



**CASCWA GROWTH PRAISED BY STATE PRESIDENT WILSON**



**LILLIE WILSON**  
CASCWA State  
President

I hope that each of us is experiencing the beauty, excitement and freshness that comes with spring. As we move into preparation for the spring conference, and look back over the 1993-1994 program year for CASCWA, all the descriptors for experiencing spring come to mind.

As an organization we are in a growth-spurt mode. Our membership has more than doubled. Thanks to the yeoman efforts on the part of section presidents Al Baum of San Joaquin section, Pat Gardetto of Bay Section, Chris Mizani of Delta Sierra Section and of Agnes Moss of Southern section and of each and every member who followed through in bringing in one person to become part of the organization... one whose primary focus is to keep Child Welfare and attendance (CWA) administrators and other staff who are involved in school related child welfare and attendance issues well informed, actively involved, and at the forefront of having a positive influence upon change in these areas.

In keeping with our commitment to respond to the needs of our membership, the Fresno Spring Conference will present a number of workshops that will enlighten, revitalize, and better enable members to return to their offices armed with new and the most up to date information on the plethora of legislative changes that have significantly impacted our work with children.

An example of two such workshops will be FACTS AND MYTHS OF OCR (Office of Civil Rights). As you are aware, students up for expulsion are sometimes alleging that they are handicapped. What are their rights under the Handicapped Act and what are our responsibilities as regards the expulsion proceedings? WALKING THROUGH THE EXPULSION MAZE will be a workshop designed to address all of the new legislative changes regarding weapons, replicas, when we must recommend expulsion and when not as well as what to do with the little ones when they bring their fathers gun to school, and are expelled.

In addition to workshops designed to address new information and to showcase effective programs, there will be a review of newly passed and proposed legislation that impacts CWA and related areas of responsibility. The conference also provides a wonderful opportunity to network, to share ideas, and to discuss on a more personal level with workshop presenters and others, specific issues and concerns that you may be dealing with in your

duties and responsibilities.

Special invitations to attend the conference will be sent to select school administrators, attorneys who specialize in school law, and other professionals who are involved in working with or on behalf of children. The participation, points of view and involvement in CASCWA activities are always welcome.

Looking forward to seeing you in Fresno.

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**DELTA SIERRA PLANS FOR THE YEAR TO COME**



**CHRIS MIZANI**  
President  
Delta Sierra Section

Can you believe what time of the year it is? There are only a few weeks left for most of us. For me this is an exciting time of the year because it is when all the spring cleaning takes place, and also time to clean out the CASCWA President's binder and hand it over to someone new.

I am currently in the midst of mailing out the ballots for the new slate of nominated officers. I feel new blood is essential for any organization to maintain a strong and positive role in our society. We are so fortunate to have a strong and devoted slate of officers up for nomination. With the help of your votes this is to be one of Delta Sierra's strongest Executive Boards. We will have four different counties represented: Placer, Lake Tahoe, Sacramento and Stockton.

A review on our workshop on "Hate Crimes" held recently. Our workshop was held at the local Children's Home in their public restaurant. The proceeds of our luncheon went to the Children's Home, which I believe is a win-win situation for the children. Anna Bravo from the District Attorney's office was a wonderful speaker and very informative. She noted the importance of the awareness of these crimes for educators, parents and communities regarding the intervention, prevention, and follow-up to better manage this problem effectively. Anna shared the many aspects of Hate Crimes and clarified legal definitions and problems through the eyes of the law. After the workshop there were many positive statements by the participants in hopes that these types of events will continue in the next year.

Do you know of a student who has had a rough time of it, but has been able to turn things around and is planning to enroll in a educational program after high school? The Richard C. Davis Scholarship could be the boost the young adult

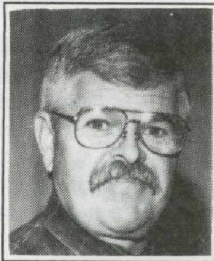
might need. The \$300.00-dollar scholarship deadline is April 30th, so get those forms filled out and sent off. If you are in need of a form, please contact me at (916) 923-1285.

Will close for now and hope to see everyone in Fresno.

**Christine Mizani**  
San Joaquin Section

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**SAN JOAQUIN PRESIDENT BAUM POINTS TO CONFERENCE "JUST AROUND THE CORNER"**



**AL BAUM**  
President  
San Joaquin Section

Well, Spring is in the air and things are bustin' out all over. First of all, I want to thank Betsy Reilly and all our San Joaquin CASCWA'ns for our tremendous increase in membership. We now have SEVENTY, that's "70" members; this of course includes our faithful retired folds. But, that's a significant increase from around 36 members at the first of the year. Good goin, guys (and gals!).

Our Spring conference planning is in full swing, with May 4 through 6 just around the corner. Conference flyers will be up-coming. We do have an exciting program. PLUS a ONE DAY, PRE-CONFERENCE SEMINAR for any and all CASCWA people; plus our community and central valley parent constituency, including law enforcement, agency and service providers, and any one else interested in the betterment of kids. In addition, the numerous sessions will be offered MULTILINGUALLY, I.E., Spanish, spectrum of topics of interest that's ever been offered. So, hope to see all of you at the Hilton Hotel May 4-6.

Thought for the day: "We can easily forgive a child who is afraid of the dark. The real tragedy of life is when men are afraid of the light."

One hundred years from now,  
It won't matter what car I drove,  
What kind of house I lived in,  
How much I had in my bank account,  
Now what my clothes looked like;  
But, the world may be a little better  
Because I was important in the life of a child.

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**VIOLENCE IN SCHOOLS TO BE THEME OF BAY SECTION'S FALL CONFERENCE**



**PAT GARDETTO**  
President  
Bay Section

Many people from the Bay Area are looking forward to the CASCWA Spring Conference in May. Session topics coupled with renowned speakers are planned to provide us with new perspectives as we are challenged each day with high risk youth. The parent Symposium is particularly appealing.

While San Joaquin committees are hard at work finishing last minute details, the Bay Section conference planning committee is also meeting regularly. The theme we have chosen revolves around the issue of violence in schools. It has been said that the degree of violence we are witnessing daily on school campuses has reached epidemic proportions. Therefore, we feel a responsibility to impact the community at large with preventive measures and interventions that will help to establish a safe environment for students to learn.

Our objective is to collaborate with other agencies that share mutual concerns about violence issues. We anticipate that our conference will be enriched as we consult with individuals who represent organizations with the same common interest. By involving others in the decision making process we hope to provide current, practical and useful information for friends and CASCWA members who attend our fall conference. More details will be available in the next Intercom. However, you do need to reserve these dates: October 12 and 13, 1994.

Our next Bay Section meeting will be held June 3, 1994. Time and place will be announced in future communication.

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**OUT N' ABOUT WITH RETIREES**

**Southern Section**



**RICHARD DAVIS**  
Retired Members

**Bev Milner** threw a Wild Irish Christmas birthday party for **Jim**. It was a complete surprise for Jim to see his entire family. He received a round trip to Ireland to see the rest of the clan. They plan to tour Ireland in August of this year. In order to fully recuperate they are planning

a trip to Maui this June for a little R & R.

**Jack Erickson** is doing just great and is enjoying visiting old friends. He is also very actively researching "Laws Related to Minors" and other publications.

Southern Section lost a long time very active CASCWA member this past year. **Ev Briggs** from Burbank. She had been living in Sunland, CA. She was very active in the '60s & '70s.

Southern Section 1994 Old Fogie's Lucheon Schedule. Meet on the 2nd Wednesday of the month. 11:45 am, at the Claim Jumper, 17th and Tustin, Santa Ana. April 13, May 11, June 8, July 13, August 10, Sept. 14, Oct. 12, Nov. 9 and December 14, 1994.

**San Joaquin Section**

**Bill Booth**, Inter-Com editor and retiree from Fresno is currently visiting China and other far East points. They should return sometime around April 1st. Bill is still very active in CASCWA along with his many other interests. He is especially enjoying his new personal computer.

I hope to see other retirees from San Joaquin Section at the Spring State Conference in Fresno.

**Bay Section**

**Jim Cokas** from San Mateo County Office finally retired this year. Francis Tucker is still living in Vacaville and teaching at Solano College at night. He is doing well and looks great.

**CASCWA AND THE KIDS LOSE TWO GREAT ONES**

Delta Sierra (North Section) **E. R. Deering** of Red Bluff recently passed away at home. Many of the recent CASCWA members may not remember E. R. but many of us old timers remember him as the author of the first attendance handbook. E. R. was our constant supporter in the State Department of Education. Many of his opinions influenced attendance accounting of all the organizations he belonged. CASCWA was the most dearest to his heart.

**Evelyn Briggs**, Southern Section passed away January 6, 1994, at her home in Sunland California. Evelyn was an alumnae of UCLA and was an administrator with the Burbank Unified School District. EV was a long time CASCWA member and a tremendous mentor to many of us.

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**STUDY DOCUMENTS HARMFUL EFFECTS OF MOVING**

CHICAGO- Children who move often are 35 percent more likely to fail a grade and 77 percent more likely to have behavioral problems than children whose families move rarely, researchers say.

A nationwide study of 9,915 youngsters ages 6 to 17 measured the harmful effects of moving. The findings were published in today's issue of The Journal of the American Medical Association.

About 19 percent of Americans move every year, said authors, led by Dr. David Wood of Cedars-Sinai Medical Center in Los Angeles. The authors cited a 1986-87 Census Bureau study.

Yet moving has its "shadow side" in the United States, where poor and minority families have been driven from place to place by economic deprivation, eviction and racism, the researchers wrote.

The authors used the 1988 National Health Interview Survey and found that about one-quarter of children had never moved, about half had moved fewer than three times and about three-quarters fewer than four times.

Ten percent had moved at least six times, and the researchers designated them "high movers".

Compared with the others, the high movers were 1.35 times more likely to have failed a grade and 1.77 times more likely to have developed at least four frequent behavioral problems, the researchers said. Behavioral problems ranged from depression to impulsiveness to destructiveness.

Frequent moving had no apparent effect on development and didn't appear to cause learning disabilities, they found.

The researchers said they believe their study is the first to measure the effects of frequent relocation on children independent of other factors that can affect school failure and behavioral problems.

Those factors include poverty, single parenting, belonging to a racial minority and having parents with less than a high school education. Children in families with some or all of those traits who moved often were much more likely to have failed a grade - 1.8 to 6 times more likely - than children of families with none of those traits who seldom or never moved.

The frequently relocated children in the rougher family situations also were 1.8 to 3.6 times more likely to have behavioral problems than youngsters who stayed put and lived in more favorable family situations.

## CAN YOU AFFORD TO MISS ALL THIS ?

The twice yearly CASCWA Conferences have gained a reputation for providing members and other attendees with practical working information rather than theory, information that allows them to accomplish their jobs more efficiently, effectively and with greater benefit to their districts, students, ...and their own peace of mind. The Fresno spring conference will begin with a symposium, "Parents, Active Partners with the School and Community" on May 4th, preceding the regular CASCWA Conference on May 5 and 6. Take a look at the topics. Having misinformation, or insufficient information on any of these topics could cost you and your district easily the time and money involved in taking advantage of this set of opportunities. Here's what to expect :

### THE SYMPOSIUM PROVIDES "GOOD STUFF" ON:

- |                            |  |
|----------------------------|--|
| Family Education Programs  | Elementary Opportunity Programs          |
| " True Colors"             | Parenting Skills - Spanish Speaking      |
| Back to Basics             | Family Wellness: Hmong, Spanish, English |
| Family Counseling          | Gang Awareness                           |
| Learning Modalities        | Leadership                               |
| Community Schools and SARB | Problems Facing Specific Communities     |

### THE CONFERENCE PROVIDES EQUALLY GOOD "STUFF" ON:

- |   |   |
|---|---|
| Public Education, We tread Troubled Waters                                      |   |
| Open Enrollment- District of Choice   |   |
| OCR and Special Education   | Police - School Partnerships                    |
| Home Schooling - Independent Study  | Project "Yes"                                   |
| Expulsion Process in Review   | Sexual Harassment: Absurdity in OCR Enforcement |
| County SARB and Alternative Schools   | Violence on Campus                              |
| Legislative Update  | Center for Human Services                       |
| General Session: An special education expulsion hearing created by two lawyers. |   |
| PLUS : Recognition Luncheon   |   |

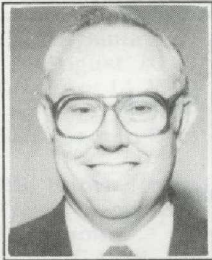
**SEE ? I TOLD YOU SO..YOU CANNOT AFFORD TO MISS THE SPRING CASCWA CONFERENCE !!!**

<b>CASCWA State Conference</b>	<b>Registration</b>	Symposium and CASCWA Conference May 4 - 6, 1994. Includes Wednesday and Thursday Luncheons.
Name _____ Title _____		Before April 3, 1994 \$ 90.00 _____
Address _____		After April 3, 1994 \$ 105.00 _____
City _____ State Zip _____		Membership \$ 30.00 _____
Phone _____ Home Phone _____		Total Enclosed: \$ _____
District/Department _____		
Symposium, May 4, 1994	Number	
Parents Active Partners	\$ 15.00 _____	Mail Completed Registration to
Symposium VIP Luncheon	\$ 15.00 _____	Mr. Gil Awalt, Conference Chairperson
CASCWA Conference May 5-6, 1994		1450 E. Herndon
Includes Thursday Luncheon		Clovis, California 93612
Before April 3, 1994	\$ 70.00 _____	Checks Payable to San Joaquin, CASCWA Conference
After April 3, 1994	\$ 85.00 _____	No Purchase Orders, No Refunds After April 29, 1994



# LEGISLATION

## CASCWA LEGISLATIVE CHAIRMAN TO BE HONORED BY ACSA AS PUPIL PERSONNEL ADMINISTRATOR OF THE YEAR .



**LEE LUNDBERG**  
Legislation

Lee Lundberg, our own CASCWA legislative guru and jack of all pupil personnel trades will be recognized as one of ACSA's 17 "Outstanding Administrators of the Year" at ACSA's annual convention in San Francisco this coming May. Congratulations to Lee from all of us; this is a well deserved honor, and CASCWA is proud of one of its own.

Lee promised us a legislative rundown this issue, and we have it... more than we can print. Lee provided us with 36 pages of legislative info. A super condensed version is provided for you. These listings are little more than the title and a brief summary of substance, to allow you incentive to call the Bill Room in Sacramento to get the full current copy.. quickly. Bill Room : (916) 445-2323.

### 1994 PENDING LEGISLATION

#### AB 23x Eastin MINORS - FIREARMS

Special session Bill aimed at keeping firearms out of the hands of minors. Penalties for parents cited, destruction of firearms confiscated.

#### AB 24x Eastin FIREARMS FEES FOR SCHOOLS

\$50 Dollar fee for all firearms, .15 per round fee; proceeds for firearm education and school possession control.

#### AB 55x Alpert TRUANCY CITATIONS

Impose a state-wide mandate making truancy an infraction

#### AB 111x Morrow EXPULSION FOR GRAFFITI

Would require principal or superintendent to recommend, and board to expel for graffiti under certain circumstances.

#### SB 1269 Wyman DRESS CODES -GANG APPAREL

Authorizes school districts to adopt dress codes that prohibit "Gang-related apparel". Also authorizes school districts to require a school wide uniform.

#### SB 1645 Hart EXPULSION FOR FIREARM

Authorizes expulsion on the basis of possession of an "imitation firearm". Deletes the requirement that the pupil be requested for enrollment in community school.

#### SB 1728 Hughes FINES FOR TRUANCY

Makes truancy in grades 9 - 12 an infraction with an imposed fine of up to \$100.00 plus community service. Half of fines to be used to further establishing and hiring of pupil personnel administrators.

#### SB 1875 Watson CHILDREN'S PROTECTION ACT

Addresses the need to protect children at school, street and home; Provides for training teachers and developing curriculum.

#### SB 2024 Bergeson PARENTAL INVOLVEMENT

Specifies that communication between parents and teachers or administrators should be on a regular and frequent schedule.

#### AB 2543 Lee SCHOOLS HATE VIOLENCE REDUCTION ACT OF 1995

Requires the State Department of Education to adopt policies And guidelines to prevent and respond to acts of hate violence. Establishes California Schools Human Rights Committee.

#### AB 2585 Eastin FOCUS SCHOOLS

Reappropriates \$500,000 of general fund money to improve "focus schools" (Schools with low test scores and poor attendance) Money may not be used for administration .

#### AB 2595 Connolly COMMUNITY SERVICE FOR GRAFFITI OFFENSES.

Requires under 18 convicted of graffiti offense to serve at least 8 hrs of community service. Parent must be present during half of the time served

#### AB 2605 Napolitano SARB

Authorizes SARB Board to request the court to issue subpoena for pertinent materials or Attendance of the minor or parent.

#### AB 2625 Allen SCHOOL CRIME REPORTS

Shifts responsibility for the State School Crime Report from the SDE to the Department of Justice.

#### AB 2644 Morrow PUPIL EXPULSION

Allows a student to be expelled for a non school related violation, if his presence causes a danger to persons or property or disrupts the instructional process. Allows an expulsion hearing to take place 30 days after release from incarceration.

#### AB 2693 Alpert PUPIL WORK PERMITS

Modifies eligibility for work permit, issuing authority, and redefines "custodial adult".

#### AB 2707 O' Connelly TRUANCY PENALTIES

Makes the parents of pupils who have an arrest record for truancy guilty of an infraction and punishable by a fine of \$100 to \$500, if that pupil is subsequently arrested for being absent from school .

**SOUTHERN SECTION CASCWA PLAYS A VITAL ROLE IN RECOVERY FROM L.A. DISASTERS**



**AGNES MOSS**

President  
Southern Section

Greetings to all CASCWA members from Southern California. During the past year Southern California has endured fire, riot, storms, flooding, drought and earthquake. Many homes businesses and schools have been destroyed. In the Los Angeles Unified School district area more than 200 schools were damaged, mostly in the San Fernando Valley. CWA counselors have been working with the homeless and distraught families and many traumatized children and their parents. Many CWA personnel were working directly in shelters identifying school age children and trying to arrange transportation to school. CWA Supervisors in L.A. have been a vital link in sharing enrollment information on children living in earthquake areas and assisting these families during each disaster.

Altho this year has provided some obstacles (understatement of the year... ed.) Southern Section CASCWA has continued to meet and has increased membership. We have held monthly meetings in Downey, Riverside, Marino Valley, Long Beach, Orange County, Pomona, Palm Springs and Newport Beach. Each meeting has focused on inviting Area CWA members and inviting them to bring a guest.

As the school year comes to a close it has become very apparent how important the School Attendance Review Board has become. SARB is working to improve school attendance and achievement. It is one of the main vehicles CWA personnel use to uphold the California mandatory attendance laws. When SARB is actively used it appears to be growing And strength and increasing positive remediation. It has become a major force in truancy reduction.

Southern section is beginning to plan the State spring conference in May of 1995 in Palm Springs. If you would like to participate with a workshop or know of a timely speaker, let me know.

I have enjoyed this past year participating in the state and section executive boards and look forward to our new CASCWA leadership for the 1994-1995 period.

Agnes Moss, Southern Section

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Legislative Update (Continued)

**AB 2728 B. Freidman IN - SCHOOL - SUSPENSION**

Requires school to use in - school suspension in certain cases ; allows ADA claim in such incidents. Does not apply to expulsion potentials or cases of danger to other students.

**AB 2744 Murray SCHOOL ATTENDANCE AFDC PAYMENT REDUCTION**

Requires AFDC reduction in cases of non-school attendance.

**AB 2752 Allen EXPULSION HATE CRIMES ADDED**

Adds hate crimes to list of violations for which a student may be expelled or suspended.

**AB 2768 Quackenbush SCHOOLS OF CHOICE**

allows transfers of students accomplished through the Allen Bill to continue through grade 12.

**AB 3053 Connoly CONFIDENTIALITY OF RECORDS**

Requires court to transmit notice to superintendent when a minor has vcommitted any offense, including the nature of the offense and its disposition.

**AB 3090 Frazee LOITERING**

Expands existing law regarding loitering : \$1000 fine or 6 months in jail. Loitering prohibited within 1000 feet of school.

**AB 3280 Boland INTERDISTRICT CHOICE**

Repeals current provision which allows districts to limit number of transfers

**AB 3286 Tucker TRUANCY- SUSPENSION OF DRIVING PRIVILEGE**

Modifies current law in definition of truancy.; requires notification to parent regarding prosecution and penalties; allows suspension or delay of driving privilege up to one year.

**AB 3631 Karnette D.A.R.E. FUND**

Allows designation on tax return of contribution to DARE Fund.. to be allocated to school districts with DARE programs or applications. (Drug Abuse Resistance Education)

**AB 3490 Knight CRIMINAL STREET GANGS**

Enhances punishment for street gang activity near schools by an additional 3 to 6 years in jail.

**AB 3516 Bronshvag INDEPENDENT STUDY APPORTIONMENTS**

Allows amnesty for claims made without written student agreements if determined not to be for financial gain.

**AB 3530 Bates AFDC AFTER SCHOOL JOB PROGRAMS**

Requires the State Department of Social Services to establish after school job programs for 12 to 17 year olds of AFDC families.

**AB 3786 Rainey RELEASE OF JUVENILE RECORDS**

Authorizes any law enforcement agency, probation dept., or county department of social services to release confidential juvenile records to a school district upon written request in cases involving serious acts of violence, and involving willful acts against school district personnel.

CASCWA Newsletter Editor  
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Fresno, CA 93726

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**CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE AND ATTENDANCE**  
199\_\_ - 199\_\_ **MEMBERSHIP APPLICATION FORM**

*PLEASE PRINT*

**REGIONAL AFFILIATION:** *(check one)*

<input type="checkbox"/> Delta Sierra Section	<input type="checkbox"/> San Joaquin Section
<input type="checkbox"/> Bay Section	<input type="checkbox"/> Southern Section

NAME \_\_\_\_\_  
(LAST) (FIRST)

BUS. ADDRESS \_\_\_\_\_ WORK PHONE ( ) \_\_\_\_\_  
(STREET) (CITY) (ZIP)

SCHOOL \_\_\_\_\_ DISTRICT \_\_\_\_\_ COUNTY \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_ HOME PHONE ( ) \_\_\_\_\_  
(STREET) (CITY) (ZIP) (optional)



**SEND TO:**

**GIL AWALT**, Vice President-Membership  
**Child Welfare & Attendance**  
Clovis Unified School District  
55 Shaw (Suite 207)  
Clovis, California 93612  
(209) 297-7382

**DUES:** *(check one)*

<input type="checkbox"/> ACTIVE .....	\$30.00 per membership year
<input type="checkbox"/> ASSOCIATE .....	\$20.00 per membership year
<input type="checkbox"/> INSTITUTIONAL .....	\$30.00 per membership year
<input type="checkbox"/> RETIRED .....	\$10.00 per membership year
<input type="checkbox"/> HONORARY LIFE	
<input type="checkbox"/> Please send receipt	





# ASCWA

# Program Advisory

Education Code Section 212.5 (policy)  
Education Code Section 48900.2 (discipline)

April 1994

In September, 1992, assembly member Archie-Hudson secured passage of AB2900 (Chapter 906, statutes of 1992). That measure which became effective on January 1, 1993, requires every Educational Institution to have a written policy on sexual harassment.

As written, the law defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of sexual nature. The punishable conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive as to have a negative impact upon the individuals academic performance, or to create an intimidating, hostile, or offensive educational environment.

Although the law focuses on secondary schools, disciplinary consequences for sexual harassment extend down to fourth grade and may include suspension or recommendation for expulsion, at the principal's/superintendent's discretion (E.C. 48900.2). Enforcement of the law must be progressive, with mandatory outreach and orientation activities describing the prohibited behavior and the available remedies. Legal authorities advise that school personnel can be held liable if they fail to implement these procedures.

## What is Required?

- A written policy
- Prominent public posting
- Comprehensive orientation activities for students and staff
- Specific procedures for reporting complaints
- Adequate and confidential investigation by trained person of same gender
- Appropriate and reasonable disciplinary action
- Monitor to ensure that wrongful conduct ceases

## Benefits

- Prevents harm
- Builds relationships
- Encourages empathy
- Promotes positive change
- Requires common courtesy
- Improves the climate for learning

## UNWELCOME CONDUCT

*"I've been sexually harassed for almost three years now, and it really hurts me, and it makes me feel like I'm a bad person, or that I'm no good and deserve what I get... It shouldn't be happening to anyone, it breaks your soul and brings you down mentally and physically."*

This is a quote from a 14 year-old girl describing the personal impact of "unwelcome conduct" occurring at school—in the hallways, in class, in public and on a daily basis. Harassment often is not a one time event and usually harassers are asked to stop by their victims repeatedly.

**Harass** means to worry or impede by repeated "raids." Harassers cause their victims to be exhausted and fatigued. Harassers annoy continually. They badger, worry, hurt, and undermine self-esteem and confidence. "It's like fighting an invisible, invincible enemy alone," stated another harassment victim responding to a survey published in *Seventeen Magazine* (September 1992).

The most common types of sexual harassment are comments, gestures or looks. Being touched, pinched and grabbed occurs frequently as well. Harassers make jokes and derogatory comments that intimidate and embarrass. Victims become quietly desperate,—the laughter and humor serves to protect and reinforce perpetrators. Victims increasingly become less willing to confront or report because the behavior appears to be sanctioned. *"I felt like crying but I kept it inside and didn't say anything to anyone."*

So why isn't unwelcome conduct identified for what it is—frightening, harmful and illegal behavior—and stopped? Sexual harassment is bullying in one of its most menacing forms. This is behavior that is *tolerated* by many bystanders, including faculty members who have a clear duty to intervene. This is behavior that occurs *inside* a school that is not being challenged. Unwelcome conduct proliferates because it is allowed. It is a failure to expect and require behavioral standards that ensure emotional safety for everyone. It is a failure to listen and believe what is occurring is harmful. It is a failure to pay attention and care about the feelings of others.

# Prevention of Unwelcome Conduct

## Sexual Harassment • Habitual Cruelty • Menace • Intimidation

The governing board of each school district may convene hearings, make findings, and adopt and issue policy statements setting forth the responsibilities of the pupils of that school district regarding academic performance, attendance, **in-school behavior**, and any other aspects of school life which the school district governing may deem relevant to this task (E.C. 35181). Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teachers and others in authority; observe good order and propriety of deportment; be diligent in study; respectful to his teachers and others in authority; **kind and courteous to schoolmates**; and refrain from the use of profane and vulgar language (C.C.R. title 5, Sec. 300). *Every teacher* in the public school shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess (E.C. 44807).

Clearly, the responsibility for school-appropriate conduct is a valid expectation of every student in a public school. Peer to peer harassment in any form as well as any other type of mis-conduct should not be tolerated. In addition, every teacher employed in a public school system has a duty to supervise and enforce proper conduct. **The prevention of unwelcome conduct begins when there is understanding and acceptance of responsibility** for the laws governing public schools.

**Thinking about our duties as educators** is the next important step in preventing unwelcome conduct. "What standards of conduct are necessary in a school environment?" and "How can educators ensure that students meet these standards?" In addition to academic performance, what are the legitimate interests of schools in developing considerate, caring and effective citizens? What kind of people do we want our students to become and how can we contribute to shaping these outcomes?

**What is the "current reality" in your school?** How prevalent is unwelcome conduct? What is the current reality concerning the emotional safety of students in the classroom and on the playground? What is the prevailing attitude, understanding, and agreement about relationships within the school? Is there an openness to exploring, discussing and acting on these questions?

### Exploring and Acting

- What standards of conduct are necessary?
- How can educators ensure that students meet these standards?
- Who is responsible for unwelcome conduct that occurs inside a school?
- How prevalent is unwelcome conduct in our school?
- Are we willing to discuss the truth about relationships?
- Are we willing and able to intervene?
- What are we willing to do to build quality relationships at our school?

# Comprehensive Action K-12

## Building Quality Relationships at School

### K-3

- Develop social skills to:
  - Express self verbally
  - Explore friendships
  - Cooperate in a group
  - Increase awareness of others
  - Help others within the classroom
- Partnerships with parents to shape pro-social attitudes and behavior
- Teach and enforce school rules
- Provide early intervention services
- Encourage involvement and participation
- Make sure policy and procedures are known and operational
- Help teachers explore their responsibilities and capabilities

### 4-6

- Develop social skills to:
  - Develop assertive communication
  - Speak positive about self and others
  - Understand non-verbal communications
  - Treat others with empathy and respect
  - Develop the ability to establish friendships
  - Develop tolerance and concern for others
  - Help others within the school
- Teach children the laws prohibiting harassment
- Encourage the development of empathy for others
- Support children in confronting and stopping unwelcome conduct
- Apply reasonable consequences when appropriate
- Involve parents and community resources in corrective efforts

### 7-8

- Develop social skills to:
  - Develop active listening skills
  - Learn negotiation strategies
  - Develop group communication skills
  - Explore the qualities present in good relationships
  - Communicate feelings in a direct and caring way
  - Protect the rights of others
  - Help others within the community
- Build skill and confidence in confronting unwelcome conduct
- Make it safe to report complaints
- Place emphasis on school-wide norms supporting positive conduct
- Provide special training to staff
- Hold school-wide assembly
- Encourage peer support groups and organize ongoing discussion groups

### 9-12

- Develop social skills to:
  - Express and accept alternative points of view
  - Develop conflict resolution techniques
  - Express empathy for others
  - Function effectively in groups
  - Broaden interpersonal relationships
  - Broaden awareness of the needs of others
  - Encouraging volunteering to help others
- Make the development of quality relationships a priority in the school
- Make the case for social skills and future success
- Teach the value and need for emotional safety
- Encourage openness to new perspectives...make it safe to admit mistakes
- Make sure all school staff are sensitive and responsive to student concerns

## Hospitable Schools?

Webster's dictionary defines *hospitality* as "the act, practice, or quality of being *hospitable*...to favor the health, growth, and comfort of new arrivals.. to receive as guests and prompted by friendliness and kindness." "Hospice" is a closely related word, as are "hospitable," "host," and "hostess"—*Hospice* means a place of shelter, or a homelike facility to provide supportive care. *Hospital* is a house or inn for providing rest, care, and treatment. The role or job of host or hostess is to nourish, protect, and give comfort to guests—at his or her own expense!

These words and their meanings apply to schools as well. We are all hosts to each other in a collaborative and hospitable enterprise. Feeling invited, welcomed, and connected with a public school is a basic right of all children, parents, and staff members. Threat and fear undermine communities and schools in very fundamental ways.

We are pounded with increasing instances of violence and interpersonal conflict. Instead of gaining strength through understanding and appreciating our differences—indeed *celebrating our diversity*—tension, fear, and divisiveness are threatening to alter the character and quality of our lives and the effectiveness of our schools.

We need to acknowledge, discuss and problem solve these concerns. Invite your colleagues, and join children and parents in developing positive, welcoming and *hospitable* schools.

## A Personal Invitation!

*Knowing* how to get along, to be able to work well with others is an essential skill and primary requirement for lifelong success and happiness.

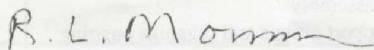
A first step toward building quality relationships is to make it a personal goal and professional priority. Certainly a big part of relationship building has to do with skill in communication. Self-expression, listening with understanding, and being able to respond accurately to feelings form the basis for good communication.

Mostly, however, solid and satisfying relationships are the result of personal desire, effort and trust. Wanting to get to know someone...having a sincere interest in getting acquainted is the key. When you make these investments in others, you will be enriched and you will grow.

In your daily work in public schools take time to enjoy *conversations* with children, staff and parents. Positive high quality relationships take time to develop—don't overlook these opportunities! Relationships, which are so vital to life, break down when people stop talking with each other.

My hope in writing this "Program Advisory" is that CASCWA members will be assisted in promoting the "Climate-side" of schooling. Building quality relationships in hospitable schools is our life's work...Let's do it!

Sincerely,



Richard L. Morrison, Ed.D.  
Pupil and Administrative Services  
Ventura County Superintendent of Schools Office