



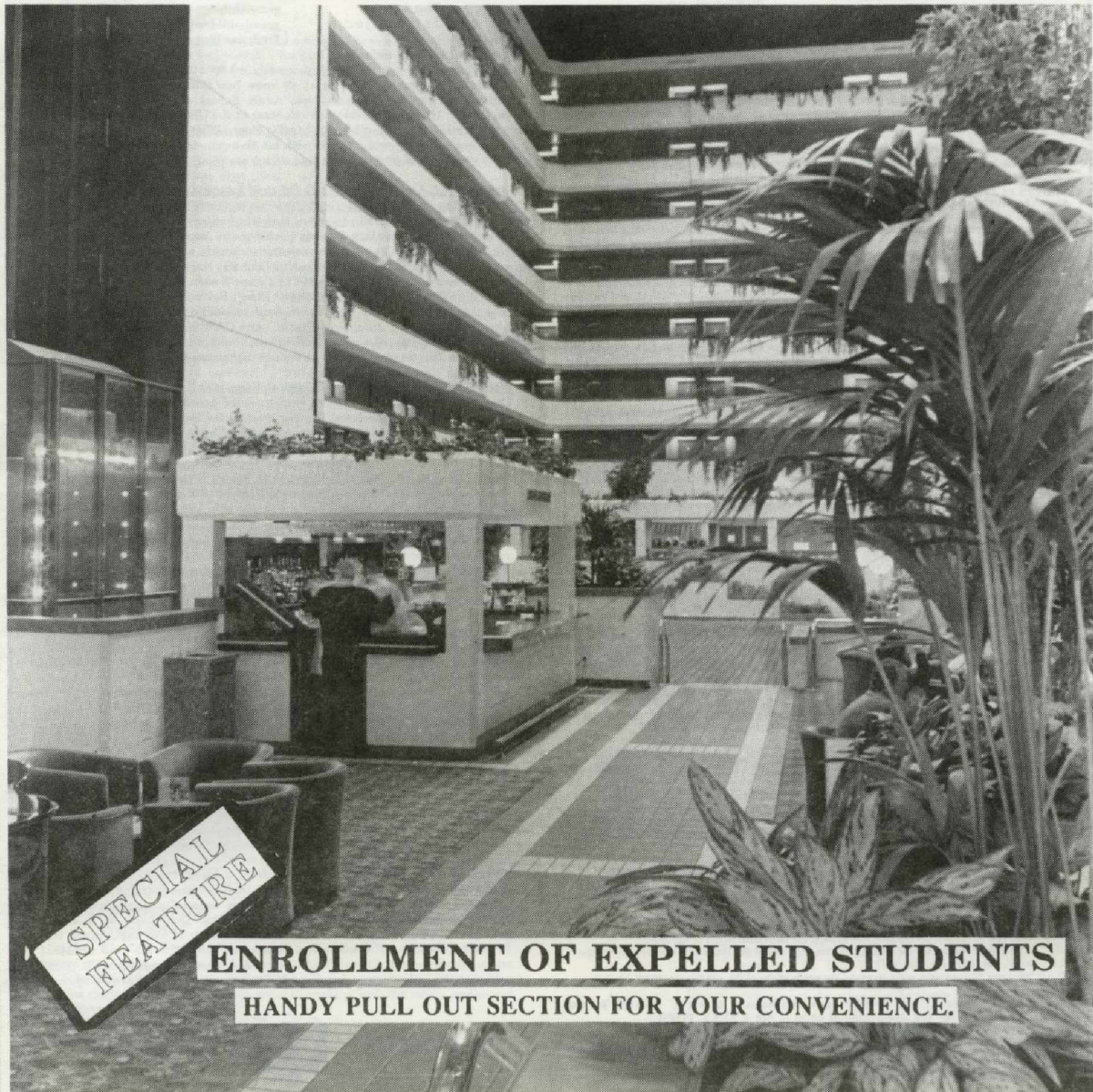
INTERCOM

OFFICIAL PUBLICATION OF THE
CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE AND ATTENDANCE

APRIL, 1992

William Booth, Editor--2937 E. San Gabriel, Fresno, CA 93726

SAN JOAQUIN HOSTS SPRING CONFERENCE



**SPECIAL
FEATURE**

ENROLLMENT OF EXPELLED STUDENTS

HANDY PULL OUT SECTION FOR YOUR CONVENIENCE.

THE PRESIDENT SPEAKS UP



JEAN STOVALL
CASCWA
State President

I believe we are truly fortunate to be members of the California Association of Supervisors of Child Welfare and Attendance. We are fortunate to be part of an association and a profession whose importance is not disputable.

Who else is so privileged to provide learning opportunities for children who have identified needs, which only we appear to recognize. Unquestionably, we fill a critical role in the educational process.

We take pride in those students who graduate from the alternative education programs as well as from the regular high schools. Particularly, when we examine the nature of our clientele:

Students who present the challenge to CWA are the children who may be anti-social or alienated from society. Children who have no concept of the American Dream, much less believing they have a part of that dream. Children whose decision-making processes are based upon immediate gratification of wants - take or grab what you can today, there may be no tomorrow. The concept of immediate gratification is alien to the American dream (work hard-study-learn skills-save and sacrifice for tomorrow and you will have the good things in life.)

The American Dream is difficult to explain to a hungry child for whom the question is not, what will I eat tonight, but rather will I eat tonight? For a child whose next question is where will I sleep tonight?

For some reason children who are members of dysfunctional families, where survival is the daily question, where physical and sexual abuse is a way of life, where the parents are drug dependent, the admonishment: "attend school regularly, study, develop skills, participate in school activities, and everything will be well, ten to fifteen years from now," just does not cut it.

For the child who perceives themselves a misfit, a rebel against society's values, a maverick, a renegade, or simply a malcontent; for the child who lacks impulse control, the admonishment: "conform to school and societal rules," simply feeds their personal image as a nonconformist and re-enforces their deviate behavior.

For the child who is caught up in rebellion against home, school, and society, who feels unable to control their own destiny other than through passive resistance, failure and other self-destructive behaviors, the CWA Officer is simply another authority figure to defy through failure.

For the child who is but a lost soul, who has the academic potential, the stable family background, who is charming and attractive, and simply failing in school for no identifiable reason.

Such children are our challenge. Identifying the emotional and educational needs of such children are our problem. The subsequent success of such children is our pride.

The Child Welfare and Attendance Professional is perhaps the only professional in the educational community who recognizes the unique needs of the dysfunctional child, and quite often is the sole advocate for the appropriate educational opportunity for the truly dysfunctional.

The Child Welfare and Attendance Professional recognizes the truly dysfunctional child needs compassion with authority, opportunity with responsibility, rewards with recognition, accountability with consequences. **RIGHT NOW! DAILY! WEEKLY! MONTHLY! RIGHT NOW!**

We do not need to be told to **BELIEVE WHAT YOU DO IS IMPORTANT! WE KNOW WE ARE IMPORTANT! BECAUSE WHAT WE DO IS IMPORTANT.**

CWA Professionals are the trench fighters of education. We do business on the street, in the home, as well as the office. We are knowledgeable about all things pertaining to the educational curriculum, and programs. More importantly, we know, which programs meet the needs of children.

Who else has such knowledge, who better knows the identified needs of children?
Who else knows what community services are available?
Who else knows which community agencies provide true services, not just rhetoric for grant funds?

Who else focuses their attention on the total child, and the total needs of the child?
Who else advocates for the program to meet the individual needs of the child?

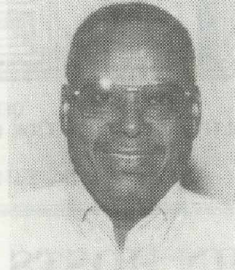
Who else advocates for the educational program which maximizes the opportunity for the individual child's true success?
Who else focuses time and energy on the needs of the child, not the program's needs?

Like it or not, Child Welfare and Attendance is not a MAINSTREAM TOPIC! Advocacy for the dysfunctional child is not a SEXY TOPIC.

Blessed are the CWA Professionals, they are the unheralded advocates for each child, regardless of status. If the CWA Professional does not advocate for such children, who will?



OUT 'N ABOUT WITH RETIREES



RICH DAVIS
Chairman
Special Projects

Southern Section Conference.

Les Wagner, Los Angeles Unified recently left for a 20 day trip to New Zealand and Australia. He promised to let us all know how things are, down under. Les has retired for the second time from Adult School and as part-time Vocational counselor. He is now working as volunteer at the USC school of Gerontology. He is now learning to teach us all how to grow older. When he is not busy helping others, he is out enjoying and playing with his five grandchildren. It was nice to hear from you Les and good to know that things are going well.

Jim Milner, Los Angeles County Office of Education, and his lovely wife, Bev are now feeling sand in their shoes anticipating their annual trek to the Island of Maui. Then on to the Big Island of Hawaii to enjoy some R & R on Kona coast. It seems that the Hawaiian Islands have become the Milners second home. They recently toured the Bay Area to visit friends and to enjoy the many exciting things to see and do in the San Francisco/Oakland Bay Area. They are planning another trip to Jim's homeland of Ireland. If he doesn't make it by March 17th, I still hope that those Irish Eyes are still smiling. If not, Bev has a bid job on her hands. Jim also attends the "Hooky Kop" lunch (bull session) on the 2nd Wednesday of each month at the Claim Jumper in Tustin. Any CASCWA retirees around the area at that time, drop by. When I am in Southern California I certainly will stop and have lunch with the ole gang. Thanks Jim and happy travels to you and Bev.

Jack Snyder, San Diego Community College, is still acting as a Docent at the San Diego Maritime Museum. Jack is also on the board of the Japanese Friendship Garden 'San Diego Yokohama Sister City, and the San Diego Navy League. Jack's travels this year will be a cruise and tour of the Chesapeake Bay area. It was good to hear from Jack and to know that he is doing well.

Ralph Kingsburg, Anaheim Union High School District is just plain enjoying life since retiring in 1973 after 40 years in education. He has been a member of CASCWA since 1962. Ralph and his lovely wife have traveled extensively on all continents except Antarctic and the Islands in between. When not traveling, Ralph and his wife do a lot of volunteer work in the community and with the church. They enjoy visits from their son and daughter and the six grandchildren. Ralph has a large back yard to enjoy gardening and taking care of his many fruit trees. I am sure that many of the old gang will be pleased to know that Ralph is still out there enjoying the good life.

Eva Presley, Imperial County Office of Education, has been very active in community affairs. She loves gardening and taking care of her household. She serves as Membership Chairperson and Financial Secretary for the California Retired Association. She helped organize and develop the Imperial Chapter of CRTA. She has served on the Juvenile Justice Commission, Area Agency Advisory Council and Inspector for Election Board. She is recognized as one of the most active 80 year olds in Imperial County. As a long time member of CASCWA Eva was instrumental in the development of the Association.

Edna Lockhart, Riverside Unified manages very well 8 hours a day with her volunteer activities. And, still has time to travel and will continue as long as she can board an airplane. This year she visited Japan with the International Relations Council of Riverside for two weeks and then to the sister city of Sindhia. After completing all official visitations she continued on to Hong Kong for a five day shopping spree and to visit friends. In June, she is planning a trip to Paris. Look out Edna, "Gay Paree" is one of the most fun and exciting places I have ever visited. "It Jumps"!!! After returning from a recent trip to Phoenix she became involved in a protest movement. It seems that someone is trying to build a church on the property next to her home, which is zoned for single family dwelling. Protesting anything, is a new experience for Edna. Good Luck, we wish you well. Last year Edna was presented the 1990-91 Citizen of the Year Award from the Riverside Chamber of Commerce. Thank you Edna, for the kind words. I also enjoy knowing that all my CASCWA retired friends are doing well. Edna also said that the welcome mat for all CASCWA retirees and friends is always out.



Mort Razowsky, Los Angeles Unified said "Free At Last". He is enjoying to no end the freedom of retirement and the flexibility it allows. He recently visited Delaware and finally took in all the historical sites in Philadelphia. Mort also traveled to London for a personal tour of Oxford University. It seems that Mort has a cousin that is currently enrolled there. Fascinating!!! he said. When he is not traveling Mort works with the Juvenile Court as a liaison counselor, arranging school programs for who have been arrested. It helps the student from being incarcerated and to become a useful citizen. Mort sends his best regards to all retirees and friends. Mort always reminds me of the great conference we put on at the Biltmore Hotel when he was Southern Section president. I remember!!!

Steve Ellish, Orange Unified is still site director for the Orange Adult Center, sponsored by the Ranch Santiago Community College. Steve and Dorothy recently spent a week in Matzalan, Mexico. After returning to the states they went to Arrowhead and Big Bear Lake. After such tiring excursions, they just have to go to Palm Springs for a little R & R. What a way to live in retirement!!! Yes Steve, we all get a little upset as we read all the negative publicity about the schools. I think all CWA workers share the same frustrations. Let's hope that our colleagues still in, will keep pressing for more parent involvement. That seems to be the only way to solve the Attendance and Discipline problem.

SAN JOAQUIN SECTION

Ed Nachtigall, Fresno Unified has started a brokers business for all new and used cars and trucks, all makes and models. Ed said he can help with all our car and truck needs. He will take trade-ins and promises to save you money. Check him out by calling (209) 255-8697.

BAY SECTION

Francis Tucker, Fairfield Suisun Unified School District, is enjoying his free time to no end. He finally called me to say that the reason he is never home is because he is in the field, "Checking things out". He is still doing some teaching at the Solano Community College, part time.

DELTA/SIERRA SOUTHERN SECTION OUT OF STATE

Sara (Ray) Wiley, Compton Unified School District, on February 10, 1992, moved to the Dalles, Washington State. They finally gave up full-time RVING. She is still looking good and as sassy as ever. I hope to visit them on my annual Salmon fishing excursion to Westport. Mr. Wiley promised to check out all the favorite fishing spots on the Columbia River. Mr. Wiley is a good fisherman, but not as good as I am. He catches all those giant Halibuts and heavy Ling Cods. Sara sends her best wishes to all her CASCWA friends.

I would like for all to know that I am also enjoying my retirement and leisure time. I am working part-time under contract with the Sacramento County Office of Education doing consultant services. I truly enjoy working with the CASCWA State Executive Board. I can do a better job if all you retirees keep me informed on what you are doing out there. I have not been on any extended trips lately, but I do intend to make my regular Salmon fishing trip this spring and summer. Dolores and the girls are all doing just great. My grandson, Alex was precious as a two year old, but he is now a demon at three. He will still be that All American Football player if his mother and grandmother leave us alone.

TAKE CARE, BE CAREFUL AND HAPPY TRAVELS.

FEMENELLA FINISHES SECOND YEAR AS DELTA-SIERRA PRESIDENT

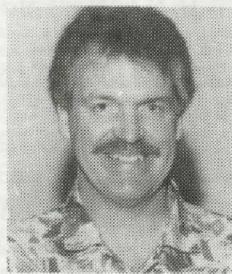


RENEE FEMENELLA
President
Delta Sierra Section

Delta Sierra is winding down from combining a very busy school year with the Fall conference held in Sacramento. We were very pleased to have been able to host the conference in our own backyard. Being located in the capitol city creates a natural emphasis on political trends for Delta Sierra members. We have been keeping in constant touch with political change not only in the legislature but in our own county governments. The present focus on emphasizing the coordination of children's services to include collaborative relationships with schools is impacting us greatly. Sacramento County is currently reorganizing their structure to alter the delivery of human services to families. Delta Sierra CASCWA is sponsoring a workshop on this reconfiguration on May 27. With this last workshop, I will be stepping down as President of Delta Sierra. It has been my privilege to have served in this position for the past two years. I hope that I have been able to bring positive professional growth on behalf of our organization to members during this time. I look forward to working with the newly configured Delta Sierra Executive Board.



BAY SECTION IS ACTIVE; PLANS FALL CONFERENCE



BOB BURGESS
President
Bay Section

In discussing possible themes for the upcoming fall state CASCWA convention, there was strong support for making interagency collaboration and emerging trends in student/human support services our central themes for the conference. In the spirit of collaboration was also explored the notion that our conference should be designed to appeal to other student support professionals.

In this edition of Intercom, Bay Section is proud to provide the informational insert on "Guidelines for Developing District Policies and Procedures for EC 48915.1: Expulsion - Enrollment in Another District". This is the product of the efforts of all the CWAs in Alameda County who collectively sat through three meetings critiquing each draft of this document. Special thanks to Phyllis Clark for her first draft and to Lee Lundberg for walking us step-by-step through the statute and describing the legislative intent of EC 48915.1.

Our end of the year collaboration luncheon will feature our good friend John Burton from Southern Section. John will speak to us on issues of current importance to CASCWA (another words, we don't know what yet). We're certain that his presence will ensure this year's trend of improved attendance at each meeting. I encourage all Bay Section members to join us on June 5 at the Crow Canyon Country Club to celebrate, commiserate or just be present.

SOUTHERN SECTION WRAPS UP BUSY YEAR



CHRISTINE SMITH
President
Southern Section

Southern Section CASCWA has been active since the first of the year. The January meeting was hosted by Karen Chaffin at the Moreno Valley Unified School District office, a Norman chateau unlike any district office any of us had ever seen! The Board discussed some of the challenges the beautiful Palm Springs where the Board selected the beautiful Palm Springs Marquis as the site for the May, 1993 Southern Section CASCWA conference.

Steven Powell, Santa Barbara County Education Office, coordinated the March meeting in Santa Barbara where the central topic was homeless education. Mr. Gerardo Ayala of the Homeless Education/Liaison Project affected all of the Board members with his insights and understanding of the education needs of homeless children.

The April meeting followed a different format from the usual meeting-discussion. Gloria McDuffie Myers, San Diego Unified, coordinated the Board meeting with about 40 local school district personnel. Bill Stelzner facilitated an outstanding brainstorming session. The output of the discussion will be a guide to workshops for the Spring '93 conference. This was such a successful event that the Board plans to continue similar discussions in other areas around the section.

There have been a number of changes in the positions of Southern Section CASCWA members. Los Angeles Unified has placed a top priority on attendance services and Karen Saunders has been given the responsibility of heading senior high services. In Riverside County, Clyde Powell, who retired last year, has been hired back on a part-time contract to provide CWA and special education administrative services. Cecil Muncie has been appointed to coordinate CWA services on a full-time basis in San Diego County. The Southern Section Board is eager to have him an active CASCWA member. Dr. Ken Taylor of Kern County, a relatively new CASCWA member is becoming an important part of Region 8 Child Welfare and Attendance. Ken is a resource of the many fine programs in Kern County.

The Glendale Unified School District announced that the Board has granted Gary Hess an inter-district transfer to go anywhere he wants. Gary, a long-time CASCWA member, is retiring this year. An informal backyard get together is being hosted by Ted Tiffany. More information can be obtained from Sandy Fleischer, GUSD Office of Student Services.

SAN JOAQUIN SECTION PUTS FINISHING TOUCHES ON FRESNO CONFERENCE



Joe Brucia
President
San Joaquin Section

All roads lead to Fresno this May 6, 7 and 8th! The CASCWA Spring Conference agenda looks great! Those attending the one day Gang Symposium (May 6) will obtain an abundance of material and knowledge. In addition to statewide trends, there will be up-to-date information on gang activities in Sacramento, Stockton, Modesto and Fresno.

The following day will be jam-packed with attendance related topics including positive attendance accounting, computerized programs and the new state attendance manual. There will be something for everyone - supervisors, liaisons and attendance secretaries.

If you want to assure that we'll print enough handouts, give Gil Await a call (209) 297-7382. He will "pre-register" you before he receives your check. See you at the CASCWA Spring Conference and Gang Symposium.

U S SCHOOLS SUCCEED WHEN KIDS ARE READY TO LEARN

Washington - There's a simple truth about schools that you won't find in any of those studies on school reform, school restructuring or educational choice. You won't find it in the reports detailing how poorly our children are doing in comparison with the children of Taiwan or Denmark, or in the critiques of those studies.

I know only two places where you can find it: in your own head, where the knowledge has lain for as long as you can remember, and in the February issue of Scientific American magazine, where three researchers say it almost in passing.

Here it is: American's schools - unstructured and unreformed - are doing a pretty good job of teaching children who come to school ready for learning. Now if you and I know that, why is it that people in charge of educational policy have such difficulty figuring it out? The reason, I suspect, is that, as with so many other policy matters, we tend to go searching for answers before we reach agreement on what the questions are.

For some of those who seek to influence school policy, the question may be how to eliminate the problems of race and caste in our society, or how to raise the test scores of black and Hispanic children from poor families. For others, it may be how to get all our children more interested in math, science and English, or how to get smarter teachers into our classrooms. For still others, it may involve better preparation for entry-level jobs after high school, or improved college-prep courses or greater encouragement for girls.

With so many questions, it is not surprising that the only thing we can agree on is that something is wrong and needs to be fixed. There's truth in that, but there is also truth in what you vaguely suspect and what teachers know beyond doubt that much of what we talk about in our discussions of school failure has little to do with what happens at school and a great deal to do with what happens (or fails to happen) at home. For the youngsters who come to school ready for learning, the schools are working pretty well.

Nathan Caplan, Marcella HG. Choy and John Whitmore, all of the University of Michigan, set out to explore reasons for the academic success of the children of Indochinese boat people in American schools. Their article is worth the effort to find it (their principal conclusion is that family is the critical influence; the value parents place of education, the sacrifices they are willing to make - and to demand - for it, the direct involvement of parents in their children's schoolwork).

But their research into the academic success in American schools of these refugee children leads them to a secondary conclusion: that "the American school system - despite widespread criticism - has retained its capacity to teach, as it has shown with these refugees. We believe that the view of our schools as failing to educate stems from the unrealistic demand that the educational system deal with urgent social service needs".

You knew that, too. Even if you hadn't heard it from your children's teachers (which you probably have) you'd know it anyway: that the more you require schools to feed children, protect them from drugs and violence, look after their health and coach them in safe sex, the less time and energy the teachers will have left for academics.

Say the authors: "The primary role of teachers has become that of parent by proxy; they are expected to transform the attitude and behavior of children, many of whom come to school ill-prepared to learn".

They do not dismiss the importance of the social services schools are called upon to deliver, they simply insist that we separate at least consider whether it's reasonably to try to do both at school.

One social service that needs to become a matter of routine is teaching parents how to get their young children ready for school learning. I'm talking about parenting classes conducted in recreation centers and church basements for those who

already are parents, and I'm talking about classroom parenting courses for junior high and high school students. Yes mandatory, and for boys and girls. Most of them will sooner or later be parents, so they may as well learn something about being good parents.

That one innovation, widely instituted, might do more to improve school outcomes than all the reform-restructuring-choice recommendations that occupy so much of the educational debate.

That's not to say that the schools don't need improvement - perhaps even reform - only that there are some things that have to be done at home. But you knew that. Washington Post Writers Group - Sacramento Bee March 1992.

WE KNEW IT ALL THE TIME . . . RESEARCH FINDINGS

Research of Note:

The Fresno Unified School District Education Assessment office lists some interesting research conclusions:

EDUCATIONAL TV When young children watch television by themselves, they are more likely to choose educational programming than when their parents watch with them, according to a study published by a researcher from the University of California at San Diego. The findings suggest that children prefer PBS over commercial networks, but when children and parents view TV together, they watch the commercial channels that the parents prefer. The study also found that children viewed PBS more often in households where TV was not routinely used as entertainment; when parents did not watch with their children more than half the time and, when children had a strong influence on program selection. "Co-viewing," in which parents watch TV with their children to improve the youngsters' viewing experience, may paradoxically decrease the quality of TV content to which the child is exposed.

FALSE CONFIDENCE According to an article in the *Journal of Research and Development in Education*, supervisors may have false confidence in the abilities of teachers. The study found that a site administrator was more likely than a central office administrator to have confidence in teachers. Possibly, principals want to have faith in their teachers so that they do not have to supervise them diligently and can minimize their control. Furthermore, they may respect teachers more because they have to rely so much on their cooperation. Central office administrators are more involved with community and parent groups and thus are more hesitant than principals to trust teachers implicitly and overlook errors. In a study in 1987, teachers rated principals' confidence in teachers quite high, even higher than the principals did in the current study. This suggests that administrators sometimes show confidence that does not reflect their true feelings.

HELP AND MATH ACHIEVEMENT Two researchers published an article in *Contemporary Educational Psychology* about math achievement and parental influences. They concluded that lower levels of help combined with high levels of emotional support lead to high math achievement for 5th and 6th grade students. Parental involvement accounted for 22% of the variance in math achievement. The mix of factors accounting for this variance included low amounts of help, pressure and supervision combined with a large amount of psychological support. High amounts of pressure hindered achievement.

GRADE RETENTION The two editors of the book *Flunking Grades: Research and Policies on Retention* (nine chapters by different authors) summarized the evidence presented in the book that retention does nothing to promote the achievement of students. One chapter describes a meta-analysis of 63 research studies on grade-level retention effects. On the average, retained students were worse off than their promoted counterparts in both personal adjustment and academic outcomes. Of the 63 studies, 54 found negative results, while nine were positive. The few positive studies involved intensive remediation but failed to compare retention and remediation with promotion and an equivalent amount of remediation. In another chapter, the authors reviewed previous studies and used causal modeling techniques to assess the direct effect of repeating grades on dropout behavior while accounting for relevant background factors, especially school achievement. According to the authors, their findings showed that the retention decision itself increased the risk of dropping out.

SEX DIFFERENCES AND STRESS In recent research published in *Psychological Reports*, male and female teachers reported very different levels of stress and factors that cause it. On an inventory, men reported greater stress than women. Male teachers also said they had less social support on the job and less satisfaction, perhaps because they have fewer same-sex peers. While men attributed the most stress to problems with students, women saw time management as their main source of stress. Possibly connected are work-family conflicts, also cited as a problem by more women than men teachers.

Guidelines for Developing District Policies and Procedures for E.C. 48915.1; Expulsion - Enrollment in Another District

During 1991-92, a number of districts in Alameda County received requests for enrollment of students who had been expelled from neighboring districts. These districts had questions about the scope and limitations of the hearing process and frequently requested copies of other districts' policies and procedures regarding Education Code 48915.1 which deals with enrollment of students expelled from other districts. It became apparent that, while many districts seemed to be handling these hearings in a reasonable fashion, no one seemed to have in place specific, written policies and procedures for these EC 48915.1 hearings. In addition, while practices among districts were fairly consistent; there were some differences in practice and in the interpretation of intent of EC 48915.1 which caused confusion.

The Alameda County Child Welfare and Attendance supervisors and administrators met on several occasions to discuss this statute and to arrive at a consensus as to the intent of EC 48915.1 and to develop county-wide guidelines for districts to use to ensure compatible policies and procedures. These guidelines are the product of those efforts. The guidelines were developed in cooperation with the Alameda County Office of Education and were subsequently approved on the basis of form and legality by the county's Schools Legal Counsel office.

We hope that these guidelines, recommended by the Child Welfare and Attendance supervisors of Alameda County and the Alameda County Office of Education, will clarify expulsion policies and assist you to provide fair and consistent treatment of expelled students applying for enrollment in new districts.

EC 48915.1 Expelled individuals; enrollment in another district

The purpose of EC 48915.1 is to establish procedures under which students expelled from a school district shall be considered for admission in another district.

It is the responsibility of the expelling district to conduct and complete the expulsion process required in Section 48918, and all Alameda County districts will conduct the process within the legal time frame with or without parental participation, whether the student remains a resident or changes residence. It is also the responsibility of the expelling district to forward the expulsion record within five days to a district(s) where students are applying for enrollment.

The process for determining whether an expelled student will be admitted in another district differs for students who establish residency in a new district and those who continue to reside in the expelling district and apply for enrollment in a district of non-residence.

CSBA recommends that board policy and regulations for enrollment of students expelled from other districts be written as a separate policy from both the interdistrict transfer and the expulsion policies. We recommend that the procedures for new resident students and non-resident students be separated for further clarity.

It is recommended that districts in Alameda County take into consideration the following guidelines when developing policies for EC 48915.1:

1. Enrollment of resident students expelled or pending expulsion from another district:
 - 1.1 Students who have been expelled from another district for reasons listed in EC 48900 other than those acts described in paragraphs 1 through 4 of EC 49015 (a) shall be enrolled once they meet district admission requirements, including residency.
 - 1.2 Students who establish legal residence within a new district and were expelled from another district for offenses under EC 48915 (a), shall be given a supplemental hearing to determine if they may be enrolled in a school district program.
 - 1.3 Parents of students, or students who are either expelled or involved in a pending expulsion, shall provide documentation for the district of requested attendance which shall include:
 - time period of the expulsion
 - subsection of 48915 (a) involved, or
 - hearing dates of pending expulsion
 - 1.4 The supplemental hearing shall be conducted within 30 school days of the receipt of a written request to the superintendent or his designee to enroll an expelled student, be subject to the notice requirements contained in EC 48918, and in accordance with any district regulations for conducting expulsion hearings.
 - 1.5 In case of pending hearings, the 30 school-day time period for conducting a supplemental hearing shall not begin until the case is adjudicated by the expelling district.
 - 1.6 The supplemental hearing shall include a complete review of the record of the original expulsion and an opportunity for the student, the student's parents or guardians to address the Board of Education reviewing the matter.
 - 1.7 If enrollment is granted at the supplemental hearing, the Board will adapt/adopt the rehabilitation plan contained in the original expulsion to the new district's needs and resources.
 - 1.8 If the parent/guardian or student, upon seeking enrollment, did not inform the district, as required by law, of the student's status with his/her previous district, this lack of compliance shall be recorded and considered during the hearing (EC 48915).

2. Enrollment of non-resident students expelled or pending expulsion from another district

- 2.1 Districts are encouraged to provide educational opportunities to expelled students who do not present a threat to students or staff in the new district.
- 2.2 Non-resident students who meet the criteria applied to interdistrict attendance permit students, and who were expelled for reasons listed in EC 48900, other than those acts described in EC 48915 (a), may be enrolled once they meet district admission requirements. Supplemental hearings in these cases may be conducted at the discretion of the district.
- 2.3 Pursuant to EC 46600, any district may admit, without an interdistrict attendance agreement, an expelled student who continues to reside within the expelling district. After it has been determined that the non-resident student meets the criteria applied to interdistrict permit students, the student expelled under EC 48915 (a) may be given a supplemental hearing and enrolled in the district.

Students denied consideration for enrollment shall have the same in-district appeal rights as a student denied an interdistrict permit. This appeal process shall take no longer than 30 days from the time of requested enrollment. Pursuant to EC 46601, students who are under consideration for expulsion, or who have been expelled pursuant to EC 48915 and 48918, may not appeal to the County Board of Education the denial or rescission of an interdistrict attendance permit.

- 2.4 At the time of requested enrollment, parents of non-resident students, or non-resident students who are either expelled or involved in a pending expulsion, shall provide documentation for the district of requested attendance which shall include:
 - time period of the expulsion
 - subsection of 48915 (a) involved, or
 - hearing dates of pending expulsion
- 2.5 A non-resident student who meets the criteria applied to interdistrict attendance permit students and has been expelled from another district for an act described in EC 48915 (a) shall be given a supplemental hearing within 30 days of agree to consider enrollment.
- 2.6 The supplemental hearing shall be conducted as described in Sections 1.3 through 1.8 above and in accordance with EC 48918.

E.C. 48915 Reasons for Expulsion and Procedure

(a) The principal or the superintendent of schools shall recommend a pupil's expulsion for any of the following acts, unless the principal or superintendent finds, and so reports in writing to the governing board, that expulsion is inappropriate, due to the particular circumstance, which shall be set out in the report of the incident:

- (1) Causing serious physical injury to another person, except in self-defense.
- (2) Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.
- (3) Unlawful sale of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than avoirdupois ounce of marijuana, other than concentrated cannabis.
- (4) Robbery or extortion.

E.C. 48915.1 Expulsion-Enrollment in Another District

(a) If the governing board of a school district receives a request from an individual who has been expelled from another school district for an act described in paragraphs (1) to (4), inclusive, of subdivision (a) of Section 48915, for enrollment in a school maintained by the school district, the board shall hold a hearing to determine whether that individual poses a continuing danger either to the pupils or employees of the school district. The hearing and notices shall be conducted according to the rules and regulations governing procedures for the expulsion of pupils as described in Section 48918. A school district may request information from another school district regarding a recommendation for expulsion or the expulsion of an applicant for enrollment. The school district receiving the request shall respond to the request with all deliberate speed but shall respond no later than five working days from the date of the receipt of the request.

(b) If a pupil has been expelled from his or her previous school for any of the offenses listed in paragraphs (1) to (4), inclusive of subdivision (a) of Section 48915, the parent, guardian, or pupil, if the pupil is emancipated or otherwise legally of age, shall, upon enrollment, inform the receiving school district of his or her status with the previous school district. If this information is not provided to the school district and the school district later determines the pupil was expelled from the previous school, the lack of compliance shall be recorded and discussed in the hearing required pursuant to subdivision (a).

(c) The governing board of a school district may make a determination to deny enrollment to an individual who has been expelled from another school district for any act described in paragraphs (1) to (4), inclusive, of subdivision (a) of Section 48915, for the remainder of the expulsion period after a determination

has been made, pursuant to a hearing, that the individual poses a potential danger to either the pupils or employees of the school district.

(d) The governing board of a school district, when making its determination whether to enroll an individual who has been expelled from another school district for these acts, may consider the following options:

- (1) Deny enrollment.
- (2) Permit enrollment.
- (3) Permit conditional enrollment in a regular school program or another educational program
- (e) Notwithstanding any other provision of law, the governing board of a school district, after a determination has been made pursuant to a hearing, that an individual expelled from another school district for any act described in paragraphs (1) to (4), inclusive, of subdivision (1) of Section 48915 does not pose a danger to either the pupils or employees of the school district, shall permit the individual to enroll in a school in the school district during the term of the expulsion, provided that he or she, subsequent to the expulsion, either has established legal residence in the school district, pursuant to Section 48200, or has enrolled in the school pursuant to an interdistrict agreement executed between the affected school districts pursuant to Chapter 5 (commencing with Section 46600). (Amend. Stats. 1991, Ch. 756)

E.C. 46601

Appeals

(e) Students who are under consideration for expulsion or who have been expelled pursuant to Sections 48915 and 48918, may not appeal interdistrict attendance denials or rescission while expulsion proceedings are pending, or during the term of the expulsion. (Amend. Stats. 1990, Ch. 853)

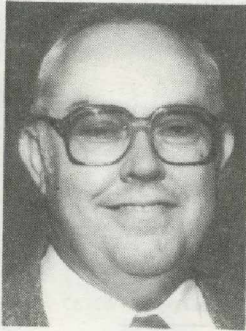
E.C. 46600

Agreement for Interdistrict Attendance

(b) In addition to the requirements of subdivision (e) of Section 48915.1, and regardless of whether an agreement exists or a permit is issued pursuant to this section, any district may admit a pupil expelled from another district in which the pupil continues to reside. (Amend. Stats. 1991, Ch. 756)



LUNDBERG LISTS NEW BILLS



LEE LUNDBERG
Chairman
Legislation

1991-92 CASCWA Legislative Committee

Chairperson	Lee Lundberg	(510) 667-3503	
Bay Section	Shari Lawson	(707) 449-3439	
Delta-Sierra	Tracey Wiltshire	(916) 924-3502	Carolyn Strong :914 965-4483
San Joaquin	Brian Conway	(209) 730-7586	Lennis Dearing
Southern	Milt Dooley	(213) 922-6111	Norma Sierra :619 344-0986
Ca. Dept of Ed.	John Gilroy	(916) 323-8478	



Bill	Author	CASCWA Position
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ACA 46 Ferguson Oppose
ADMINISTRATION - SCHOOL CHOICE - Similar to the voucher initiative, this proposed constitutional amendment would require that, beginning in the 1993-94 school year (1995-96 for current private school pupils), the state annually grant a scholarship to each resident school age child for the costs of attending an eligible private elementary or secondary school.

AB 2396 Bronzon Support
ADMINISTRATION - TEEN SUICIDE PREVENTION - This bill would authorize the Department of Education to develop and distribute a model guide on teen suicide prevention for use by school districts.

AB 2482 Hansen Oppose
ADMINISTRATION - CURRICULUM - DRUG ABUSE PREVENTION - This bill would delete certain requirements in the existing School-Community Primary Prevention Program regarding school or community drug prevention programs. It would delete provisions requiring that:
 - the county board of supervisors and the county board of education adopt a resolution before
 funding is granted;
 - a prescribed school-community primary drug abuse prevention plan be developed,
 reviewed and submitted as part of the county drug program;
 - the county drug program administrator and the county office of education and give public notice
 submit reports regarding the availability of program funds;
 - an appropriate portion of program administrative costs be used to develop program guidelines.

AB 2632 Lee Oppose
ADMINISTRATION - PUPIL EXPULSION - This bill would specify that no penalty may be imposed on a pupil for failure of the pupil's parent or guardian to attend an expulsion hearing.

AB 2640 Hansen Support
ADMINISTRATION - TEEN PARENTS: CALL LEARN PROGRAM - Nearly identical to SB 1504 (Leonard), this bill would appropriate an unspecified amount for the 1991-92 and 1992-93 fiscal years to establish the Cal Learn Program for parents under 19 years old who are AFDC recipients. The bill would reduce the family's aid grant by \$50 per month for each month in which the teen parent has more than two unexcused absences.

AB 2755 Lee Support
ADMINISTRATION - CURRICULUM - CALIF. SCHOOLS HATE VIOLENCE REDUCTION ACT OF 1992 - This bill would require the State Board of Education to adopt policies and guidelines to prevent and respond to acts of hate violence.

AB 2777 Archie-Hudson Support
ADMINISTRATION - WEAPONS ON SCHOOL GROUNDS - This bill would:

- provide that any person, 18 years or older and who is not a student at the school, who possesses a firearm, a dirk, dagger, or with a blade longer than 3-1/2 inches, folding knife with a blade that locks into place, a razor with an unguarded blade, a taser, or a stun gun within 1,000 foot boundary limit be marked;
- provide that any person who possesses any one of the above listed weapons on school grounds, church grounds, a playground, youth center or public swimming pool during regular hours or when minors are using the facility would be guilty of a felony.

AB 3129 Hunter Support
 This bill would create the Gun-Free School Zones Act of 1992.

AB 3130 Hunter Support
ADMINISTRATION - WEAPONS ON SCHOOL GROUNDS - This bill would repeal former legislative declarations. The would instead make new legislative declarations and would require each school district to develop a comprehensive school safety plan, as defined.

The bill would require the participation of, among other persons and entities, local law enforcement agencies, parents, teachers, and administrators in developing the plan.

AB 3316 Hayden Support
ADMINISTRATION - CONTROLLED SUBSTANCE OFFENSES - This bill would enhance the penalties for the conviction of anyone over 18 years old involving cocaine based offenses on or near school grounds by 5, 7, or 9 years in prison.

AB 3729 Eastin Support
ADMINISTRATION - PUPIL RECORDS - This bill would study the feasibility of establishing an electronic statewide pupil information system, consisting of a process for transferring public school pupil records statewide and a data base of essential information about those pupils. It would award grants to local educational agencies, or a consortia of those agencies, to conduct demonstration projects in the electronic transfer of pupil records.

SB 1354 Thompson Support
ADMINISTRATION - CURRICULUM - RURAL GANG VIOLENCE SUPPRESSION - Existing law requires a model gang violence suppression and substance abuse prevention curriculum for grades 2, 4, and 6 in certain urban schools. This bill would:
 - require the Rural Gang Task Force Subcommittee, created by this bill, in collaboration with the Department of Education, to review that model gang violence suppression and substance abuse prevention curriculum as to its applicability to rural school settings;
 - expand the circumstances under which a gang is engaged in a pattern of criminal gang activity by adding gang rape and sexual assault to the current list of "criminal gang activities" punishable by law;
 - require the Office of Criminal Justice Planning to establish a system for awarding new grant funds by funding categories based upon the population of the target area to enable medium and small counties to compete for a portion of gang suppression grant funding;
 - develop as a pilot program a model rural gang presentation, intervention, and suppression program in the Counties of Sonoma and Shasta.

SB 1504 Leonard Support
ADMINISTRATION - TEEN PARENTS: CAL LEAN PROGRAM - Nearly identical to AB 2640 Hansen), this bill would appropriate an unspecified amount for the 1991-92 and 1992-93 fiscal years to establish the Cal Lean Program for parents under 19 years old who are AFDC recipients.

SB 1930 Hart Support
ADMINISTRATION - PUPIL EXPULSION - This bill would include sexual harassment among the grounds for suspension or expulsion of a pupil.

CASCWA STATE CONFERENCE
 "Challenges of the 90's"

featuring
GANG SYMPOSIUM

Deadline is April 17th for pre-registration

1. GANG SYMPOSIUM - MAY 6, 1992

	<u>Advanced</u>	<u>On Site</u>
Gang Symposium Registration	\$55.00	\$65.00
VIP Luncheon (Limited to 200)	\$15.00	\$15.00

2. CASCWA STATE CONFERENCE -MAY 7 & 8, 1992
 (Includes luncheon & reception)

	<u>Advanced</u>	<u>On Site</u>
CASCWA Member	\$ 75.00	\$ 90.00
Non-member	\$ 90.00	\$110.00
CASCWA registration (Thursday only) no meals		\$ 50.00

3. EXTRA MEAL TICKETS

(Guests not registered for conference)

VIP Luncheon (Wednesday)	_____ x \$20.00=_____
CASCWA Luncheon (Thursday)	_____ x\$25.00=_____

4. CASCWA MEMBERSHIP RENEWAL 1992-92

	<u>Membership Dues</u>
Active	\$30.00
Associate	\$20.00
Retired	\$10.00

5. COMBINATION PACKAGE PLAN-CASCWA STATE CONFERENCE & GANG SYMPOSIUM - May 6, 7, & 8, 1992.

	<u>Advanced</u>	<u>On Site</u>
CASCWA Member	\$115.00	\$130.00
Non-member	\$135.00	\$155.00
VIP Luncheon	\$ 15.00	\$ 15.00

CASCWA CONFERENCE & GANG SYMPOSIUM - May 6-8, 1992
 Registration Form

Name (print) _____ Work Setting (i.e., education, law, judicial) _____
 Title _____ Business Phone _____
 Address _____ Home Phone _____
 City _____ State _____ Zip _____

1. Gang Symposium Registration Only	\$ _____	CASCWA members renewing membership please identify your section:
2. CASCWA State Conference Registration	\$ _____	
3. Extra Meal Tickets	\$ _____	
CASCWA Membership Renewal	\$ _____	
5. Combination Package	\$ _____	
Total:	\$ _____	

Bay Section _____
 Delta/Sierra Section _____
 San Joaquin Section _____
 Southern Section _____

Make checks payable to: CASCWA

Mail to: Clovis Unified School District • Child Welfare & Attendance • 55 Shaw, Suite 207 • 93612 • (209) 297-7382

CASCWA SPRING CONFERENCE

The San Joaquin Section invites you to join us for the first annual Gang Symposium/CASCWA State Conference aimed at facing the "Challenge of the 90's".
May 6, 7, & 8, 1992

WEDNESDAY, GANG SYMPOSIUM

Opening Address-Ed Hunt, Fresno County, District Attorney
Members of various gang task forces throughout the San Joaquin Valley
V.I.P. LUNCHEON SPEAKER: Ray Johnson, Executive Director
Office of Criminal Justice Planning

THURSDAY, CASCWA CONFERENCE- 17 Different Topics

Symposium/Conference Location

Holiday Inn Centre Plaza
2233 Ventura Street
Fresno, California 93721
(209) 268-1000

Requests for room reservations must be received 30 days prior to arrival date.

RATES ARE: Single \$65.00
Double \$65.00

CONFERENCE REGISTRATION

Gang Symposium pre-registration	\$55.00
VIP Luncheon pre-registration	\$15.00
CASCWA State Conference	
Members	\$75.00
Non-members	\$95.00
One day (Thursday) no meal	\$50.00
Combination Package Plan (CASCWA Conf./Gang Symp)	
CASCWA member	\$115.00
Non-member	\$135.00
VIP Luncheon	\$15.00

CONFERENCE REGISTRATION DEADLINE IS APRIL 17, 1992.

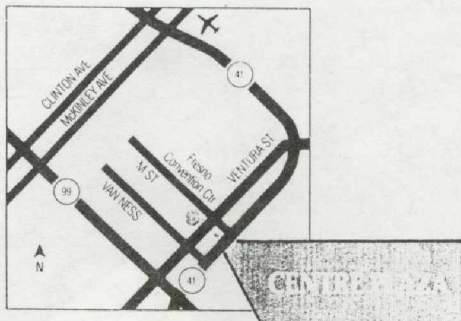
There will be no refunds after April 17, 1992. Register early. See forms on the reverse side. No purchase orders will be taken.

Make Checks payable to CASCWA. Send checks to Clovis Unified School District, 55 Shaw #207, Clovis, Calif. 93612, phone (209) 297-7382.



Holiday Inn
Fresno Centre Plaza

Atrium Hotel & Convention Complex
2233 Ventura Street
Fresno, CA 93721
(209) 268-1000
FAX (209) 486-6625



CONFERENCE AT A GLANCE

WEDNESDAY, MAY 6, 1992 GANG SYMPOSIUM

Registration 7:30 - 8:30 a.m.

Welcome 8:30 - 9:15 a.m.

Gang Violence and Activities 9:15 - 12noon.

VIP Luncheon-Ray Johnson, Criminal Justice Planning

Gang Violence and Activities 1:30 - 2:45 p.m.

Greater San Joaquin Valley Gang Presentations

(Sacramento, Stockton, Modesto, Fresno) 3:00 - 5:00 p.m.

Wrap-up 5:00 - 5:30 p.m.

THURSDAY, MAY 7, 1992 CASCWA STATE CONFERENCE

Registration 8:00 m- 9:00 a.m.

Welcome 9:00 - 10:00 a.m.

Workshop I- 10:00 a.m. - 10:50 a.m.

Workshop II - 11:00 - 11:50 a.m.

Luncheon, Awards, New Officers - 12noon - 1:45 p.m.

Work Shop III 2:00 - 2:50 p.m.

Workshop IV 3:00 - 3:50 p.m.

Section Meetings 4:00 - 4:50 p.m.

San Joaquin Presidents Reception 5:00 - 7:00 p.m.

Dinner on your own 7:00 - Until

FRIDAY, MAY 8, 1992

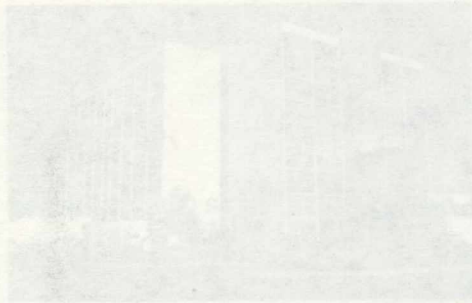
New Officer Welcome 8:30 - 9:00 a.m.

Legislative Update 9:00 - 10:30 a.m.

Wrap-up Summary by outgoing President

Welcome to New Year by Incoming President 10:30 - 11:00 a.m.

No repeat sessions are planned.
Some sessions are two hours.



CASOWA STATE CONFERENCE
 featuring
SYMPOSIUM
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 1:00 PM - 5:00 PM
 Fresno Convention Center
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 Fresno, CA 93726

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**CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE AND ATTENDANCE
 1991-1992 Membership Application Form**

Please Print

Name _____
 (Last) (First)

Regional Affiliation (Check One)

Delta Sierra Section San Joaquin Section
 Bay Section Southern Section

Bus. Address _____ Work Phone (____) _____
 (Street) (City) (Zip)

School _____ District _____ County _____

Home Address _____ (Optional) Phone (____) _____
 (Street) (City) (Zip)

SEND TO:
 Bill Stelzner, CASCWA Vice
 President, Membership
 Attendance and Administrative Services
 Los Angeles County Office of Education
 9300 Imperial Highway
 Downey, CA 90242-2890
 (213) 922-6395

Dues: (Check One)

Active \$30.00 per membership year
 Associate \$20.00 per membership year
 Institutional \$30.00 per membership year
 Retired \$10.00 per membership year
 Honorary Life
 Please send receipt