CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE & ATTENDANCE

CASCWA CONNECTION

SOUTHERN SECTION

"Quarterly Publication for Our Members and Friends"

CASCWA

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Message from the President

Greetings to all our CASCWA colleagues and friends. Springtime is the season of renewal. For CASCWA, it is a time to rededicate ourselves to our professional commitment to serve the children and families in our schools. This spring, Southern Section CASCWA will host a Legal Educational Forum, participate in the State Conference, and award scholarships to high school students.

Dr. James Shaw and the Los Angeles County Office of Education will host a Legal Educational Forum on April 23, 1999 (please note this new date). A distinguished panel of experts representing the schools, the courts, and the State Legislature will address, "Citing on Site: A New Approach for Increasing Attendance and School Safety." Please share the enclosed registration information regarding this important event with your colleagues and send in YOUR reservation TODAY!

The CASCWA State Conference will be hosted by Bay Section on April 28-30, 1999, in picturesque San Francisco. Plan to be a part of our large Southern Section delegation. Please look for registration information and additional details in the state newsletter, INTERCOM.

This spring, Southern Section will again award scholarships to high school students who have benefited from intervention by CWA professionals. The deadline for submitting nominations is Monday, April 12, 1999. Please return the enclosed scholarship nomination form to Dale Parent, our scholarship committee chairperson. We are looking forward to recognizing and to providing financial assistance to these deserving students.

As Southern Section President, I wish to thank each of you for your continued support of CASCWA. Your participation on the Executive Board and committees, as well as your attendance at section events, strengthens our organization and enables us to continue to provide quality CWA services to the children and families in our schools.

Sincerely,

Mark Michels

SMITH GOES TO SACRAMENTO, DOES SOUTHWEST HIGH PROUD

From San Diego Union Tribune

Note: Christine Smith has been active in CASCWA for many years, and has filled many positions on the CASCWA Southern Section Executive Board. CASCWA members wish Christine Smith all the best, and are extremely delighted with her appointment. In the words of Lillie Wilson (L.A.C.O.E.), "Christine Smith will continue to give 200% in her new assignment. She has always been a tireless advocate for children, especially the disenfranchised. She gave of her many talents to CASCWA from the very beginning of her career."

When Gov. Gray Davis was looking for an experienced educator to put some of his policies in action, he went to Southwest High School. There, he found an educator with 27 years in the profession, an East LA native who has been a role model to Latino students and a trained dancer who still likes to kick up her heels.

Southwest High School Principal Christine Aranda Smith is all that! And yesterday, she added a long title to her name. Smith started her new job as Deputy Secretary for Elementary and Secondary Education in Sacramento. Smith, who helped restore a sense of school spirit to Southwest, will now help the education-minded governor implement new policies and plans. "It is a loss, but we're very proud and happy for her to have this type of opportunity," said district Superintendent Ed Brand.

Smith, 58, got the call last month. She had been on a list of candidates for the job and interviewed with the governor's staff on Jan. 11. That night, she learned she got the job. She credits her experience, including being a bilingual teacher and a counselor, for helping her land the job. "It's a powerful comment on how committed Gov. Davis is to this agenda that he's taking somebody from the field," said Smith.

That job will involve her supporting education legislation from the governor, implementing policies and recommending policy changes. Smith said she supports the governor's call for a system to rate the performance of schools, saying it is important to communicate to the public how schools and students are achieving educational goals. "We need to know how our kids are doing," she said. Will having Smith in Sacramento mean more money or help for Southwest High and the Sweetwater Union High School District? "It means they will get their calls returned," said Smith. That's fine by Brand. "We know we have another friend in Sacramento," he said.

Smith's first day in Sacramento was a busy one. She held a morning staff meeting and attended a state Board of Education meeting. "My in-box is horrendous," she joked, in a phone interview. It will be a much different job from being principal at Southwest.

Smith was principal for four years, taking the job after serving as assistant superintendent at the district. "I realize it's a very dramatic change, being away from student life, student activity and that I will miss," she said. She said improving the spirit of the 2,200-student school, whose nickname is the Raiders, has been her biggest achievement. "We're very sad that she's leaving," said sophomore Eric Medina, 16. "She was very nice."

Brand said Bill Demos, a former Hilltop High School principal who retired six months ago as a counselor at the school's Learning Center, will be the interim principal. A search is on for a permanent principal, with both internal and outside candidates being considered. That search may be concluded by March. Meanwhile, saying good-bye wasn't easy for Smith.

She received cards and flowers from students and staff. After the school bell rang on her final day last week, staff members played "Las Golondrinas," a traditional Mexican farewell song, on the public address system. Smith stopped speaking, at first seeming embarrassed. Then she left her office and went into the front of the administration building to hug and shake hands with students and staff. Smith will return. She promised the senior class that she would attend graduation in June. "Part of me will always be a Raider," she said.

REWARDS BECOMING THE 4TH "R"

Police and school officials nationwide are using cash awards to coax youths into informing on other students. Despite practical benefits, some critics question values learned in such programs.

Today's topic, class, is ethics. If somebody offered you $50, would you be more inclined to turn in a fellow student who did something wrong?

Try this pop quiz on Mrs. Foley's freshman English class, and not a single hand goes up. But ask them if they think somebody ***else*** can be bought, and hardly a hand stays down. Everybody knows somebody who would turn informant in exchange for a trip to the Gap.

"People are greedy," says Charlaina Hughes, a 15-year-old freshman with a blond pixie haircut. Police are banking on that. In this quaint resort community where the Piscataqua River meets the North Atlantic, local police and Portsmouth High School officials have come up with a crime-fighting program that includes on eye popping component. Report wrongdoing, win valuable prizes.

The program has yet to go into effect, but ever since the school board approved it last June the town has been debating the morality of using cash to coax kids into doing the right thing. The amounts, ranging from $10 to $100, would be left to a special panel of students.

"Oh, God. It's been crazy," said Mary Carey Foley, the English teacher and student liaison who will be responsible for fielding anonymous tips from young informants. "You wouldn't believe the (debate). The local paper had a cartoon with a valedictorian, salutatorian and a snitch-atorian."

As usual and, as some critics contend, as cynical as the program seems, scores of other high schools are offering similar cash incentives from Fresno to Boulder, Colo. to Amarillo, Texas. In the last year, Baton Rouge, La., and Albuquerque have added the program and Charlotte, N.C. expanded it from a handful of schools to all the high schools and even down to the middle schools—53 campuses in all.

Other places are tempting students to report campus crime with t-shirts, gift certificates, pizzas, autographed baseballs and other things coveted by young consumers, said Mary Parker, a criminologist at the University of Arkansas at Little Rock. The logical extension, she said, will be for schools to move these programs into increasingly lower grades, reflecting a perception that even younger children are exposed or inclined to criminal behavior, and that desperate times call for drastic measures.

Such well-meaning bribery takes many forms. Parents of punctual children were in an uproar when Oregon's Multnomah County recently decided to pay parents of chronically truant students $3 for every full day of classes their kids attended and $1 for each half day. Parker said some schools offer rewards to entire classes if, say, they collectively cut down on playground incidents or absenteeism.

She said programs like the one adopted in Portsmouth are simply copies of programs already in place in the adult world.

STUDY FINDS CHARTER SCHOOLS SUCCEED NO MORE THAN OTHERS

From San Diego Union Tribune

Touted as an innovative way to improve public education, California charter schools are no more successful or accountable than mainstream campuses, according to a sweeping 2 1/2 year study released yesterday.

With more than 1,000 charter schools in the nation, and with President Clinton looking to triple that number by the year 2000, this reform movement has been one of the most popular to hit public education. In exchange for independence from the education code and teacher unions, charter schools often promise more autonomy, innovation and efficiency than traditional public campuses. But the comprehensive study conducted at the Graduate School of Education & Information Studies of the University of California Los Angeles found little evidence that these schools are living up to their broad claims or improving student achievement.

Instead, charter school reform may be pushing the public educational system toward privatization, said Amy Stuart Wells, an associate professor of educational policy at UCLA who led the study. "What we are trying to do is open up the debate," Wells said. "What are we trying to do with charter schools? Is the charter reform moving us toward vouchers or is it pushing us to improve the system?" Wells and a team of researchers studied 17 charter schools and nearby public schools in 10 districts across California.

Called "Beyond the Rhetoric of Charter School Reform: A Study of Ten California School Districts," the report found—among other things—that most charter schools have no way to measure whether their students are doing better, have too much control over who attends them, rely too much on private outside funding and are not being required to reflect the racial-ethnic mix of their district.

"In comparing the rhetoric and the reality we learned that the effects of charter schools are far more complex than advocates claim," Wells said.

"It is not a simple matter of exchanging accountability for autonomy or allowing choice to create competition. Instead, each charter school exists in a different world and must be examined with its context." The findings of Wells' study come as politicians, educators and parents are becoming more and more involved in the rapidly growing charter school movement. Governor-elect Gray Davis, who emphasized education in his campaign, this week named Gary Hart, the author of California's 1992 charter school law, as his education adviser.

Hart pointed out that charter schools were designed with an ultimate accountability tool—parental approval. If a charter school is not performing to parents' expectations, they can move their children, he said. Most charter schools in the nation have waiting lists, an indicator as useful as test scores, he said.

California, with 156 charter schools is second only to Arizona in number. Its 50,000 charter school students make up about a third of the nation's total. San Diego county has 17 charter schools.

The UCLA report was criticized by a national group that backs charter schools. The Center for Education Reform of Washington, D.C., said other studies have shown positive benefits and student achievement in charter schools.

CHARTER SCHOOLS *(Continued)*

"It's really embarrassing, shoddy work," said Jeanne Allen, president of the group. "Even less, enthusiastic supporters of charters, such as teacher unions, have found reasons to cheer the developments that abound." Nearly 1,100 charter schools have opened in 26 states. After Minnesota, California was the second state to pass a charter school law. The original legislation set a cap of 100 schools statewide. Pete Wilson last May signed a bill expanding the limit to 250 this year and 100 more a year after that.

The UCLA report also found that school districts have been unclear how to judge charter schools and fail to clearly outline how student performance would be measured. What's more, according to the report, charter schools ignore the requirement that they reflect the racial and ethnic makeup of their districts. For instance, at 10 of the 17 schools studied at least one ethnic group was either over-represented or underrepresented by at least 15%.

While the study—the most comprehensive ever done on the topic—outlines how charter schools may not be living up to their expectations, their minimal success is not different from that of public education overall, said Lowell Billings, assistant Superintendent of business services and support for the Chula Vista Elementary School District. "I think it's fair to say that, by and large, most charter schools still mirror the educational establishment," said Billings, whose district has five charter schools. "For that reason, I would say it's highly probable the outcomes wouldn't be much different."

Established by a group of teachers, community members or parents, a charter school is free to many state laws and regulations. The goal is to improve student achievement by encouraging innovative instruction methods without the traditional constraints or red tape.

The best way for schools to see whether they ways of measuring student achievement, said Tyler Cramer, chairman of the San Diego Business Roundtable for Education, which has been supporting local charters.

Only schools that give students a pre-test at the beginning of the year and then a test at the end of the year can truly see how much children have learned, Cramer said.

San Diego County's 17 charter schools range in themes from the arts to outreach education for struggling students. And the success of these schools has never really been assessed, said Jack Tierney of the San Diego County Office of Education.

CHILDREN ARE . . .

Submitted by Jerry Hime, L.A.C.O.E.

Amazing, acknowledge them.
Believeable, trust them.
Childlike, allow them.
Divine, honor them.
Energetic, nourish them.
Fallible, embrace them.
Gifts, treasure them.
Here now, be with them.
Innocent, delight with them.
Joyful, appreciate them.
Kindhearted, learn from them.
Lovable, cherish them.
Magical, fly with them.,
Noble, esteem them.
Open minded, respect them.
Precious, value them.
Questioners, encourage them.
Resourceful, support them.
Spontaneous, enjoy them.
Talented, believe in them.
Unique, affirm them.
Vulnerable, protect them.
Whole, recognize them.
Xstraspecial, celebrate them.
Yearning, notice them.
Zany, laugh with them!

VERIFYING RESIDENCY

Submitted by Karen Saunders
Los Angeles Unified School District

Recently Los Angeles Unified School District, Pupil Services and Attendance (CWA) Branch has been receiving many referrals for residency verification. Parents have failed to report their new address and are living out of the school residential area. Some schools are using the address verification form and sending 80 to 100 cases for address verification.

Some schools are experiencing a multitude of requests for residence permits. Others are confused about the types of documentation acceptable for proof of residence and some are experiencing the threat of lawsuit because school administrators have directed CWA to investigate the enrollment application home address.

Here are some simple tips, which may help you to resolve the address verification question:

1. Have your district clearly define in writing the types of documents acceptable: Utility Service Gas or Electric Bill; City Water or Trash Bill.

These must be current monthly bills and they must show the parent's name and address where the service is connected.

2. Other Creative Documentation: Official Government Mail (Cal WORKS, Social Security, Income Tax); Rental Agreement listing the Name, Address and Telephone of the Property Owner; Current Bank Statement (checking, savings, etc.—not checks); Verification of Residence Service Letter from your Gas or Electric Company.

These must show the parent name, address and date of service followed by the utility bill and presented to the school within thirty (30) days. This letter must be on company letterhead.

Moving Company Receipt from Prior Address to the New Address; Escrow papers with closing date within 60 days may be considered at the beginning of a school year.

3. When parents cannot show proof of their residence, an investigation can be initiated which proves that the parents/guardians are residing at the stated address and the Address Verification Form is used. The school administrator witnesses this form.

4. Homeless families will not have documentation but may have a shelter address. Enroll the family and assist them with needed services.

5. A caregiver Affidavit is used with non-relative or persons over 18 years of age. The caregiver and child should inform the school of the address and telephone number where the parent/guardian resides. An investigation of these cases is wise.

6. Have a one-page fact sheet in the enrollment packet or on the counter for parents. It should provide documentation acceptable and consequences for false address information. It also assists the clerical staff with this intrinsic time consuming process. Have the document in languages.

LIVING WITH RELATIVES: RESIDENCE PERMITS

1. LAUSD policy clearly defines who a relative is and suggests a procedure, which is initiated at the parent's school of residence where the parents must provide the reason for the child's move.
2. Children must be living 24 hours a day, 7 days a week with the relative.
3. Do your homework, use common sense, ask questions and be polite.
4. When mail is returned to the school, call for the student and ask for the new address. Fifty percent of the time you will receive it.
5. Know the different types of permits available for enrollment and the guidelines for each.

WHEN INVESTIGATING A HOME ADDRESS

1. Be polite and state who you are, where you're from and why you are at the home.
2. Check the name on the mailbox; speak with the post office representative if they are delivering mail.
3. Never demand to see the child's room. Enter the home only if invited inside.

VERIFYING RESIDENCY

(Continued)

4. Always report that you are at the home to assist in resolving the residence issue and ask the parents for their help.

EDUCATION CODE

1981.2	Homeless Children
35160	Governing Boards, authority; Home Investigation
35160.1	Governing Boards, broad authority
48050	Residents of adjoining states
48051	Residents of adjacent foreign country
48052	Tuition
48200	Compulsory Education; Parents Residence
48204	Residence
48204.5	Efforts to verify residence
48204.6	Documentation residency

FAMILY CODE

6550	Caregivers
6552	Caregiver's Authorization Affidavit

GOVERNMENT CODE

244	Determination of Residence

SPECIAL NOTICE: ***Spread the word!***

If you know of any CASCWA member who will be retiring in the near future, please let Juanice Thomas (ret. Pomona USD) know. Juanice can be reached at (909) 626-2543. Thank you.

VISIT OUR CASCWA WEBSITE AT:
http://www.cascwa.org/southern/info.htm

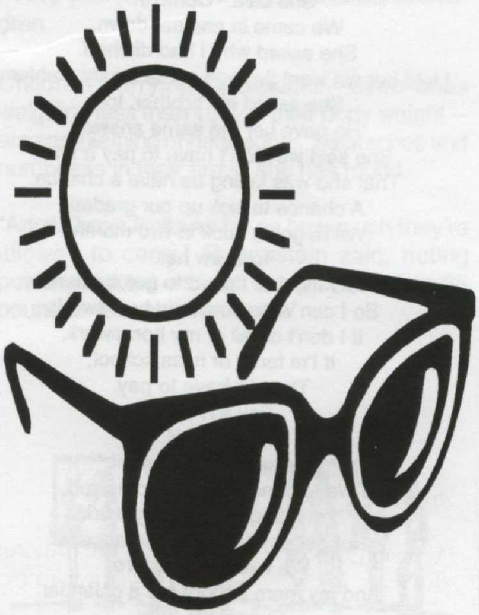
RETIREE'S CORNER

Ann Cocreham, former Director of Pupil Services at Burbank USD, and Juanice Thomas, former CWA Paraprofessional at Pomona USD, recently retired after decades of dedicated service to their school districts.

A host of colleagues, friends, and well-wishers attended their almost standing-room-only retirement banquets.

They each received resolutions from CASCWA marking their many years of participation, service, and efforts on behalf of students.

Family, social service, traveling, and relaxing rank high on Ann's and Juanice's "To Do" lists. They promise to keep in touch with the CASCWA membership and, at each "port-of-call," tell us what we're missing!



HERE COMES THE JUDGE . . . . GET IN SCHOOL!!!

Submitted by Gloria Widmann, Principal, South Middle School, Downey Unified School District

This poem was shared at a Creative Writing Class' Author's Night. Before students, parents, and community guests, Bryce Roche, a student at South Middle School, shared the poem that he wrote about his experience in Room B at the Norwalk Juvenile Court in which Bryce, his brother, and parents recently appeared for truancy.

A CHANGE IN MY LIFE

A day in court changed my life;
Well, part of it.
I went there, scared
Because I had never been to court.
When they called my name,
I went up to room B
With my mom and dad and my brother, too.
She said, "Come in."
We came in and sat down.
She asked why I had ditched.
I told her we went through some family problems.
She asked my brother, too;
He gave her the same answer.
She said we didn't have to pay a fine;
That she was letting us have a chance.
A chance to pick up our grades.
We're going back in two months
To show her.
She told me that I need to get a calendar,
So I can write down my homework.
If I don't do all of my homework,
If I'm tardy or miss school,
Then I'll have to pay.
Pay $170.00.
I said, "OK."
She said, "OK, that's it."
We left and I thought to myself,
"I'm going to do all my work,
Not get any tardies or be absent."
We went to the store,
And my mom bought me a calendar.
Ever since then,
I've done my work.

EMPTY LOCKER = FULL BACKPACK

From the L.A. Times, Nancy Trejos

Ban Forces Students to Carry Heavy Loads, Which Many Parents Say Is a Health Risk

School security is a heavy burden. More so when you're carrying it on your back. The Pasadena Unified School District decided years ago to eliminate lockers because of fears that they could become a hiding place for weapons and drugs.

As a result, students like sixth-grader Brandon Schmiedeberg shuffle from class to class at Wilson Middle School toiling under the strain of backpacks stuffed with a locker's worth of binders, folders, notebooks, dictionaries, thesauruses and textbooks.

Parents are now asking the Pasadena school officials to rethink the locker ban. "It's too much for 10- or 12-year olds," said Brandon's mother, Katherine Schmiedeberg.

She weighed her son's pack after he complained of back and arm pains and was disturbed to find that 110 pound Brandon was shouldering 25 pounds. That's equal to nearly 23% of his body weight, far more than the 10% limit recommended by health experts.

Besides potential health problems, parents say eliminating lockers does not preclude students from hiding contraband in their backpacks. Pasadena school police have confiscated weapons from students and responded to assaults on or near school campuses even after the locker ban, officials said.

Voters in the Pasadena district approved a $40-million bond issue earlier this month, and school board members say they will consider using some of the money to solve the locker dilemma. "Obviously, we have to come up with something," said school board President Lisa Fowler. One parent said he has a solution: see-through lockers.

Peter Soelter, a father of two, has designed locker

EMPTY LOCKER = FULL BACKPACK

(Continued)

doors made of plexiglass—a clear, shatter-proof material. "Everybody (in the school) has a desk or an office or a place to put things, except for the students," he said. "I just find it amazing that we tolerate it as a society."

He spent $600 to install 22 see-through locker doors at Wilson Middle School as an experiment. Now, Soelter is trying to raise money to put in more.

It is not a perfect solution, said board member Fowler, because students "shouldn't have to feel that everything in their life is exposed."

Meantime, more than 500 empty lockers line Wilson's hallways—an increasingly common sight at schools across the country. But now, parents and students are demanding a place to store school materials.

Their concerns are echoed by members of the medical community. "I've seen more kids coming in here with problems putting their backs out carrying these heavier loads," said Donald Fluegel, a Los Angeles Chiropractor.

Fluegel said students carrying heavy packs could develop muscle spasms and back pains, as well as bad posture, curvature of the spine and early symptoms of arthritis.

Cindy Loesch has twin daughters in the sixth grade who each weigh 65 pounds. Their backpacks weigh up to 30 pounds. Loesch said she wants the lockers returned to use.

"I had a locker available when I started junior high school," Loesch said. "I really don't see why they can't make that available. Who's to say they still wouldn't hide a weapon or drugs in a backpack?"

Wilson school Principal Rich Boccia agreed. "Kids are getting heavier, more expensive books," he said.

"They're carrying 30, 40 pounds and the kids are less than 100 pounds. We need to look at what we're doing for these kids."

And what do the kids think? Lakeshia Banks, 13, waits for the school bus at the end of the school day, her pack weighed down with homework and books.

"My back is hurting right now," the seventh-grader said. "We need lockers."

Parents have come up with some enterprising, albeit temporary, solutions. Loesch bought each of her daughters a backpack with wheels on the bottom.

"Unfortunately," Loesch said, "the wheels already seem to be breaking." Other students cart their books around in travel luggage equipped with wheels and a handle.

The end of lockers has even drawn the attention of academics. Laurie Rubenstein, a physical therapist at USC, is studying the impact of heavy backpacks on the bodies of schoolchildren.

Children carrying backpacks—even ones weighing less than 10% of their body weight—are complaining of headaches, backaches and numbness in their arms, she has found.

"Adults have limits as far as how much they're allowed to carry," Rubenstein said, noting postal workers cannot carry more than 35 pounds. "But children don't."

SUMMARY OF PENDING LEGISLATION

SB 1064 EDUCATION: PREGNANT AND PARENTING PUPILS
CH. 1078 January 1, 1999

An act to amend Sections 2551.3, 1729.3, 49553, and 49559 of, to amend and renumber Section 8901 of, to add Article 7.1 (commencing with Section 54740) to Chapter 9 of Part 29 of, to repeal Sections 8900 and 8902 of, to repeal Article 17 (commencing with Section 8390) of Chapter 2 of, to repeal the heading of Chapter 6 (commencing with Section 8900) of, and to repeal Chapter 6.5 (commencing with Section 8910) of, Part 6 of, the Education Code, relating to education.

Existing law requires the Superintendent of Public Instruction to formulate the administrative policies for pregnant minors programs operated by schools and county superintendents of schools. This bill would repeal these provisions and articulate the Legislature's intent to establish a comprehensive, continuous, and community-linked school-based program, to be known as the Cal-SAFE program, to focus on youth development and dropout prevention for pregnant and parenting pupils, and on child care and development services for their children.

SB 1110 EDUCATION
Ch. 403 January 1, 1999

An act to amend Section 51201.57 of the Civil Code and to add Sections 51554, and 512555 of the Education Code, relating to education.

Existing law provides that parents are to be furnished written notification from school districts and county offices explaining the purpose of AIDS Prevention Instruction. As required, this notice is to specify that parents may request their children not receive such instruction and further, if a written request that the pupil not attend such instruction has been received by the school district, the pupil shall not attend the AIDS Prevention instruction. Notification requirements are expanded to provide that pupils who enroll after the beginning of the school year shall also receive information about AIDS instruction.
Whatever can be done to curtail gang activity is a benefit. Therefore making conspiracy the punishment would strengthen the efforts.

AB 1626 PUPIL PROMOTION AND RETENTION
Ch. 742 January 1, 1999

An act tto add Sections 48070.5 and 60648 to the Education Code, relating to education.

Current law requires governing boards to adopt policy regarding pupil promotion and retention. This act requires governing boards to approve a policy for pupil promotion and retention between the specified grade levels of second and third, third and fourth, fourth and fifth, end of intermediate and beginning of middle school, and end of middle and beginning of high school.

SUMMARY OF PENDING LEGISLATION (Continued)

The policy must provide for the identification of pupils who should be retained or who are at risk of being retained on the basis of either of the following: (a) the results of STAR assessments, once the State Board of Education has established minimal performance levels required for satisfactory performance at the next grade; and (b) the pupil's grades and other indicators of achievement designated by the district. The policy shall indicate the manner in which opportunities for remedial instruction will be provided to pupils recommended for retention or to those who are at risk for retnetion.

SB 1404 HATE CRIMES
Ch. 414 January 1, 1999

An act to amend Section 11411 of the Penal Code, relating to hate crimes.
Present law makes it a felony or a misdemeanor for a person to burn, desecrate, or destroy a cross or other religious symbol, knowing it to be a religious symbol, on the private property of another iwth the purpose of terrorizing the owner or occupant. This bill extends the commission of such hate crimes to include primary school, junior high school, or high school for the purpose of terrorizing any person who attends or works at the school or who is otherwise associated with the school.

SB 1427 PUPIL EXPULSION
Ch. 489 January 1, 1999

An act to amend Section 48918 of the Education Code, relating to education.
Section 48918 of the Education Code is amended to provide that if compliance with the time requirements for conducting an expulsion hearing is impractical due to a summer recess of the governing board of more than two weeks, the days during the recess period shall not count as schooldays for the purpose of meeting the current 30 school day timeline for conducting expulsion hearings and 40 school day timeline for a decision to expel.

AB 17 PUPIL DISCIPLINE
Ch. 527 January 1, 1999

An act to amend Section 48903 of the Education Code, relating to pupil discipline.
Suspensions for an individual pupil shall not exceed 20 schooldays in any school year unless for purposes of adjustment, a pupil is enrolled or transferred: in which case the days of suspension shall not exceed 30. As amended, this section now provides that a school district may count the days of suspension that occur while the pupil is enrolled in another district toward the maximum days (30) that a pupil may be suspended in any one school year. In effect, this allows a receiving school to reset the cumulative suspension count to zero for all transferring students.

ANOTHER STUDENT SUCCESS STORY

Submitted by Dr. Donna Dalton
(Opoku-Agyeman)

This was submitted by a student . . . .

Since I have been here, my whole attitude is completely different. I have changed for the good, completely. When I first got here, I knew that my reputation was ruined. Which wasn't good at all because I think my discipline record was already an ugly 10 pages thick. Which I cannot blame anyone but myself for that because I made it that way, I thought it was cool and that it would make me look good but it really made me look incredibly STUPID!!

When I got expelled I had to meet with people that I had never met before. Well, needless to say, as far as the first impressions go, I blew it totally. They read my records and then discussed them with me. My records made me seem like a troubled outrageous teen who had nothing better to do than go around swearing and hitting every and anyone in sight. So there it was, my first impression, and you know what they say about first impressions you only get to make one. To be totally honest with you, right then and there I felt down right idiotic and had no answers to any of the questions asked to me except I don't know. That made things even worse. So then I said to myself I have got to change but how, how could I be good and cool at the same time?

The answer was God. I went home and prayed to God so that he could help me become the person that he wanted me to. Sure enough just like it says in Ps. 3:4 God hears all prayers and he heard mine and answered it. Now I have learned to ignore the immature and be mature. I have given myself one rule to abide by and that is the golden rule: do unto others as you would have them do unto you. Most of the things that I have done to others, I would not want to have them done to me. So who am I to go and do it to them? Henceforth I have been working very hard to keep my behavior this way.

I have not gotten any suspensions, detentions, or anything of that matter ever since I began to attend this school. I have worked very hard to improve my academic status and plan to continue doing so. I have learned self control and discipline. Basically I have really GROWN UP!!

This was another letter by the same student:

Dear High School,

On February, 1999, I was expelled from your school for causing bodily injury to another student. Proceeding my expulsion, I was ordered to attended another school.

From the first day that I got here up until now has been nothing but time that has been valued and completely occupied by learning and thinking about my unnecessary action. When I first started attending here, I asked myself these questions: What are you doing here? Is it really necessary to be here? Was that ignorant act of stupidity really worth loosing all of your high school privileges, like dances, real lunch breaks, football games, and all of the other great advantages of high school that you took for granted?

My answers were no, no, and no! Now don't get me wrong, this school is anything but a bad school. I really appreciate all of the help and inspiration that the staff has contributed to my learning which will all add up and balance out to a prosperous future, and I would like to thank them for that. However, still and all that is not my place. Therefore, I am begging you to please let me resume my place and privileges as a student at my high school.

I know that I was not your best student, as a matter of fact I might have even been one of your worse which I will not blame you because I literally wasted your time and deprived other students of a healthy learning environment. At this point in my letter I will take my chances to ask you to please forgive me for my repulsive actions and allow me to join your team of champions once again and this time make you proud that I am a teammate.

Desperately,

P.S.. I want to learn! Thanx.

CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE AND ATTENDANCE

SOUTHERN SECTION
SCHOLARSHIP NOMINATION

CRITERIA: Scholarships will be granted to students who are leaving high school to continue their education. Scholarships of $500 each will be awarded to students who have benefited from intervention by a child welfare and attendance professional.

NAME_____
DISTRICT_____
SCHOOL OF ATTENDANCE_____
ADDRESS_____
HOME PHONE_____

CASCWA MEMBER MAKING THE NOMINATION_____
DISTRICT_____PHONE_____

DESCRIBE briefly the student's involvement with Child Welfare and Attendance:
_____
_____
_____
_____
_____
_____
_____

ATTACH a one page typed statement <u>by the student</u> describing future educational plans and how he/she would benefit from the CASCWA Southern Section Scholarship.

SEND THE APPLICATION TO: Dale Parent
Early Intervention
Chula Vista Elementary School District
84 East "J" Street
Chula Vista, CA 91910-6199

DEADLINE: Monday, April 12, 1999 SELECTION: Friday, April 16, 1999

PRESENTATION: Recipient(s) will be invited to the June Southern Section Meeting.

CASCWA

California Association of Supervisors of Child Welfare and Attendance

Presents . . .

Educational Legal Forum

"Citing on Site: A New Approach for Increasing Attendance and School Safety"

*A **"paradigm shift"** that will raise attendance and graduation rates; reduce daytime crime, including graffiti; decrease suspensions—and lower daytime TV ratings!*

Featuring a luncheon with . . .

Genelle Buchert, District Coordinator, Senator Betty Karnette's Office
Brynan Wolsey, Legislative Aide, Senator Betty Karnette's Office
Judge Nancy Daniels, Norwalk Juvenile Court
Stan Hanstad, Director of Pupil Services, Downey USD
David Searcy, Supervising Referee, Superior Court of Los Angeles County

Senator Betty Karnette (D-Long Beach) is author of a potent bill to allow school administrators to issue court citations to students for a range of violations on campus. Ms. Buchert and Ms. Wolsey will keynote this vital forum by explaining the purpose of her bill and Senator Karnette's goal of enhancing schools' efforts to educate our students and increase campus safety. Judge Daniels, Referee Searcy, and Mr. Hanstad will share their experiences with the citation-on-campus process, the impact it has made on student attendance and school safety, and the vital role of the court as a key educational partner.

April 23, 1999
11:30 a.m. —1:30 p.m.

The Centre at Sycamore Plaza
5000 Clark Avenue
Lakewood, California

(Registration information is printed on the reverse side of this flyer. A map is attached.)

CASCWA Legal Forum – April 23, 1999

REGISTRATION INFORMATION

_____
Last Name/First Name

_____
District/Position

_____
Work Address

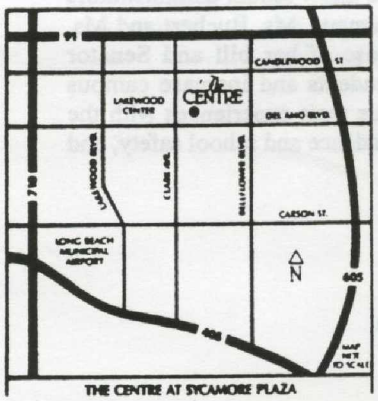
_____ (_____) _____
City & Zip Code *Area Code* *Phone Number*

- ❑ Member-Enclosed is a check for **$18.50** for the luncheon.
- ❑ Non-member-Enclosed is a check for **$20.00** for the luncheon.
- ❑ I am interested in becoming a member of CASCWA. Please send information.

Mail this registration information (or a copy) with a check ***payable to CASCWA*** to:

Dr. James Shaw, Consultant
Los Angeles County Office of Education
9300 Imperial Hwy., Rm. 281, Downey, California, 90242-2890
Registration DEADLINE: April 14, 1999

Registration is first-come-first-served. For additional information contact Jim Shaw at (562) 922-6301.



THE CENTRE AT SYCAMORE PLAZA

TRAVELING EAST ON THE 91 FWY Exit on Lakewood Blvd , turn right onto Lakewood Blvd , turn left at Artesia Blvd (first light), two blocks to Clark Ave , turn right onto Clark, two miles to the CENTRE on the left hand side

TRAVELING WEST ON THE 91 FWY Exit on Clark Ave , turn left on Clark, two miles to the CENTRE on the left hand side

TRAVELING ON THE 405 FWY Exit on **Lakewood Blvd. North** (there is a "north" and a "south" exit), approximately two miles to Del Amo Blvd , turn right on Del Amo , the second light you come to is Clark Ave , turn left onto Clark Ave , the CENTRE is on the right had side

TRAVELING ON THE 710 FWY Exit on Del Amo Blvd going east to Clark Ave , turn left on Clark, the CENTRE is on the right hand side

TRAVELING ON THE 605 FWY Exit on Del Amo Blvd Going west to Clark Ave , turn right onto Clark Ave The CENTRE is on the right hand side

There is limited parking in the front with main parking to rear of building Entry is by driveway between the library and the Bank of Lakewood All parking is free, and with the exception of handicapped parking and the "30 minute" slots, unrestricted Parking behind the library is allowed.

CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE AND ATTENDANCE

BAY SECTION

CASCWA

Presents . . . . . .

"YOU CAN MAKE A DIFFERENCE"

A training conference that will provide you with the information and examples that will empower you to be the driving force, the one who will "Make a Difference" in successfully surmounting the many challenges of change, developing programs, and providing student support services.

WHEN AND WHERE

APRIL 28, 29, 30, 1999. Registration will open at 11:00 a.m., Wednesday the 28th, with the first workshop starting at 1:00 p.m.

The Marines' Memorial Club and Hotel, located at the corner of Sutter and Mason streets, one block from union Square, in downtown San Francisco.

CONFERENCE WORKSHOP TOPICS PLANNED

Conflict Resolutions
Girls Issues--Girls in Gangs, Violence and Abuse
Personal and Professional Development
Targeted Truancy Grant programs
STRS/PERS Financial, Retirement and Long Term Care Planning
SARB--Health and Human Services Partnership for Child Welfare & Attendance
Expulsions--General, 504's, Pitfalls and Challenges
Domestic Violence
Truancy
Cal-Works
Drug Awareness
Social Promotion/Retention
Resource Materials
Networking Sessions

WHO SHOULD ATTEND

Child Welfare and Attendance Supervisors
Teachers
Counselors
Juvenile Officers
Probation Officers
School Resource Officers
Social Service Workers
Mental Health Counselors
School Nurses
Vice Principals
Psychologists

CASCWA 99 STATE CONFERENCE
"You Can Make a Difference"
April 28, 29, 30, 1999
Marines' Memorial Club, San Francisco

REGISTRATION FORM

Name: _____ Phone: _____ Fax: _____
Address: _____ City: _____ St.: ____ Zip: _____
District/Agency: _____ E-Mail: _____
Current CASCWA Member: Yes ___ No ___ CASCWA Dues Enclosed: Yes ___ No ___

	By April 14	After April 14	Total
CONFERENCE PACKAGE: Includes all resource materials, Personal Development Seminar, entrance to all workshops. Continental breakfast, Lunch, 2 Receptions, Buffet breakfast and entrance to all workshops.			
CASCWA Member	$170.00	$180.00	
Non-Member	$185.00	$195.00	
CASCWA Retired/Student	$ 85.00	$ 95.00	
ONE DAY REGISTRATIONS			
WEDNESDAY: Includes all resource materials, entrance to Wednesday Workshops and Presenters reception.			
CASCWA Member	$ 45.00	$ 55.00	
Non-Member	$ 60.00	$ 65.00	
CASCWA Retired/Student	$ 35.00	$ 40.00	
THURSDAY: Includes all resource materials, Personal Development Seminar, Entrance to Thursday Workshops , Continental Breakfast, Lunch and Reception.			
CASCWA Member	$ 80.00	$ 90.00	
Non-Member	$ 95.00	$105.00	
CASCWA Retired/Student	$ 55.00	$ 60.00	
FRIDAY: Includes all resource materials, Legislative Symposium, Buffet Breakfast and "You Can Make a Difference" Speaker.			
CASCWA Member	$ 70.00	$ 80.00	
Non-Member	$ 85.00	$ 95.00	
CASCWA Retired/Student	$ 45.00	$ 55.00	
Additional Meal Tickets: Lunch (Number of tickets X $25.00) = Breakfast Buffet (Number of tickets X $20.00) =			
CASCWA Membership Dues: Active $30; Associate $20; Retired/Student $10			

Make Checks Payable to CASCWA Conference **TOTAL ENCLOSED $**_____

MAIL REGISTRATION TO: CASCWA Conference, PO BOX 14163, Fremont, CA 94539

1999

Homeless Awareness and Literacy Conference

Presented by
Los Angeles County Office of Education
Co-Sponsored by
California Department of Education
Southern California Comprehensive Assistance Center

May 27, 1999

Kellogg West Conference Center
California State Polytechnic University, Pomona
8:00 a.m. — 4:00 p.m.

Registration fee - $75.00 includes materials, parking, lunch and on-going refreshments

The homeless population is perhaps California's fastest growing and greatest at-risk population. It is estimated that presently there are about 220,000 children between the ages of birth and 18 years who are homeless in California. Both the challenge and the opportunity are great. Homeless children must have the same opportunities as all other children. We want to work toward breaking the cycle of homelessness and being able to read and comprehend is an essential element.

For further information or to receive a registration form, call Shirley Abrams or Linda Johnson at 562-922-6234 or FAX 562-922-6781

CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE AND ATTENDANCE

1998-99 Membership Application Form

Membership year from July 1 to June 30

Please Print

_____ ( ) _____

Last Name First Work Phone

_____

Business-Address City Zip Code District

_____

Name of school or place of employment County

_____ ( ) _____

Home Address City Zip Code Home Phone

Section Affiliation (Check one) ❒ Southern Section ❒ Other _____

Delta Sierra, Bay or San Joaquin

Send Completed Form To	Membership Dues
CECIL MUNSEY **San Diego COE** **6401 Linda Vista Rd.** **San Diego, CA 92111-7399** **(714) 694-4494**	**Voting Member** ❒ **Active** **$30.00 per year** **Non-Voting Member** ❒ **Associate** **$20 per yr.** ❒ **Institutional** **$30 per yr.** ❒ **Retired** **$10 per yr.** ❒ **Students** **$10 per yr.**

CASCWA