parent Power at School", Parents' Magazine and Better Home-making, August, 1975, p. 26.
7. Los Angeles City Schools, "21 Great Ways to Get Involved With Your School."
8. Neighborhood Adult Participation Project, Inc. "I Wish More Parents Would...", p. 6.



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1. Allen, Jean; Figueroa, Barbara, and Shaman, Warren, "Guide to Community Organizing", N.A.P.P., Inc.
2. Eherendon, Lilly, "How to Make the Most of Your Parent Power at School", Parents' Magazine and Better Homemaking, August, 1975.
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7. Los Angeles Unified School District, "Pupil Suspension Policy and Procedures", Bulletin No. 6, August 4, 1975.
8. National Urban League, "Parent Power", 1974.
9. Neighborhood Adult Participation Project, "I Wish More Parents Would..."
10. United Bronx Parents; Parent Leadership Training Program, "How To Make A School Visit", 1967.



**END**