

CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE & ATTENDANCE

# CASCWA CONNECTION

## SOUTHERN SECTION

"Quarterly Publication for Our Members and Friends"



CASCWA

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VOLUME XII • ISSUE NO. 1 • FALL 1997

### Message from the President

Southern Section CASCWA has long been characterized by its leadership in the field of Child Welfare and Attendance. Each new year has presented challenges for CWA professionals and CASCWA has responded to those challenges with information and programs which have enabled our membership to meet the needs of the children and families we serve in our local school districts.

In recent years under the leadership of Phil Kauble, Southern Section CASCWA has focused on the increasingly legal aspects of our profession commencing with a highly successful series of legal forums and culminating with the "School and the Law" State Conference in Palm Springs. This year Southern Section CASCWA will continue this tradition of excellence by hosting several educational forums in various counties throughout southern California. The first forum of 1997-98 will be hosted by Betty Folsom at the Riverside County Office of Education on November 7, 1997. Our speaker will be James Curtis who will share his experience and expertise on the subject of "Early Intervention in the Juvenile Justice System."

A strong Southern Section delegation trekked northward to participate in the Fall State Conference hosted by Delta/Sierra Section. Among the highlights of the conference were several workshops presented by Southern Section members including Shirley Abrams and Karen Saunder's "Mini-SARB Institute"; Phil Kauble and Lorraine Kobett's "Legislative Update"; and John Burton's "Legal Resources on the Internet." Mark your calendars now for the State Conference in Fresno, April 30—May 1, 1998.

As Southern Section President, I would like to express my sincere appreciation to the executive board for its leadership, expertise, cooperation, and dedication to the mission of CASCWA. I could not ask to be associated with a finer group of individuals. Some board members have tremendous experience—professionals who have "been there, done that" who can teach us how to be there and do that which needs to be done. Other members are new to the executive board—they provide an infusion of new ideas and enthusiasm. Working together, we will achieve our goals. At this time I would like to give special recognition to Dr. James Shaw, Fern Zahlen, and Barbara Causee for making this outstanding newsletter available to our members. Also I would like to express my appreciation to the general membership of Southern Section CASCWA, for you are the foundation upon which our profession is built. Thank you for your support and commitment to CASCWA. I encourage you to be active members of Southern Section to share your expertise with your CWA colleagues, and to volunteer to assume a leadership role in your CWA professional organization.

In my office is a gift from my children with the following inscription: "A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove....But the world may be different because I was important in the life of a child." I hope that the work we do as colleagues and friends through CASCWA will make a difference because we are important in the lives of the children we serve.

*Mark Michels, President*

# THE LOS ANGELES COUNTY MASTER PLAN ON SCHOOL SAFETY

Submitted by Gus Frias, LACOE

In the Spring of 1997, the Los Angeles County Office of Education (LACOE), along with a group of professionals representing education, law enforcement and civic organizations, created the Los Angeles County Safe Schools Coalition. The primary purpose of this Coalition is to address challenges related to inter-racial conflicts, street gangs, and crime and violence on or around this County's public schools. As part of this effort, this Coalition created the *Los Angeles County Master Plan On School Safety*.

This Plan is a five-year blueprint that identifies specific safety needs and offers realistic initiatives to address them. It is composed of a set of unifying values, vision and mission statements, goals, success indicators and corresponding action steps. It also provides a list of **offirst actions** generated by the Coalition's members and it concludes with implementation and evaluation narratives.

The Plan's Values Statement consists of seventeen beliefs which include the following:

1. Students are our first priority
2. Effective teaching and learning can be maximized where there is a safe, well-maintained and clean school environment.
3. Community life is enriched by a successful educational system.
4. Every parent, family, or caregiver must be an integral part of the student's continuous education.
5. The necessary fiscal, human and material resources must be provided to create and maintain safe learning environments.

The Plan's Vision offers a clear, futuristic statement of a desire to make schools safe and enhance the academic excellence of students. This statement is comprised of 18 components that prescribe the following: Excellent academic standards that do not allow any student to fail; consistent and effective consequences for students who violate any school rules, policies and laws; staff development training on crisis management, school safety plans, cultural diversity, conflict resolution and interpersonal relations; and the implementation of programs that empower students with critical thinking, problem-solving, goal setting and job development skills.

The Mission of this Plan is to strengthen multi-agency collaborations and foster a safe school environment for the diverse students, parents and staff attending Los Angeles County's public schools.

To achieve this mission, the Coalition's members

crafted the following five major goals and a list of corresponding success indicators:

• **Goal one: All students and staff are provided a safe teaching and learning environment.** This goal has ten success indicators which encourage all schools to establish a safe schools plan of action, a crisis plan, effective strategies to intervene at the earliest possible point when students exhibit early anti-social behaviors, and discipline policies which are consistently followed.

• **Goal two: All students are safe and secure when traveling to and from school.** This goal has six success indicators aimed at developing safe passages programs that manifest collaborations among educators, law enforcement officers, parents, business people and civic leaders.

• **Goal three: All students have available for them positive activities before, during, and after school.** This goal has twelve success indicators which include the creation of Safe Haven programs at school sites to provide before, after-school and weekend activities for students and their parents.

• **Goal four: The media report a balanced picture of youth and schools.** This goal has four success indicators which address the creation of a media relations plan at each school district, dialogue between media executives and educators, and the integration of media literacy as part of children's programming at all local television stations.

• **Goal five: Schools provide the environment where students, staff, educational and community leaders value and respect all cultural and racial backgrounds.** This goal has eleven success indicators which include the integration of the core curriculum frameworks with life-affirming ethical and moral values that appreciate and respect diversity; use of cooperative learning groups that are mixed by race, culture, academics, gender and abilities; and training which focuses on teaching students, parents, educators and other stakeholders how to exercise effective leaders to address the challenges of diversity, racism, gang crime and violence on or around the school grounds.

To address each of the above success indicators, all of the Coalition's members were divided into five teams and given the assignment to develop action steps, identify resources, establish validation criteria, indicate the parties responsible and create a reasonable implementation time line. In addition, all of them agreed to identify a set of **first actions** that they could implement without more resources.

On the Plan's implementation and evaluation, the staffs of LACOE's Safe Schools Center and the

(Continued)

Regional Leadership Unit developed a framework that uses existing regional consortia to build educational collaboratives among school districts, law enforcement agencies and civic organizations. Its intent is to use these collaboratives to share local ownership, responsibility and accountability among all impacted stakeholders.

To maximize effectiveness, the Coalition's members will be invited to participate in periodic meetings aimed at evaluating the progress of all of the Plan's components. For further information, contact the Safe Schools' Center Staff at (562) 922-6391.



## LEARNING

Submitted by Juanice Thomas, Pomona USD

Learning requires memory.  
 Wisdom requires unlearning.  
 Healing requires forgiving.  
 Forgiveness requires giving.  
 Peace requires forgetting.  
 Forgetting requires believing.

The first step in learning is to unlearn what we have learned.

Education, as we know it, calls "memory" learning. Education has taught us the "why" but has failed to show us the "how". It is basically the art of remembering, while learning teaches the skills of unlearning.

In our dying we learn about the value of living.  
 In our living we learn to accept our dying.  
 In our living and dying we learn about loving.

We've been told that life is a school, where we learn our lessons. What I'd like to find out is, if life as a school ever takes a vacation.

BY J. Angelo Caricari

## THE WARMING UP TO WELFARE REFORM

Submitted by Jim Shaw, Ph.D., LACOE

Welfare reform is thundering up and down the state with the force and speed of a launched missile. Get ready, because AB 154 puts some TNT in school attendance! It decrees that:

**SEC. 54. Section 11253.5 is added to the Welfare and Institutions Code, to read:**

a. All children in an assistance unit for whom school attendance is compulsory shall be required to attend school.

b. Applicants for and recipients of aid under this chapter shall be informed of the attendance requirement and it shall be included in the recipient's welfare-to-work plan under Section 11325.21.

c. A recipient shall cooperate in providing the county with documentation routinely available from the school or school district of regular attendance of all applicable children in the assistance unit when the county determines it is appropriate.

d. If it is determined by the county that any eligible child under the age of 16 years is not regularly attending school as required, the needs of all adults in the assistance unit shall not be considered in computing the grant of the family under Section 11450 unless it has been determined by the county that good cause exists.

e. If it is determined by the county that any child in the assistance unit who is age 16 years or older is not regularly attending school as required, or participating pursuant to a welfare-to-work plan, the needs of the child shall not be considered in computing the grant of the family under Section 11450 unless it has been determined by the county that good cause exists.

REAL LIFE ADVENTURES by WISE AND ADRICHI



Out of the loop. Way out of the loop. Doesn't know there is a loop.

## JUVENILE COURT WITNESS GUIDELINES

Submitted by Karen Saunders, LACOE

Are you involved in a school juvenile matter? Are you uneasy about being subpoenaed to testify in a juvenile court case?

If the answer is yes, you may be interested in specific court "witness guidelines" developed by the Los Angeles Unified School District, School Court Liaison Counselors. Los Angeles Unified employs Child Welfare and Attendance personnel to serve in several juvenile courts: Eastlake, Los Padrinos, Sylmar, Ingelwood, Children's Court and Downtown and Van Nuys Traffic Court. These Counselors work with the court to obtain and interpret attendance and other school records, conference with students and parents, and arrange school placement. Their expertise in court procedures has assisted many LAUSD employees when appearing in court and they have suggested some practices to follow when you appear in court.

- Avoid any display of anger or punitive attitude that may be interpreted by the court as bias.
- Speak clearly, factually and avoid hearsay and opinion-type statements.
- Be prepared to testify for the prosecution, but also be ready to answer cross examination questions from the defense.
- Avoid educational jargon which may be readily understandable.
- Do not change your attitude, voice or behavior when answering defense questions.
- Know the facts of the case thoroughly, especially your particular involvement.
- While it is permissible to refer to notes, they must be available to the defense for examination.
- Do not testify as to what you think, feel or believe, make your answers to questions responsive.
- If you do not understand a question, ask for clarification rather than being unsure or trying to "bluff your way."
- Do not allow yourself to be "baited" by questions about your competency.
- Answer questions with a simple yes or no, but if you need more explanation request permission to elaborate on your response.

- Try not to allow the defense attorneys to influence your testimony by rephrasing your responses and possibly giving your responses different interpretations.
- Be careful of your answers to such questions as, "Have you discussed this case with anyone?" Remember, you may have discussed the case with the deputy district attorney, which is permissible and expected.
- Depart the court after you complete your testimony and are excused. Staying in the court may be interpreted as having a more than professional interest in the case.



## HOW TO USE "LOVE AND LOGIC"

Submitted by Jim Shaw, Ph.D., LACOE

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There is no rigid approach to using Love and Logic techniques in schools or at home. Linda Reed, former president of the parent-teacher association in Sandy, Utah, has trained parents and teachers in 30 schools to use the approach. She offers these tips:

- Refrain from showing anger to a child, no matter what the aggravation.
- Let time pass after an incident, and then discuss possible consequences of the behavior with children.
- Ask questions of students that prompt them to evaluate their options, rather than tell them what to do.
- Share control with children by letting them choose where to sit in class or select which topic to study first.
- Change your method of speaking to children.. Use "I" messages, like "I appreciate your helping your classmate with that problem." Such messages are more effective than instructions, Reed says.
- Let kids choose the discipline for their misconduct. "The strongest message a child will ever receive is the one they send themselves," Reed says.

Parents and school staff can buy training material, including books, audio and videotapes, from the Cline-Fay Institute in Golden, Colorado, and develop their own parent and teacher training programs.

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## SOUTHERN SECTION CASCWA LEGISLATIVE COMMITTEE

Submitted by Larry Kobett, Ph.D., LACOE

The Southern Section CASCWA Legislative Committee met for the first time on September 23, 1997. The committee is composed of Lorraine Kobett, LACOE, Chairperson; Mike Maez, Chino SD; Rich Russell, Whittier Union High SD; Doug Sears, Temple City Unified SD; Sheila Garon, Los Angeles USD; Marsha Evers, Covina Valley SD.

Many bills were reviewed and discussed. Following are just a few of the bills the committee considered:

• **AB 51 Murray**  
*Enrolled*

Crimes; places of worship

An act to amend Section 422.75 of the Penal Code, relating to crimes.

This bill would add to the list of aggravating factors damage to or destruction of any church, temple, synagogue or other place of worship. By expanding the scope of an existing crime, this bill would impose a state mandated local program.

• **AB 58 Escutia**  
*Enrolled*

Special Education; extension of sunset date.

An Act to amend Section 62000.8 of the Education Code, relating to special education.

This bill reauthorizes the current special education program which sunsets June 30, 1998.

• **AB 248 Honda**  
*Enrolled*

Education; International Baccalaureate Diploma Program

An act to add Chapter 12.5 (commencing with Section 52920) to Part 28 of the Education Code, relating to education, and making an appropriation thereof.

This bill would authorize a system of incentives to encourage high schools to offer the intensive, rigorous course of instruction leading to an International Baccalaureate Diploma and to encourage pupils in these schools to enroll in, attempt, and pass, the rigorous International Baccalaureate Diploma course of study and examinations leading to the International Baccalaureate Diploma.

• **AB 412 Wildman and Mazzoni**  
*Enrolled*

Pupils; suspension and expulsion

An act to amend Section 48900 of, and to add Section 48900.7 to, the Education Code, relating to pupils.

This bill would revise the list of acts for which a pupil may be suspended or expelled from school. It expands the list of committed, attempted, or threatened physical injury. In addition the list of articles possessed, sold, or otherwise furnished has been expanded.

• **SB 161 Greene**  
*Enrolled*

Schools

An act to add and repeal sections of the Education Code, relating to schools

Under current law it is a crime, in specified situations, to enter a school bus or school pupil activity without prior authorization of the driver or school official and then refuse to disembark after being ordered to do so by the driver or other school official. This bill would reenact the existing law with no changes and renumber it consistent with the technical Education Code reorganization statute.

• **SB 187 Hughes**  
*Enrolled*

Comprehensive school safety plans

An act to amend, renumber, and repeal Section 35294.1 of, to add Section 35294.2 to, and to add and repeal Sections 35294.1, 35294.6, 35294.7 and 35294.9 to, the Education Code, relating to school safety.

This bill would require school districts and county offices of education to develop comprehensive safety plans for each school site. The bill would also include a penalty for willfully failing to develop a plan. The bill has been amended to allow districts with 2,500 or fewer students to have a district plan which would be applicable for the school site plans.



## HATE MESSAGE VIA INTERNET

Submitted by Jim Shaw, Ph.D., LACOE

There are groups and organizations who are using the internet as a favored form of television-without-audio to broadcast their particular brand of hate messages and to recruit and proselytize members.

Then, there are students are using E-Mail to broadcast a range of communications, from the pornographic to threats against identified individuals to the writing of primers on how to engage in various destructive acts, including school vandalism.

Some organized groups, including students (and their parents), insist that they have the Constitutional right to express themselves, and that such expression is protected by the First Amendment. While the First Amendment indeed blankets most forms of speech with a protective cover (that's what makes America so great, in contradistinction to other restrictive countries and their governments), using the First Amendment as a Trojan Horse for the promulgation of hate messages that hurt, harm and injure is morally wrong and illegal.

Shouting fire in a crowded theater, when no fire exists, is not protected by the First Amendment, nor is the First Amendment upheld as a defense when this crime is tried in court. Similarly, making verbal threats on the life of the President of the United States is not protected by the First Amendment; this crime is punishable by imprisonment, whether or not the capability exists for committing the act. "I was just joking" is not an acceptable defense in either of these examples. FBI agents showed up at a California elementary school after some 6th graders(!) e-mailed a threat to the White House. Despite their "We didn't know it would go through" defense, the agents were not amused.

Hate crimes, making threats, and committing acts that disrupt the instructional process and/or endanger others carry sanctions for which provisions are made in the Education Code, and the Penal Code. As we, in CWA, continue to formulate plans to help districts address the critical issue of First Amendment protections versus hate messages via the Internet and elsewhere, a document developed by Bob Wobbrock, of the Redondo Beach USD, may assist our efforts.

Mr. Wobbrock developed "Beach Net" for the Redondo Beach USD. Through "Beach Net," Redondo Beach students can apply for an E-mail account. However, they are not approved or given an E-Mail account until they take and pass the training course for Internet use developed by Mr. Wobbrock. Those who fail the examination questions simply do not get an E-Mail account. Many

of the examination questions focus on proper use of the Internet, including prohibitions against pornography, obscenity, hate messages, and other messages that violate the school code.

BEACHNET, by Bob Wobbrock, Redondo Beach USD

Please read this document carefully. By agreeing to take and passing the exam that follows, you are stating that you understand the rules and are willing to follow them. You must pass the test before we can provide you with an e-mail account which has many benefits. Read and follow all of the directions.

The following information will be used as the basis for the exam. Read and understand everything. If you fail the exam, you must wait until the next day to retake the exam.

BeachNet Guidelines on the Acceptable Use of Electronics Information Resources

Information resources offer access to computers and people throughout the world. Students and staff will have access to electronic mail and college and university libraries, information and news from a variety of sources and research institutions, software of all types, and discussion groups on a wide variety of topics, and much more!

While electronic information resources offer tremendous opportunities of educational value, they also offer persons with illegal or unethical purposes avenues for reaching students, teachers, parents, and others. The following represent some of the inappropriate uses that may occur:

- using the network for unauthorized commercial advertising
- using copyrighted material in reports without permission
- using the network without authorization to lobby for votes
- using the network to access a file that contains pornographic pictures, taking them home, and telling parents, "I got them at school"
- using the network to send/receive messages that are racist
- using the network to send/receive inflammatory messages
- creating a computer virus and placing it on the network
- using the network to send/receive a message

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## **TEEN CURFEW LAW OVERTURNED BY FEDERAL APPEALS COURT**

Submitted by Cecil Munsey, San Diego COE

San Diego's teen curfew was overturned yesterday by a federal appeals court, which said the law makes youngsters "prisoners in their own homes" and violates their parents' "right to rear children without undue (governmental) interference."

The curfew was adopted in 1947, but only vigorously enforced over the past three years. It set criminal penalties for children who violated the law—and for their parents—and made it illegal for anyone under 18 years of age to "loiter, idle, wander, stroll or play in or upon the public streets, highways, roads, alleys . . . or other unsupervised places," between 10:00 p.m. and daylight.

The law included exceptions if the minor was accompanied by parents or guardians, on an emergency errand, returning home from a supervised activity or engaged in legitimate work.

But a three-judge panel of the 9th US Circuit Court of Appeals said the exceptions didn't make allowances for a number of constitutionally protected activities, and that the restrictions were vague.

The decision was touted by one teenager who challenged the curfew as "a victory for our sacred civil liberties." Other teens, who were hanging out at the foot of Ventura Place in Mission Beach last evening, reacted enthusiastically to the ruling.

"I hated that curfew and I'm happy it's over. It never gave us time to do what we wanted, and the cops used it as a way to harass us," said Chris Colt, 16, of Pacific Beach. "Most kids didn't pay much attention to it anyway."

Mayor Susan Golding, who made the issue of teen crime a cornerstone in her most recent campaign, said yesterday that she thought the decision was based on a technicality. She said she would find a way to continue the city's law.

"We had an ordinance that stood for half a century, then we developed a policy to implement it and we got a lawsuit," Golding said. "People aren't interested in semantics, but in reducing juvenile crime, and juvenile crime is down. This ordinance is saving kids' lives."

City Attorney Casey Gwinn said he would suggest ways the council could amend the law. His office said an appeal to the US Supreme Court would not be recommended. The decision by the San Francisco-based 9th Circuit Court becomes final in 30

days and sets federal standards for teen curfew laws in nine Western states.

The demise of San Diego's ordinance could encourage teens elsewhere to appeal similar laws, which have been adopted in thousands of cities.

## **POMONA'S POPPING PROGRAMS**

Submitted by Juanice Thomas, Pomona USD

Cathy Chamberlain, Principal Alternative Education and Child Welfare and Attendance, Pomona Unified School District., comes with K-12 experience. Two years at the elementary level, four years at the high school level, and 29 years of experience with the middle school. What on earth does this title mean or entail?

The challenge that has been given to Mrs. Chamberlain is one that involves putting all of the various alternative programs under one umbrella. Many of the students in Alternative Education have and/or had attendance problems and it makes sense to include the CWA portion in the position.

Our major goal is to save our kids! We have developed a program in which our CWA workers are an integral part. They are case managers of between 10-20 students per school. The students are selected by the site administration team, primarily students who were absent 30% of the 1996-97 school year. We know that often an alternative program might be the path for them to take in order to help empower these students to gain control of their life.

We are opening a truancy drop off site as well as a pre-expulsion program. Our local police and school police departments are willing to do truancy sweeps; consequently, we will have one central site which will be manned by one certificated person. Our CWA workers will rotate working one day a week to do intakes, counsel, offer to the families various resources that are available in the district as well as in the community.

We are also instituting a Truancy Intervention Program (TIP) at each of the six middle schools and the five high schools. Forty students at each site with attendance problems will be targeted. A site administrator with the CWA worker will work with the targeted students and once a week pull all 40 students together to discuss attendance and tardy patterns. At that time students who have done very well will receive various incentive coupons, passes, or whatever we can find. It's a challenge, but it's for kids; so that makes it exciting and definitely worthwhile! They are OUR future.

## HATE MESSAGE VIA INTERNET (Continued)

with someone else's name on it

- using the network to send/receive a message that is inconsistent with the school's code of conduct
- using the network to send/receive messages that are sexist and contains obscenities
- using the network to request home phone numbers and, later making obscene phone calls
- using the network to provide addresses or other personal information that others may use inappropriately
- using the network for sending and receiving a large number of personal messages

While the reporting of abuses to the proper authorities may seem out of fashion to most. In fact, reporting abuses would prevent further restrictions or even an outright loss of network access for everyone. There have been schools who have felt that the best solution to these excessive abuses was termination of any network access. This loss of access would affect you and therefore it's in your best interest to help keep the network for which it is intended.

If any user violates these provisions, access to the information service may be denied and you may be subject to disciplinary action. All users should further be aware that the inappropriate use of electronic information resources can be a violation of local, state, and federal laws. Violations can lead to prosecution.

**1. Personal Responsibility.** As a representative of this school, I will accept personal responsibility for reporting any misuse of the network to the system administrator. Misuse can come in many forms, but it is commonly viewed as any message(s) sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described below. All the rules of conduct described above apply when you are on the network.

**2. Use of other organization's networks or computing resources must comply with rules appropriate to that network:** (a) use of other organization's networks or computing resources must comply with rules appropriate to that network; (b) transmission of any material in violation of any United States or other state organizations is prohibited. This includes, but is not limited to: copyrighted materials, threatening or obscene materials, or material protected by trade secret; (c) use of commercial activities by for-profit institutions is generally not acceptable; (d) use of a product advertisement or political lobbying is also prohibited.

I am aware that the inappropriate use of electronic information resources can be a violation of local, state, and federal laws and that I can be prosecuted for violating those laws.

**3. Privileges.** The use of BeachNet is a privilege, not a right, and inappropriate use will result in a cancellation of privileges. The BeachNet system administrator (operating under the aegis of the school board and the district office) will decide what is appropriate use and their decision is final. The system administrator may close an account at any time deemed necessary. The administration, staff, or faculty of the Redondo Beach Unified School District may request that the system administrator deny, revoke, or suspend specific user accounts.

**4. Network etiquette and privacy.** You are expected to abide by the generally accepted rules of network etiquette. These rules include (but are not limited to) the following:

### **BE POLITE.**

**USE APPROPRIATE LANGUAGE**—Remember that you are a representative of our school and district on a non-private system. You may be alone with your computer, but what you say and do can be viewed globally! Never swear, use vulgarities, or any other inappropriate language. illegal activities of any kind are strictly forbidden.

**PRIVACY**—Do not reveal your home address, your personal phone number, or the addresses and phone numbers of other students and colleagues on the Internet.

**ELECTRONIC MAIL**—Electronic mail (e-mail) is not guaranteed to be private. Messages relating to or in support of illegal activities must be reported to the authorities.

**DISRUPTIONS**—Do not use the network in any way that would disrupt use of the network by others.

**OTHER CONSIDERATIONS**—Do be brief, fewer people will bother to read a long message; Do minimize spelling errors; Make sure your message is easy to understand and read; Do use accurate and descriptive titles for your mail, this tells people what it is about before they read it; Do get the most appropriate audience for your message, not the widest; Do remember that humor and satire is very often misinterpreted; Do cite references for any facts you present; Do forgive the spelling and grammar errors of others; Do keep signatures brief; Do remember that all network users are human beings, don't "attack" correspondents—persuade them with the facts; Do post only to a few groups that you know.

**5. Services.** The Redondo Beach Unified School District and BeachNet makes no warranties of any kind, whether expressed or implied, for the service it is providing. Redondo Beach Unified School District and BeachNet will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays, non-deliveries, miss-deliveries, service interruptions



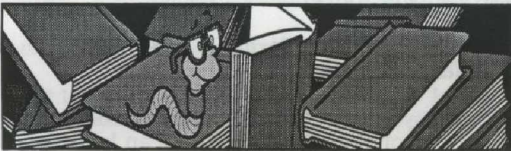
## HATE MESSAGE VIA INTERNET (Continued)

caused by the system, or your errors or omissions. Use any of the information obtained via the information system is at your own risk. Redondo Beach Unified School District specifically disclaims any responsibility for the accuracy of information obtained through its services.

6. **Security.** Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify the system administrator at once. Never demonstrate the problem to other users. Never use another individual's account even with the permission from that person. All use of the system must be under your own account. Any user identified as a security risk will be denied access to the information system.

7. **Vandalism.** Vandalism is defined as any malicious attempt to harm or destroy data of another user or any other agencies or networks that are connected to your system. This includes, but is not limited to, the uploading or creation of computer viruses. Any vandalism will result in the loss of computer services, disciplinary action and legal referral.

8. **Updating.** The information service may occasionally require new registration and account information from you to continue the service. You must notify the information system of any changes in your account information.



## MANUAL ON SCHOOL UNIFORMS

Submitted by Cecil Munsey, San Diego COE

### School Uniforms: Where They Are and Why They Work

A safe and disciplined learning environment is the first requirement of a good school. Young people who are safe and secure, who learn basic American values and the essentials of good citizenship, are better students. In response to growing levels of violence in our schools, many parents, teachers, and school officials have come to see school uniforms as one positive and creative way to reduce disci-

pline problems and increase school safety.

They observed that the adoption of school uniform policies can promote school safety, improve discipline, and enhance the learning environment. The potential benefits of school uniforms include:

- decreasing violence and theft—even life-threatening situations—among students over designer clothing or expensive sneakers;
- helping prevent gang members from wearing gang colors and insignia at school;
- instilling students with discipline;
- helping parents and students resist peer pressure;
- helping students concentrate on their school work; and
- helping school officials recognize intruders who come to the school.

As a result, many local communities are deciding to adopt school uniform policies as part of an overall program to improve school safety and discipline. California, Florida, Georgia, Indiana, Louisiana, Maryland, New York, Tennessee, Utah and Virginia have enacted school uniform regulations. Many large public school systems—including Baltimore, Cincinnati, Dayton, Detroit, Los Angeles, Long Beach, Miami, Memphis, Milwaukee, Nashville, New Orleans, Phoenix, Seattle and St. Louis—have schools with either voluntary or mandatory uniform policies, mostly in elementary and middle schools. In addition, many private and parochial schools have required uniforms for a number of years. Still other schools have implemented dress codes to encourage a safe environment by, for example, prohibiting clothes with certain language or gang colors.

### Users' Guide to Adopting a School Uniform Policy

The decision whether to adopt a uniform policy is made by states, local school districts, and schools. For uniforms to be a success, as with all other school initiatives, parents must be involved. The following is provided to assist parents, teachers, and school leaders in determining whether to adopt a school uniform policy.

1. **Get parents involved from the beginning.** Parental support of a uniform policy is critical for success. Indeed, the strongest push for school uniforms in recent years has come from parent groups who want better discipline in their children's schools. Parent groups have actively lobbied schools to create uniform policies and have often led school task forces that have drawn up uniform guidelines. Many schools that have successfully created a uniform policy survey parents first to gauge support for school uniform require

## **MANUAL ON SCHOOL UNIFORMS(Continued)**

gauge support for school uniform requirements and then seek parental input in designing the uniform. Parent support is also essential in encouraging students to wear the uniform.

### **2. *Protect students' religious expression.***

A school uniform policy must accommodate students whose religious beliefs are substantially burdened by a uniform requirement. As US Secretary of Education Richard W. Riley stated in Religious Expression in Public Schools, a guide he sent to superintendents throughout the nation on August 10, 1995: Students may display religious messages on items of clothing to the same extent that they are permitted to display other comparable messages. Religious messages may not be singled out for suppression, but rather are subject to the same rules as generally apply to comparable messages. When wearing particular attire, such as yarmulkes and head scarves, during the school day is part of students' religious practice, under the Religious Freedom Restoration Act schools generally may not prohibit the wearing of such items.

### **3. *Protect students' other rights of expression.***

A school uniform policy may not prohibit students from wearing or displaying expressive items—for example, a button that supports a political candidate—so long as such items do not independently contribute to disruption by substantially interfering with discipline or with the rights of others. Thus, for example, a uniform policy may prohibit students from wearing a button bearing a gang insignia. A uniform policy may also prohibit items that undermine the integrity of the uniform, notwithstanding their expressive nature, such as a sweatshirt that bears a political message but also covers or replaces the type of shirt required by the uniform policy.

### **4. *Determine whether to have voluntary or mandatory school uniform policy.***

Some schools have adopted wholly voluntary school uniform policies which permit students freely to choose whether and under what circumstances they will wear the school uniform. Alternatively, some schools have determined that it is both warranted and more effective to adopt a mandatory uniform policy.

### **5. *When a mandatory school uniform policy is adopted, determine whether to have an "opt out" provision.***

In most cases, school districts with mandatory policies allow students, normally with parental consent, to "opt out" of the school uniform requirements.

Some schools have determined, however, that a mandatory policy with no "opt out" provision is necessary to address a disruptive atmosphere. A Phoenix, Arizona school, for example, adopted a mandatory policy requiring students to wear school uniforms, or in the alternative attend another public school. That Phoenix school uniform policy was recently upheld by a state trial court in Arizona. Note that in the absence of a finding that disruption of the learning environment has reached a point that other lesser measures have been or would be ineffective, a mandatory school uniform policy without an "opt out" provision could be vulnerable to legal challenge.

### **6. *Do not require students to wear a message.***

Schools should not impose a form of expression on students by requiring them to wear uniforms bearing a substantive message, such as a political message.

### **7. *Assist families that need financial help.***

In many cases, school uniforms are less expensive than the clothing that students typically wear to school. Nonetheless, the cost of purchasing a uniform may be a burden on some families. School districts with uniform policies should make provisions for students whose families are unable to afford uniforms. Many have done so. Examples of the types of assistance include: (a) the school district provides uniforms to students who cannot afford to purchase them; (b) community and business leaders provide uniforms or contribute financial support for uniforms; (c) school parents work together to make uniforms available for economically disadvantaged students; and (d) used uniforms from graduates are made available to incoming students.

### **8. *Treat school uniforms as part of an overall safety program.***

Uniforms by themselves cannot solve all of the problems of school discipline, but they can be one positive contributing factor to discipline and safety. Other initiatives that many schools have used in conjunction with uniforms to address specific problems in their community include aggressive truancy reduction initiatives, drug prevention efforts, student-athlete drug testing, community efforts to limit gangs, a zero tolerance policy for weapons, character education classes, and conflict resolution programs. Working with parents, teachers, students, and principals can make a uniform policy part of a strong overall safety program, one that is broadly supported in the community.



## HOW A BILL BECOMES LAW

Submitted by Larry Kobett, Ph.D., LACOE

### IDEA

All legislation starts off as an idea. Ideas can come from anyone and the process begins when either an individual or a group persuades a Senator or Assembly Member to author a bill.

### AUTHOR

A Legislator sends the idea and the language for the bill to the Legislative Counsel where it is drafted into the actual bill. The drafted bill is returned to the legislator for introduction. If the author is a Senator, the bill is introduced at the Senate Desk; if an Assembly Member, at the Assembly Desk.

### FIRST READING INTRODUCTION

A bill's first reading is when the Clerk reads the bill number, the name of the author, and the descriptive title of the bill. The bill is then sent to the Office of State Printing. No bill may be acted upon until it has been in print for 30 days.

### COMMITTEE HEARINGS

The bill then goes to the Senate or Assembly Rules Committee where it is assigned to the appropriate committee for its first hearing. Bills are assigned according to the nature of the issue. For example, a Senate bill dealing with education reform would first be assigned to Senate Education Committee for policy review. Bills which require money must also be heard in either the Senate or Assembly Fiscal Committee. You can speak for or against a bill at these hearings. Letters of support or opposition should be mailed to committee members before the bill is scheduled to be heard in committee. It takes a majority vote of the full committee membership for a bill to be approved and "passed out" of the committee.

### SECOND AND THIRD READING

Bills passed by committees are read a second time in the house of origin and then placed on file for third reading. When a bill is read the third time it is explained to the full house by its author, discussed by the members during the floor debate and voted on by a roll call vote. Bills which require money (except for education bills) or are urgency bills (take effect immediately) require 27 votes in the Senate and 54 votes in the Assembly for passage. All other bills need 21 votes in the Senate and 41 votes in the Assembly to be passed. If a bill is defeated, the Member may seek reconsideration and another vote.

### REPEAT PROCESS IN OTHER HOUSE

Once the bill has been approved by the house of origin, it proceeds through the second house where the same hearing and review procedure is repeated.

### RESOLUTION OF DIFFERENCES

If a bill is amended in the second house, it must go back to the house of origin to get agreement on the amendments (concurrence). If agreement cannot be reached, the bill moves to a two-house conference committee (3 Members of Assembly and 3 Members of Senate) to resolve differences. If a compromise is reached, it is then returned to both Houses for a vote. Conference committee hearings are open to the public and are another time when citizen influence can help legislators arrive at a decision. The bill then goes to the Governor.

### GOVERNOR

The Governor has three choices when a bill reaches his/her desk. It can be signed into law, allowed to become law without a signature, or vetoed. If vetoed, the bill is returned to the house of origin where the author may ask for a vote to override the veto. It requires two-thirds vote of both houses to override the Governor's veto. Urgency measures take effect immediately after they are signed. Other bills usually become effective the following January 1st. A final and very important time for citizen participation in the bill process is when the bill reaches the Governor's desk. Letters and phone calls received by the Governor's office are taken into consideration.

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# California Association of Supervisors of Child Welfare and Attendance 1997-98 Membership Application Form



Membership year is from July 1st to June 30th

First Name \_\_\_\_\_ Last Name \_\_\_\_\_ Date \_\_\_\_\_

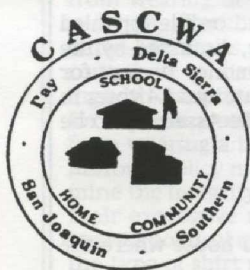
Mailing Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_ ( ) \_\_\_\_\_ Home Phone Number \_\_\_\_\_

Name of School or Place of Employment \_\_\_\_\_ School District \_\_\_\_\_ County \_\_\_\_\_ ( ) \_\_\_\_\_ Business Phone Number \_\_\_\_\_

CASCWA Section Affiliation (check one):  Southern Section  Other: \_\_\_\_\_

Delta Sierra, Bay or San Joaquin

Send Application Form to:	Annual Dues (please check one):
<b>Cecil Munsey, Ph.D.</b> <b>Instructional Team Leader</b> <b>Child Safety Welfare and Attendance</b> <b>6401 Linda Vista Road</b> <b>San Diego, California 92111-7399</b>	<input type="checkbox"/> Active - \$30.00 (voting membership) <input type="checkbox"/> Associate - \$20.00 <input type="checkbox"/> Institutional - \$30.00 <input type="checkbox"/> Student - \$10.00 <input type="checkbox"/> Retired - \$10.00



**HUGS  
NOT  
DRUGS!**



**CASCWA**

**FRANK BOENLER**  
**4306 GARLAND CIRCLE**  
**ANAHEIM, CA 92807**  
**98**