



INTERCOM

SEPTEMBER, 1991

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

William Booth, Editor--2937 E. San Gabriel, Fresno, CA 93726

CASCWA PLANS FOR AN ACTIVE YEAR OF SERVICE • BE A PART OF IT

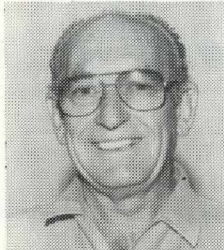


**SPECIAL
FEATURE**

SCHOOL SAFETY ADVISORY

HANDY PULL OUT SECTION FOR YOUR CONVENIENCE.

GREETINGS FROM THE PRESIDENT



JEAN STOVALL
CASCWA
State President

A review of past CASCWA activities, and Section plans for 1991, has reinforced my firm beliefs concerning the caliber of the Association for which I have been elected to serve as president.

The legacy of past CASCWA presidents, executive committees and boards demonstrates an Association with student's interests as the heart of its programs and services. As an Association, CASCWA exists to provide services for the welfare of students in the State of California, and to serve the professional interests of CASCWA membership.

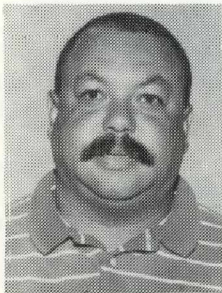
I commit to you all of my energy and abilities toward continuing the fine tradition of excellence developed by past presidents. I pledge a program of continued improvement and responsible investment of resources in CASCWA programs and activities. The focus of CASCWA is on service to the membership through the Sections.

I am impressed with the expertise and dedication of the Section Presidents and elected members of the Executive Committee and Board, you selected the elected leadership wisely. It is a refreshing challenge to provide leadership to individuals who are self-motivated, dedicated to improving the educational opportunities available to children.

Together, we, the membership of CASCWA, will continue to serve the interests of California children and the educational profession with the pride of accomplishment.



**STATE SECRETARY WRITES
"FROM THE PITS"**



GREGG BASS
CASCWA
State Secretary

From The Pits:

After the only one injunction at my new post, Secretary of State Executive Board and Executives Committees, I'm convinced that these executive members are truly working beyond expectations to sincerely make CASCWA the absolute best organization possible for you and me. On August 15 and 16, we met in Sacramento to prepare for the 1991-92 school year. We'd started on Thursday, about 1:00 p.m. and at 11:00 p.m. we shut down and re-convened early Friday morning to gut it out the entire day. As secretary, I had to consciously enhance my focus to process, and boy, these folks leave no stones unturned.

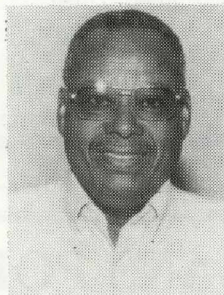
Because of a drop in membership, we will have to make some temporary adjustments in personnel and program. I say temporary, because I know you will put all your efforts into encouraging non-members to become members. An improved membership will allow our organization to implement necessary inservices to its members and promote the implementation of viable programs to our district. In other words... "The better our membership, the better chance kids have of graduating."

Our new President, Jean A. Stovall, J.D., is so genuinely impressed with our board (its ideas and energy), that he has given them unbridled support to pursue their personal goals, and to research and pursue the best possible programs to meet the needs of our children.

See you at the CASCWA State Conference in October.



OUT 'N ABOUT WITH RETIREES



RICH DAVIS
Chairman
Special Projects

As most of you know by now, I have been involved with the State Association to encourage maintaining contacts with CASCWA retirees and to try and stay in touch as much as possible. The CASCWA state executive board has expressed its desire that our retirees (retired friends) should not be forgotten.

I have been requested by the new state president Jean Stovall to serve in the same capacity for 1991-92 and have accepted the challenge. Jean has expressed a sincere desire that we should keep in touch with all our retired friends and to try and get them involved in association activities as much as possible. At the last executive board meeting, Jean asked each section president to appoint or select a CASCWA retiree from their section to assist me in keeping the statewide network intact. I hope you will accept this request.

Sometime in the near future all retirees will receive a letter from me and a "request for information" form. I hope you will return this form to me so I can highlight this information for a report to the Intercom, updating your activities.

This past year, I enjoyed hearing from you and to know that you are doing well, and enjoying your retirement.

Since the last intercom..... I saw STEVE ELLISH and DOROTHY at the state conference in Palm Springs, as I did JACK ERICKSON and MORT RAZOWSKY, we had a great visit.

FRANCIS TUCKER, Fairfield/Suisun, is touring Spain this summer and told me he really enjoyed the beautiful Senoritas. He should be home by the time this goes to press. He also said, "We must return to Spain for the 1992 Olympics, and I can show you a few things." Right on, Francis! I will take you up on that challenge.

JIM AND BEV MILNER (Southern Section) just returned from another restful and exciting trip to Hawaii. Bev says, "It's like a honeymoon on every trip." Shortly after returning, they took off again to Iowa for Jim's 50th Class Reunion. Three days of fun and laughter. From there, they continued on to Minneapolis and to South Dakota to visit Bev's relatives.

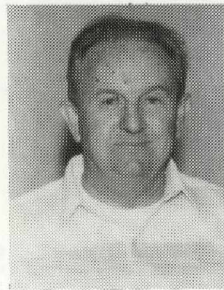
SARA(RAY) WILEY (Southern Section) just returned from home in Indiana and is now in Westport Washington. They intend to stay in Washington until the first of September then move into Oregon for a few weeks before heading south. She is looking good and is her "ole sassy" self again.

Yours Truly recently returned from Westport, Washington and Oregon, August 1, 1991, had a wonderful and exciting Salmon trip. If any of you out there like fishing Salmon and large Halibut, better contact me first. All up and down the West Coast they are beginning to call me "Simon Peter," the big fisherman.

WE EXTEND OUR CONDOLENCES TO THE FAMILIES OF OUR DEAR FRIENDS. CAROL HOLTON AND DALE ELY. WE WILL MISS THEM.

Until the next time.....GOOD LUCK, GOOD HEALTH AND GOOD TRAVELS.

**INTERCOM EDITOR DESCRIBES
NEW DIRECTIONS**



BILL BOOTH
Intercom Editor

At the Palm Springs session of the CASCWA Executive Board a rather lengthy discussion was held regarding the Intercom, its future, and what might we do to make it more useful to the membership. A result of that discussion is our special feature for this issue. You will note that this center section is designed to be removed from the Intercom and placed, perhaps, in a binder for your future reference. The section, consequently in not numbered as are the other pages. Please don't let this confuse you. Your editor has always felt that CASCWA is one of the primary sources of pertinent information in the CWA area, if not THE primary source. This service, which we intend to continue on a regular basis with a different subject each issue, will add to your store of info. It is our hope that we can call upon CASCWA'S experts in the various appropriate areas and, over the months, provide a reference book of value to you. In order to do this we solicit

your advice, and your contributions. If you have a subject that a four page reference sheet could assist you in dealing with . . . and if you know who that "expert" is, drop

me a line and we will follow up on it. This month's pull out section is provided by Rich Morrison from Ventura Unified with an assist by the Los Angeles County Department of Education.

That invitation to share your thoughts and information should, be expanded to include any information you feel could be helpful to your fellow CWA workers around the State. Local newspapers provide a great source of information, and you as a member, and CWA worker have experiences that could be eye-openers to other CASCWA people. A good example of this is Kate Kirkendall's article this month. Send them in. We can't, of course, print everything in its entirety, but we can pass along the essence of your concern or experience.

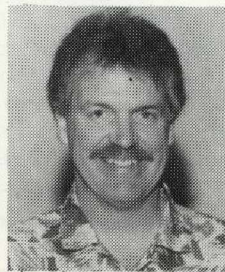
One of the sad tasks of this newsletter is to pass on sad news occasionally. Over the past few months three people who have made contributions to the children of California, and to CASCWA, have left us:

DALE ELY
CAROL HOLTON
ROGER HARLOW

Our prayers are with their loved ones, and our thanks to them for having allowed us to share and profit from their friendship and their good works.

This newsletter does not get published by the efforts of one person. Each issue is a product of those who provide the information, and of those who take the time from their tasks to help put the thing together. Anita Leer and the CWA staff at Clovis Unified, Mary Torosian and the CWA staff at Fresno Unified, and the Printing Office of the Fresno County Schools all have a hand at typing, mailing, and printing, respectively. My thanks to them all, and I'll pass on a good word from all you members as well.

BAY SECTION HAS BUSY YEAR PLANNED



BOB BURGESS
President
Bay Section

Membership, Al Mendizabal
Legislation, Sharon Lawson & Arnold Hedlund
Retired, Francis Tucker & Adrian Ciblich
Intercom, Bob Burgess & Bob Brazil
Public Relations, Jan Kyne
Scholarship, LaMoynne Frank

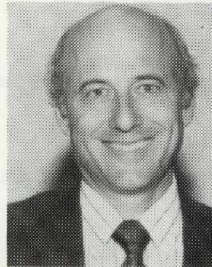
Bay Section also awarded a \$500.00 scholarship to a 1991 high school graduate that is going on to higher education after getting their diploma through our alternative education program.

Bay Section kicked off their membership renewal program in June. At present, over 50% of prior members have renewed for the 1991-92 year. A bittersweet item of business was also conducted. Two long standing Bay Section members, Hal Farthy and Francis Tucker have retired and were nominated for Honorary Life Membership in CASCWA. Bay Section wishes Hal & Francis a very long, healthy, and happy retirement.

Bay Section has scheduled four (4) luncheons at the Crow Canyon Country Club in San Ramon for the 1991-92 school year, September 20, November 15, March 20 and June 5. Any member who has experienced the pitfalls of the expulsion process will want to attend the September 20 kick-off luncheon which will feature a preview of the now available L.A. "Expulsion Test." The "Expulsion Test" is a replicable workshop with support material on how to conduct an expulsion. Bill Stelzner, a co-advisor of the training design and kit, and CASCWA's own State Vice-President will be one guest presenter. The Alameda County Office of Education will offer a full 2 1/2 hours workshop on October 18 from 9:30a.m. to noon. Since the workshop is an outstanding way to upgrade the skills of site administration, school boards, hearing panels, and superintendents many Bay Section members are encouraged to recruit a team from their district for the follow-up workshop.



SAN JOAQUIN SECTION CRUSADES FOR MEMBERSHIP



JOE BRUSCIA
President
San Joaquin Section

The San Joaquin Section start off each year with a Fall retreat at Bass Lake (September 27-28, 1991). It's here where fresh CASCWA minds share ideas and plan for future. It's an annual event that is looked forward to by all.

This year all San Joaquin members are on a membership search and seizure crusade. We're looking at our neighboring districts to find a colleague that may not now be a CASCWA member. Once found, we'll provide them with just enough attendance improvement information to want more. Perhaps a flyer on our state conference or a copy of Intercom? We'll then "seize" the potential member with a CASCWA application!

This month our San Joaquin members, as well as all CASCWA members, are meeting with parents of students who have started the year by being absent. During this time of "conformation" it's important to employ an effective professional strategy. Here are some tips:

1. Greet the parent and child in a pleasant manner (being aggressive or critical may put the conversation on an emotional level).
2. Defuse the parents' emotions. (Use a phrase such as "I understand how you feel, however...")
3. Look genuinely interested and listen carefully for tone and content (it's amazing what we can learn "between the lines").
4. Present the fact emphasizing specific data in a calm, professional manner--be honest
5. Find solutions together that specifically describe what will be done to deal with the problem. (Summarize-what will you do -- what will the parents do).

Sharing ideas always gets me excited. We'll have plenty of them at the state spring conference this April 29-May 1, 1992, in Fresno. Put it on your calendar today.

All members of the San Joaquin Section want to thank Greg Bass for doing an outstanding job as president during this past two years. He's now my "consigliere" along with vice president Gil Awalt, secretary Lennis Hampton-Dearing, and treasurer Sam Vaughn. What a great team!

SOUTHERN SECTION PRESIDENT WARNS AGAINST "SEIGE" MENTALITY



CHRISTINE SMITH
President
Southern Section

As a recently appointed President of the Southern Section of CASCWA, I am pleased to present my first contribution to the Intercom. August is typically the time at which I re-establish contact with CWA colleagues and establish goals for the year ahead. This year is substantially different. Many of those whom I have contacted are wondering what lies ahead for CWA services after devastating budget cuts that occurred this summer. Previously energetic CWA professionals are understandably demoralized by the present state of CWA services to students.

The challenge for CASCWA members at this time, it seems to me, is to avoid a "siege" mentality, a tendency to wait until the dust settles before we set an agenda for CWA. A return to the "good ol' days" seems highly unlikely, given the state of funding for education. Therefore, prioritizing and

continuing to offer service, to students are critical. Those doing the prioritizing should be the CWA professionals so that the work of professional standards committees is more critical now than ever.

CASCWA is the vital link for CWA since there are so few of us charged with the responsibility. My goal for Southern Section this year will be to define our agenda by listening to membership. Given the enormous geographic area that we represent, this is a challenge. Two years ago, under the leadership of then Southern Section President Karen Saunders, and continuing last year, under Bill Ybarra, Southern Section brought CASCWA to the membership through monthly meetings at different venues throughout the section. Morning meetings were followed by a luncheon and speaker. This proved an important strategy to linking the areas together and will continue.

The Executive Board will also hold a leadership retreat in October to define a strategic plan for Southern Section. The Board is well aware of the threats that exist to CWA; the challenge will be to look at the opportunities as well. With input from membership, the Executive Board will spend a weekend defining a three year plan to be reviewed and updated annually. The goal is that with this planning process in place, CASCWA Southern Section will meet the needs of the membership both on the short and long term. It seems critical in these uncertain times to take steps to invent CWA's future for the sake of the students we serve.

Bio Brief: Christine Smith has been Director of Student Services of the Oxnard Union High School District since 1984 and served on the CASCWA Southern Section Executive Board since 1988.

DELTA SIERRA PLANS FOR FALL CONFERENCE



RENEE FEMENELLA
President
Delta Sierra Section

Welcome back to the 1991-92 school year. Delta Sierra is making plans for the '91 conference. This conference marks the first opportunity for CASCWA to join with Healthy Kids/Healthy California to provide dynamic workshops linking both preventive and intervention strategies. We look forward to seeing you in Sacramento on October 23,24,25 at the Radisson for "Bringing Troubled Waters Together".



JOHN BURTON THANKS FRIENDS FOR HONOR

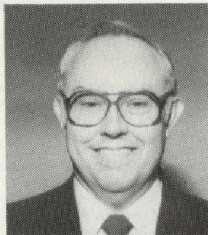


JOHN BURTON
Recipient
CASCWA State Service Award

After accepting CASCWA's Golden Rule Award for Outstanding Service for 1990-91 at the spring conference in Palm Springs, I would like to share with you my total surprise and deep appreciation. Several years ago, I was sincerely surprised by how emotionally moved Lee Lundberg was in receiving one of the first Outstanding Service Awards. Like Lee, I have received many plaques and recognitions over the years, but this particular award from my peers within my profession was truly overwhelming. I have rarely been speechless or unable to effectively say "thank you," but at this awards ceremony I truly felt humbled. I hope each of you will have the opportunity in your careers to experience such a rewarding acknowledgement.

LEGISLATIVE ACTION IS POORLY PLANNED FOR INTERCOM ISSUE

Intercom readers have come to expect in each issue one of Lee Lundberg's excellent resumes of current and proposed legislation. These reviews are of Lee's writing, but are the product of a great deal of effort on the part of CASCWA's Legislative Committee. For this issue, however, Lee informs your editor that the timing of the legislative process is such that a reasonable review is impossible, or at least impractical. Everything seems to be coming to a head, but much confusion exists. So, readers, we will postpone the regular page until the January issue, when, Lee promises us, we will have all the facts.



LEE LUNDBERG
Chairman
Legislative Committee

KATE KIRKENDALL HOPES CASCWA MEMBERS CAN PROFIT FROM HER EXPERIENCE



KATE KIRKENDALL

Last March, the Ides of March to be exact, Pat Gardetto and I got a very nasty surprise from the Commission on Teacher Credentialing. A credential audit in the Fremont Unified School District turned up thirty-nine employees out of compliance, including ourselves. The district had hired us on the basis of master's degrees and administrative credentials and we had been employed as child welfare and attendance consultants for a total of nine and one half years. Now we were stunned to discover that a pupil personnel services credential is, and always has been, required to perform CEA duties. We immediately began scrambling for options. With the help of Mary Weaver in the state department, we tried to cite education code sections that would support the belief that either an administrative or a pupil personnel services credential was needed to be a CWA. I received a reply that we got from Bob Salley of the CTC that immediately disabused us of

that notion. We tried to request our job descriptions to reflect administrative duties,

At the last minute, the counselors were rehired and Pat and I became students at San Jose University. The Counselor Education Department was willing to waive many of the required courses because of our experience and administrative credentials, but we are still looking at approximately twenty-four units of course work. We became summer school students for a total of twelve units because we did not want to get caught in the new CWA requirements that take effect on September 30. At this point we are thankful to have our jobs, glad that we found out in time to do something about the illegal hire, making the best of being students again, and eager that none of our colleagues experience the same trauma. Our advice is to consult with the credential technician that serves your district if you are doing CWA work without a PPS credential. We have internship credentials which allow us to continue to work while we complete the course requirements, and we are hoping to be finished by June, 1992. I hope that the pain and agony we suffered over the last several months will prevent someone else from having to experience the same thing. That would almost make it worth it. Good Luck!! If you would like to talk to either one of us or want to hear the horror story firsthand, feel free to call us at 510-657-2350 ext. 616 (Kate) or 617 (Pat).

Editor's Note: Kate is a long time CASCWA member and support who also received CASCWA's Outstanding Service Award for Bay Section at the spring Palm Springs conference. Her letter is included in hopes that other CASCWA members could be helped before similar disaster strikes.



INTERCOM PHOTOS

COVER PICTURES: (Top Left) Your 1991-92 Executive Board at its first session. (Top Right) John Burton Receives Golden Rule award at Palm Springs Conference (Bottom Left) Renee Femenella displays Membership Award earned by Delta Sierra Section. (Bottom Right) Radisson Hotel, site of upcoming Fall Conference.

PALM SPRINGS CONFERENCE (Page 4) (Top) The "Autrey" Welcomes CASCWA; Karen Saunders and Jane Mills, two key conference directors smile while the conference swirls about them; This Southern Section group put in long hours at the registration table. (Second Row) Judge Napoleon Jones speaks of SARB and the Juvenile Justice System; Jean Stovall makes first presentation as CASCWA State President; Bill Ybarra welcomes CASCWA to Southern Section; Milt Dooley prepares to plug some ADA "leaks". (Third Row) Jake Coburn, past CASCWA President and Wife join us once again; Clyde Powell receives Southern Section Service award.; May Powell displays Delta Sierra's award.; Reminds you of college days, doesn't it? Such studious people.; Palm Springs' finest musicians entertain CASCWA.; Everyone enjoys the President's reception.; Bill Steltzner and Phil Kauble provide the facts on expulsions., The "has beens"... outgoing officers.; Sessions were well attended.



CASCWA

Program Advisory

Education Code Section 35291.5

September 1991

Assembly Bill 1649 (Statutes of 1986, Chapter 87), authored by Assemblyman Bill Leonard of San Bernardino County, amended Education Code Section 35291 to require each public school, on or before December 1, 1987, and every four years thereafter, to adopt rules and procedures on school discipline.

Assemblyman Leonard, in his 1986 memorandum to school district superintendents throughout California, cited "public concern, assaults on children and teachers, rapidly expanding school legal liability, property damage and loss, and other equally disturbing concerns" as his rationale for authoring AB 1649.

Our concern, however, is that many schools may either be completely unaware of these requirements, or they have not gotten the most out of what might otherwise be a highly constructive and ongoing school site improvement process. Assembly Bill 1649 was excellent legislation, so let's take a look at what was intended and how these requirements can be put to work for you.

Benefits

- Establishes standards
- Promotes involvement and teamwork
- Minimizes risk
- Prevents harm
- Teaches self-discipline
- Encourages consistency and fairness
- Creates order
- Improves morale and climate
- Strengthens purpose and direction
- Enhances school pride
- Promotes learning

SCHOOL RULES

Be Respectful • Be Safe • Be Prepared

PLAYGROUND

No fighting or rough play.
 Promptly and respectfully obey playground supervisors.
 Play in assigned areas.
 Use equipment properly.
 Do not play or loiter in restrooms.
 Protect school property.
 Walk bicycles.

CLASSROOM

Attend school regularly.
 Be on time to class.
 Be prepared and responsible.
 Be courteous.
 Treat others with respect and care.
 Do your best.

CAFETERIA

Speak softly.
 Sit and eat in assigned areas.
 Enter, eat and leave in an orderly manner.
 Wait for a supervisor to dismiss you.
 Clean up - don't litter.

What is Required?

December 1, 1991 is the deadline for the second round of adoptions of school rules and procedures if you complied with the initial 1987 date. The important point to remember is that an ongoing process is expected, and, we might add, "it's never too late to correct a mistake," so, get started now.

This law states: "participation, views, and advice of each of the following groups: parents, teachers,

"The final version of the rules and procedures on school discipline must be adopted by a panel comprised of the principal of the school and a representative selected by the classroom teachers employed at the school." Obviously, a shared decision-making process is intended. We have been recommending including this as a

school administrators, school security personnel, if any, and in junior high schools and high schools, pupils enrolled in the school be solicited." Clearly, a collaborative and participa-

tory process is intended that is school site based. We recommend meeting with school and community representatives to obtain input, hear discussion, and make plans in relation to the questions noted here (See box).

part of self study process, and followed by

formal adoption by the school site council or key school planners groups. You should try to merge this planning and adoption process into your comprehensive school improvement plan as much as possible to coordinate efforts and get the best possible implementation.

"Soliciting Views and Advice"

1. What kind of people do we want our kids to become? What standards of character and behavior do we hope to promote and model?
2. What school environment qualities do we expect? How do we envision this school?
3. How can we encourage and promote these qualities and standards in our students and throughout our school?
4. Currently, what are our greatest concerns and needs with regard to student behavior and the school's environment?
5. What rules, procedures, and other related actions might have the most prevention and intervention impact potential? What actions can we implement now? What actions will require more time to develop and who is interested in helping?

Quality Criteria for School Rules and Procedures

What kind of people do we want our students to become?

- Honest and truthful in character
- Considerate and caring
- Responsible and accountable
- Aware of other's rights and needs
- Socially skilled
- Contributing community members
- Well-prepared for employment
- Independent and self-disciplined
- Effective team players
- Productive citizens
- Self-initiating and confident
- Positive and optimistic
- Literate and well-rounded
- Lifelong learners

What attributes would you especially want to promote in your school? School rules and procedures can help shape and model these characteristics!

Essential Features

- Diverse involvement in developing the plan.
- Complies with state laws.
- Enforcement responsibilities are described.
- Provision for written notice to students and parents.
- Review every four years.
- Filed with district superintendent and governing board.

Desirable Features

- Incorporates methods for teaching school rules.
- Provision for agreements with local law enforcement.
- Provides for parent participation and parent education.
- Has a procedure to document that parents and students are informed.
- Provides for a "progressive" response to individual students; referral, case study, detention, alternative programs, etc.
- The plan is clear, readable, attractive.
- Provision for ongoing training of school staff.
- All relevant school data is considered.
- School site council reviews and approves.
- Integrated with other school planning efforts.

What CASCWA Recommends

We recommend the following components for organizing school rules and procedures plans:

Purposes - Provide rationale for why you have a plan and what you intend it to do. Use the ideas and suggestions obtained from meetings with parents, teachers, etc. Remember, the law requires you to "solicit participation, views, and advice." Input concerning their vision of the school and student character development provides a foundation for your plan.

Description of the Rules - Answer the question, "What are the most basic rules at our school?" Our advice here is to keep it simple, clear, and positive. The rules concern behavior that you expect. The rules must be fair to the individual, in the best interest to the group, and enforced by all school personnel. A good example of basic school rules might be the following:

- Attend school regularly, be on time, and be prepared for class.
- Treat others with respect, care, and consideration.
- Obey school authorities promptly.
- Conserve and protect school property.

Standards for Behavior - This section of the plan spells out behavior that is expected for various areas of the campus, including the classroom, cafeteria, playground, school assemblies, etc. We encourage you to promote behavior that is particularly appropriate to specific areas and situations. For example, standards and behavior for the playground might include:

- No fighting or rough play.
- Promptly and respectfully obey playground supervisors.
- Play in assigned areas.
- Use equipment properly.
- Do not play or loiter in restrooms.
- Protect school property.
- Walk bicycles.

Incentive Programs. Awards. Recognition - We encourage you to develop a wide range of incentive programs. In this section, you should describe all the programs and strategies you will use to promote support for your school rules. You want "self-disciplined" students, and incentive programs can have a tremendous impact in terms of building support and cooperation.

Concerns and Consequences - When seeking the "participation, views, and advice" from representatives of your school/community, ask them to help you identify concerns, needs, wishes with regard to school rules and procedures. This information will help to focus your plan and aim your improvement efforts. In this section you describe behavior that is unacceptable, from tardiness to the possession of

weapons. Also, describe the consequences that will result when rules are violated. We encourage "progressive" discipline plans that begin with an inquiry/warning, (i.e., "Do you know the rules," "Do you know why we have that rule?") and progresses to school suspension and expulsion, if necessary.

Implementation Responsibilities - In this section you should describe how everyone can support the school rules and procedures plan, including students and parents. We encourage formalizing this with parents by sending a copy of the rules home on the first day of school. Also, request their support and require a signed note returned to the school verifying that a discussion about the school rules did occur at home. You could also describe agreements and procedures with local law enforcement agencies.

Evaluation - Education Code Section 35291.5 requires a review process at least every four years. However, you might want to establish some agreed upon "markers" or "indicators" of effectiveness. The whole idea behind having a school rules and procedures plan is to reduce discipline incidents and promote self-discipline. If the net result is more consequences and punishment, your plan is flawed. So, in this section describe how you will monitor the plan and be clear about the indicators that measure the plan's effectiveness.

How to Promote Self-Discipline?

- Be clear about the rules
- Explain the purpose and need for rules
- Involve students in determining the rules
- Make rules and consequences age-appropriate
- Teach and practice the rules
- Enforce the rules fairly and consistently
- Provide recognition and incentives
- Treat rule "breakers" respectfully
- Involve parents
- Value self-discipline
- Model self-discipline
- Expect self-discipline

EXCELLENT REFERENCE!

Law In The School. 5th Edition (1990) A Guide for California Teachers, Parents, and Students

*Particularly noteworthy chapters include:

Chapter 3. Criminal Law On Campus "criminal behavior is also a serious breach of discipline - teachers and administrators also have an obligation to deal with this behavior." This chapter describes what criminal behavior is and your authority in this regard.

Chapter 4. Criminal Procedure The right to arrest, arrest procedures, searches and seizures, calls for service, and handling juvenile offenders are discussed in clear, simple language.

Chapter 5. Disciplinary Offenses Sorts out disciplinary issues in relation to mandatory and permissible actions "grounds for suspension and expulsion."

Chapter 6. Disciplinary Punishments Describes your responsibilities and authority to administer discipline.

Chapter 7. The Limits of Discipline Helps to make legally complex issues such as "free speech, protected

activities, distributing literature, student publications and student demonstrations" more understandable.
Must reading!

Other references:

1. **School Discipline Notebook. 1987**
National School Safety Center
2. **National School Safety News Journal**
National School Safety Center
16830 Ventura Blvd., Suite 200
Encino, CA 91436
(818) 377-6200
3. **Promoting Effective Discipline In School and Classroom: A Practitioners Perspective. 1985** by Donald R. Grossnickle and Frank P. Sesko

*A National Association of Secondary School Principal's Publication

Safe, Secure, and Peaceful School Actions

1. Recognize the **duty** to provide safe, secure, and peaceful schools.
2. **Acknowledge** campus safety problems and the related risks.
3. Be receptive, sensitive, and responsive **when students express fears and concerns.**
4. Seek information about how the school environment is **perceived and experienced** by its participants.
5. **Reach out to all students** and encourage student involvement and leadership in solving campus problems.
6. Provide a high quality enrollment and new **student orientation program.**
7. Implement a firm, fair and consistent enforced system of school rules and procedures

School Rules and Procedures- Every four years, each school is legally required to adopt rules and procedures on discipline (Ed. Code, §35291.5)

8. Maintain appropriate levels of **campus supervision** and security.
9. Make it a priority to **supervise and properly support** all students who are juvenile offenders.
10. Give all students **rich opportunities to grow** in personal, social, academic, and vocational skills.

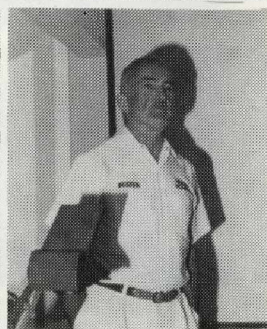
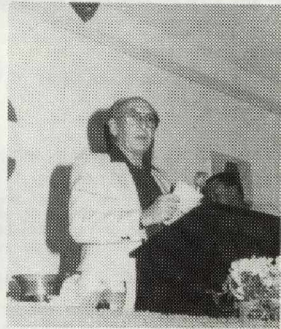
A Step Ahead . . . The CWA/CASCWA Network

The California Association of Supervisors - Child Welfare and Attendance (CASCWA) members are grouped in four sections of the State. The following CWA professionals can be contacted to help you obtain more information about how to develop school rules and procedures.



Developed and Produced for CASCWA by
Rich Morrison, Ed.D., CASCWA Public Relations
Chairperson and James F. Cowan, Ed.D., Ventura
County Superintendent of Schools
and the VCSS Graphic Reproduction Services

Scenes from CAPWA Conference



PALM SPRINGS, MAY 1, 2, 3, 1991

**CALIFORNIA EDUCATION CODE
SUPERVISION OF CHILD WELFARE AND ATTENDANCE MANDATES**

Legal sections designating mandate of each school district in California to assign a Supervisor of Attendance, and specified duties.

EC 48222	Exemptions to private school valid only after verification by attendance supervisor.
EC 48224	Exemption for instruction by tutor, investigation
EC 48240	Duty to appoint, affixing of duties
EC 48241	Certification of supervisor for city or county.
EC 48242	District supervisors
EC 48243	Employment by more than one district
EC 48244	Contracts for supervision of attendance; transfer of funds
EC 48245	Certification of district supervisor
EC 48246	Entry into place of employment
EC 48260.5	Notice to parent or guardian; alternative educational programs solutions; meet with appropriate school personnel
EC 48261	Subsequent report of truancy.
EC 48263	Supervisor of attendance notifies parent of referral to SARB
EC 48264	Arrest of truants
EC 48273	Reports relating to district attendance
EC 48290	Criminal complaint against parent.
EC 48292	Filing and prosecution of complaint by attendance supervisor
EC 48415	Private school attendance, exemption after verification by attendance supervisor
EC 48453	Filing and prosecuting of complaint by attendance supervisor,(continuation education).
EC 49110	Work permit issuance
EC 49150	Work permit report by issuing authority
EC 49164	Permits to work and certificates of age open for inspection by supervisors of attendance.
EC 49180	Action against employer upon inspection by supervisor of attendance
5 CCR 431	District custodian of records
17CCR6055	Immunization exclusion by supervisor of attendance

RELATED ASSIGNMENTS

In addition to the above specific codified or regulatory requirements for supervisor of attendance and related activities, credential requirements specifically assure training of such persons for assignments within school districts in the areas of:

SARB

Severance of attendance transfers	Issues, coordinates interdistrict
Attendance improvement programs	Guardianships
Attendance accounting risk	Gang interventions & pupils at
Alternative education programs	Due process for parents & pupils
Immigration and foreign pupils child custody	Resource for questions regarding
Child Abuse training & reports	State School Crime Report
Intercommunity/interagency relationships	Drug and tobacco programs
Chair district discipline review committees	

CASCWA FALL CONFERENCE

CASCWA and HEALTHY KIDS join forces linking prevention and intervention personnel to help find solutions to the problems of youth.

October 23, 24, and 25, 1991

WEDNESDAY - OPENING KEYNOTE: DR. ANDY MECCA, Director of Alcohol and Drug Programs for California.

BANQUET KEYNOTER: MAUREEN DIMARCO, Secretary of Child Development & Education for California.

THURSDAY - LUNCH SPEAKER: JOHN PLATT, Author and Educator

Location: Radisson Hotel - 500 Leisure Lane
Sacramento, CA 95815
(916) 922-2020 FAX (916) 649-9463
For reservations worldwide (800) 333-3333

Room reservations must be made by September 22, 1991, to ensure the room rates. Reservations cards have been sent to all CASCWA members.

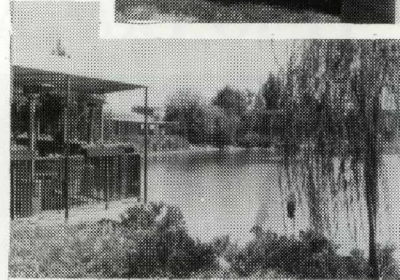
RATES ARE:	Single	\$75
	Double	\$75
	Triple	\$85
	Quadruple	\$95
	Rates subject to 11% tax.	

CONFERENCE REGISTRATION

CASCWA members pre-registration	\$90
Non-Members pre-registration	\$110
Registration after Oct. 14 for everyone	\$120
Full-time student	\$75
Retirees	\$75
One Day Registration	\$60

CONFERENCE REGISTRATION DEADLINE IS OCTOBER 14, 1991.

There will be no refunds after October 14, 1991. REGISTER EARLY. See form on reverse side. There will be no purchase orders taken. Make checks payable to Delta Sierra Section CASCWA. Send checks to: Carolyn Strong, Attendance and Due Process, 10850 Gadsten Way, Rancho Cordova, CA 95670. Phone is (916) 635-6140.



CONFERENCE AT A GLANCE

TUESDAY, October 22, 1991 -
Executive Board Dinner 7:00 p.m. - 9:00 p.m.

WEDNESDAY, October 23, 1991

MINI-INSTITUTE - SARB: Nuts and Bolts for the new people 9:30 a.m. - noon
Registration 8:00 a.m. - 5:00 p.m.
General Session - DR. ANDY MECCA 2:00 - 4:00 p.m.
Banquet and Entertainment 6:00 - 7:45 p.m.
Banquet Speech MAUREEN DIMARCO
Retiree's reception 8:00 - 9:45 p.m.

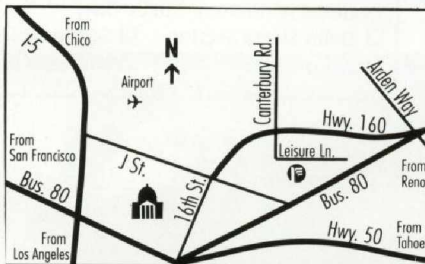
THURSDAY, October 24, 1991

Registration 8:00 a.m. - 5:00 p.m.
First Breakout Sessions (5) 9:00 - 10:15 a.m.
Second Breakout Sessions (5) 10:30 - 11:45 a.m.
Luncheon & Speaker JOHN PLATT 12:00 - 2:00 p.m.
Third Breakout Session (5) 2:15 - 3:30 p.m.
President's Reception 3:45 - 5:00 p.m.
Dinner on your own 5:45 - 7:00 p.m.

FRIDAY, October 25, 1991

Legislative Issues 9:00 - 10:30 a.m.
Wrap up Summary by President
General Session and Final Raffle 10:30 - 11:45 a.m.

Reduced rates for air travel to Sacramento from various cities in California will be available for conference attendees. Contact Myrna Towle or Denise CTC at Greenhaven Travel at (916) 392-5080. The Radisson provides shuttle service to and from the airport. Supporting CASCWA vendors will be displaying in the hallway near the meeting rooms.



Radisson Hotel
Sacramento

If not deliverable
Please return to
CASCWA MEMBERSHIP EDITOR
2937 E. San Gabriel
Fresno, CA, 93726

**CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE AND ATTENDANCE
1991-1992 Membership Application Form**

Please Print

Regional Affiliation (Check One)

- Delta Sierra Section San Joaquin Section
 Bay Section Southern Section

Name _____
(Last) (First)

Bus. Address _____ Work Phone (____) _____
(Street) (City) (Zip)

School _____ District _____ County _____

Home Address _____ (Optional)
(Street) (City) (Zip) Phone (____) _____

SEND TO:
Bill Stelzner, CASCWA Vice
President, Membership
Attendance and Administrative Services
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242-2890
(213) 922-6395

Dues: (Check One)

- Active \$30.00 per membership year
 Associate \$20.00 per membership year
 Institutional \$30.00 per membership year
 Retired \$10.00 per membership year
 Honorary Life
 Please send receipt