



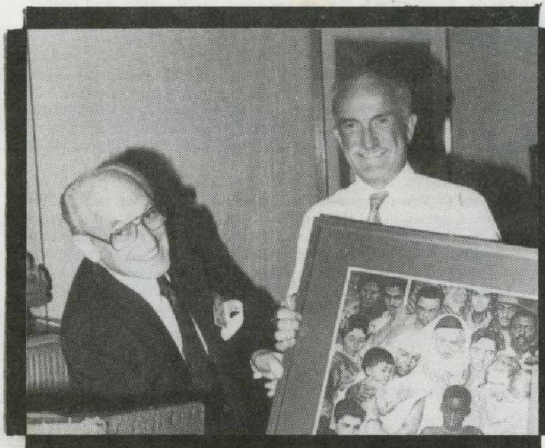
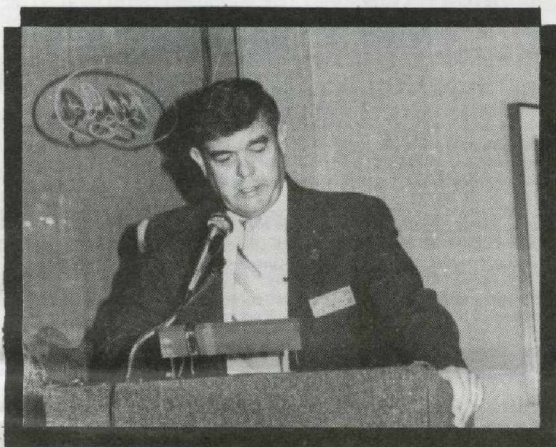
INTERCOM

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

SEPTEMBER, 1992

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

CASCWA TO JUMP START A DIFFICULT YEAR WITH SANTA CLARA CONFERENCE

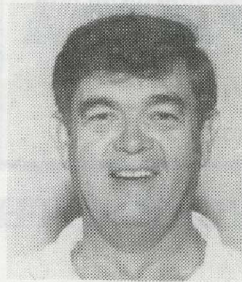


**SPECIAL
FEATURE**

SCHOOL ENROLLMENT AND WELCOMING

HANDY PULL OUT SECTION FOR YOUR CONVENIENCE

BRAZIL POINTS THE WAY FOR 1992-93



BOB BRAZIL
State President

The CASCWA executive board has been busy planning the operation of our association for this extraordinary 92-93 year of cuts, reassignments, cuts, early retirements, cuts, transfers, and cuts. What should CASCWA's thrust be in this environment?

Words like survival, re-group, chaos, hold on, and ride it out, were part of the discussion. What evolved was a feeling that these were negative "reactions" to the negative situation that exists in our State. It was simple transition of attitude to look at the situation as realities of fact and determine what CASCWA's proactive role to advocate for children and provide student support services

should be.

Even if chaos becomes the order of the day in our educational system, the children will still be there. Their needs will be the same. Their need will be provided for. It may not be the way we usually meet them, it may not be the usual providers, from the usual departments or agencies, but they will eventually be met. We will be finding new ways of doing things and CASCWA should be the catalyst, collaborator and coordinator of the programs providing student services.

The Fall Conference, ETS³ - Emerging Trends in Student Support Services, is addressing this. Please read the Bay Section president's article, in this newsletter, for the conference details.

There are new ways of providing student support services emerging. The conference will provide an opportunity to remain on the forefront of those trends. It is vital that we all remain on the current and pro-active regardless of the transfers and cuts we have experience. This is not the time to leave CASCWA.

With the metamorphosis that is occurring in CWA it is vitally important that you not only renew your CASCWA membership, but that you also recruit new members. As these new programs emerge, many people in them don't realize that they are doing CWA work. Bring them into the organization, some may prefer an associate membership, and united CASCWA members will continue to provide the leadership and direction in Child Welfare & Attendance.

Your first dues renewal opportunity is in the conference registration which you have received. Dues renewal with conference registration will save you 50 percent of your dues. Your second opportunity will soon be sent to you by your section. Since you will have already renewed with your conference registration, use this material to continue your recruiting of new members.

It is very easy to personalize what is happening in education today. The elimination of service is out there somewhere, but the resultant transfer of my position is right here and now. The service will be retained and will soon be returned by the system. In order for the particular CWA person to be returned with it, they must have maintained themselves. Being an active member of CASCWA's pro-active activities is the best maintenance program on the market.

Have a great year, see you at the conference!



OUT 'N ABOUT WITH RETIREES



RICH DAVIS
Special Projects

Francis Tucker (Bay Section) is in Australia this summer enjoying the fun and sun. They have a Villa on the beach as home base. He has now toured all of "Down Under" and the Fuji Islands. He indicated they had an exciting time and spent lots of money. Francis also recently returned from Oklahoma. He attended his high school reunion and was delighted and surprised to see so many 'ole-friends'. Francis stays busy teaching college classes three times a week and the rest of his spare time he is taking Spanish lessons and burning up I-80 between Vacaville and Lake Tahoe.

Sara Ray (Wiley) and Roscoe (Delta Sierra) finally sold their 5th Wheel and are now living in the Dalles,

Oregon. They have a beautiful home high on the hills overlooking the Dalles Dam. I really enjoyed my stay with Sara and Roscoe. They gave Dolores and me the "Hyatt and Ritz treatment". Sara is still her delightful and beautiful self. She already knows all the people in her neighborhood, downtown, and the Supermarket. She is truly a "Ray" of sunshine. She sends her best wishes and regards to all.

James Milner (Southern Section) and his lovely wife Bev just spent the month of May in Hawaii and Maui. They are both doing fine and enjoying the good life. When I visit Minnesota in October, Bev wants me to look up her First American Family. Hope to see both of you soon. Take care. Jim said the southern section retirees still meet the second Wednesday of each month for lunch in Tustin, Orange County.

Jack Erickson (Southern Section) is still enjoying his exciting retirement and did not know that could be so much fun.

Ed Harding (Southern Section) is also having much fun. His wife is in India as a volunteer nurse. We wish them both good luck and good health.

Fred Carter (Southern Section) is also having the time of his life and enjoying retirement to no end.

Steve Elish (Southern Section) recently had minor surgery and is bouncing back like the Olympic Champ he has always been. Dorothy always takes good care of Steve. They both are two of my favorite people.

From July 20, 1992 to August 20, I thoroughly enjoyed my annual Salmon trip. We spent several days in Klamath Falls, Oregon then up Highway #97 to The Dalles, Oregon. We visited with the Wileys, Sara Ray and Roscoe. With Sara and Roscoe we toured the Columbia River Gorge from Biggs to Portland. Stopped at The Dalles Dam, Cascade Locks, Hood River and the Multnomah Falls. We continued on to Westport Washington, Salmon Capitol of the world. I had good luck with the catch. Big Kings and Silvers. After a week in Westport, 57 miles due west of Aberdeen, we returned to The Dalles via the Columbia River from Astoria Washington. A beautiful drive. After a few more days at the Wileys, Dolores and I continued our trek to Corvallis and over the coastal range to Newport Oregon, on the coast. What a drive! From Newport we visited friends at Yachats, Oregon for a few days of R & R. They have a beautiful beach front home with two miles of clear white sand and open ocean. We went crabbing right in the surf. Had a great time. We continued down the coast with stops at Charleston, Winchester Bay and Gold Beach on the Rogue River. We finally arrived at Brookings, Harris State Beach. One of the most beautiful state parks in Oregon. Since the Salmon Season was closed at the Port of Brookings until September first, we only stayed there five days and then headed South to Fort Bragg, California. After a few cold and foggy days on the California coast we decided to finally come home to some sunshine and hot weather. It was a beautiful and exciting trip. I seem to always enjoy what I call my annual Salmon trip.

Mid October we are planning a trip to Minnesota, Minneapolis, St. Paul area and to take in the Minnesota-Washington Redskins football game. Now that's what I call getting the best of everything. We were all saddened to have lost a very good friend and special colleague in Bill Ruth. He will make it wherever he is!

OVER 'N OUT



CASCWA

Program Advisory

September, 1992

Purpose

School admission requirements and enrollment procedures are frequently the source of question and concern from school personnel. Compliance with school admission requirements can be both time consuming and a technical challenge with California's increasingly diverse student population. Although it is necessary to establish and consistently follow state law and district policy, the paper work itself may sometimes detract from the more important responsibility of helping new students and parents make a positive connection with the school.

The purpose of CASCWA Program Advisory is to provide a perspective and some guidelines for planning and implementing school admission procedures. We can promote a balance between meeting institutional requirements and satisfying the urgent need for students and their parents to feel re-assured and served by the school. The "introductory experience" to a school has the potential to be a powerful protective factor for students who might otherwise find themselves feeling isolated, fearful, and unwelcome.

Benefits

- Serves children and parents
- Encourages new affiliations and friendships
- Promotes school attendance
- Ensures legal compliance
- Provides a low cost prevention strategy
- Fosters school pride and ownership
- Communicates school culture
- Enables participation and contribution
- Facilitates a safe and orderly school environment
- Develops an effective school
- Engenders a caring and helpful attitude
- Enhances self-esteem in all students
- Speeds between-school transitions
- Informs and orients consumers
- Builds support for public schools

School Enrollment and Welcoming

Perspective

Were you ever the new student? Think back... can you remember your arrival at the school? You went to the office with your Mom or Dad. There was some paperwork, some questions were asked, and some information was shared, and then you probably began the walk down a long corridor to meet your new teacher and classmates. You walked through the door and it seemed like everyone was looking as you endured that eternal silence! You were struck with anxiety and you felt like hiding. Did you feel conspicuous, awkward, and isolated? Did you fear not being able to make new friends?

It takes courage for any child to negotiate the first step into a new school. Fortunately, despite some anxious moments, many children have the resources to cope. However, there are an increasing number of children and their parents for whom school admission may be a chilling or even traumatizing experience. For children and parents, the initial enrollment process establishes a relationship which will continue through the student's school life. The exchange of information may be complicated by language barriers, cultural background differences, or uncom-

fortable family circumstances. Peer acceptance may be more difficult because of real or imagined tension and ongoing campus conflicts. Yet, in spite of these many social and situational factors that complicate school admission, it is an opportunity to provide a **welcoming** experience that can lead to a sense of belonging and belief that **people at this school care!** A school's procedure for enrollment communicates the attitudes and practices it values most. If institutional requirements are imposed rigidly and insensitively, the all important initial impression of the school may be damaged.

What Is Required?

What is Required?

In kindergarten and first grade, **proof of age** is the first step. Birth or baptismal certificates are the best documents to prove age. If the child is one day short of 4 years 9 months of September 1st, the state's legislators have directed us to say "no." Early maturity level growth is at best unpredictable. There are provisions for promoting the mature kindergartener once properly enrolled. These procedures follow state regulations and district policy, and include cooperative decision making between the parent and school.

Child custody is an important and very basic concern of the school. Proof of custody is also essential because it tells the school who is authorized to interact with the school for any of a variety of reasons, (access to records, medical emergencies, discipline matters, etc.) Time should be spent with the parent explaining this issue, particularly when there is parental separation and the enrolling parent makes demands restricting the non-custodial parent.

If in doubt, place the burden of proof on the person making the request. Ask for documentation. If you are not dealing with the child's parents, guardianship forms or verification of a foster home license may be necessary.

The enforcement of state and local residency

requirements can be filled with controversy. Although the provisions for entry are reasonably clear, the parent and child's desire for a specific school must be considered respectfully and sympathetically. Parents have every right to advocate for what they believe to be "best" for their children. School preference is usually based on deeply rooted concerns and should not be discounted. Provisions for trans-

the best interest of children in mind as residency and custody rules are applied. Schools are encouraged to work cooperatively with social service advocates to accommodate students. In spite of the many possible reasons to make exceptions in school admission procedures, strive for consistency.

Verification of immunizations can be a problem for some parents. Requirements are clearly stated in law as are waiver provisions. Most parents will not argue the reasoning for verification, but may need assistance in completing the documentation. Sometimes, a telephone call on their behalf to the former school is all that is needed.

Emergency information may be required by school districts. Again, consideration must be given and alternatives arranged in numerous situations, such as with the homeless or new arrivals to the community.

Clearly, a proper enrollment process takes time. Hasty, non-personal enrollment procedures will create problems later. Adequate opportunity for

the parent to ask questions and to receive answers is essential. For school administration, this means a thorough review of their process with a concern to provide training and help for the school secretary on whom most of the enrollment process falls.

Parent	School
<input type="checkbox"/> Proof of age	<input type="checkbox"/> Provides an appropriate welcome
<input type="checkbox"/> Proof of custody	<input type="checkbox"/> Provides a safe school environment
<input type="checkbox"/> Proof of residency	<input type="checkbox"/> Provides mandated parent notifications
<input type="checkbox"/> Compliance with immunization requirements	<input type="checkbox"/> Provides school rules to parent/child
<input type="checkbox"/> Compliance with physical exam requirements	<input type="checkbox"/> Provides a quality educational program
<input type="checkbox"/> Provide emergency information	<input type="checkbox"/> Maintains confidentiality of records
<input type="checkbox"/> Prepares child for school attendance	

fer requests should always be given individual consideration.

The clear intent of the Legislature, particularly in instances of homelessness or undocumented status, is for school officials to keep

Documents Needed for Admission

All children must be accepted for enrollment who meet the following conditions:

Proof of Age (EC §48200). Required for kindergarten or first grade enrollment. Birth verification is permanent record information required of all pupils, but is usually received as part of the records from the last school of attendance for students beyond first grade.

Proof of Residency (EC §48204). Actual physical residency of the student or variance through interdistrict transfer required. Exceptions listed.

Physical Examination Record (H & SC §§323.5, 324.2, and 324.3). First grade students only, unless parent signs waiver. Statutes of 1991 placed restrictions on number of waivers allowed.

Immunization Record (H & SC 3381). Note that an additional requirement of a Mantoux TB skin test may be required.

Here are the Ways You Can Verify Residency...

- Bank or credit card statement
- Property tax bill
- Monthly mortgage statement
- Lease or rental agreement
- Current property tax statement
- Recent utility bill
- Receipt for utility turn-on
- Recently post marked business letter
- Homeowners/renters insurance policy
- An affidavit from the parent

"Relative" Means

Spouse, parent, stepparent, son, daughter, brother, sister, stepbrother, stepsister, half-brother, half-sister, uncle, aunt, niece, nephew, first cousin, or any such person denoted by the prefix "grand" or "great" or the spouse of any of the persons specified in this definition, even after the marriage has been terminated by death or dissolution.

SAN JOAQUIN PRESIDENT OFFERS SOME SUGGESTIONS



JOE BRUCIA
President
San Joaquin

September is always exciting for those not on year round education. The fun begins with inter/intra district transfer requests, re-enrolling previously expelled students, locating students who have "disappeared", and trying to work within a budget which long ago vanished.

Do you have a leak in your budget? Have you been wondering how you can still do a great job with limited resources? Perhaps its time to make child welfare & attendance indispensable.

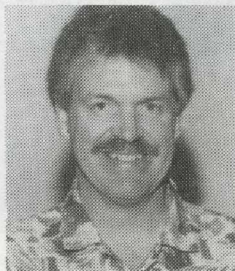
Here are a few ideas:

- 1) Be visible by developing a speech with statistics and unique real stories that you can deliver to parent and community groups .
- 2) Initiate parenting programs.
- 3) Seek out information about your districts categorical programs and insist that attendance be a part of each site plan (this includes professional travel for attendance liaisons).
- 4) Send out monthly attendance reports to your district administration and include short summaries of unusual child welfare cases handled by our office.

In Summary, make yourself indispensable!

Want a break to share some innovative CWA ideas? Come up and visit at the San Joaquin Section Fall retreat Bass Lake.; September 25 & 26, 1992. Give Sam Vaughn (209) 538-0144 a call for details on an inexpensive chalet. Everyone is welcome!!

BAY SECTION SCHEDULE IS HEAVY



BOB BURGESS
President
Bay Section

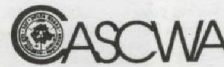
Bay Section CASCWA activities for 1991-92 featured four well attended luncheon programs which addressed expulsions, cults and satanism, interagency collaboration and concluded with an extended program from John Burton covering an array of emerging legal and social issues of interest to CWAs. We appreciate John's gift for articulating complex and sometimes controversial issues in a straight forward and thoughtful manner. I was particularly gratified by John's advocacy on behalf of AID's prevention. It contrasts to those who wish to gut the emerging health education framework of language that recognizes that not all our children are heterosexual, abstaining, products of two parent household.

Student support services are taking a hard hit in most Bay Section school districts and word is trickling in that some of our most valued members are being reassigned or taking early retirement. Among our Bay Section Executive Board members, Al Mendizabal of Morgan Hill will be stepping down from full time duties but will remain active as a part-time CWA consultant and full time Bay Section member. Mainstay of Bay Section Executive Board, Katie Kirkendall, is being reassigned to Irvington High School as an Assistant Principal. Phyllis Clark, our highly regarded Bay Section President-Elect has been reassigned. We hope these valued comrades will find a way to remain active in our organization. Their unplanned absence has temporarily slowed down planning for next year's Section activities, but Bay Section members may anticipate another year of meaningful and timely Section luncheons, presentations, and fellowship.

Currently, Bay Section is focusing its energies on producing the Fall State Conference ETS³: Emerging Trends in Student Support Services, at the Biltmore Hotel in Santa Clara, October 14-16, 1992. We know that CASCWA State conferences are the most important professional growth and support event that many of us participate in during the year. We also anticipate that in this grim season of budget cuts, attendance at a conference will be increasingly difficult. With this in mind, Bay Section has designed a compact, issue intensive, and we hope thoughtful conference schedule. Our keynote and guest speakers were carefully selected for their abilities to clearly articulate trends which are reshaping how we conduct student support services and define ourselves. The Thursday workshop schedule will feature workshops on special at-risk populations, successful strategies on meeting their needs, and workshops designed to update and sharpen professional awareness and skills.

Bay Section CASCWA members are encouraged to bring their business managers to the special Wednesday session from 1:30 to 4:00 p.m. This session will feature Attendance Accounting Alternatives and provide information about the new California Information System which will be useful to them. Participants in this session will receive useful materials packets.

Friday morning from 9:00 to 11:30, will be of interest to district site administrators involved in discipline and student support services. They will hear important updated information effecting student discipline, support services, relevant legal issues, and receive a hot off the press 1992 Los Angeles Pupil Services Digest valued at \$10.00.



DELTA SIERRA TAKES ON THE CHALLENGE



CHRIS MIZANI
President
Delta-Sierra

Welcome to the 1992-93 school year. At the time I am writing this article we in the state of California do not have a budget. It really makes one wonder if we will have to give our children and our clients IOUS in the future!!

Once again Education is on the butcher block ... so are we as professionals in our fields. NOW more than ever we will be challenged and totally put to the test to continue our jobs effectively. "To Keep Our Heads Above Water."

Delta Sierra Section will continue with current issues and training workshops, at various locations in our section. Our final meeting for 91-92 was held at the Sacramento County office. Superintendent Dr. David Meaney discussed with our group the efforts to look at "Restricting of Social Services." (What a challenge!)

This year for Delta-Sierra Section will be active and productive. We have a FANTASTIC Executive Board for the 92-93 year.

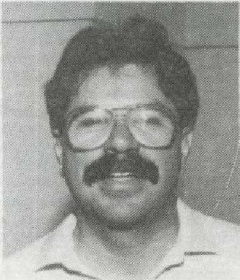
President, Christine Mizani, Elk Grove Unified
Vice-President, Dr. Don Smith, Sacramento County Office of Education (SCOE)
Treasurer, May Powell, Stockton Unified
Secretary, Carolyn Salter, San Juan Unified

Now more than ever we need to remain strong and cohesive in our objectives as an organization.

On the fringes of our minds in Delta-Sierra is the "Fall Conference 93" . . . What do you think of the Lake Tahoe area. We will keep you posted.

Will close for now, have a great year and "Hang in there with CASCWA."

SOUTHERN SECTION SIZZLES !!!



BILL STELZNER

President
Southern
Section

Marquis Hotel, Palm Springs. *Something new!* Southern Section Executive Board meetings (held on the first Friday of each month) will feature guest speakers and will be held in various locations in Southern Section to encourage active member participation. To commence planning for the 1992-93 school year, the Southern Section Executive Board will congregate on Monday, August 31, and Tuesday, September 1, 1992, at the Mount Calvary Retreat House, (*A No-Frills, but Heavenly Setting!*) in Santa Barbara.

I am anxiously anticipate seeing you on October 14, 15, and 16, 1992, at the CASCWA State Conference in Santa Clara!

The 1992-93 school year promises to be a challenging and exciting year for CASCWA. As of this writing there is still no state budget. Holy Pay Warrants!? Many districts are cutting back support services to balance budgets. The result is either a total loss of child welfare and attendance pupil services or additional responsibilities for existing staff. When will it all end? I am confident that we together, will hurdle the present obstacles and take active roles in rebuilding our education system for the 21st Century.

CASCWA Southern Section is excited to be sponsoring the 1993 CASCWA *Spring Conference* to be held on May 2, 3, and 4, 1993, at the luxurious

CASCWA RECEIVES FEDERAL AND STATE EXEMPT STATUS

After many years and attempts to obtain Exempt Status from State and Federal Income Tax, CASCWA has finally received a Determination Letter from the IRS and the State Franchise Tax Board.

CASCWA application was accepted based upon information submitted by Special Projects as Charitable and Educational Association under revenue and taxation code section 23701d. CASCWA is now classified as an exempt organization by both the IRS and the Franchise State Board.

Obtaining the exempt status was made possible by the assistance of Alicia Moran, immediate past treasurer. The help of Jean Stovall, immediate past president and the guidance of the 1991-92 state executive board.

EDITORIAL COMMENT



BILL BOOTH
Intercom Editor

work. We all owe her a debt of gratitude, and another to Clovis for allowing her to do it.

A special thanks to Rich Morrison, the Ventura Guru for this edition insert section. Along with the thanks comes an apology for allowing the late publication of Intercom to negate some of it's effect. We had hoped to have the information in your hands by the start of school, but now you have plenty of time to plan ahead for next year.

An additional thank you, and a heartfelt one, to Anita Leer of the Clovis Unified School District for her most efficient labor in typing all of the regular part of the Intercom. Anita is always cheerful, no matter what the computer does to her (it "dumped" about half of the newsletter input at the last minute this issue). She actually has me almost convinced she enjoys all the

WHAT DO THE THEORY OF CHAOS AND THE FALL CONFERENCE HAVE IN COMMON?

One Saturday afternoon this past spring while taking a lunch break from back yard duties, I turned on the local PBS television station. I became transfixed as I watched vivid, complex, non-repeating, curvilinear patterns unfold before me while listening to scientists describe the theory of "chaos." My copy of the still unread book of the same name was long ago misplaced or loaned, so I took this opportunity to grow intellectually and avoid rejoining my better half in yard duty. Despite my questionable motives, my brief exposure to the notion of "chaos" has affected my thinking about the changing nature of the world as well as our professional realities as CWA's, educators, and child advocates.

The part of the theory of "chaos" that intrigued me most was the observation that within the mechanics of nature and the physical world, there are evolving patterns. Scientists using wonderful electronic gizmos, can make pictures of these patterns as sets of moving, curving, lines which sort of repeat themselves--each set looks only slightly different from the preceding set of curves. The theory of chaos, it seems, contains its equivalent of a trickster, jester, or coyote in folklore who insist on letting heroes know they haven't got it all figured out. Chaos likewise recognizes that within physics and nature "laws" do not remain constant and that our patterns will all of a sudden alter and set off on a new course. In other words, predictable things stop working as they once did; we are thrown a new curve.

Our electronic gizmo, if it were plugged into our families, schools, and world culture, is tweaking out new patterns at this very moment or to put it another way, our former solutions and ways of doing things have stopped working. I think that when we speak of restructuring, realignment, perestroika, collaboration, and that sort of thing, it represents our struggle to define a new set of emerging lines.

Our Fall Conference, "ETS³: Emerging Trends in Student Support Services," was designed to try to address some of the emerging new patterns. These new "emerging trends in student support services" demand that we form new structures for our social and educational institutions and new ways to advocate for children in order to guarantee the well being and safety for all.

BOB BURGESS

VOICE MAIL DESTROYS STUDENT ALIBIS

by Stephanie Carter
Gannett News Service

Students at five Vermont schools can forget those age-old excuses, "I never got that assignment" or "No homework tonight, Mom."

By dialing a number and keying in their child's three-digit classroom code, parents can get a teacher's message giving information ranging from homework to field trip schedules.

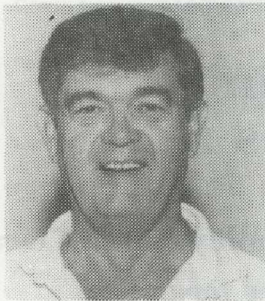
Rather than relying on students to shuttle memos between school and home, the job falls to voice mail, accessible 24 hours.

The message system, called "Parent Link", was introduced last week at schools in Winooski, South Burlington, Bakersfield, Lyndonville and Bennington.

"Research shows the system is great for homework completion," said Winooski Elementary School principal Rod Ross. "Parents know what their kids should be doing and insist on working with the kids to get it done."

In the first three days of Parent Link in Winooski, Ross said the computerized phone system handled 1,060 calls.

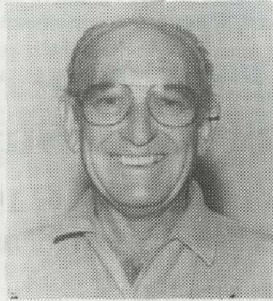
The system is being used in several other states, said Bob Atherton, who helped develop Bakersfield's system. The software costs about \$2,500 per 100 students, he said. New England Telephone installed Vermont's Parent-Link free and waived the monthly service charge for the first year.



BOB BRAZIL
State President
CASCWA



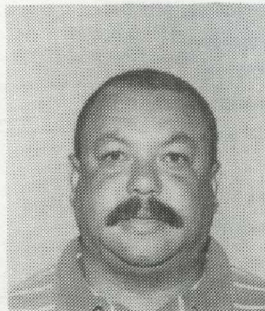
LILLIE WILSON
President Elect
CASCWA



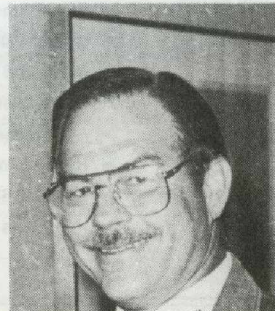
JEAN STOVALL
Past President
CASCWA



RENE FEMENELLA
State Treasurer



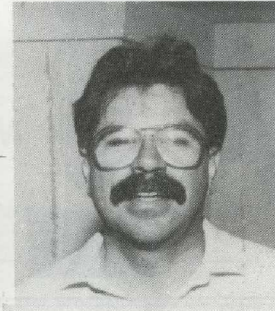
GREG BASS
CASCWA Secretary



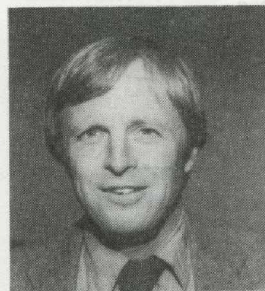
GIL AWALT
Vice President
Membership



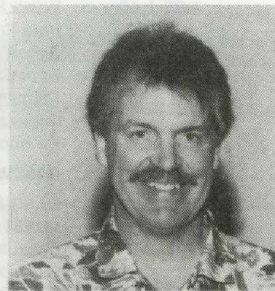
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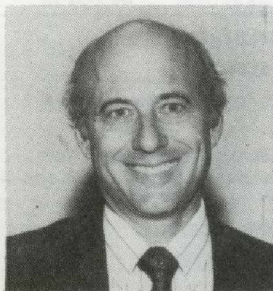
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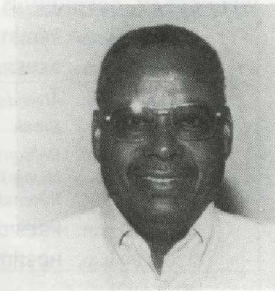
RICHARD MORRISON
Public Relations



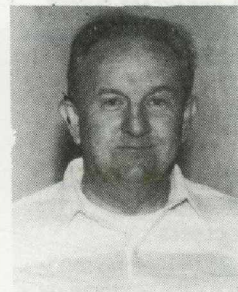
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RICH DAVIS
Special Projects



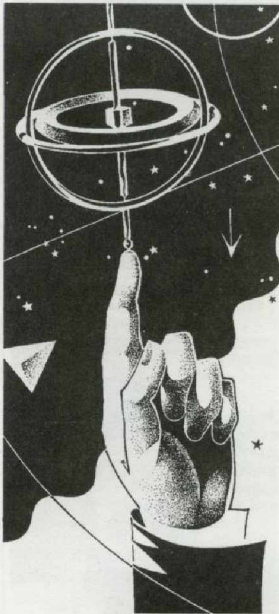
BILL BOOTH
Intercom Editor

**CASCWA
EXECUTIVE BOARD**

1992-1993



LEE LUNDBERG
Chairperson
Legislation



ETS³: Emerging Trends in Student Support Services

October 14-16, 1992

Biltmore Hotel and Suites • Silicon Valley, Santa Clara

FEATURING

- Emerging trends in children advocacy
- New generation collaboration
- Programs and solutions for special at-risk populations.
- Practical programs to update and sharpen professional skills
- Special 1/2 day registrations featuring topics of shared interest for Child Welfare and Attendance Supervisors, School Business Managers, School Site Administrators and other student support professionals
- and much more.

CONFERENCE TOPICS

- Positive Attendance Accounting
- California Student Information Systems
- Expulsion Procedures/Pitfalls
- Cultural Democracy
- Cults and Satanism
- State SARB Handbook
- Alternatives to Suspension
- Hate Crime
- Student Safety
- Homeless Students

Conference Schedule

WEDNESDAY, OCTOBER 14, 1992

- 12:00 noon **REGISTRATION BEGINS**
- 1:30-4:00 p.m. **GENERAL SESSION**
- 1:30-2:45 p.m. *Attendance Accounting Alternatives*
- 2:45-3:00 p.m. *Break*
- 3:00-4:00 p.m. *California Student Information System Using Technology to Share Records and Information*
- 5:00-6:30 p.m. **PRESIDENT'S RECEPTION**
- 6:30-8:00 p.m. **HOSPITALITY BUFFET**

THURSDAY, OCTOBER 15, 1992

- 8:00 p.m. **REGISTRATION**
- 9:00-10:15 a.m. **KEYNOTE SPEAKER: KATHY ARMSTRONG**
Consultant: Health/Collaboration
"A New Generation of Collaboration: New Roles for Student Support Professionals and Schools"
- 10:30-12:00 p.m. **WORKSHOPS**
 - *The Expulsion Checklist*
 - *Toward Cultural Democracy*
 - *Cults and Satanism*
- 12:00-1:45 p.m. **RETIRES' HONORARY LUNCHEON AND LEGISLATIVE UPDATE**
- 2:00-3:15 p.m. **WORKSHOPS**
 - *State SARB Handbook*
 - *Parenting and Affirming Gay Children*
 - *In Lieu of Suspension*

3:25-4:40 p.m. WORKSHOPS

- *Hate Crime: Constructing a Community/School Response*
- *What Students Have to Say About School Climate*
- *Organizing Community and School Effort for Homeless*

4:45-5:30 p.m. CASCWA SECTION MEETINGS

- 6:20-9:00 p.m. **BANQUET AND ENTERTAINMENT**
GUEST SPEAKER: RON GARRISON
Consultant on School Community Safety
"Child Advocacy: Old Roles, New Realities"

FRIDAY, OCTOBER 16, 1992

- 7:30-8:45 a.m. **CONTINENTAL BREAKFAST BUFFET AND REGISTRATION**
- 9:00-10:00 a.m. **GENERAL SESSION**
GUEST SPEAKER: LILLIAN LEE PORT
Assistant County Council, San Mateo
"Protecting and Prosecuting Home Schoolers"
- 10:00-11:30 a.m. **HIGHLIGHTS OF 1992 L.A. PUPIL SERVICES DIGEST**
- 12:00 noon **CONFERENCE CLOSES**

HOTEL RESERVATION FORM

Group Name: CASCWA

Name: _____

Room Preference: King Two Doubles Full Size

Address: _____

City _____ State _____ Zip _____

Phone Number (____) _____

Arrive _____ Depart _____ # of Persons _____

Name on Credit Card _____ Company _____

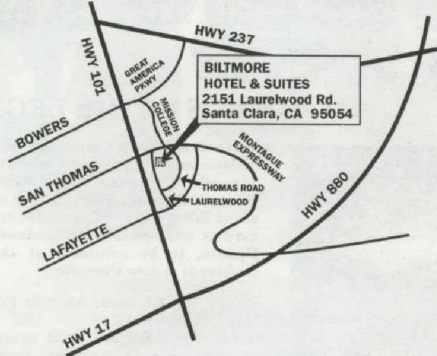
Credit Card Number _____ Expiration Date ____/____/____

**Mail to: Reservations Manager
Biltmore Hotel and Suites, Silicon Valley
2151 Laurelwood Road • Santa Clara, CA 95054**

LODGING—Room rates are \$66.00 plus tax for a single occupancy, and \$71.00 plus tax for a double occupancy.

Upgrades to a suite are available; contact the hotel for a price quote.

Please make reservations prior to October 1, 1992. These room rates cannot be guaranteed after these dates. Send in the hotel registration form (below) or call (408) 988-8411 and state that you are with CASCWA.



CONFERENCE REGISTRATION FORM

Name _____ Title _____ District/Agency _____

Address _____ City _____ State _____ Zip _____

Phone (____) _____ County _____

CASCWA Member? Yes No CASCWA Section (check one) Bay Delta Sierra San Joaquin South

REGISTRATION FEES

	BY SEPT. 25	AFTER SEPT. 25	NUMBER ATTENDING	COST
CONFERENCE REGISTRATION (includes all meetings, attendance accounting manual, banquet, retirees luncheon, continental breakfast, and entertainment)	\$130.00	\$140.00		\$
92-93 CASCWA Members —Dues payment with registration qualifies	\$115.00	\$125.00		\$
Retired Members	\$70.00	\$80.00		\$
WEDNESDAY REGISTRATION (includes President's reception & hospitality buffet)	\$45.00	\$55.00		\$
Retired Members	\$30.00	\$40.00		\$
THURSDAY REGISTRATION (includes Thursday & Friday meetings, retirees luncheon, continental breakfast, attendance accounting manual)	\$95.00	\$105.00		\$
Retired Members	\$65.00	\$75.00		\$
FRIDAY REGISTRATION (includes Friday meetings, continental breakfast)	\$25.00	\$30.00		\$
Retired Members	\$7.00	\$10.00		\$

1992-93 CASCWA DUES:

All members who pay 1992-93 dues with conference registration will have their names placed in a special drawing for a valuable prize.

- _____ ACTIVE—\$30.00 per membership year
- _____ ASSOCIATE—\$20.00 per membership year
- _____ INSTITUTIONAL—\$30.00 per membership year
- _____ RETIRED—\$10.00 per membership year

TOTAL

\$

TOTAL ENCLOSED

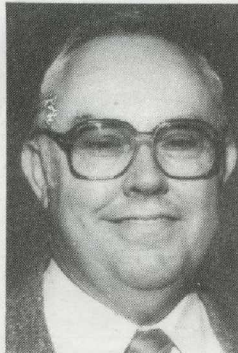
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- MAKE CHECKS PAYABLE TO: BAY SECTION, CASCWA
- NO REFUNDS AFTER OCTOBER 5, 1992
- NO PURCHASE ORDERS
- QUESTIONS? CALL ROBERT BRAZIL AT (408) 945-2301

**MAIL TO: ROBERT BRAZIL
CONFERENCE CHAIRMAN
P.O. BOX 14163
FREMONT, CA 94539**

LEGISLATION

WHAT'S IN THE LEGISLATIVE MILL?



LEE LUNDBERG
Chairperson
Legislation

In this issue we have had the assistance of the California State Juvenile Officers. They have "Borrowed" their quick listing of active Bills. Lee and Committee are hard at work on a new Legislative Update, to be available at the conference or soon thereafter.

AB 92(Moore) Amends FC 11169, 11170. Requires DOJ to destroy unfounded child abuse reports; limits agencies from maintaining child abuse reports and indexes.

AB 254(Costa) Amends PC 273a. 3-6-9 felony for negligence resulting in child's death.

*AB 287(Allen) Amends EdC46601.5, 48204 Chapter 120. Loosens residency requirements for K-12 students whose parents work in district's boundaries. WATCH!

*AB 678(Boland) Amends EdC§48915 Chapter 16. Immediate suspension, then expulsion of student with firearm at school or school activity.

AB 2482(Hansen) Amends H&S§11965.5 et seq. Streamlines school primary drug abuse prevention programs.

AB 2717(Connelly, etc.) Amends PC§186.22. Makes forcing minors to join gangs a felony for adults; misdemeanor for minor 16 or older.

AB 2765(Bates) Sets up task force for training teachers on interagency children's services and report before 12/31/93.

*AB 3257(Horcher) Amends EdC 48904, 48980 Chapter 445. Allows school to increase parental liability for pupil's damage to school.

AB 3316(Hayden) Adds PC§1170.72. Allows longer sentence for dealing drugs to minors 11 and younger.

*AB 3362(Murray) Amend EdC§48916 Chapter 152. Allows board to refuse to readmit a pupil who has been expelled.

*AB 3457(Elder) Amends GC61600 etc. Chapter 364. Allows graffiti abatement districts to have hotlines and give rewards and contract with others for collecting fees.

AB 3562(Tucker) Adds WIC§601.5. Creates a Status Offender Task Force to make recommendations to revamp the 601 system in California. CSJOA BILL SUPPORT

AB 3729(Eastin, etc.) Add EdC§49080 etc. Examine feasibility of statewide electronic pupil records system.

SB 14(Lockyer) Amends PC§273d. Willful corporal punishment or injury which causes death to a child is 3-6-11 felony.

SB 269(Presley) Add WIC§990 et seq. \$300M bond act for building youth centers, shelters and juvenile facilities.

SB1115(Leonard) Adds EdC§166301, 48950, 94367. No school discipline for off-campus speech.

SB 1354(Thompson, etc.) Amends mult. codes. Sets up Rural Gang Task Force subcommittee to develop model gang violence and drug suppression curriculum for rural schools; adds rape to street gang crimes leading to enhancements; adds rural counties gang advisory boards and then gives priority for grants.

SB 1438(Morgan) Amends EdC§48204 adds 49350 etc. Deletes requirements of reporting to state info on class size, interdistrict transfers, ROP data, pupil proficiency, and school crime reporting. Annual school crime reports required to be available for public inspection.

SB 1746(Roberti) ADD PC§186.2 Adds gang crime with guns to street gang enhancement.

SB 1881(Hart) Amends WIC§11310, etc. Parents under 16 have to go to school and get high school diploma; sanctions for failure to participate.

SB 1930(Hart) Amend EdC 48900, 48915. Students can be expelled for sexual harassment.

*Please! Oh, please!
Don't let Martin come
back next semester!*



INTERCOM PHOTOS

COVER PICTURES

Top left: President Bob Brazil outlines plans for the year.

Top right: Your Executive Board

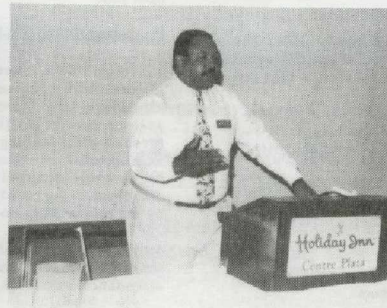
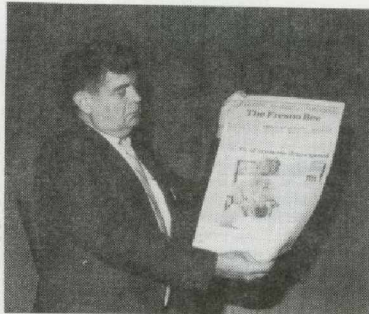
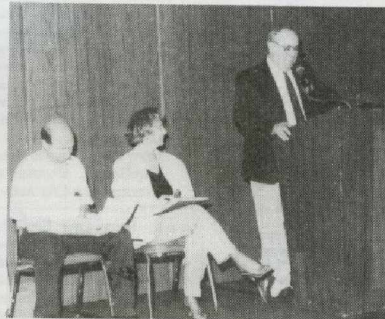
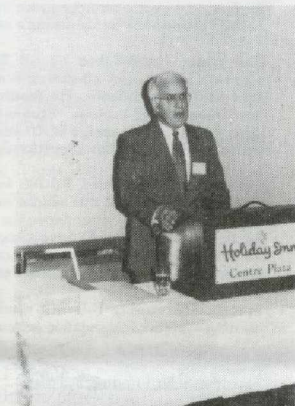
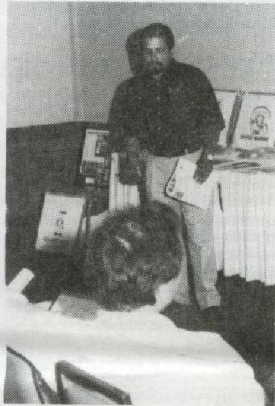
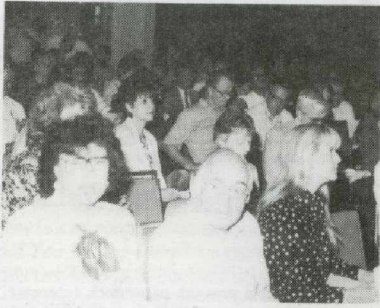
Bottom left: President Stovall receives a token of appreciation.

Bottom right: Milt Dooley receives CASCWA State Service Award.

CONFERENCE SCENES (Left to Right: Top to Bottom)

Keynote speaker gets rapt attention; Registration goes off smoothly; Social aspects are not ignored; Gang Seminar preceded CASCWA Conference; Bill Contente introduces panel; Fresno D.A. Ed Hunt provides insight into crime problems; Chris Smith holds Southern Section CASCWA Service Award; Two section presidents share notes; Lee and Committee present legislation; Three of our fine ladies enjoy the party; Bob points out the Fresno Bee's most appropriate lead article; CASCWA Secretary waxes eloquent; Gil Awalt receives San Joaquin Service Award

SCENES FROM SPRING FRESNO CONFERENCE



WHAT I WOULD LIKE TO TELL A POTENTIAL HIGH SCHOOL DROPOUT

Winning Essay,
Bank of America Adult School Graduate,
1992 Dawn Karoly

If a high school student told me that he or she were planning to drop out of school, I would have to sit him/her down and explain what life as a high school dropout would be like.

When I dropped out of high school, at first, I thought it was great. But as time passed, I started to lose confidence in myself. I felt like a quitter. So, I decided to look for a job. This was a very difficult task. Most jobs require potential employees to be a high school graduate. I filled out an application for Wendy's, and got my first job. I really looked forward to doing something with my life, but the reality of the work began to set in.

The job was very difficult. I started at 6 a.m. and was really busy until 4 p.m. There seemed to be so many tedious tasks to do, and there was never enough time. The environment was very trying. There were angry customers, angry bosses, and endless restrooms to clean; not to mention when summer came along the temperature inside reached 110 degrees.

But payday came along and I thought things would be all right; not! After working forty hours, I had earned \$160. Not bad, I thought. But then I discovered that amount wasn't take home pay. I had to pay taxes and Social Security. By the time I was done being taxed, I got a whole \$100.00; not very much for a weeks work of slaving.

I knew that there had to be more to life than working at a fast food restaurant. I decided to return to school. Let me tell you what a positive experience education can be. Education has provided me with many important tools. My education has given me a more positive outlook on life. It has given me a more positive self image. It has given me a great sense of pride and self worth. After I completed my high school education it gave me a wonderful sense of accomplishment. I felt like I could conquer anything the world threw my way.

At time school may seem to be a bit overwhelming, but you have to stick with it, because anything worth having never comes easy. Believe me, everything I say is true, because this year I am an official graduate of the class of 1992!!

ARGUMENTS AGAINST THE SCHOOL VOUCHER INTIATIVE

There are 531,000 students already attending private schools. To provide those pupils with vouchers would cost California taxpayers an additional \$1.5 billion even if not one student transfers from public schools to private.

Every additional 100,000 vouchers issued will cost California taxpayers a quarter of a billion dollars and reduce public education funding by ONE BILLION DOLLARS.

77 percent of families with students in private schools have incomes above \$50,000 per year. The education of California's wealthiest families will be subsidized, while educational opportunities for other students are derailed.

This initiative would do very little to help underprivileged families. The proposed \$2,500 funding is not enough to fund a private school education for low-income families. The average private school tuition is between \$6,500 and \$7,000 per year.

Fringe groups which might put a higher priority on teaching their own political philosophies and religious principles than on reading, writing, and arithmetic, would be eligible for our tax dollars.

In-classroom teachers at private schools are neither required to be credentialed by the State of California, nor must their curricula meet state standards.

Private voucher schools are not under the jurisdiction of the Field Act, which requires all public schools to be earthquake-proof.

Nothing in the measure prohibits private voucher, schools from discriminating based on gender, religious beliefs, physical or mental handicaps, sexual orientation, or academic abilities.

State law already provides options for parental choice, including choice of neighborhood or out-of-district schools located near a parent's place of employment.

California's public education system was designed to provide a quality education to all students regardless of their economic, social, religious or ethnic background. Vouchers discriminate!

ON ATTENDANCE ACCOUNTING REFORM

SB 789 would eliminate California's current paperwork intensive attendance accounting system, which relies heavily on audit trails and excused absences. In its place, SB 789 would simplify the link between funding and pupils served and would focus on actual student attendance as the key measure in California's attendance accounting policy.

The system established by SB 789 would recognize the distinctly separate purposes of allocating funds to public schools and promoting good student attendance. For funding purposes, the bill would shift to an enrollment based system. Student enrollments are, in fact, the basis upon which schools assign staff, purchase textbooks, allocate desks, and make hundreds of other allocation decisions.

For attendance purposes, SB 789 would require that schools report data on enrollment, actual attendance and excused absences. Schools which do not obtain actual attendance that is reasonably similar to the figures for similar schools would have some of their current funding categorized for attendance improvement activities and would be subject to interventions designed to improve actual attendance at those schools.

Specifically, Senate Bill 789 would make four main changes in the existing system of attendance accounting in the public schools.

Attendance for Funding Purposes

1. Effective 1995-96, "Average daily attendance" (ADA) in the regular day schools and special education classes would be redefined as "average monthly active enrollment." Monthly enrollment would be determined on the third Wednesday of each school month and consist of all pupils for whom schools had permanent records and who had actually attended school for at least one day since the beginning of the school year, less any pupils who had not attended at least one day in the previous school month. Monthly figures would be averaged for the P-1, P-2, and Annual reports, as now. Pupils enrolled in regular classes for less than a minimum day--for example, those who also attend community college part time-- would generate corresponding fractions of units of monthly enrollment. Excused absences would play no part in the determination of average monthly active enrollment.

2. Programs for which the law now requires hourly attendance accounting and/or specifies "fixed divisors" for their ADA calculations (continuation, adult education, ROC/Ps county community schools) would continue to calculate their ADA as they do now--with one change. Instead of including excused absences (to the extent they are allowed to do so) in the calculation, they would substitute their rate of excused absenteeism (per unit of actual attendance), as documented in a specified base year.

Promoting Actual Student Attendance

3. Schools would determine and biennially report to the state their actual attendance as a percentage of their active enrollment. If a school's actual attendance were more than five percentage points below the statewide average rate for similar schools, a specific proportional amount of the revenue limit funding generated by that school would be restricted to expenditures on efforts to increase attendance at that school. If no improvement occurred in subsequent years, the restricted funds would be disbursed to the county office of education to be expended as determined by the county office on efforts to increase actual attendance at the school.

4. The State Board of Education would create model attendance practices. Each school districts would be required to adopt local attendance practices and compare these to state model standards.

What CASCWA Recommends

CASCWA recommends the following components and steps for developing a school site enrollment and welcoming program:

Established Rationale

Why is it important to communicate *We Care and You Belong Here*? Leaders of safe and effective schools understand that high quality relationships, so essential to all in the school community, begin when its new members are treated with courtesy, respect, and helpfulness.

Develop Quality Criteria

What are the *markers or indicators* for school enrollment and welcoming? In order to improve a program it is necessary to identify the most desired or necessary features. Through discussion among all school community stakeholders, any competing concerns can be addressed.

Create Systematic Procedures

How will all students know they will be treated *consistently and fairly* yet with a *sensitive and compassionate* attitude? The enrollment procedures are clearly identified in a specific sequence of events. However, there is flexibility when special circumstances are evident.

Include Special Accommodations

Which are the *special accommodations* needed for students and parents in your school? The child may need special education services, an interpreter may be necessary to overcome language barriers, the child may be a run-away or homeless, there may be evidence of a chronic health condition that needs medical attention, or any number of others.

Implement Student Orientation

When will students *learn* what they need to be successful and to share their hopes and needs? In addition to meeting the admission criteria, a planned program of student orientation is invaluable. Peer helpers or school buddies can be key contributors. Through such a process the newcomer's loyalty and commitment can be quickly earned.

Provide Staff Training

Who is *responsible* for enrolling and welcoming new students? Everyone in the school has a role and shares in the responsibility. Although office staff make the first contact, teachers and other personnel can make a significant impact on the overall process. Formal

and informal responsibilities to enrollment and welcoming can be encouraged, developed, and acknowledged.

Encourage Parent Empowerment

Where are parents *needed* in the enrollment and welcoming process? Parents can fill a variety of important roles. Their child's advocacy is most important at the time of enrollment. They share information and make requests in their child's behalf. Parents provide instructional support which begins when they meet their child's teacher(s) and continues with homework supervision. Parents can contribute unlimited skills and energy in the classroom and at the school. Schools that respect and encourage these roles empower parents and improve the learning environment.

Reviewing the Plan Annually

Whatever plan is *developed*, when should it be *reviewed*? An enrollment and welcoming plan should be part of a broad scope of inter-related improvement activities. The school should be comprehensively evaluated and improvement actions selected and implemented systematically. Safe and effective schools are well run organizations that monitor and revise their plans.

Program Ideas

- Copy of the school mission
- Video taped tour of the school
- Encourage choice among positive options
- Adult advocates assigned to new students and families
- Home information folders to organize important school documents.
- Teacher profile and background information
- Teach friendship making skills
- Learn from the newcomer
- Multicultural celebrations
- Clearly printed forms and information
- After school activities and clubs
- Consider child development characteristics and needs
- Home room inclusion activities
- Friendly telephone manners
- School Accountability Report Card
- Interview new students
- Monitoring and follow-up on newcomers
- School-wide attitude that welcomes newcomers...hosts and diplomats
- Principal meets with each new student
- Consider there might be family stress or personal feelings of grief related to the move
- PTA welcome wagon for parents
- Kid connections—peer helpers and buddies
- System to request help
- Structured school "transition" times
- Support groups for newcomer parents
- Teacher-alerted special needs
- Written suggestions for school success provided to parent
- Planned gathering times at lunch
- Practices demonstrating that personal differences are valued
- Teach the school rules

Key Resource People

John Gilroy (916) 323-8478
Field Services Consultant
California Department of Education

Milt Dooley (310) 922-6234
Child Welfare and Attendance
Consultant

Los Angeles County Office of
Education

Lillie Wilson (310) 922-6235
Child Welfare and Attendance
Consultant
Los Angeles County Office of
Education

Kate Nasse (805) 388-4436
Mentor Teacher, Gateway
Community School
Ventura County Superintendent
of Schools

Sixth Grade Memories

Welcoming... "My name is Ann and I remember coming to Mountain View in 4th grade. I was afraid because I didn't know anyone. But then Andria, Mia, and Jessica showed me all around my new school and I've had fun ever since. I'll miss Mountain View!"

Buddies... "My name is Garrett and I remember my big buddy Kevin. He used to visit me in my 2nd grade classroom and help me learn to read. Now I'm a Big Buddy and I have two Little Buddies but in my heart I will always remember Kevin and how nice he was to me."

Friends... "My name is Erin and I first came to Foothill school in the 2nd grade when I met Julie. Julie and I have been best friends ever since."

Mac... I remember Mr. Harper our school custodian who died last year. When I first came to Sheridan Way Mr. Harper was one of the first people I met. He called me "Mac!" In fact, he called everyone "Mac!" We planted a tree this year, here at school, in his memory."

The Principal... "My name is Robbie and I remember in the 1st grade when I showed Mr. Rodriguez my loose tooth... He said he thought there might be a disease going around and he hoped he didn't catch it! He winked at me so I knew he was being funny. Thanks for having fun with us Mr. Rodriguez."

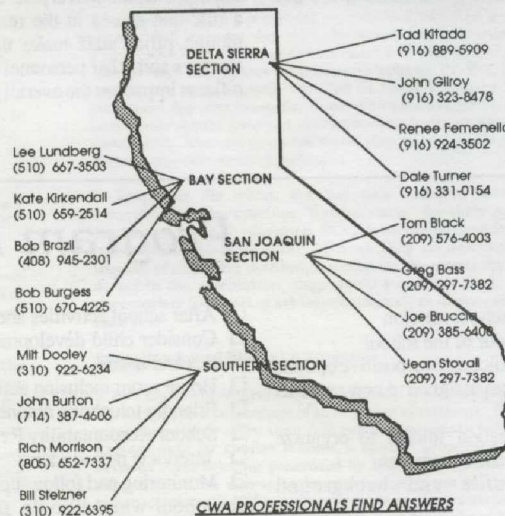
Teachers... "My name is Tom and I remember when reading became something fun to do! Thank you Mr. Wood."

Suggested References

1. Attendance Accounting and Reporting in California Public Schools, 1991. California Department of Education
2. California Laws Relating to Minors, 1992. By Jack T. Erickson and Associates.
3. Custody of Minors, 1986 Edition. Los Angeles County Office of Education.
4. Pupil Services Digest, (Published Annually). Los Angeles County Office of Education.
5. Administrative Guidelines: Pupil Records, 1992. Los Angeles County Office of Education.
6. Code Index, (Published Annually). Los Angeles County Office of Education.

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.



CWA PROFESSIONALS FIND ANSWERS
CONTACT THE CASCWA NETWORK

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

FIRST DAY OF SCHOOL ABSENCES

Milt Dooley

Absence from school on opening day(s) has been forever problematic. Some will throw up their hands and say, "Nothing can be done!" Assuming so, nothing was done. Students, (frequently up to half of the projected enrollment), do not show up on the first day of school but "wander in" second day, third day, or later. This problem has been exacerbated with collective bargaining of school calendars. Prior to calendars being a negotiated item, they were set by school business officials who realized historically, "School starts Tuesday after Memorial Day". Everyone knew that, everyone expected it. This last school year, starting dates in L.A. County public schools alone varied over one and one half months.

The varied starting dates which seem to change yearly within a district, naturally confuse many parents. They also make for an easy excuse which is hard to deal with firmly. What can you say to, "Gee, we didn't know".

Let's look at only two of the problems created; cost to the district in loss of income, and academic loss. Let's also look at ways to alleviate those losses.

Cost to the District:

Using countywide average base revenue limit figures, a high school of 2,000 pupils which opens school the first day with only 1,000 pupils in attendance, will lose \$25 for each student absent. That is a \$15,000 loss (believe it or not), for one day only. By the second day they might have 1400 students enrolled and in attendance, an additional loss of \$4,500. From then on, they could have near full enrollment with usual losses due to truancy and unexcused absences. But in those first days, they lost \$28,500; nearly enough money to buy one more first year teacher for the school.

Ways to reduce the financial loss and at the same time make up for academic loss:

1. In prior years, many districts considered no student "enrolled", until he or she actually attended. This was an historic interpretation of California Administrative Code, Title 5, Section 424. John Gilroy, Field Representative with the School District Management Services, State Department of Education interprets this section differently. In a letter to the Los Angeles County Office of Education dated March 8, 1989 he states. "The Language of Code of Regulation, Title 5, Section 424, seems plain enough. "Absences due to illness or quarantine may not be credited for a pupil prior to his having been registered and in attendance upon a school or class." It seems to me that "prior" clearly modifies "credited". Hence, I believe that if a pupil is registered (as a carry-over from the previous year, say, or as a result of having been brought in by a parent during kindergarten round-up), misses the first day(s) of school, then brings a valid note for the first missed day(s)--he may then be credited with the absence. (Note also, that Section 424 has never applied to medical appointments, family funerals, and so on-- only "illness and quarantine.")

"As a corollary consideration, note that a registered pupil who misses the first day(so of class without valid excuse is clearly truant. Taking a somewhat larger view, it is important to remember that the compulsory school attendance law applied to children--and schools--irrespective of such bookkeeping technicalities as 'enrollment'. If a school age child is a resident of a school district, his school attendance is in part that district's responsibility--and surely so for a child who is not only a resident but is in fact registered in a particular school."

In other words, you may collect A.D.A. for prior enrolled students who are absent due to illness the first day(s) of school if properly verified.

2. If the student is a truant (in legal terms, a truant is a pupil who is absent without excuse four or more days), this student may be required through governing board policy to make up days missed by attending weekend school.

3. Weekend school may also be used to make up unexcused absences occurring during the week. Consider the academic and financial implication of pre-arranging that every teacher prepare a daily homework list for each day of the first week of school. Parents enrolling students late due to extended vacation could be counseled at that time on the benefit of their child going to school the very first Saturday to begin making up time lost. The prepared homework lists could be handed to the student right then, with directions to come to school Saturday

prepared to make up work missed. Classroom disruption would be reduced, students and parents would be reminded of the importance of each days' class participation, lost revenue would be recovered. *Note:* State auditors mandate Independent Study to be prior arranged. The contract may not be signed after the fact. Therefore, you may use independent study to make up for entering school late only if prior arranged.

Disciplinary Action

If this student is an attendance problem from the prior year, or the parent is continuing a pattern of allowing the student to stay home, these day(s) of absence could trigger immediate SARB referral, (or District Attorney referral if this is a prior SARB case).

This discussion focused on academic and financial loss due to late enrollment and ways to recoup. Let me conclude with the thought that first and last day(s) are always difficult. There are first days for everything; "This is the first day of the rest of your life", truly has meaning. There are new beginnings, (and new endings) every day. To allow this as an excuse to enter school late. ("They don't do anything then anyway"), or to leave early. ("They don't do anything then anyway") are bad habits we sometimes accept as a part of life. The same feelings occur before (and after) winter and spring recess. We have all seen a so-called "Vacation Calendar", which cumulates all the vacations, holidays, short days, inservice days, etc., and which, tongue in cheek, shows there are no days left for school.

It is essential that clerks, counselors, teachers, and administrators make each school day a day worthwhile, and each day missed by a student an essential day which should be made up. To permit anything less shows students and parents the time is not important!

WHAT TO TELL YOUR CHILD ABOUT PREJUDICE AND DISCRIMINATION

Help your child become sensitive to other people's feelings. Studies indicate that caring, empathetic children are less likely to be prejudiced. Share stories and books with your children that help them to understand the points of view of other groups. When personal conflicts occur, encourage your children to think about how the other person is feeling.

Make sure your children understand that prejudice and discrimination are unfair. Make it a firm rule that no person should be excluded or teased on the basis of race, ethnicity, or religion.

Teach your children to respect and appreciate differences by providing opportunities for interaction with people of diverse racial, ethnic, and religious groups. Studies show that children working or playing together in a friendly environment develop positive attitudes toward one another. Sports teams, bands, school clubs, and community programs are good examples of such activities. In addition to firsthand experiences, provide opportunities for children to learn about various groups of people through books, TV programs, concerts, or other programs that show positive insights into other cultures.

Help children recognize instances of stereotyping, prejudice and discrimination. Make sure they recognize such attitudes and behavior if they see them in action. TV news and entertainment shows, movies, and newspapers often provide opportunities for discussion.

Encourage children to create positive change. Talk to your children about how they can respond to prejudiced thinking or acts of discrimination they observe. Painting over racist graffiti, writing letters to a television producer who promotes stereotypes, or confronting a peer's discriminatory behavior are all appropriate actions. Confronting classmates is particularly hard for children, so they need to have a ready-made response for such instances. If another child is called by a racist name, an observer might simply say, "Don't call him that. Call him by his name." Or, if your child is the victim, "Don't call me that. That's not fair."

Take appropriate action against prejudice and discrimination. For example, if other adults use bigoted language around you or your children you should not ignore it. Your children need to know that such behavior is unacceptable even if it is from a familiar adult. A simple phrase will do: "Please don't talk that way around me or my children," or "I don't think that joke is funny." That should get your point across.

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