



# INTERCON

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

JANUARY 1984

Sharon Rohrke, Editor - Merced Union High School District - P.O. Box 2147 - Merced, California 95344

## " DAILY ATTENDANCE -- THE GATEWAY TO EXCELLENCE "

### EDITOR'S NOTES

During the 1981-82 and 1982-83 school years, 32 schools participated in a pilot study authorized by the School Attendance Improvement Act (AB 3269/80). As part of the pilot study, each school planned and implemented a variety of prevention and intervention strategies to improve attendance.

Because of this study all school districts in California now have data available from the State Department of Education which can help improve school attendance in their districts. UNFORTUNATELY HAVING DATA AVAILABLE AND IMPLEMENTING IDEAS FROM SUCH DATA MAY BE TWO DIFFERENT THINGS!

Though a State coalition of professional organizations and agencies addressed the problem of school attendance and school climate, it is now time for these same organizations to begin actively in-servicing their members and to begin implementing the ideas that were forthcoming from the study.

CASCWA is pleased that two keynote speakers at the Fall State Conference were representatives from ACSA and CTA. CASCWA needs the ACTIVE support of ACSA and CTA if school districts are to be successful in addressing the problems of school attendance and school climate.

*ADMINISTRATIVE LEADERSHIP IS REQUIRED IF SCHOOL DISTRICTS ARE TO EFFECT CHANGE  
IN THE AREAS OF SCHOOL ATTENDANCE AND SCHOOL CLIMATE!*

Sincerely,

Sharon Rohrke  
Attendance and Welfare Official  
Merced Union High School District

### THE STATE OF CALIFORNIA REQUIRES:

EC 48240: The board of education of any school district and or any county shall appoint a supervisor of attendance and such assistant supervisors of attendance as may be necessary to supervise the attendance of pupils in the district or county. The board shall prescribe the duties of the supervisor and assistant supervisors of attendance, not inconsistent with law, to include among other duties that may be required by the board, those specific duties related to compulsory full-time education, truancy, work permits and compulsory continuation education now required of such attendance supervisors by this chapter and Article 4 (commencing with Section 48450) of Chapter 3 Article 2 (commencing with Section 48630) of Chapter 4 of this part.



CALIFORNIA'S YEAR OF SCHOOL SAFETY AND STUDENT ATTENDANCE --  
GOVERNOR DEUKMEJIAN

Governor George Deukmejian has proclaimed the 1983-84 school year as California's Year of School Safety and Student Attendance. The following memorandum and Proclamation were received by your District Superintendent in October:

TO: BOARDS OF SUPERVISORS; MAYORS; DISTRICT ATTORNEYS;  
POLICE CHIEFS; SHERIFFS; SCHOOL DISTRICT SUPERINTENDENTS;  
SCHOOL BOARD MEMBERS; TEACHER ORGANIZATIONS;  
LAW ENFORCEMENT ASSOCIATIONS; AND PARENT/TEACHER ORGANIZATIONS

Re: California's Safe Schools Week--  
October 24-28, 1983, and California's Year  
of School Safety and Student Attendance

It is my pleasure to announce that I have proclaimed October 24-28, 1983, as California's Safe Schools Week, in recognition of the critical need for safe schools in our state.

California's Safe Schools Week provides the opportunity to alert the public to the right of students, teachers and school staff to a safe school environment and emphasizes the positive changes which continue to be made in reducing violent crime, drug trafficking and vandalism in our schools.

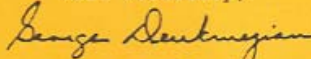
Since 1981, Safe Schools Week activities not only have focused public attention on school safety problems, but also have provided a forum for top school officials and law enforcement leaders to discuss ways in which to improve school safety.

To stress the need for action to ensure public safety and encourage student attendance in the 1980's, I also have proclaimed this year to be California's Year of School Safety and Student Attendance, the first observance of its kind in the nation. To further these objectives, my administration has joined with the State Department of Education and California law enforcement organizations to develop a resource network providing information regarding school safety and crime prevention activities conducted in communities throughout the state.

I strongly encourage you to proclaim October 24-28 as California's Safe Schools Week in your community and to plan activities for California's Year of School Safety and Student Attendance. The enclosed packet provides suggested activities for these events; and the Office of Criminal Justice Planning, Crime Prevention and Victim Assistance Field Services Bureau, 9719 Lincoln Village Drive, Suite 602, Sacramento, CA 95827, (916) 366-5304 or 366-5337, is available to assist you in your local efforts.

California's Safe Schools Week and California's Year of School Safety and Student Attendance are just part of a comprehensive effort to restore safety and dignity to our institutions of learning, and their students, faculty and staff. Please join with me in recognition of these efforts to promote safety and reduce truancy in California schools.

Most cordially,



George Deukmejian



EXECUTIVE DEPARTMENT  
STATE OF CALIFORNIA



A PROCLAMATION  
by the Governor of the State of California

WHEREAS, schools make substantial contributions toward the development of our young people as knowledgeable, responsible, and productive members of society; and

WHEREAS, students who do not willingly attend school on a regular basis cannot fully benefit from California's educational program, and they disrupt the learning experience of other students; and

WHEREAS, the health and safety of students, teachers, and school staff are regrettably jeopardized by violent crime, drug trafficking, and vandalism in our schools; and

WHEREAS, students, teachers, and school staff have a right to be safe and secure in the school setting; and

WHEREAS, it is the duty of all citizens and educational institutions to enhance the learning experience of our young people by taking steps to limit truancy and eliminate school crime; and

WHEREAS, a better public understanding of the problems of school safety and student attendance will assist our citizens in fulfilling this important duty; and

WHEREAS, school officials and law enforcement leaders must, during the 1983-1984 school year, focus attention on the issues of school safety and truancy and take the lead in developing solutions to these serious problems; and

WHEREAS, since its inception in 1981, California's Safe Schools Week has provided an effective forum for school officials and law enforcement leaders to collectively seek ways in which to improve school safety; and

WHEREAS, the first observance of California's Year of School Safety and Student Attendance will further alert the public to school safety and truancy problems and will encourage all Californians to work with school officials and law enforcement leaders to make our schools positive and safe environments in which to learn;

NOW, THEREFORE, I, GEORGE DEUKMEJIAN, Governor of the State of California, do hereby proclaim the 1983-1984 school year as California's Year of School Safety and Student Attendance and October 24-28, 1983 as California's Safe Schools Week.

IN WITNESS WHEREOF I have hereunto set my hand  
and caused the Great Seal of the State of  
California to be affixed this 7th day of October  
1983

  
*George Deukmejian*  
Governor of California

ATTEST:  
*March Forq Eu*  
Secretary of State

by *Frances Heindinger*  
Deputy Secretary of State

**SUGGESTED LIST OF PROGRAMS AND ACTIVITIES WHICH  
DISTRICTS COULD IMPLEMENT TO SUPPORT THE GOVERNOR'S COMMITMENT  
TO SCHOOL SAFETY AND ATTENDANCE**

Attached to the memorandum from Governor Deukmejian was a packet which included the following suggested list of programs and activities.

**YEAR OF SAFE SCHOOLS AND STUDENT ATTENDANCE**

SUGGESTED ACTIVITIES

- Encourage your Board of Education, County Department of Education, County Board of Supervisors, or City Council to Proclaim the 1983-84 school year as California's Year of School Safety and Attendance.
- Select a Safe Schools Committee.
  - School District Representative.
  - Principal.
  - Classroom Teacher.
  - Law Enforcement Representative.
  - PTA Representative.
  - Business/Civic Representative.
  - Locally Elected Official.
- Conduct a Needs Assessment.
  - Develop local programs in response to the assessment.
- Adopt State Department of Education Crime Prevention Guidelines.
- Implement State Office of Criminal Justice Planning Youth Crime Prevention Program.
- Develop a "Law Enforcement in the School" Program.
- Implement "Essay Contest" Winning Suggestion(s).
- Implement a School Drug Program.
  - Contact Office of Criminal Justice Planning for information on a new program addressing the problem of drugs in the schools.
  - Contact the State Department of Education for substance abuse program information and guidelines.
- Create a "Perfect Record Club."
  - Students with perfect attendance records receive special recognition (certificates, passes to a movie, gift certificates, etc).
- Initiate an Anti-Vandalism Campaign.
- Initiate an Anti-Graffiti Campaign.
- Start a School Watch Program.



## LOCAL PROCLAMATION

As a first step in bringing school safety and school attendance to the conscious level of our school communities, Child Welfare and Attendance personnel could obtain proclamations from local Boards of Education, County Boards of Education, Boards of Supervisors, or City Councils. The following is an example of a local proclamation by a city council in the Merced Union High School District. This proclamation could be adapted to reflect the needs of your school district and community.

# City of Atwater

CIVIC CENTER  
750 BELLEVUE ROAD  
ATWATER, CALIFORNIA 95301  
PHONE (209) 358-5606

### SCHOOL SAFETY AND STUDENT ATTENDANCE WEEK PROCLAMATION

WHEREAS, Atwater's schools make substantial contributions toward the development of our young people as knowledgeable, responsible, and productive members of society; and

WHEREAS, students who do not willingly attend school on a regular basis cannot fully benefit from Atwater's educational program, and they disrupt the learning experience of other students; and

WHEREAS, students, teachers, and school staff have a right to be safe and secure in the school setting; and

WHEREAS, it is the duty of all Atwater citizens and educational institutions to enhance the learning experience of our young people by taking steps to limit truancy, to encourage regular school attendance, and eliminate school crime; and

WHEREAS, a better public understanding of the problems of school safety and student attendance will assist our citizens in fulfilling this important duty; and

WHEREAS, school officials and law enforcement leaders must, during the 1983-1984 school year, focus attention on the issues of school safety and student attendance and take the lead in developing solutions to these serious problems; and

WHEREAS, Governor Deukmejian has declared the 1983-1984 school year as "California's Year of School Safety and Student Attendance" and October 24-28, 1983 as "California's Safe Schools Week";

NOW, THEREFORE, BE IT RESOLVED that I, Gregory R. Olzack, Mayor of the City of Atwater, do hereby proclaim the week of October 24-28, 1983 as "School Safety and Student Attendance Week."

  
GREGORY R. OLZACK, MAYOR



## SCHOOL IMPROVEMENT: A BLUEPRINT FOR ACTION

By: Mary Tobias Weaver

During the 1981-82 and 1982-83 schools years, 32 schools participated in a pilot study authorized by the School Attendance Improvement Act (Assembly Bill 3269/80).

As a part of the pilot study, each school planned and implemented a variety of prevention and intervention strategies to improve attendance. The seven strategies rated the highest by pilot site personnel included:

1. school-to-home contact
2. rewards for good attendance
3. developmental strategies
4. consequences for poor attendance
5. staff development
6. cooperative community efforts
7. attendance accountability

**School-to-home contact.** To enforce attendance regulations, attendance personnel or parent volunteers made daily telephone contact with parents or guardians to verify and report absences. Other types of school-to-home contacts included home visits to encourage parents to send students to school; parent-student-school conferences to identify reasons for absence, to emphasize the importance of regular attendance and to solve absence problems; newsletters; and media presentations.

**Rewards for good attendance.** Students of all ages responded well to incentives for perfect or highest attendance. Schools rewarded students with school T-shirts, certificates, special field trips, ice cream parties, paperback books, theater tickets, restaurant coupons, commendation letters and special privileges. Classrooms with the highest monthly or quarterly attendance were awarded classroom banners or special parties. (School staff should be cautious in using competition as the basis for giving rewards. Group competition can backfire if individual students are identified as causing the group to lose the reward. Rewards should be balanced with information about the importance of school and regular school attendance).

**Development strategies.** Pilot sites provided counseling, tutorial services and alternative educational programs to promote student academic success and attendance. Through peer counseling, individual and group counseling and school attendance review teams, school personnel were able to learn the reasons for absences and then direct students to appropriate services and alternative programs.

**Consequences for poor attendance.** When consequences for excessive absenteeism, tardiness and truancy were established and consistently enforced at school sites, students came to school to avoid the consequences. Schools used alternative discipline strategies that emphasized accountability for actions and required students to meet certain expectations. Discipline strategies included inhouse suspension programs, detention centers, Saturday school, School Attendance Review Board referrals and warning letters to parents or guardians.

**Staff Development.** Pilot schools provided all staff team members — teachers, counselors, administrators, aides and office personnel — with in-service training on attendance procedures, the link between attendance and achievement, and the link between attendance and school funding. Many school personnel had not previously considered the financial impact of inaccurate attendance records.

**Cooperative community efforts.** Some schools initiated or expanded joint efforts with law enforcement officials to return truants to school. Such stay-in-school efforts reinforced the community's emphasis on school attendance and helped enforce compulsory attendance laws.

**Attendance Accountability.** Pilot sites kept detailed student attendance records and had the necessary information to identify good and poor attendance patterns. Attendance patterns were linked to appropriate rewards and consequences. Those schools that used minicomputers for attendance purposes reported that detailed student information was a great help in monitoring attendance patterns and contacting parents or guardians. However, having a computerized system without also using attendance improvement strategies did not result in significant increases in attendance.



Regardless of the prevention or intervention strategy used, there are several elements common to effective attendance improvement programs;

1. Parents and school staff expect students to attend school.
2. The consequences of good and poor attendance are clearly specified and known to students, staff and parents.
3. Representatives of all those affected by attendance policies – administrators, teachers, counselors, parents and students – participate in developing and updating school attendance policies and procedures.
4. Responsibility for attendance is placed with students and their parents.
5. School officials notify parents or guardians immediately of an absence.
6. Attendance policies are enforced consistently and fairly.
7. School staff and parents are active in making the community aware of the negative impact of absenteeism on student progress and community well-being.
8. All school staff - teachers, counselors, administrators, nurses, aides and office personnel – are committed to improving attendance and to emphasizing the importance of regular school attendance to parents and students.

Solutions to absenteeism require shared responsibility among students, parents and educators. When school attendance improvement is a shared goal, students become the real winners – by attending school regularly, they have more opportunity to benefit fully from the educational programs available to them.

\* \* \*

A publication, *School Attendance Improvement: A Blueprint for Action*, describing attendance strategies and providing implementation tips, is now available from the State Department of Education. For further information on the attendance improvement projects, contact Mary Tobias Weaver at (916) 323-0561, Lanny Berry at (916) 323-0559, or Robert Bennett at (916) 322-1472.

Reprinted from "SAFE CAMPUS", *The Educator's Crime Prevention Journal* – 1983/1  
Crime Prevention Center, Office of the Attorney General

#### **CASCWA MEMBERSHIP TO STAY INFORMED -- ARE YOUR DUES PAID?**

Membership is open to all individuals interested in the area of attendance and child welfare -- administrators, teachers, organizations, paraprofessionals, parents, SARB members, and school board members. Many colleagues continue to support CASCWA but have not yet paid dues. We know this is an oversight; but please forward your dues to your section treasurer or to the State Treasurer, Ms. Dale Turner, Rio Linda School District, 6560 Melrose Avenue, North Highlands, CA 95660. A MEMBERSHIP APPLICATION IS ATTACHED FOR YOUR CONVENIENCE! Remember, too, that a drawing will be held in the spring. One new member from each Section will have all registration fees paid by CASCWA for the Spring Conference in Sacramento on May 3-5.

## CASCWA'S 1983/84 LEGISLATIVE PRIORITIES

When the State Executive Board of CASCWA met at the Fall State Conference in Fresno, it was decided that the following areas were CASCWA'S legislative priorities:

1. An attendance accounting system based on actual attendance.
2. Accountability for failure of a person described in Welfare and Institutions Code, Section 601 (Status Offenders), to obey laws or court orders.
3. Re-instatement of the SARB Mandate.
4. Private Schools.
5. School Attendance of 16-17 year-olds/AFDC Enforcement Consistency in the 58 counties of California.

## CASCWA'S 1983-84 STATE LEGISLATIVE COMMITTEE

The following individuals are members of CASCWA'S State Legislative Committee. If you have any legislative concerns in the area of attendance and child welfare, feel free to contact any of these members who are volunteering many, many hours to promote legislation which will benefit and serve the students in California's schools:

LEE LUNDBERG  
Supervisor Attendance & Support Services  
San Leandro Unified School District  
14735 Juniper Street  
San Leandro, CA 94579  
Phone: (415) 577-3010  
State Chairman

U. EDWIN HARDING  
Administrator, Student Services  
Office of the Orange County Superintendent of Schools  
1300 S. Grand Avenue  
Santa Ana, CA 92705  
Phone: (714) 953-3934  
Southern Section

ADRIAN CIBILICH  
Supervisor, Child Welfare and Attendance  
Campbell School District  
155 N. 3rd Street  
Campbell, CA 95008  
Phone: (408) 378-3405  
Bay Section

JEAN STOVALL  
Director, Child Welfare and Attendance  
Clovis Unified School District  
5545 E. Herndon Avenue  
Clovis, CA 93612  
Phone: (209) 299-0244  
San Joaquin Section

SHARI LAWSON  
P.O. Box 13762  
Sacramento, CA 95853  
Phone: (916) 966-6335  
Northern Section



**AB 1615 CLUTE  
MAKE-UP CLASSES (SATURDAY SCHOOL)**

Districts should study AB 1615 signed by the governor on September 19, 1983. This bill could have significant educational and fiscal implications. Following is the Legislative Counsel's Digest regarding this bill.

**Assembly Bill No. 1615**

**CHAPTER 915**

An act to amend Sections 37201, 37228, and 41601 of the Educational Code, relating to schools.

(Approved by Governor September 19, 1983.  
Filed with Secretary of State September 20, 1983.)

**LEGISLATIVE COUNSEL'S DIGEST**

AB 1615, Clute. Schools: makeup classes.

Existing law defines a school month generally as 20 days or 4 weeks of 5 days each, including legal holidays.

This bill would exclude from this definition weekend makeup classes conducted pursuant to a specified statutory provision.

Existing law authorizes the governing board of a school district to maintain certain classes on Saturday or Sunday, or both, and provides that attendance at these classes shall not result in the crediting of more than 5 days' attendance for the pupil per week.

This bill would add makeup classes to the list of permissible weekend classes.

Existing law also makes attendance at these weekend classes optional at the election of the pupil or the parent if the pupil is a minor.

**THIS BILL WOULD ALLOW GOVERNING BOARDS TO REQUIRE THE ATTENDANCE OF TRUANTS AT THESE WEEKEND CLASSES.**

**ALTERNATIVE ATTENDANCE ACCOUNTING SYSTEM BASED ON ACTUAL ATTENDANCE**

At CASCWA's Fall State Conference in Fresno, Mary Weaver of the State Department of Education informed members that an alternative attendance accounting system based on actual attendance will be introduced by Senator Gary Hart in January, 1984. The proposed legislation is a result of the success of the pilot study schools in improving attendance (AB 3269). The bill will probably base apportionment on:

1. Actual attendance of students enrolled for at least a minimum school day plus the following percentages of daily enrollment:
  - a. 6% for K-8 regular, pregnant minor, and opportunity classes.
  - b. 8% for 9-12 regular, pregnant minor, and opportunity classes.
  - c. 8% for special day classes.
2. Continuation students — actual attendance hours (not to exceed 15 per week) plus 10% of actual attendance.



Senator Gary Hart was a keynote speaker at CASCWA's SPRING STATE CONFERENCE in Palm Springs in May, 1983. He continues to support legislation which benefits the students in California's schools and will sponsor the actual attendance bill.



## STUDENTS RIGHTS AND RESPONSIBILITIES LEGISLATIVE UPDATE

The following bills have been passed by the legislature, approved by the Governor, and will take effect on January 1, 1984.

- BILL**  
AB 624  
(Moorhead)
- A person under 18 years of age who is convicted of driving while under the influence of an alcoholic beverage or drugs will lose his/her driver's license. This revocation of driving privileges would be for whichever of the following conditions results in the longest period of time: (a) until he/she reaches the age of 18, or (b) for one year, or (c) for another term specified by existing law.
- BILL**  
SB 500  
(Davis)
- States that the California Department of Youth Authority (CYA) must disclose specified information to the public, upon request about persons 16 years old or older who were committed to CYA by a court of criminal jurisdiction.
- BILL**  
SB 710  
(Presley)
- Changes the current law which allows children 15 years old or younger who are victims of certain sexual crimes to have their testimony videotaped at the preliminary hearing for later use. This bill makes the videotape subject to a protective order and require it to be made available for viewing during business hours by the prosecuting attorney, defendant and the defendant's attorney.
- BILL**  
AB 1550  
(Johnson & Sterling)
- Provides for the possibility of visitation rights for grandparents of a child who has been adjudged to be a dependent child of the court. Major elements: (1) The social study of the minor prepared for the court must contain a discussion of whether the best interest of the child will be served by granting visitation rights with the minor to his/her grandparents. (2) If a court removes a child from the custody of his/her parents, the court must evaluate the wisdom of granting visitation rights with the grandparents. (3) When County Welfare Departments prepare family reunification services, they must include a plan for visitation of the child by his/her grandparents.

### LIMIT PLACED ON AFDC FOR VOLUNTARY PLACEMENT (California Legislative Update)

California will not continue to use Aid to Families with Dependent Children — Foster Care (AFDC-FC) funds to pay for the residential treatment of severely emotional disturbed children who are in voluntary placement longer than six months.

Legislation authorizing such funding, AB2.315, will expire January 1, 1984.

The legislature passed a bill to continue the funding but it was vetoed by Governor Deukmejian, September 30, 1983.

The most practical way to continue AFDC-FC funding for voluntarily placed emotionally disturbed children now appears to be to make them dependents of the court.

Submitted by:  
Francis H. Tucker, Student Rights and Responsibility



## AN APPROACH TO WORKING WITH JUVENILE OFFENDERS AND TRUANTS -- ALAMEDA COUNTY

Recently the Alameda County Superintendent Robery Coney established a series of four meetings throughout Alameda County for all district Superintendents and Child Welfare and Attendance people to meet with the Juvenile Judge, District Attorney, Public Defender, Probation Department, and Social Services Department to discuss school concerns regarding the service to 601, 300 and 602 youngsters.

The Superintendent of Livermore Valley Joint Unified School District and the Director of Pupil Services wrote a letter to the Presiding Judge of the Juvenile Court of Alameda County indicating that "There needs to be a top level commitment to improving participation and achievement in school by supporting families, students and schools with "bottom line" accountability from Probation, Juvenile Courts, Social Services and School districts." The final paragraph of the letter follows:

"We, all of us, should work in concert, the schools, the courts, the judges, probation, D.A.'s, public defender, police, child protective services, and the parents and students, to place students back in school. When parents and students do not desire to respond, then measured consequences should occur to the parents and students. Significant consequences should be recommended and applied with more severity as is appropriate to the case by probation and the Courts."

The five-page letter represents an exemplary effort on the part of the Livermore Valley Unified School District in taking a leadership role in bringing about greater inter-agency cooperation in meeting the needs of school age children.

### A CWA PERSPECTIVE OF THE JUVENILE JUSTICE SYSTEM

On June 8, 1983 Lee Lundberg (San Leandro Unified) submitted a document to the Juvenile Court Revision Commission. In so doing he represented the California Association of Supervisors of Child Welfare and Attendance and the Association of California School Administrators (ACSA) Region VI Legislative Committee. The following is an excerpt from the statement:

*. . . Case histories have taught us that most 602 offenders had poor school attendance or truancy as part of their histories. I believe that earlier intervention when a student is starting to avoid school is a better time to increase Probation Department service emphasis. It is often too late to "reach" a youngster who has become a burglar, while truant, rather than to treat a truant with lessor sanctions who will unlikely become a 602 offender when they are in school. Schools are equipped and motivated to assist students in school even with severe financial constraints. ROC/ROP, Opportunity Schools, special education, work experience programs, county community schools, independent study, CHSPE preparation programs, Continuation Schools, SARBs, SARTs, OSIS and re-entry programs for students on probation are just a few examples of what the schools are committed to provide to students. Schools want and need to serve the 601 and 602 offenders if we want to make our communities strong. However, we need some revisions in the Juvenile Justice System to help us make a coordinated service objective work practically . . .*



## JUVENILE COURT LAW REVISION COMMISSION

The Juvenile Court Law Revision Commission adopted recommendations for revisions to the juvenile court law at its December 5-7 meeting in Sacramento. Details of the recommendations will be available at the Spring Conference. However, an excerpt of the recommendations follows:

<u>VOTE</u>	<u>RECOMMENDATIONS</u>
Unanimous	<p>Jury trials should not be provided to minors for the following reasons:</p> <ol style="list-style-type: none"><li>1. Not compatible with the <i>parens patriae</i> concept of the juvenile court,</li><li>2. Too costly;</li><li>3. Not warranted based on the experiences of those states that currently provide jury trials for juveniles, and</li><li>4. Not supported by any compelling argument.</li></ol>
Unanimous	<p>Make no substantive revisions in the Code pertaining to incorrigibility since it is contended by the Commission that incorrigibility will, in most cases, be reflected in either truancy, runaway behavior, or Section 602 behavior. Any other behavior that might arguably come within the meaning of "incorrigibility" would pose definition problems.</p>
One dissenting vote	<p>Expand the purposes and application of Welfare and Institutions Code Section 207 to assist the juvenile justice system in responding to the needs of runaways by supporting the family unit where possible and expediting the runaway's entry and participation in appropriate programs where necessary.</p> <p>Specifically, these objectives would be met by adding as one of the purposes of the 12-hour police hold now permitted the achievement of a resolution of the initial crisis that brought the minor to the attention of the law enforcement agency. This resolution might include family reunification or immediate referral to existing programs, and an identification of causative factors.</p> <p>Additionally, the Commission recommends that the purposes of the 72-hour probation hold now permitted be expanded to include the provision of the following services:</p> <ol style="list-style-type: none"><li>(1) Intake evaluation and assessment including the following:<ol style="list-style-type: none"><li>(a) Diagnostic testing (psychological, drug, health screening, family and educational history, etc.);</li><li>(b) Parent/guardian – child conference; and</li><li>(c) Referrals out to appropriate programs.</li></ol></li><li>(2) Follow-up at 30 days. The probation department would file a petition application alleging the minor is a Section 601 violator if, without good cause, the minor is not complying with the recommendations made during the intake evaluation and assessment period. If the court sustains the petition, it would advise the minor that should the minor fail to participate in the program(s) selected by the court, that the court could then impose up to 30 days of stayed confinement time in juvenile hall.</li></ol> <p>On the other hand, if the minor continues in a runaway status, the court would be authorized to issue a juvenile court arrest warrant. Following detention pursuant to the warrant the minor would then come before the juvenile court for an adjudicatory hearing.</p>



VOTE

RECOMMENDATIONS

One  
dissenting  
vote

The Commission adopted a policy statement that supported the proposition that longer periods of confinement should be mandated for juvenile court commitments for serious offenses.

Unanimous

Amend current Welfare and Institutions Code Section 626b to add and to specify that minors may be referred or delivered to juvenile officers or those investigative units or youth services bureaus within or contracting with the law enforcement agencies having the responsibility for making determinations in juvenile cases.

One  
dissenting  
vote

Amend current Welfare and Institutions code Section 626(a) to require that minors be released only to their parent(s) or guardian(s) or, in their absence or with their approval, to a relative or other responsible adult.

One  
dissenting  
vote

Amend Welfare and Institutions Code Section 626.5 to:

- (a) Require that the totality of circumstances of the minor and the incident that brought the minor to the attention of the law enforcement agency be examined by the juvenile officer or investigative unit or youth services bureau in making a determination in juvenile matters;
- (b) Mandate that referrals of minors, under this section, be made only to approved public or private agencies; and
- (c) Limit to 24 hours from initial apprehension the period of time for which a minor may be held without a warrant, and the implication that minors who are suspected of having committed a felony may be held in custody without a warrant for more than 24 hours.

Two  
dissenting  
votes

Strengthen SARBS by --

- (1) Mandating county SARBS;
- (2) Giving SARBS subpoena power which would be exercised through the juvenile court by application to the court for a subpoena and enforceable by the court's contempt power;
- (3) Establish funding for SARBS; and
- (4) Adding law enforcement and community-based organizations serving youth as required representatives of SARBS.

**THE JUVENILE COURT LAW REVISION COMMISSION  
DEFEATED THE FOLLOWING PROPOSALS BY THE VOTES INDICATED:**

VOTE

RECOMMENDATIONS

Defeated by  
3-5

Whether truants should be subject to secure detention for repeat incidents of truancy following court action.

Defeated by  
2-5

Whether the conditions under which minors may be released under Section 626 and 626.5 of the Welfare and Institutions Code should be restricted to non-707b offenses.

Defeated by  
2-5, 2  
abstentions

Whether curfew violations should be made criminal violations.

Defeated by  
3-5

A proposal to make curfew violations citable and fineable offenses (up to \$25.00) to be handled by traffic hearing officers.

## SECTION HAPPENING

### BAY SECTION

LaMoyne Frank (Petaluma Joint Union High School District) reports that the Bay Section is responsible for the 1984 Fall State Conference which will be held in San Jose. Frank and his committee are making preliminary plans now for that conference.

### NORTHERN SECTION

Sid Wadley (Stockton Unified School District), President of the Northern Section, is busy preparing for CASCWA's Spring State Conference to be held May 3, 4, and 5 at the Beverly Garland Motor Inn in Sacramento. The theme is, "1984 IS HERE - NOW WHAT! EXCELLENCE IN EDUCATION REQUIRES POSITIVE ATTENDANCE." Following are just some of the workshops planned:

- How to Help Students Get to School - SARB
- How to Keep Students in School -- Project D.A.N.C.E.
- Child Abuse: Recognizing, Reporting, Prevention!
- School Environment/Climate
- Legislation/Financing Reforms
- A.D.A./A.D.M.
- Attendance Improvement: P.A.C.E.
- Special Education/Career Development: K-12
- SB 813

### SAN JOAQUIN SECTION

#### *CASCWA'S FALL STATE CONFERENCE IN FRESNO - EXCELLENT!*

CASCWA thanks Ruben Rodriguez (Fresno Unified), Chairperson of the State Conference, and members of his committee who planned an excellent conference in October bringing together resourceful individuals from ACSA, CTA, California Youth Authority, probation, Juvenile Court, State Department of Education, police, social services, mental health, Office of the Attorney General, L.A. County Department of Education, and various school districts. This EXCELLENT CONFERENCE PROVIDED UP-TO-DATE INFORMATION REGARDING laws, programs, procedures, and ideas to improve school attendance and child welfare services.

### SOUTHERN SECTION

At the State Executive Board meeting in Fresno, Fern Williams (Fountain Valley School District), President of Southern Section, indicated that the Southern Section is considering various ways to honor retired members of CASCWA. She also reported that a well-organized membership drive is underway in the Southern Section. A drawing of new member names will be held -- the winner will have registration fees paid to the 1984 Spring State Conference in Sacramento. The Southern Section has also planned a variety of workshops in different locations to accommodate the needs of all members in the Southern Section.

*"I MUST DO SOMETHING"  
WILL ALWAYS SOLVE MORE PROBLEMS THAN  
"SOMETHING MUST BE DONE!"*



## IMPROVEMENT OF ATTENDANCE -- A VICE PRINCIPAL'S PERSPECTIVE

"I'm Here and I'm Wonderful!" This is a slogan developed by students at Livingston High School to recognize good attendance and good behavior. Some one hundred and twenty-nine students earned that recognition during the first six weeks of school, which is sixteen percent of the student body. Livingston High School has been recognized within the Merced Union High School District, which is a four year high school district, for significant increases in A.D.A. and actual attendance.

During the first month of school, Livingston High School achieved the highest A.D.A. percentage (98.47%) and the highest actual attendance percentage (96.05%) in the past six years. During the second attendance cycle, Livingston High School achieved an actual attendance percentage of 95.70%. This percentage is the highest for any campus in the Merced Union High School District for this cycle during the past six years.

"Achieved", rather than "by chance", is an important concept in considering this statistical information. A basic philosophical agreement as to the importance of attendance, the leadership necessary to plan and implement a program, and teamwork are all evident in our district and at Livingston High School.

The orchestrated movement began with the stated belief by the Board of Trustees in the philosophy that attendance is fundamental to the total educational process. The District hired an Attendance and Welfare Official who pulled together the resources in the school and community and a district-wide plan was put into place.

At Livingston High School, the staff was in-serviced, the community was informed, and the students were systematically instructed. The identified success elements are:

- Strict enforcement of the attendance policy at all levels.
- A well-publicized, well-accepted attendance incentive program.
- Teamwork involving staff, students, and parents.
- Attendance consciousness.

The new attendance policy has well-defined, negative consequences for excessive absenteeism (whether the absence is excused or not). This is combined with an incentive program involving positive rewards for good attendance and behavior.

The six-step truancy policy is very clear. The steps include extensive conferencing with students and parents and ultimately, suspension for defiance of authority, and long-term separation from the regular program. At Livingston High School, first period absences are counted as "truancy" with few exceptions. ALL students who have unverified absences or trancies are seen by the Vice Principal the day they return to school.

The attendance incentive program evolved from a t-shirt award program last year to an extensive VIP program this year. Rewards were identified through student involvement in brainstorming monetary and non-monetary rewards. The cafeteria manager and the activity director were asked to cooperate in the incentive program. Instead of costing the cafeteria money by giving VIP students discounts, the cafeteria manager reports that sales are up. She feels that students who normally bought one item buy two with the VIP discount card.

ATTENDANCE CONSCIOUSNESS IS EVIDENT IN THE SCHOOL NEWSPAPER. THE TOP STORIES IN NOVEMBER WERE ABOUT THE ATTENDANCE INCENTIVE PROGRAM AND THE STUDENTS WHO ACHIEVED PERFECT ATTENDANCE AND BEHAVIOR. THE HEADLINES WERE "VIP, VIP, VIP" AND "129 GAIN VIP STATUS". THE LEAD IN ONE ARTICLE STATED, "THIRTY TWO STUDENTS WERE AWARDED T-SHIRTS LAST FRIDAY NOT ONLY SIGNIFYING PERFECT ATTENDANCE AND PERFECT BEHAVIOR, BUT ALSO ACKNOWLEDGING THAT SPECIAL SOMETHING THAT MAKES A STUDENT VERY, VERY IMPORTANT TO THE STUDENT BODY OF LIVINGSTON HIGH SCHOOL."

Teamwork, whether baseball or brain surgery, is important! The demonstrated success of our attendance program at Livingston High School is due to a professional, cooperative staff working together!

Jane Maxwell  
Vice-Principal  
Livingston High School  
Merced Union High School District

\*(Editors Note -- As of the third attendance cycle ending November 28, Livingston High School increased its actual attendance rate (95.46%) over 5% when comparing the previous six years data!)



CASCWA  
Spring State Conference  
MAY 3 - 5, 1984  
Beverly Garland Motor Inn  
Sacramento, CA

11-10-83

Dr. William Booth  
Administrator - Fresno  
Student Services  
4644 E. Weldon  
Fresno, CA 93703

CHILD WELFARE AND ATTENDANCE IN CALIFORNIA SCHOOLS . . .  
A PROFESSIONAL RESPONSIBILITY.

----- C U T H E R E -----

ANNUAL MEMBERSHIP APPLICATION  
CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE AND ATTENDANCE  
MEMBERSHIP YEAR - 1983 to 1984

NAME \_\_\_\_\_ (Last) PLEASE PRINT (First) \_\_\_\_\_ Mrs. Mr.  
Miss Dr. \_\_\_\_\_ Section  
Ms. \_\_\_\_\_  
ADDRESS \_\_\_\_\_ (Street) (City) (Zip) \_\_\_\_\_ PHONE \_\_\_\_\_  
SCHOOL DISTRICT \_\_\_\_\_ TITLE \_\_\_\_\_ PHONE \_\_\_\_\_

MAIL TO: Ms. Dale Turner  
Rio Linda School District  
6560 Melrose Ave  
North Highlands, CA 95660

DUES: CHECK ONE

- ACTIVE (\$25.00)
- ASSOCIATE (\$12.50) -
- INSTITUTIONAL (\$25.00)
- RETIRED

Associate Membership is offered to accommodate persons not actively engaged as Child Welfare and Attendance personnel. It carries all benefits and privileges except voting and holding office.

\_\_\_\_\_  
Signature

I am interested in and would like information on the following: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_