

San Diego City Schools
Citizens Advisory Commission on Racial Integration
Board of Education

REPORT OF COMMISSION TO BOARD OF EDUCATION:

GOALS, GENERAL AND SPECIFIC RECOMMENDATIONS
RELATED TO INTEGRATION PLANNING

May 31, 1977

I. GOAL

All students in San Diego Unified School District should be provided a quality education in an integrated setting. In partial fulfillment of that goal, the district should begin immediately the process of phasing in a variety of educational programs and instructional methods to address the needs of the 23 schools named in the Court Order and the schools identified as in danger of "tipping."

The quality of educational programs already in existence is to be maintained or improved during the process. Quality education has the resources, process, content, and structure that prepares students to function effectively in an ever-changing multicultural technological society. In assisting students to realize the development of their talents and aspirations, a quality education emphasizes the development of technical competence, personal security and social mastery by providing opportunities for the student to develop:

- to full potential as an individual and as a contributing member of society
- basic skills and fundamental knowledge necessary to earn a satisfying living and to develop an appreciation of the arts
- enthusiasm for lifelong learning as preparation for coping with change
- a positive self-image and appreciation of individual and cultural differences
- personal integrity and a sense of responsibility.

II. GENERAL RECOMMENDATIONS

A. Fairness

To be fair a plan or program for desegregation/integration must involve the entire community. All persons must share any benefits or burdens in reaching the goal.

B. Parent Involvement

For success, the involvement of parents is essential. Parents need to be informed and involved in program planning and implementation.

C. Voluntary Options and Alternatives

1. The desegregation/integration plan should provide as many voluntary options as possible for parents and students as individuals and groups for achieving the goal of integration.
2. The plan should maximize freedom of the students and parents to choose from among these options.

D. Neighborhood Schools

1. District policy should encourage neighborhood integration.
2. Students attending schools that are ethnically balanced because of neighborhood integration should be exempted from mandatory transfer in the implementation of any integration plan.
3. Incentives must be provided to stabilize integrated neighborhoods and schools.

E. Residential Housing and Community Development

1. The civic and business communities as well as private and public agencies should be requested to give a strong endorsement of and commitment to the future integration of the entire community and to actively work on ways to alleviate the underlying conditions leading to racial isolation.
2. The Board of Education should work with those concerned with redevelopment, real estate and housing development to adopt policies of affirmative marketing programs designed to establish practices that will effect an ethnically-balanced community.

F. Evaluation: Monitoring, Reassessment, Accountability

All programs and proposals should be monitored and reassessed on a regular basis at least annually for modifications, deletions and additions as they progress toward fulfillment of the goals and objectives of the plan. The Commission should be retained to facilitate the evaluation processes.

G. Facility Utilization--Boundaries/Redistricting

1. In the school year 1977-78, the district should undertake an analysis and re-examination of present attendance and optional attendance area boundaries in order to determine their effect on ethnic balance, and make necessary adjustments.
2. All future policies with regard to boundaries and special attendance permits should be consistent with the board's stated policy of providing an integrated education for all children.

H. Safe Environment

The proposals, as part of the plan, should accomplish the objectives of the plan with the greatest degree of racial and/or community security and provide for the peace and safety of the students, staff, teachers, and parents involved.

I. Public Relations/Communications

A positive and extensive effort must be made to inform and educate the community to existing programs, to prepare the community for new programs and to promote all programs so that the total community will accept and support the plan.

J. Student Assignment

Any realistic program which has as its purpose to effect desegregation of the 23 schools designated by the court, to negate the harms of segregation, and to develop integration will not achieve its purpose without some mandatory assignment. Reality necessitates both voluntary and mandatory elements at the same time, with the mandatory element kept as limited as possible.

K. Human Relations

Programs for district personnel, students, and parents to develop effective communication skills, interpersonal relations, and provide cultural/ethnic awareness shall be implemented during 1977-78.

L. Instructional Programs

The district should offer a variety of educational programs and instructional methods. All of the tools of desegregation and integration may not be relevant in all geographic areas or at all levels. Any proposed or new programs should maintain or improve the instructional programs.

III. SPECIFIC RECOMMENDATIONS

A. PARENT INVOLVEMENT

Continue and strengthen parent involvement in short- and long-term desegregation/integration program planning and implementation in a variety of ways utilizing site meetings, newsletters and media publicity, as well as individual conferences to include but not be limited to, the following groups:

1. Citizens Advisory Commission on Racial Integration
2. Area representative network meetings
3. Parent-Teachers Association (PTA)
4. Citizens Advisory Committees (CAC)
5. School Advisory Committees (SAC)
6. District Advisory Committees (DAC)
7. Community Involvement Council (CIC)

B. HUMAN RELATIONS

1. A human relations program should be mandated for all staff and students, K-12, to provide a warm and accepting environment for all people in our schools. The human relations program should be conducted by highly competent people, and must enable all staff to become aware of and

appreciate cultural and ethnic differences. The training should enable the staff to competently handle an integrated situation. The program for staff training, as well as inservice courses, should begin in the summer of 1977, and continue throughout the integration process.

2. Human relations programs for students should be an integral part of the curriculum. Social sciences may be particularly appropriate vehicles for increasing multicultural awareness and understanding.
3. As programs are developed, opportunities should be made available for parents and the community to participate. Citizens Advisory Committees (CACs) and Parent-Teacher Associations (PTAs) should be encouraged to play an active role in bringing together majority and minority parents.

C. PLAN OPTIONS

1. General Priorities

- a. To begin immediately to address the needs of the 23 schools named in the Court Order.
- b. To attend to the needs of those schools identified as in danger of "tipping."
- c. To establish a "phasing in" process to achieve the goal of integration.

2. Magnet Programs

- a. Magnet, alternative, and career schools already in existence should be improved and supported, then should be expanded and replicated where success can be shown and need exists.
- b. Magnet programs should be strengthened by locating day care, children's centers, gifted programs and other special programs at magnet school sites.
- c. Enrollment priority should be given to those students who contribute to the ethnic balance of the school.
- d. All magnet programs should facilitate the desegregation process and should avoid creating imbalances at other schools.
- e. Special attention should be placed on the location of the proposed magnet schools so as to further the district's aim of desegregation.
- f. Magnet programs should be adequately advertised so that parents will be informed about available options and magnets.
- g. Transportation should be provided by the district.
- h. The special offerings of each magnet program should be in addition to the basic course of study.

- i. Planning for magnet programs such as the following should begin in 1977-78:
- (1) Magnet schools at the elementary level should be planned that provide full-time day care facilities without regard to the economic level of the participants in order to maximize their use by all groups. Consideration should be given to the preferences of interested working parents/guardians with regard to the locations of these schools.
 - (2) Montessori school, elementary level.
 - (3) Bilingual magnet programs and/or centers, all levels.
 - (4) Performing arts programs, all levels.
 - (5) Fine arts programs.
 - (6) Career centers such as, but not limited to, the following:
 - (a) Agribusiness
 - (b) Science and Engineering
 - (c) Health Occupations and Human Care
 - (d) Business Careers
 - (e) Management Careers
 - (f) Building/Construction
 - (g) Industrial/Automotive/Manufacturing
 - (h) Marketing/Distribution
 - (i) Law Enforcement
 - (j) Military Occupations
 - (k) Environmental/Energy Management
 - (l) Regional Occupational Programs
 - (7) Fundamental school.
 - (8) Intercultural language school programs.
 - (9) Science and technology centers.
 - (10) Liberal arts programs.
 - (11) Physical education programs.
 - (12) Year-round school programs.
 - (13) Open School (e.g. Muir).
 - (14) School Without Walls.
 - (15) Public Service, Public Administration and Urban Studies.
- j. The district should consider establishing programs which permit a one- to three-year intensive education in a specific subject area (for example at the elementary level, reading, math, and written expression); or in languages-bilingual education, etc.).

- k. The district should reconsider the distribution and location of high-cost-per-student courses (such as shops, sciences, etc.) in light of district integration objectives. Such redistribution may serve to facilitate economic efficiency by limiting the number of high-cost programs at any school so that no school has a complete spectrum of these programs.

3. Voluntary Ethnic Enrollment Program (VEEP)

- a. The Voluntary Ethnic Enrollment Program can begin to provide a positive integrating effect in the district if it is implemented as a two-way program.
- b. Beginning in the summer of 1977, emphasis should be given to education and informing the majority/minority community in order to increase two-way participation of students in the program.
- c. The Voluntary Ethnic Enrollment Program should be evaluated in the summer of 1977 carefully for effectiveness to determine if it is providing a positive integrated experience.
- d. Parents, students, administrators and staff should be involved in ongoing efforts to make the VEEP program more successful at the respective school sites.
- e. Efforts should be increased at the elementary level to expand and improve the program.

4. Integrated Learning Experiences

- a. Integrated learning experiences such as the Sixth-Grade Outdoor Education Program and the Balboa Park program are good educational programs which should be maintained on an integrated basis, but taken alone will not achieve desegregation. They could be valuable as a further integrative experience if emphasis is put on preparation and follow-up activities. Among the programs that could be expanded and strengthened are:
 - (1) Fifth-Grade Balboa Park Program
 - (2) Sixth-Grade Outdoor Education Program
 - (3) Associated Student Body (ASB) activities in secondary schools
 - (4) Music and speech festivals
 - (5) Athletic activities
- b. Integrated learning experiences could be planned on either a voluntary or mandatory basis.
- c. All integrated learning experiences should have a plus or minus 15% ethnic balance.
- d. A cultural-historical program could be established at Old Town and Presidio Park for fourth-grade students.
- e. The same students from "sister schools" should participate in the cultural-historical, Balboa Park, and Outdoor Education programs.

- f. Learning centers, both cultural and academic, could be established where students would be enrolled during the course of their education for limited periods of time on an ethnically-balanced basis.

5. School Exchange Programs

- a. Present exchange programs should be continued, expanded and strengthened. Such programs include: (1) multicultural exchanges, play days, ASB, athletic programs, science fairs, etc.; (2) Summer Urban Exchange Program at secondary level.
- b. An ethnic participation showing a plus or minus 15% ratio should be provided during exchange activities.
- c. Exchange programs such as the following should be developed: fine and practical arts, physical education, required academic areas, multicultural social studies activities, elementary athletics.

6. Attendance Boundaries

- a. Existing policies, procedures and practices relative to attendance boundaries should be reviewed to see what changes might assist the desegregation effort.
- b. Attendance area boundary changes should take into consideration the study of schools with projected declining population in the near future.
- c. It is recommended that where there presently exists capability of combining two or more attendance areas, it be considered for implementation.
- d. The board should consider dividing the district into several regional subdivisions which in turn would plan a mix of educational programs which will accomplish student movement within their areas, with the mix being related to the district ratio of ethnic composition.

7. Attendance Permits

- a. It is recommended that the district establish guidelines with ethnic priorities for Special Attendance Permits and School Initiated Placement transfers.
- b. Transportation should be made available for any transfer that would contribute to desegregating racially-isolated schools.
- c. The district should adopt an open enrollment policy where reassignment will improve ethnic balance.

8. Student Assignments

- a. No program involving mandatory reassignment should be initiated in 1977-78 school year which would require the movement of students.

b. The placement of students necessary to desegregate any of the 23 identified schools not balanced by voluntary programs could be achieved by assignment of students through, but not limited to, pairing and clustering of schools or modification of boundaries. Planning should begin during the 1977-78 school year. The program should be implemented by the 1978-79 school year, as is reasonable and feasible.*

- (1) Schools with high majority enrollments should be paired with schools of high minority enrollment to meet a racial balance.
- (2) A minority school would be a sister school to one or more majority schools related to exchanges and human relations programs. This would start at the elementary level and continue that pairing all the way through high school, not necessarily using the pairings the district already has in effect.
- (3) Planning for paired/cluster school programs at the elementary level should consider fall or mid-year implementation.
- (4) The district in conjunction with the Citizens Advisory Commission should construct a series of guidelines acceptable to the court within which paired or clustered schools could work out the particular plans that would be most acceptable to their communities.

Schools should be encouraged and assisted to voluntarily pair and cluster in advance of any mandatory arrangement. Planning could begin immediately, and incentives and district resources should be made available to encourage such voluntary pairings.

- (5) Junior high school attendance boundaries could be clustered to promote desegregation. Within these clusters, school/community committees could decide the best possibilities for organization. For instance, all seventh-grade classes might be located at one site, eighth-grade and ninth-grade classes at other sites. Another example would allow the various school sites to specialize in certain academic areas, with groups of integrated students studying for certain amounts of time at various sites with an emphasis on science or social studies.
- (6) The Commission recommends that the district select one secondary school from among the five secondary schools identified in the Court Order for immediate focus of district attention in preserving or improving ethnic balance through the various alternative educational programs and recommendations specifically set forth in the report. The Commission recommends that the school chosen by the district should be Morse High School.

c. The district should consider reorganization of grade structure to provide student distribution which would achieve racial balance.

*See Attachment 2: Definition of Cluster Schools and Paired Schools.

D. INSTRUCTIONAL COMPONENTS

1. Bilingual/Bicultural Component

- a. During 1977-78 the district should continue and expand, as needs indicate, current programs such as:
 - (1) individual pupil assessment in primary and secondary language
 - (2) partial bilingual programs
 - (3) full bilingual programs
 - (4) second language immersion programs
 - (5) materials planning
 - (6) curriculum development activities.
- b. Planning for proposed programs should be begun during 1977-78, as follows:
 - (1) Develop bilingual magnet programs, as appropriate.
 - (2) Plan and implement bilingual exchange programs.
 - (3) Plan and establish language centers.
- c. In succeeding years the district should:
 - (1) Implement bilingual magnet and exchange programs and learning centers as needs indicate.
 - (2) Develop additional programs as needs indicate.
- d. Group bilingual students in groups of sufficient size to continue programs and assist desegregation. Where desegregation programs require the movement of limited and non-English speaking pupils, bilingual programs must be provided at the new site.

2. Multicultural/Multiethnic Component

- a. The district should offer a variety of educational programs and instructional methods.
- b. During 1977-78 the district should continue and expand as appropriate current course offerings and materials including:
 - (1) multicultural units such as "US: A Cultural Mosaic," "People of Our Community," "Color of Man," etc.
 - (2) curriculum and materials development designed to assure interdisciplinary multicultural education.
 - (3) multiethnic/multicultural activities such as festivals, fairs, assemblies and exchange programs.
 - (4) staff development, such as human relations programs, classes relating to cultural diversity, use of community, and instructional techniques.

- c. During 1977-78 the district should develop a system of assessing needs, as well as preparing and implementing site plans for multicultural education, including staff, community and volunteer training programs.
- d. During 1977-78, the district should expand present programs such as "US: A Cultural Mosaic" to other appropriate grade levels as well as design and implement multicultural group experiences in fine arts, humanities, and other content areas.
- e. Cultural centers should be established as part of an integrated learning center program and should be a part of the multicultural program.

3. Specialized and Categorical Aid Programs

- a. Specialized programs need to move with children. Study the effect of compensatory education programs. Group bilingual students in groups of sufficient size to continue programs and assist desegregation.
- b. During 1977-78 district staff should work with state and federal officials to assess the effects of desegregation planning on current categorical programs such as ESEA Title I and SB 90 programs. Ways should be sought to enable program support to continue to reach the neediest students as desegregation progresses.
- c. The location of specialized programs such as childrens centers and gifted program cluster classes and seminars should be utilized to provide useful incentives to desegregate.

E. STAFF DEVELOPMENT

- 1. The district will offer a mandatory human relations program for all district employees (certificated and classified), including contract persons (e.g., bus drivers).
- 2. Mandatory teacher training in specific programs must be designed and implemented to educate and sensitize teachers to prejudice and racism and its impact on students, with the specific learning objective of equipping teachers to effectively teach in a nonracist manner. Teachers must be prepared to use strategies and techniques which will equip them to effectively utilize multicultural curricula.
- 3. Mandatory human relations/racial awareness training for all staff (certificated, classified, and contract) coming into contact with students must be provided, e.g., cafeteria workers, office staff, school bus drivers, custodians, administrators, etc.
- 4. Continue, upgrade and expand as necessary classes, workshops and seminars in: (a) communications skills, (b) awareness of self and others, (c) interpersonal relations, (d) cultural and socio-economic diversity, (e) use of community, (f) instructional techniques for integrated classrooms.

F. SAFE ENVIRONMENT AND TRANSPORTATION*

1. Safe Environment

- a. Security procedures should involve parents and community representatives, as well as the district's security personnel.
- b. The school grounds security activity should be coordinated with transportation safety related to vehicle loading and unloading areas.
- c. A direct communications link-up should be created between district security, district transportation, individual schools, and vehicles.
- d. School discipline policies should be continuously examined and revised, as necessary, to insure that equitable disciplinary measures are enforced, due process is observed and a monitoring system is established. Programs providing alternatives to suspension, such as Project 700, should be broadened and publicized.

2. Transportation

- a. Whenever student movement is necessary to programs outside the immediate school attendance area, such as for magnet schools and other integration programs, transportation should be provided by the district. It is recommended that transportation be made available for any transfer that would contribute to desegregating minority-isolated schools.
- b. In the selection of transportation services considerable importance should be given to the equipment's appearance, comfort and safety, as well as the human relations training and attitude of the drivers.
- c. Strong efforts must be made to assure maximum safety in every aspect of the transportation activity.
 - (1) While the equipment must obviously be in good repair even to the casual observer, it also should be mandatory that it be safety-inspected by a trained district representative. Each vehicle should prominently bear evidence of such a certification of safety.
 - (2) Vehicles should contain two-way radio equipment that will provide an immediate communication link with the district's transportation headquarters.
 - (3) Vehicles (other than private automobiles) transporting students should carry, in addition to the driver, a person (teacher's aide/parent/volunteer) whose responsibility it will be to monitor student conduct and to promote and maintain an acceptable level of security.

*See Attachment 3: District Procedures and Policies Relating to Site Security and Safety

- d. The extreme importance of a transportation system that is not only safe and convenient, but one which will also attract student riders, requires that a study be initiated to determine if a transportation system (vehicles, drivers, maintenance) should be wholly owned and operated by the district. While a move in that direction might be more costly than use of chartered equipment, district control may be necessary for safe, prompt, and secure transportation, whose drivers are trained to deal with and assist students.
- e. Adequate transportation should be provided to encourage after-school, extracurricular activities for students being transported.
- f. Community or instructional aides should provide instruction and enrichment during travel time.

G. NEIGHBORHOOD SCHOOLS

- a. Students should remain in some kind of neighborhood grouping so that friendships and relationships are not disrupted.
- b. Kindergarten students should be allowed to remain at their neighborhood school at the parents'/guardians' option.

H. ADMINISTRATION

1. The district should immediately analyze over- and under-utilized schools to determine the advisability of varying enrollments at such schools.
2. It may be necessary to close and/or rename, and/or reclassify some schools as magnet schools or for use in other programs in order for voluntary desegregation programs to succeed at certain sites.
3. Planning for desegregation at the elementary level should consider providing for incentives for those schools who complete planning and initiate implementation by fall 1978; e.g., additional teacher resources could be provided.
4. All programs (existing and proposed) should be reviewed on a regular basis to determine the progress toward district objectives. Evaluation should be continually updated.

I. COMMUNITY DEVELOPMENT

1. Tax incentives should be investigated for voluntary transportation to achieve racial integration of San Diego City Schools.
2. Maximum participation and cooperation of community members should be sought in developing and implementing desegregation plans.
3. Any integration plan should attempt to stabilize those areas closest to the center of the city and encourage families to stay or move back into the established areas.

4. Only when the developer agrees to adopt affirmative marketing programs designed to effect ethnic integration should the Board of Education continue to grant letters of school availability for new housing developments.

J. PUBLIC RELATIONS/COMMUNICATIONS

1. The school board should immediately adopt an express statement of the reasons why an ethnically integrated educational experience is desirable. The board should also seek similar affirmative statements from the mayor and members of the city council, members of the Board of Supervisors, and members of the Port Authority, as well as from federal and state legislators.
2. The newspapers and media should be encouraged to produce public service programs focusing on the positive aspects of racial integration and various programs which may be adopted for purposes of promoting racial desegregation and integration.
3. San Diego City Schools should institute a positive program to inform the community on the program options available.
4. Publicity should be given to provisions for the safety of any children being transported.
5. Public-service-oriented and civic groups should promote interest from students and teachers by sponsoring various essay contests on subjects related to the particular plans being developed by the district.
6. The district should develop methods to train members of the commission to promote school desegregation and integration efforts and to assist in improvement of interracial relations.
7. Proposed community relations programs should include, but not be limited to: (a) newsletters, (b) speakers bureau, (c) visitations to school programs (parent meetings on site), (d) board statements.

TIME LINE

	1977-78	1978-79	1979-Following
1. Analysis of attendance areas.		Adjustments	
2. Human relations (summer)			
3. Planning for magnet programs			
4. Publicity and education for two-way Voluntary Ethnic Enrollment Program			
5. Planning for placement of students			
-Reasonable and feasible implementation of placement of students			
6. Continue and expand current bilingual/bicultural programs			
7. Planning bilingual/bicultural and other language magnets, exchanges, and centers.			
-Reasonable and feasible implementation, as needs indicate, of bilingual/bicultural and other language magnets, exchanges and centers			
8. Continue and expand multicultural courses and materials			
9. Establish needs assessment preparation of communities, staffs for site plan in multicultural programs			
10. Expand present multicultural programs to include group experiences			
11. Staff will work with state and federal officials to assess the impact of desegregation on current categorical aid programs			
12. Planning for incentives at the elementary level for those schools which complete planning and initiate implementation by fall 1978.			

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DEFINITION OF CLUSTER SCHOOLS AND PAIRED SCHOOLS

Cluster Schools

A group of three or more schools (possibly including a combination of elementary, junior and senior high schools) with racially imbalanced student bodies which can be reorganized by different combinations of grade levels to achieve a racial balance.

Grade level restructuring might provide for:

Eleventh-Twelfth	Senior high school
Ninth-Tenth	Senior high feeder school
Sixth-Seventh-Eighth	Intermediate school

The geographic area served would need to include a sufficient student population of all racial/ethnic groups at each grade level to permit reorganization for effective program planning and racial/ethnic balance at each level.

Cluster school planning would require some amount of facility modification dependent upon grade levels and programs assigned to a school.

Paired Schools

Two schools would be voluntarily linked or otherwise identified as sister schools for the purpose of developing and exchanging integrative educational programs or learning experiences for varying periods of time. Examples could range from short-term Summer Urban Studies Exchange programs to longer term grade level exchange programs.

DISTRICT PROCEDURES AND POLICIES RELATED TO SITE SECURITY AND SAFETY

At the May 10 meeting of the Steering Committee, a request was made for information on district policies and procedures related to safety and security on school sites and at district educational activities.

The following procedures outline the function, responsibilities and guidelines in handling various types of security and safety situations. (Additional information regarding district procedures is available at any administrative office.)

Procedure No. 7400--Site Security and Safety, General

This procedure defines the functions and responsibilities related to site security as assigned to the principal, the Business Services Division, the Security Department, and the Public Information Office. Guidelines are provided for handling specific situations involving safety and security at schools and all events conducted at schools.

Procedures No. 7401 and 7401-1--Site Security, Unruly Demonstrations and Disorders, Emergencies

This procedure outlines the handling of unruly demonstrations and disorders on or about school grounds. It further specifies procedures dealing with students who are participating in unlawful activities on or near school property.

Disruptive Conduct on or Near Public School Grounds

The district has assigned security agents to ten high schools to perform duties related to providing security services at the site as assigned by the principal and to perform additional protective services throughout the district. A publication entitled "Policies, Regulations, and Procedures Covering Pupil Discipline" has been issued in connection with this district policy.

Security agents provide investigative and protective duties as well as security services in assigned secondary schools. The district-prepared "Operations Manual" provides guidelines for all security personnel to assist the Security Department in the proper performance of their duties to best serve the interests of the district.

Site Supervision Plans and Procedures

Each school has an operational plan which provides for regular supervision of students by district staff members on campus. Provision is made for the implementation of plans to have teachers to perform supervision assignments related to site activities which occur beyond the teacher's regular duty day.

Citizenship Graduation Requirements

The graduation requirements for a high school diploma provide that all students must have a record of responsible citizenship.

San Diego Police Department Task Force

The district has established an operational relationship with the San Diego Police Department which provides for the visitation of members of the special task force of the Police Department. These task force members regularly visit secondary school sites and work with site administrative personnel in providing support services to schools.

Procedure 2410--Public and District Transportation

Sections B6 and B7. These procedures outline disciplinary action due to pupil misconduct on contract carrier busses as well as the bus drivers' authority over assigned pupil passengers, in the absence of certificated school staff on the bus. This procedure also outlines the supervision at the bus loading and unloading zones during the times school busses arrive and depart.

In addition, "Rules of the Road for Bus Drivers" are posted at all schools and are also mailed to parents of students who ride busses. These rules generally outline the responsibilities of the students while boarding and riding the bus as well as the bus drivers' responsibilities to the students.

Posted on all busses is a "Rider Conduct" card which further emphasizes the responsibilities of students and bus drivers regarding students' safety while on the bus. The above documents pertain to both chartered and contract busses.

Certificated staff members of the schools provide supervision while loading and unloading students at the school site. These staff members also receive any referrals of students from the bus drivers. The policy governing students' code of conduct and discipline as well as their behavior on the bus is the same as that on campus. These policies are stated more completely in the California Education Code, Sections 13557 and 14263.