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SAN DIEGO CITY SCHOOLS
Operations

REPORT ON INCIDENCE OF AND PROGRAMS FOR PREVENTING AND CONTROLLING ACTS OF SCHOOL VIOLENCE

October 19, 1979

INTRODUCTION

This report is presented in response to the Superior Court of California Order Regarding Integration Plan, 1979-82, of July 27, 1979:

> "The district shall study and analyze the variations among schools in the incidence of violence and shall make concrete recommendations to the Court for controlling such violence no later than October 19, 1979."

The report presents the district's definition of violence, gives a description and analysis of variations in violent incidents among schools, and discusses the causes of violence in district schools, procedures for handling incidents of violence, and procedures for the prevention of violence and conflict.

I. DEFINITION OF VIOLENCE

The district defines violence as any one of the following acts committed against a school staff member, student, or other person:

- Felony threat of violence. (Sec. 71 P.C.)
- Battery, i.e., physical assault. (Sec. 242 P.C.)
- Assault with a deadly weapon. (Sec. 245 P.C.)
- Robbery, i.e., the felonious taking of personal property from another person against his/her will by means of force or fear.
- Extortion, i.e., receipt of money or property from another person by means of force or threats. (Sec. 519 P.C.)
- Possession of a dangerous and illegal weapon. (Sec. 626.9, 626.10, 12020 P.C.)
- Theft of personal or school property. (Sec. 484, 487 P.C.)
- Vandalism, i.e., malicious destruction of or damage to personal or school property. (Sec. 594 P.C.)
- Use, possession, or sale of dangerous or illegal drugs. (Health and Safety Code 11357, 11359, 11360)

The following acts, though discipline problems, are not considered by the district to constitute "violence":

- Defiance of authority.
- Disruption of school activities.
- Certain instances of fighting.
- Gambling, i.e., wagering or betting money.
- Alcohol use or possession.
- Smoking in areas not designated for smoking.

II. INCIDENCE OF VIOLENCE IN DISTRICT SCHOOLS

Following is a Security Department breakdown of the number of violent incidents reported for district schools during the 1978-79 school year. It should be noted that some of the apparent variation between schools may be explained by the probability that some schools, especially ones which have no full-time site security agent, may handle incidents at the site level rather than involve the Security Department.

Other probable reasons for the variation among schools are:

1. Gang-related activity. The Police Department has noted that neighborhood gangs are more prevalent, and gang activities are increasing significantly in some community areas.

2. Other community factors. The Police Department and the Security Department concur that some types of violent and disruptive acts are more common to some communities than others. This may be due to population density, the high mobility rate of some families and excessive number of student transfers.

3. School location/physical environment. Some campuses are near parks, certain types of businesses, or other establishments which are gathering places for persons or activities which may be disruptive to school sites.

4. Assignment of security agents. The presence of a regular full-time security agent at a school site may either: a) act as a deterrent to some types of violence, or b) encourage an increase in the reporting of incidents.

5. The relative effectiveness of individual site supervision plans and policies.

Acts of Violence: 1978-79 School Year

High School	Number of Incidents	High School	Number of Incidents
Clairemont	6	Madison	8
Crawford	11	Mira Mesa	15
Garfield I.L.C.	3	Mission Bay	2
Gompers	17	Morse	28
Henry	10	Point Loma	6
Hoover	10	San Diego	42
Kearny	10	Serra	9
La Jolla	1	Twain I.L.C.	5
Lincoln	12	Wright Brothers	1

III. CAUSES OF VIOLENCE IN DISTRICT SCHOOLS

There is no one dominant cause of violence in the district's schools. The causes are complex; they reflect society and mirror the kinds of problems which exist in the community at large. However, the district's Student Services Division has attempted to determine the most common causes of violence in the district. Student services staff has analyzed the incidents which led to the 54 expulsions issued during the 1978-79 school year and determined the most common reasons for the district's violent incidents to be:

- Non-student on campus.
- Conflict between two ethnic groups or two individuals representing different ethnic groups.
- Peer pressure as reflected in gang activities, gang rivalries, or gang initiation.
- Drug-related activities.
- Extortion.
- Sexual assaults.
- Defiance of authority.
- Student/staff conflicts.

IV. PROCEDURES FOR HANDLING INCIDENTS OF VIOLENCE

In order to support its strong policy on maintaining discipline (see Section V.A.), the district has established a series of procedures for handling violent incidents.

District procedures cover incidents initiated by non-students as well as students. They cover the immediate, on-the-spot handling of emergency situations as well as the follow-up steps in dealing with students accused of violent acts. There are procedures to handle assaults, weapons, vandalism, extortion, drugs and narcotics, disturbances and disruptions, abuse of and threats/insults to teachers, and juvenile arrests and other requests for removal of students from school. The procedures cover loitering, recognized by district security as leading to incidents of violence such as theft, sale of drugs, and child molestation. District procedures covering suspension (District Procedure 2645), expulsion (Procedure 2625), narcotics and drugs (Procedure 2647), and security and safety during emergencies (Procedure 7401) are included in Appendix A.

In spite of the disparity in the nature of disruptive incidents, some general procedures apply to immediate and follow-up handling of all school violence. Student Services Division, the Security Department, and the San Diego Police Department all participate in handling violence. When an incident of violence occurs at a school site (whether committed by a student on non-student), the complainant or victim, or a witness, reports the incident to the site administrator, i.e., the principal or his/her designee. The principal immediately contacts the district's Security Department. If the person who allegedly committed the act of violence is a student, the principal notifies the Student Services Division. This

division's placement and appeal hearing director initiates procedures for a five-day suspension pending investigation of the incident.

A Security Department agent, either regularly assigned to the site or dispatched to handle the emergency, immediately investigates the incident. The agent gathers statements from victims and witnesses and identifies the accused. If the evidence warrants an arrest by the Security Department, the security agent notifies the San Diego Police Department and the arrested person is sent to the police station. The Security Department submits investigative reports to the Police Department and, if the accused person is a student, to the Student Services Division. For identification purposes, the Student Services report is issued a school security number. (For a more detailed description of Security Department resources, see Section V. F.) If an accused student is sentenced by Juvenile Court to Juvenile Hall, he/she is ordinarily expelled by the Board of Education from the district. Student Services works with Juvenile Court and the county's Probation Department as necessary.

If, at the end of the five-day suspension period, the student is not expelled, the placement and appeal hearing director and the site administrator decide whether the student should be reinstated in the school of residence, transferred to another school, or placed on long-term suspension. (Only secondary-level students may be placed on long-term suspension.) The placement and appeal hearing director prepares a report to the superintendent. This report reviews the Security Department report of the incident, the student's school record -- both academic and citizenship -- and the director's individual contact with the violent incident's victim, if appropriate. When long-term suspension or expulsion is considered, the placement and appeal hearing director immediately sends a letter to the parents informing them of this decision. The parent is offered a fact-finding hearing at which the parent and the student may state their sides of the incident and present any relevant information not previously available. The panel for such a hearing is composed of a representative from the Student Services Division, a representative from Secondary Schools Division, and a principal of a school other than the school involved in the incident. This board recommends to the assistant superintendent, whether the student should be reinstated in school, placed on long-term suspension, or expelled. The assistant superintendent, Student Services Division, decides whether the student shall be expelled or reinstated. If the decision is to reinstate, the case is referred back to the placement and appeal hearing director for appropriate placement in school. If the decision is to expel, the placement and appeal hearing director obtains site concurrence for this action. A report is forwarded to the superintendent through the deputy superintendent for operations for recommended Board of Education action. By law, this hearing procedure must take place within 40 school days. Under this system, a student may be expelled for a maximum of one full school year.

District Procedures 2625 (Expulsion) and 2645 (Suspension) describe the above process in more detail. These procedures are included in the district manuals distributed to all of the district's schools and central offices.

V. PREVENTION OF VIOLENCE AND CONFLICT

A. District Discipline Policy

During the spring and summer of 1979, the district's Board of Education studied the occurrence of violence in the city schools and reaffirmed district policy with regard to discipline. The Board compiled all previous written discipline policies into a brochure entitled "Discipline," published in August, 1979. The brochure has been distributed to each district student and his/her parent. The publication:

- Confirms district demand for high standards of discipline and pledges Board support for district staff in enforcement of discipline.
- Outlines the responsibilities of students, parents, teachers, principals, and members of the community in carrying out district discipline policy.
- Lists types of prohibited student behavior and consequent disciplinary actions (suspension, removal from classroom, expulsion, filing of civil action, referral for criminal prosecution).
- Lists alternative means for resolving student behavior problems (individual instruction/tutoring, counseling, parent conferences, referral to appropriate community agencies, reassignment, exemption).

For a copy of the "Discipline" brochure, see Appendix B.

B. Elementary Schools

An analysis of acts of violence in district schools indicates that the number of disruptive incidents occurring at elementary school sites that are reported to the district Security Department are relatively few. Of that few, a significant percentage involve adults only, not elementary students. In a few situations, district security agents and instructional aides (i.e., full-time grounds supervisors who assist security agents) have been assigned to supervise elementary schools when there have been particular problems with disruptive adults or secondary students at the schools. In general, such personnel have not been authorized to control elementary student behavior. In addition to the control of entry onto elementary sites by adults, efforts to control violent acts at elementary schools include:

1. Individual school site plans for supervision of students during the school day. (These plans generally include the use of teachers and/or aides as supervisors.)

2. Individual school discipline plans. Elementary schools follow standard requirements in establishing their individual site discipline plans. Attachment A, on the page which follows, shows these requirements for elementary school discipline plans.

For elementary students who exhibit overt behavior of a violent nature, the following services are available to the elementary schools:

1. District counselor services.
2. Assignment to a more appropriate program, such as a special education program.
3. Referral to appropriate community service agencies.

C. Secondary Schools

The efforts of secondary schools to prevent disturbances and violence fall within two major areas--general campus supervision and programs for individual students.

School Site Management and Supervision

Secondary schools obtain supervision for their daily operations and special events according to individual site needs. For various situations and at various times, supervision may be provided by certificated administrators and teachers, district security personnel, parent volunteers, Police Department Schools Task Force officers, community aides, instructional aides (i.e., grounds supervisors who assist district security agents), teacher assistants, hourly college student supervisors, or community security companies. These individuals implement school site discipline plans, which are designed to carry out the district's discipline procedures.

Programs for Individual Students

Secondary level prevention programs include:

1. Staff development training relating to race/human relations, classroom management, techniques to improve instructions, and discipline.

2. Educational or guidance programs designed to meet the needs of individual students or small groups of students with similar difficulties:

   - School-of-residence or regular school programs such as tutoring centers, counseling centers, basic skills learning centers, and schools-within-schools.

SAN DIEGO CITY SCHOOLS
Elementary Schools Division

DISCIPLINE IN THE SCHOOLS

I. Major Responsibilities

In response to Board of Education, staff and parent concern regarding discipline in the schools, and as a result of the study initiated in 1978-79, all schools are responsible for:

.Providing all parents with the pamphlet delineating the district discipline policy (Attachment A). See IV.

.Sending copies of the site discipline plan, Discipline and Attendance Policies and Procedures to all parents. The publication should contain a tear-off sheet for parents to sign and return to school, verifying that they have reviewed the plan.

.Developing, with staff input, a procedure for the resolution of discipline problems. To assure consistency, adherence to the procedure is crucial. For this reason, all staff members should receive inservice regarding their responsibilities in attempting to resolve problems of discipline.

.Providing for an annual review, evaluation and possible modification of the site discipline plan.

.Completing the attached form, School Plan for Supervision.

II. Development, Implementation and Evaluation of the Site Plan

The site discipline plan, code or handbook, Discipline and Attendance Policies and Procedures should be developed with broad involvement of staff, parents and pupils. In order to maintain its vitality and effectiveness, the plan should be reviewed and evaluated at least once each year and revised as appropriate.

Each plan should contain at minimum the following elements:

.Statement of philosophy
.Statement regarding the responsibility of:
  .Parents
  .Pupils
  .School Personnel
.Policies, procedures and consequences applicable to the following unacceptable behaviors:

*Drugs-alcohol	Fighting	Harassment or intimidation
*Smoking	Defiance	
Vandalism	Profanity	
Theft	Loitering	
Assault	Student dress	
Possession of weapons	Classroom disruption	

*if appropriate

To assure effective implementation, all staff members should be thoroughly familiar with the plan and should be consistent in their expectations regarding pupil behavior and in their treatment of problems. Inservice emphasis should be given to:

- .Classroom management and expected pupil behavior
- .Alternatives to suspension in treating behavior problems
- .The sequence of steps for resolving discipline and attendance problems
- .Monitoring and evaluation of the plan

The following attachments are provided as a resource for the development and implementation of site plans:

B. Model Site Plan: Discipline and Attendance Policies and Procedures
C. Letter to Parents
D. Positive Student Behavior Plan for Elementary Schools
E. Teachers' handbook enclosure, Sequence of Steps in Handling Discipline

III. School Plan for Supervision of Pupils (Attachment F)

A well designed plan for total site supervision and for the out-of-classroom supervision of pupils is a vital element in an effective and comprehensive school discipline plan.

The School Plan for Supervision of Pupils should be completed at the beginning of each year, and discussed with all site personnel. Copies of the form and attachments should be:

- .posted in a prominent place in the school office and the teachers' workroom
- .placed in the Emergency Procedures Handbook (red notebook)
- .incorporated in the teachers' handbooks and substitutes' folders
- .submitted to the regional director for review

IV. Distribution of Discipline Brochure

Sufficient copies of the District Discipline Policy to provide one brochure for every student along with additional copies for other uses will be distributed to schools prior to September 10.

Principals are to determine the most appropriate manner for distribution to parents. A franking permit on the brochure provides for mailing if the principals elect to do so. Limitations for use of the franking permit are as follows:

1. Brochures are to be handled together by zip code.
2. A minimum of 200 brochures must be mailed.

Schools having need for a Spanish version should call the Public Information Office, 293-8414 and request the number they will need.

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- Alternative programs such as district regional opportunity schools and district independent learning centers (i.e., continuation schools).

- Referral to community programs.

3. Guidance/counseling programs provided through the district's Guidance Services Department and federal funding sources such as the Emergency School Aid Act (ESAA). Such programs provide counselors, guidance aides and, in some cases, peer counselors.

D. Counseling and Guidance Services

District counselors (assigned to school sites by the Student Services Division's Guidance Services Department) are involved in both preventive guidance and remediation of violent behavior.

At the elementary level, district counselors provide programs of effective education designed to benefit the students' social and emotional growth. These programs emphasize self-awareness and understanding, goal-setting, and decision making. In addition, counselors lead effectiveness training activities for the parents and teachers of K-6 students. Elementary students who demonstrate violent behavior or signs of other serious behavioral or adjustment problems are counseled individually or in small groups. Counselors actively involve these students' parents in such counseling. As appropriate, district counselors contact community agencies on behalf of students with behavioral problems.

At the secondary level, district counselors assigned full-time or part-time to particular school sites deal with students whose behavior is violent and disruptive or students who show evidence of being pre-delinquent. Through contact with the student and his/her parents and teachers, counselors assess student difficulties. As necessary, counselors refer students and their families to appropriate community service agencies or to the School Attendance Review Board, which in turn may make referrals to the courts. If appropriate for an individual student's needs, counselors may arrange a program of guidance and/or academic assistance as an alternative to suspension or expulsion. The new Secondary Student Concerns project, being implemented this year by the Guidance Department as part of the district's integration plan, provides alternative programs designed to help students to resolve their adjustment or behavioral difficulties while remaining enrolled in school. Basic to such alternative programs is the concept that a student who is successful in school will be less likely to exhibit severe behavioral problems.

E. Community Relations Division

The district's Community Relations Division provides activities and services to prevent race/human relations problems and to assist in dealing with any crisis situations which may arise.

Preventive Programs

1. Workshops for Staff

   a. Race Relations: Crisis Conflict Management--What should be done when racial conflicts develop? This workshop discusses steps that should be taken prior to a crisis situation, ways to reduce tension and control rumors during the period of the crisis, and choices for follow-up activities as well as prevention techniques. Participants share strategies that have been effective at their schools.

   b. Awareness: Prejudice, Labeling, and Stereotyping--This workshop explores the overt and subtle prejudice labeling and stereotyping in schools and in society, identifies specific behaviors that create and cultivate such practices, and discusses strategies for dealing with these practices.

   c. Intergroup Relations: The "ISMS"--Controlled small-group discussions allow participants to explore the patterns of stereotyping, including racism, as they relate to the educational system and the community. The workshop examines "Black Power","White is Right", and other attitudes expressed by various ethnic groups.

   d. Creative Discipline--This workshop is designed to help teachers to deal assertively and confidently with student behavior and to develop strategies to ensure that the rights of both teacher and student are not violated.

2. Preventive Program for Students. The "Me to We" program consists of K-12 sequential developmental activities designed to contribute to positive intra/interpersonal relations. These multifaceted interdisciplinary activities are intended to meet program requirements of race/human relations, social studies, special education, career education, guidance and multicultural education.

3. Parent/Community Contact. On an ongoing basis, facilitators meet with parents in communities which are involved in instructional exchange programs.

4. Facilitator Counseling Service to Staff and Students. Upon teacher or principal request:

   a. Facilitators work in classrooms in order to assist with promoting understanding among ethnic groups or age groups of to discuss topics pertaining to race/human relations among students and/or staff.

   b. Assist individual staff members in handling discipline or prevention of race/human relations problems.

Facilitator Service to Schools in Crisis Situations

During a community or classroom crisis having to do with a race relations or human relations conflict, trained facilitators may assist in analyzing the crisis and in disseminating accurate information. Facilitators may communicate with persons involved in the crisis by telephone or in person.

F. Security Department

Personnel: Assignment, Qualifications, Training

The district Security Department has assigned a permanent full-time site agent at each of the following twenty schools:

High Schools	Junior High Schools	Elementary Schools
San Diego	O'Farrell	Kennedy
Kearny	Bell	Baker
Morse	Memorial	
Hoover	Gompers	
Mission Bay	Muirlands/La Jolla	
Madison	Mira Mesa Junior/Senior	
Henry	Serra Junior/Senior	
Point Loma		
Garfield		
Crawford		
Clairemont		

In addition, four investigating security agents, traveling in radio-equipped vehicles, are on call to the school sites which do not have full-time agents. Instructional aides, student supervisors, and grounds supervisors also have a part in the prevention of serious disturbances. These individuals are assigned to supervise school grounds on the basis of particular site needs.

District security agents are selected on the basis of maturity and on experience, training, and education as law enforcement officers, particularly in dealing with juveniles and in community relations. The district requires that its security agents have a minimum two years of full-time, paid experience as police department officers.

At the beginning of each school year, district security agents and officers of the Police Department's Secondary Schools Task Force participate in a joint forty-hour training session. In addition, the Security Department officers and Police Department Secondary Schools Task Force officers, and legal advisor--as well as principals, vice principals, and grounds supervisors--participate in four workshops during the school year. Workshops cover laws of arrest, trespass and loitering laws, search and seizure, juvenile laws and procedures, and procedures for handling disruptions and violence.

Each officer of the Security Department and Secondary Schools Task Force receives a summary of laws pertaining to school disorders and a monthly training bulletin which covers new legislation and other procedural requirements related to law enforcement in the schools. Instructional aides, student supervisors, and ground supervisors receive classroom training before they are assigned to school supervisory jobs. All grounds supervisors and security agents participate in human relations workshops.

Violence Prevention Activities

On-site security agents are peace officers for the State of California under Section 8304 of the Penal Code. They are responsible for providing for the personal safety of students and staff, protecting property against theft and vandalism, enforcing laws, investigating criminal acts, making arrests, and preparing all reports as required to local law enforcement and prosecuting agencies. They work closely with the juvenile divisions of the Police Department and with other agencies such as the Fire Department, Probation Department, and Juvenile Courts. While they are trained and equipped to handle emergencies, security agents function on the concept of "prevention rather than apprehension." To prevent criminal activity, the site agents solicit assistance from parents, community, students, and staff in a program of awareness and crime reporting.

Through classroom presentations, agents explain their roles, discuss the problems of particular school sites, and solicit recommendations for problem solving. During these presentations, agents clearly explain that violent acts will not be tolerated and that such acts will result in legal action. Since 1974, the district Security Department and the San Diego Police Department have operated with the policy that any juvenile who commits a violent act against an employee or student of any school is placed in Juvenile Hall.

Site agents are available and visible at all times on campus, and they attempt to maintain good communication and rapport with the students. Agents solicit student support in combating violence. Students are encouraged to "get involved", i.e., to report any act of violence that they may witness. When a security agent is informed that a violent act has been committed upon a student or staff member, the agent immediately begins an investigation by gathering statements from victims and witnesses, identifying the allegedly guilty person, and makes an arrest as warranted. The Police Department's Secondary Schools Task Force is then notified and the person arrested is transported to the police station. The Security Department submits an investigation report to the Police Department and to the district's Guidance Services Department, part of the Student Services Division.

Especially important in the prevention of school violence is the deterrence of loitering. While it is not in itself a violent act, loitering may be responsible for other serious disturbances. The Security Department links loitering particularly with theft, vandalism, verbal abuse and harrassment of students and staff, presence on the school grounds of persons under the influence of dangerous drugs, and sale or attempted sale of drugs to students. An example of a school at which loitering is a significant problem is Baker Elementary School, where an adjacent park is apparently a location for the sale and use of narcotics. Each year, the Security Department handles approximately 5,000 cases of loitering on or near district schools. The Police Department handles an additional 2,000 cases. Security agents and police officers solicit assistance from school staff members and students in immediately reporting any non-students who are present with no apparent lawful purpose on or near the school grounds. Instructional aides and student supervisors assist in the deterrence of loitering.

Communications

The Security Department has a twenty-four radio communication system. Every security agent is equipped with a walkie-talkie with the capability of communicating person-to-person or person-to-station with school sites, central district administration, and the San Diego police. The Security Department is in the process of obtaining an FCC license which will afford a clear emergency police frequency. This is the first school security department in the state to qualify for Public Service Emergency Communication System. The Security Department has direct telephone lines to the Police Department, the Fire Department, and the district's Transportation Department. District security is in the process of purchasing a radio console which will provide the capability of communicating with the district buses and non-district contract transportation buses. This will expedite and streamline emergency service to the buses by the Security Department and/or the Police Department. The district has seven radio-equipped sedans to respond to any area of the city upon request. Also, the district has an emergency communication procedure for establishing an emergency school site command post on any school site for communicating by radio with the district superintendent and by walkie-talkie with the Police Department.

G. Transportation Department

During the past five school years the district has implemented a number of procedures to insure safety and discipline on school buses. Results of these efforts have been significant. While the volume of district bus transportation has doubled, the frequency of assaults on buses has decreased 69% (for assaults on pupils) and 90% (for assaults on drivers or bus aides) and the frequency of vandalism to buses has decreased by 43%. The only type of disruption on buses to increase has been the frequency of attacks on buses by members of the public, up 37%.

Student Bus Behavior

In 1974, a committee comprised of school principals began work on establishing a behavior code and procedures for pupils on buses. This committee established several procedures.

1. Schools were assigned specific responsibilities for the conduct of pupils on buses. School principals were assigned final authority for control of pupils on buses.

2. Bus drivers were assigned expanded responsibility and authority to direct, correct, and report students with conduct problems on buses.

3. Pupils were made accountable for their conduct on buses according to the same codes which apply to the classroom. Specific grounds for restriction of bus riding privileges and suspension from school for conduct on buses were published in district procedures and mail-out brochures.

4. A referral reporting form and procedure was established to ensure identification, communication, and follow up between bus drivers, carriers, parents, transportation and school personnel.

5. A recordkeeping and monitoring system was established to measure and report the impact of the new behavior policies and procedures.

Driver Training

Instruction and training programs for district-employed and carrier-employed school bus drivers emphasize pupil management and human relations. In 1975, instruction for drivers increased from 40 hours to 61 hours per year with the addition of 21 hours curriculum as follows:

1. District policy on pupil behavior, driver and school authorities, pupil management techniques, reporting procedures: 10 hours.

2. Human relations workshops directed toward race relations, child psychology, verbal communications, and self-assessment: 9 hours. This was among the earliest comprehensive human relations programs for staff established by the district.

3. Radio communications, pupil identification and reporting procedures: 2 hours.

Bus Communication

All buses in the school district and contract carrier bus fleets are equipped with two-way radios to establish a continual communication system. School district Transportation Department has installed monitoring receivers to collect and control operating problems in the field.

1. School district has developed a specific procedure and radio code system to ensure response to field problems.

2. School district has purchased and is in the process of installing central command radio consoles to integrate radio communication of carriers with district and security services.

3. The district is now bidding for antenna, signal and transmitter equipment to improve radio communications coverage for all buses in the city.

Management Control of Transportation Services

During the last three years, management control and cooperation has been developed and expanded between the district, bus carriers, and city police to improve services and response.

1. The frequent patrol of district security and San Diego Police Department (SDPD) personnel at trouble locations in field during bus operating times has been established and expanded.

2. Direct intercom linkage between district, the Transportation Department and the Security Department has been established.

3. Selected Transportation Department radios include two-channel capability with Security Department for immediate in-field unit-to-unit communications.

4. Improved procedure has been established to reduce response time by district security and SDPD. The role of the SDPD School Task Force has been expanded in response to school transportation pupil discipline problems.

5. The district conducts inservice workshops for SDPD School Task Force officers and Security Department personnel with Transportation Department dispatch personnel. These workshops are held at the Transportation Department command center.

6. Police officers serve as guest instructors in driver training programs.

Instruction and Supervision Programs on Buses

Instruction and activity programs on buses provide productive learning and involvement for students. These programs have increased acceptability of time spent riding buses and provided an additional method for positive behavior control.

1. District and carrier buses have been equipped with public address systems to facilitate programs.

2. District-employed instructional aides ride buses and provide programs. Number of aides assigned to buses have substantially increased as scope and variety of programs has expanded.

3. Specialized curriculum and bus activity units have been produced and distributed.

4. Instructional aides providing programs on buses receive inservice training and instruction. Training has been expanded as the scope and variety of programs has increased.

Bus Safety

The district conducts a classroom and school site bus safety instruction program for all students of the district:

1. Elementary students are instructed in the classroom twice a year on conduct, proper riding practices, and emergency bus evacuation procedures. This instruction is provided to all students whether or not they regularly ride buses.

2. Field instruction has been established for secondary students who regularly ride buses. Instruction emphasizes proper riding practices and emergency procedures.

3. Parents receive, by direct mail, behavior codes for children riding buses.

Bus Equipment Standards and Inspection

Appearance and comfort of school buses operated by the carriers has been substantially improved to increase the acceptability and respect by students for bus service:

1. The district has limited the age of its buses and now requires carriers to meet specific appearance and comfort standards in order to operate under contracts.

2. The district conducts inspection of carrier buses and fleet maintenance programs for safety and condition. Contracts with bus firms specify minimum standards and enforcement procedures.

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Attachments: APPENDIX A - San Diego Unified School District Administrative Regulations and Procedures 2625 and 2645

APPENDIX B - "Discipline" brochure