

CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE & ATTENDANCE

CASCWA CONNECTION

SOUTHERN SECTION



CASCWA

"Quarterly Publication for Our Members and Friends"

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Message from the President

Welcome to CASCWA 1996-97 and welcome to this year's first edition of the CASCWA Connection. As you read this fine publication, I think you will find a number of articles that will be of value to you. In order for us to continue providing you with information to meet your needs, I invite all CASCWA members and readers of the "Connection" to send in your ideas for articles that you would like to see in future editions. Better yet, if you have an article you would like to share, send the article to my attention.

As you read the newsletter, be sure to focus on the column devoted to coming events. Two events planned for the first part of the year are (1) the San Diego Legal Forum, scheduled for Friday, November 1st, and (2) our Orange County Legal Forum, scheduled for Friday, December 6th. Both of these programs should provide attendees with valuable information.

Our biggest project for this school year is, of course, the Spring Conference that we will be hosting in Palm Springs beginning April 30, 1997. As of this writing, planning for the conference is well under way, with much of the program already confirmed and in place. Trust me, this conference will be a good one!

Hope to see all of you sometime throughout the year. Have a good one and be sure to let me or the members of the Executive Board know how we can better serve you.

Remember, our goal is to meet your needs. Let us know what these needs are!

Phil D. Kauble, President, CASCWA, So. Sect.



ADVISORY FOR TEACHERS ON ATTENDANCE

by Georgeann Brown, Director, Budget and
Finance, Ventura Unified School District,
and

Richard L. Morrison, Ed.D.,
Administrator, Child Welfare &
Attendance

Actual Attendance of Our Students Increased

It is encouraging to know that in the 1995-96 school year we increased the actual attendance of all VUSD students by 1.2 days. Another way of looking at this statistic is to say actual attendance increased 20,000 days in 1995-96! "Actual Attendance" is the most important indicator of student attendance and is the major goal of our attendance improvement efforts. Although it is impossible to say how much any single action contributes to attendance improvement, in our opinion the 1.2 day actual attendance increase in 1995-96 resulted from a combination of the following activities:

1. Classroom teachers who encourage and discuss the importance of regular attendance. There is care and concern expressed when absence occurs.
2. Classroom teachers who make certain that student absences are "cleared" absences through communication with office managers or attendance office staff.
3. Office Managers and Attendance Office Staff who carefully document attendance records and "sound the alarm" when excessive absence is a concern.
4. Site administrators and support staff who promote regular attendance, and intervene when absence is becoming a problem.
5. District office efforts in collecting and reporting attendance information. Introduction of new attendance intervention procedures and promoting problem solving discussions on student attendance. VUSD is developing and implementing a comprehensive plan (K-12) to improve the actual attendance of students in all of our schools.

WHAT IS AVERAGE DAILY ATTENDANCE?

Virtually all of our school district income comes from the verified attendance of students, loosely spoken of as "ADA". What is "ADA" and how much money are we talking about?

"ADA" stands for Average Daily Attendance. It is the actual attendance of each student each day of the school year, plus excused absences. From this ADA money from the State Treasury is reimbursed to VUSD. In other words we receive "ADA" for every day a student is in school or out of school with an excused absence. We do not receive ADA for unexcused absences, including school suspensions, or trancies.

In the 1995-96 School Year the total Average Daily Attendance for students in the Ventura Unified School District was 16,000. The total state reimbursements for ADA was \$52,000,000.00; or \$18.00 each day of student attendance, plus excused absences.

GET WELL WISHES

Jack Erickson is recovering nicely from hip surgery. He's looking forward to the San Francisco Conference.

RETIREE'S CORNER

Dear Retiree,

We need to hear from you!! Please send us an article or information about what you're doing. We would love to have you share your retirement happenings!

Please share your information with Clyde Powell, 36505 W. Florida Avenue, Space 624, Hemet, CA 92545. If the telephone is more convenient, call (909) 658-8351. I look forward to your response.

Clyde D. Powell, Retired

Coming Attractions . . .

* * *

"The Latest Weapons in the War Against Truancy"

A Legal Forum

November 1, 1996, San Diego, CA

- Topics: Anti-Truancy Ordinances
 - Traffic Court
 - Truancy Sweeps
 - Truancy Mediation
- Juvenile Court Disposition

* * * *

CASCWA FALL 96 CONFERENCE

- Workshops - Seminars
 - New Programs
 - Legislative Update
 - Individual Program
 - Problem Consulting
- Personal & Professional Development
 - Resource Materials

November 6-7-8, 1996

Downtown San Francisco

* * * *

CASCWA LEGAL FORUM

"SCHOOL UNIFORMS"

- Effects of School Uniforms
 - A Successful Process
- Fas • hion Show of Uniforms
 - Non-Legal Issues
 - Legal Issues

December 6, 1996

Santiago Middle School
Orange USD

CHILD, WELFARE & ATTENDANCE I

by LILA M. SAMIA

Education 671: Child, Welfare, and Attendance I. What was a class in Child, Welfare, and Attendance going to teach me? I certainly didn't expect a class of this nature to be of much use to my education. I already had earned a Master's degree in counseling as well as a Pupil Personnel Services credential, and my only reason for taking this course was because it was a requirement. I entered Chapman University to pursue a Master's degree in School Psychology and I was not very pleased to learn that I had to take the Child, Welfare, and Attendance coursework due to the fact that the university where I earned my first Master's degree did not require such courses. I was anxious to receive my School Psychology degree and thus, grudgingly signed up for the Child, Welfare and Attendance courses.

To my amazement, the CWA courses have been some of the most meaningful courses that I have taken. I am surprised that other programs that prepare students for work as school counselors, psychologists, and administrators do not require CWA coursework. I have found that the knowledge I have gained through these courses is not only relevant, but necessary to my work in the schools.

The CWA classes focus on teaching current, practical issues relevant to working in the schools. One of the most valuable topics we have discussed in class is the importance of knowing the laws and how they relate to school issues. Prior to these classes, I was not aware, nor was I particularly interested in the educational and penal codes. I now have an awareness of how these laws dictate the actions that I might take working as a school counselor or psychologist. What has been especially helpful is the manner in which these laws are taught in the class. It is not just a matter of rote memorization of the educational codes, but rather, real situations are used as examples to help illustrate how the laws are actually applied or implemented in the school context.

Another very important topic that is emphasized throughout the different issues that are discussed is that of advocacy. My sole pur-

pose in pursuing work as a school counselor and school psychologist is because I am interested in helping children and their families be successful in school and life. The concept of being a "child advocate" can often get lost in the midst of applying legal and school policies. This class has helped to remind me of the importance of maintaining an attitude of advocacy in the work I am doing in schools.

The important issues facing schools today, such as truancy, substance abuse, drop out rates, special education, gangs and violence, are just a few of the many topics covered in CWA courses. This class helps define what these problems are and their prevalence in our schools. More importantly, however, the class doesn't just provide definitions of these problems, but it explores possible solutions and preventative measures that I can implement in a practical manner in my own work.

This class has also provided a forum for myself and other students to bring up issues or problems that we may be experiencing in our work at schools. This has been a valuable benefit to the class. It not only allows individuals who are experiencing difficulties to receive feedback, but it provides a great learning opportunity for all of those participating in the discussion.

Child, Welfare, and Attendance courses are a definite asset in the training and educating of any individual who is going to be working in the school system. I have acquired essential information that has not only assisted me as a school counselor, and school psychologist intern, but it has encouraged me to think beyond my actual "job description." This class has required me to think about the many complexities that surround students and their ability to be successful in school.

Note. Lila Samia is an exceptional student with a tremendous future. CASCWA expresses sincere appreciation for her excellent article. Additional information pertaining to this program is available by calling Dr. Ron Lackey at Chapman University (714) 744-0151.

**No Matter How Loud I Shout:
A Year in the Life of Juvenile
Court**

*by Edward Humes (Book review submitted
by Shirley Abrams)*

With No Matter How Loud I Shout, Pulitzer prize winning journalist Edward Humes embarks on an unforgettable odyssey through the corridors of the one place intended to save our children, though it too seldom does: Juvenile Court.

With the urgency of a suspense novel and the power of investigative reporting, Humes takes readers onto the street with flak-jacketed probation officers fighting to keep kids alive, into the courthouses where hope and hopelessness collide daily in epic struggles that reveal the best and the worst in ourselves and our children, and past the triple-steel doors of Los Angeles' mammoth Central Juvenile Hall, the system's grim, last stop. Here, as a volunteer teacher, Humes also coaxes from these children the stories and poems of a lost generation, raw screams for help and understanding.

Yet at the heart of this breathtaking portrait of the juvenile justice system are the stories of a handful of kids whose fates are by turns infuriating, frightening, and uplifting: the fifteen-year-old killer the system can't punish; a boy who faces life in prison for a murder he didn't commit; the abused child who was imprisoned instead of helped; the all-American cheerleader and honor-roll student who does drive-by shootings; the gang-banger who finds redemption in the eyes of a disabled girl.

No Matter How Loud I Shout is a profoundly moving story of personal heroism as well as a damning indictment of a system in chaos. Edward Humes is the first journalist granted unrestricted access inside the carefully guarded world of the juvenile justice system, and this groundbreaking work should serve as a wake-up call for all Americans.

IF

by Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt
you,
But make allowance for their doubting, too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream—and not make dreams your
master;
If you can think—and not make thoughts your
aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to,
broken,
And stoop and build 'em up with worn-out
tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss.
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them "Hold on";

If you can talk with crowds and keep your
virtue,
Or walk with Kings—nor lose the common
touch,
If neither foes nor loving friends can hurt you.
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run—
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

*Submitted by Juanice Thomas, Pomona
USD*



THE LOS ANGELES COUNTY SAFE SCHOOLS CENTER

By Gus Frias, Juvenile Justice Consultant, LACOE

BACKGROUND

The problem of crime and violence related to drug abuse, racial intolerance and street gangs has become a major threat to the national security of all the citizens of the United States of America. Although this threat is visible in many areas, it is most prominent in the public schools.

To address these challenges, in the Spring of 1996, the Los Angeles County Office of Education created a comprehensive Safe Schools Center.

MISSION

The mission of the Los Angeles County Office of Education's Safe Schools Center is to exercise a bold leadership in assisting school districts to prevent violence and insure safe, secure and drug-free schools and communities. This mission is in concurrence with goal seven of the National Education Goals 2000 legislation. This goal states that, "By the year 2000, every school in the United States of America will be free of drugs, violence and the unauthorized presence of firearms and alcohol, and will offer a disciplined environment conducive to learning."

GOALS

To realize the Center's mission, the following three major goals were established:

1. Maximize internal collaboration and coordination of LACOE's staff expertise and resources to prevent and reduce youth violence and other related school safety issues throughout the county.
2. Develop a comprehensive multi-disciplinary county-wide Safe Schools Plan of Action. This Plan will forward prevention and intervention strategies against weapons, gangs, narcotics, hate and violence on or around the school grounds. In addition, it will include provisions that encourage healthy intercultural and inter-ethnic relations.
3. Provide direct support services and facilities

the development of local Safe Schools Plans of Action at targeted school sites across Los Angeles County.

PROGRAMS

Presently, the Center's staff are responsible for managing the Safe Schools Planning Program; the Gang Risk Intervention Program; and the School Violence Reduction Program.

CONCLUSION

LACOE's Safe Schools Center is rooted in an understanding that school safety is a multi-disciplinary issue that has a complex web of causes and thus needs to be addressed in a multi-disciplinary manner. Accordingly, it has established an interagency Board of Advisors. The Board's purpose is to foster a sharing of ownership, responsibility and accountability among educators, parents, students, law enforcement officers and other community leaders. This includes developing a shared vision, team learning and systems thinking which will guide the assessment, planning, implementation, evaluation and replication stages of its organizational development.

Similarly, to avoid duplication, internal contradiction and lack of coordination, a primary purpose of the Safe Schools Center is to act as this County's sole coordinator and facilitator of specialized resources related to school safety.

For further information regarding the Center's Programs and activities, please contact Mr. Bill Ybarra or Mr. Gus Frias at (310) 922-6391.

A FABLE: The call came in. "A bunch of students are drowning in the river." There were only a few rescue workers available, and they quickly ran to pull students out and administer CPR. Student after student came rushing down the river. There seemed to be no end.

As they grew exhausted, the workers became aware that one of their group had disappeared. They were upset she had left. Soon, however, the stream of drowning students waned, and their colleague reappeared.

"Where did you go?" they demanded.

"Well, I thought somebody should go upstream and fix the bridge; so I did."

MORAL: Be sure that at least some of your resources are used for prevention.

EDUCATION OF HOMELESS CHILDREN AND YOUTH

Homeless children and youth are entitled to the same high quality education as are all other children. Frequently, though, there are problems in identifying and enrolling these students that have to be addressed in order to provide the opportunities. Some of the barriers are school related and are the initial things that need to be addressed. These frequent barriers are residency requirements, immunizations, transferring of records, and transportation. They may feel like major obstacles, but they are all surmountable. To better understand the problem one needs to first understand who are "homeless" children.

"Homeless" children are defined for federal counting purposes, by Subtitle VII-B of the Stewart B. McKinney Act (as amended 1990) in the following manner:

- *An individual who lacks a fixed, regular and adequate nighttime residence and,*
- *An individual who has a primary nighttime residence that is: (a) supervised publicly or privately, operated shelter designated to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); (b) an institution that provides a temporary residence or individuals intended to be institutionalized; or, (c) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.*
- *Children living in trailer parks and camping areas with their families should be considered homeless, if they are staying temporarily, because they lack adequate living accommodations.*
- *Children in "doubled-up" families may be counted as homeless when one family is living with another, due to loss of housing, stemming from financial problems.*
- *School-age, unwed mothers, or mothers-to-be who reside in a home for unwed mothers should be considered homeless, if they have no other available living accommodations.*
- *Children placed by the State in emergency shelters should be counted as homeless, if they were placed in the shelter because there was no other place to send them.*
- *Children living in abandoned buildings, parked cars, or other facilities unfit for habita-*

tion should be counted as homeless.

We will be focusing on the education of homeless children and youth on December 10, 1996 when we hold a conference at Kellogg West Conference Center at California State Polytechnic University, Pomona. In addition to presenting an overview of the magnitude of the homeless situation, we will look at available services and programs and explore how we can be of assistance to school districts, schools and personnel who work directly with homeless children and youth. For further information, please do not hesitate to call Shirley Abrams, LACOE, (310) 922-6234, FAX (310) 922-6781 or E-MAIL abrams-shirley@laoe.edu.

IDENTIFYING HOMELESS CHILDREN: SIGNS TO LOOK FOR

- Is the child sent to school in the same outfit for more than two days? Does the child only have one pair of shoes that are worn with all outfits?
- Does the child refrain from making reference to his/her bedroom or home?
- Is the child inappropriately afraid of police officers?
- Has the child ever talked about domestic violence?
- Does the child have a history of irregular school attendance due to something other than illness?
- Does the child express concern about age-inappropriate responsibilities?
- Does the child talk excessively about food?
- Has the child changed school often in the last school year?
- Has the child moved more than three times in the last few months?
- Is the child very behind in school academically, despite regular attendance?
- Does the child consistently fail to do homework?
- Is the child familiar with age-inappropriate subjects?
- Does the child exhibit any unusual behavior?
- Has the child ever mentioned having lived in a motel or shelter?
- Does the child excessively fantasize about growing up, becoming rich, and/or helping others?
- Has the child ever mentioned that parents use drugs?

1996 LEGISLATIVE SUMMARIES

SELLERS OF TRAVEL

SB 142 Boatwright
(Ch. 772) January 1, 1997

Board Policy:
Notification:
Mandated Costs:

An act to add Article 2.8 (commencing with Section 17552) to Chapter 1 of Part 3 of Division 7 of the Business and Professions Code, and to amend Section 3.5 of Chapter 1123 of the Statutes of 1994, relating to travel.

This bill requires an educational travel organization, as defined, that arranges educational travel programs to enter into a contract with an educational institution containing a specified itemized statement of services prior to arranging an educational travel program. Violations of these provisions are subject to civil and criminal remedies.

CALIFORNIA ASSESSMENT OF ACADEMIC ACHIEVEMENT ACT

SB 430 Greene
(Ch. 69) June 21, 1996

Board Policy:
Notification:
Mandated Costs:

An act to amend Sections 60601, 60604, and 60605 of the Education Code, and to amend Sections 4 and 5 of Chapter 975 of the Statutes of 1995, relating to pupils making an appropriation therefor, and declaring the urgency thereof, to take effect immediately.

Under existing law standards of proficiency in reading comprehension, writing, computation skills and any other skill areas that a school district governing board designates are required of pupils.

This bill would also provide that no test, questionnaire, survey, or examination may be administered to any pupil in kindergarten or grades 1 to 12 inclusive, that contains any question about the pupil's or pupil's parents' or guardians' personal beliefs or personal practices in any of the following areas; sex, family life, morality, or religion. A test, questionnaire, survey or examination containing questions in these areas may be administered if the parent or guardian of the pupil is notified in writing that questions containing materials in those areas specified and the pupil's parent, guardian gives written permission for the pupil to take the test, questionnaire, survey or examination.

JUVENILE OFFENDERS

SB 1377 Peace
(Ch. 481) January 1, 1997

Board Policy:
Notification:
Mandated Costs:

An act to amend sections 603 and 604 of the Welfare and Institutions Code, relating to juvenile offenders.

Under the present law a minor 14 years old but not 16 and who has committed a serious or violent offense such as murder and the minor is presumed to be not fit and proper subject to be dealt with under juvenile court law the case may be transferred to the criminal court. This bill would revise and expand the list of crimes for which a minor who is at least 14 years of age but not yet 16 and presumed not to be fit and proper subject for juvenile court law specified serious or violent offense in which the minor used a firearm.

PUPILS: EXPULSION; SEXUAL ASSAULT

SB 692 Kuehl
(Ch. 772) January 1, 1997

Board Policy:
Notification:
Mandated Costs:

An act to amend Sections 48900, 48915, 48915.6, and 48918 of, and to add Section 48918.5 to, the Education Code, relating to pupils.

Present law permits the supervision or recommendation of expulsion for a student causing or threatening to cause physical injury to another person, for sexual harassment, threats, or intimidation. This bill mandates the expulsion of a student found to have committed specific acts of sexual assault at school or at a school activity. This bill also clarifies that pupils may be suspended to recommended for expulsion when they harass, threaten or intimidate a pupil who is a witness in a disciplinary proceeding. Districts would be required to develop procedures relating to testimony of a complaining witness in an expulsion hearing where sexual assault is alleged.

SCHOOL SAFETY

AB 3492 Boatwright
(Ch. 200) July 22, 1996

Board Policy:
Notification:
Mandated Costs:

An act to amend Sections 32230, 32231, 32233, 32234, 32236, and 32237 of, to amend and renumber the heading of Article 3.5 (commencing with Section 32230) of Chapter 2 of Part 19 of, and to add Article 4 (commencing with Section 48700) to Chapter 4 of Part 27 of, the Education Code, relating to schools, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately.

An entitlement fund for the implementation of the School Violence Reduction Program will be released soon by the California Department of Education. The program will be titled "Targeted Truancy and Public Safety Grant Program." A total of \$10 Million will be released over the next three years to county offices of education, responding to the soon to come RFP. The county offices will be responsible to develop guidelines for the distribution of funds to districts. Grants are required to demonstrate collaboration of multi-agencies in addressing truancy and delinquency behaviors. Grants will only be awarded when the chief probation officer in the applicant's county supports and will assist in the implementation of the program.

MOTHER GOOSE AND GRIMM By Mike Peters



SECTION 504 OF THE VOCATIONAL REHABILITATION ACT OF 1973

by Gerald J. Hime

Title V of the Vocational Rehabilitation Act of 1973 is a civil rights mandate for persons with disabilities. The Act prohibits discrimination against persons with disabilities in any program or activity that receives financial assistance from the United States Government. While the Individuals with Disabilities Education Act (IDEA) was amended in 1990 to use the term "persons with disabilities," the Rehabilitation Act continues to use the term "handicapped." The terms are used interchangeably in this article.

Title V contains five sections and is sometimes referred to as the "Levi Act" due to the similarity to the name of a popular line of blue jeans: 501, 502, 503, 504, and 505. Section 501 requires federal agencies to have an affirmative action plan to hire and promote qualified individuals with disabilities. Section 502 requires all buildings constructed with federal funds to be accessible to persons with physical disabilities. This section also applies to buildings owned or leased by federal agencies. Section 503 requires all government contractors to have an affirmative action plan which must include provisions for hiring, assigning jobs, promoting, training, transferring, and terminating employees with disabilities.

Section 403 is the section most frequently applied to education programs. It requires that:

No other qualified handicapped in the United States...shall, solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance...(29 U.S.C. 794)

Handicapped persons, under this Act, are defined as those who have "...a physical or mental impairment which substantially limits one or more major life activities and has a record of such an impairment or is regarded as having such an impairment." (34 CFR 104.3 (j)) Major life activities include self-care, manual tasks, walking, seeing, hearing, speaking,

breathing, working, and learning. This definition is much more general than that of IDEA which establishes specific categories of disabilities. For this reason some individuals may not qualify for special education services under IDEA but be eligible as a "handicapped" person under Section 504. Accommodations must then be made under Section 504.

This section has a major impact on education since programs for students with disabilities must be comparable to those provided to students without disabilities. It applies to all persons with disabilities regardless of age. It covers preschool through adult programs, as well as elementary and secondary education. It requires *equal and accessible* transportation, architecture, educational programs, and nonacademic services. This latter may include participation in extracurricular activities or attendance at school functions such as dances or assemblies.

Students eligible under Section 504 must be guaranteed an appropriate education as well as accessibility to regular education programs in which their nondisabled peers participate. Similar to IDEA, Section 504 requires identification, evaluation, appropriate services, parental notifications, an accommodation plan, and procedural safeguards. Accommodations can be as simple as allowing the student to take medication during the school day or as complex as removing architectural barriers.

The final section of Title V of the Rehabilitation Act, Section 505, provides that attorney's fees may be awarded at the court's discretion in the instance that a party prevails in a complaint of discrimination under the Act. This section was added by the amendments of 1978.

The Vocational Rehabilitation Act is due to be reauthorized during the next session of Congress. As school districts and public agencies have become more aware of the enforcement of the various sections, there may be demands for revisions which might substantially change the manner in which services are provided to persons with disabilities.

A follow-up article will appear in the next issue of the *CASCWA Connection* with an emphasis on implementation of Section 504 at the school site.



CASCWA

California Association of Supervisors of Child Welfare and Attendance

Southern Section

In cooperation with San Diego County Superintendent of Schools
Presents:

An Educational Legal Forum featuring updates on:

Loitering/Truancy Ordinance

David J. Searcy, Supervising Referee, Juvenile Court, Los Angeles County
Detective Ben Gonzalez, Los Angeles Police Department

"Finding" Your Way Through the Expulsion Process

Phil D. Kauble, Consultant-in-Charge, Los Angeles County Office of Education

Exploring Cyberspace/Reducing your Workload

John Burton, Director, San Bernardino County Superintendent of Schools

November 1, 1996

9—11 a.m.

San Diego County Office of Education

6401 Linda Vista Road, Room 606

San Diego, CA

Registration is limited.

Please contact Kathy Andrade at (619) 569-5389 to reserve your space.

CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE AND ATTENDANCE
1996-97 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) <input type="checkbox"/> Southern Section <input type="checkbox"/> 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
	<input type="checkbox"/> Active \$30.00 per year
	Non-Voting Member
	<input type="checkbox"/> Associate \$20 per yr. <input type="checkbox"/> Institutional \$30 per yr. <input type="checkbox"/> Retired \$10 per yr. <input type="checkbox"/> Students \$10 per yr.



CASCWA