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Topic: School Violence and Prevention Programs

Assembly Committee on School Safety

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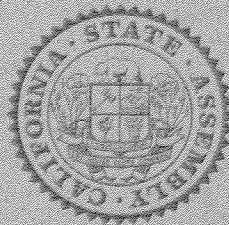
ASSEMBLY SELECT COMMITTEE

ON

SCHOOL SAFETY

Topic: School Violence and Prevention Programs

SALLY M. HAVICE, CHAIR



Tuesday, April 3, 2001

4:00 P.M. - 6:00 P.M.

Room 126

California State Capitol

Sacramento, California

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California Legislature Assembly Select Committee On School Safety

SALLY M. HAVICE
CHAIR

COMMITTEE MEMBERS
LOU CORREA
DEAN FLOREZ
TOM HARMAN
LYNNE LEACH
GLORIA NEGRETE MCLEOD
ROBERT PACHECO

MISSION STATEMENT

ASSEMBLY SELECT COMMITTEE ON SCHOOL SAFETY

It is the responsibility of California's schools to provide an effective, optimal learning environment for each child to attain the highest academic success possible. A fundamental component of this responsibility is the safety and security of the school, its students, and its employees. However, the safety of our schools is also a societal obligation, not just a school responsibility. The involvement of parents and other interested members in our schools is imperative if we are to create and enhance a safe, positive, effective learning environment, which stimulates learning and educational process. There are numerous state, federal, and local resources available to provide a safe school environment.

Therefore, it shall be the mission of this select committee to:

Investigate the scope of state, federal, and local resources currently utilized to enhance school safety.

Explore policy options to coordinate, consolidate, and create a comprehensive approach to enhance school safety.

Act as an informal resource for schools, by organizing hearings, briefings, and site visits, and providing updates regarding important legislative developments.

ASSEMBLY SELECT COMMITTEE ON SCHOOL SAFETY

SALLY M. HAVICE, CHAIR

Tuesday, April 3, 2001
State Capitol
Sacramento, California

MEMBERS OF THE COMMITTEE

Assembly Member Lou Correa
Assembly Member Dean Florez
Assembly Member Tom Harman
Assembly Member Lynne Leach
Assembly Member Gloria Negrete McLeod
Assembly Member Robert Pacheco

ATTENDEES

Assembly Member Tom Harman
Assembly Member Lynne Leach
Assembly Member Gloria Negrete McLeod

STAFF

Sandra DeBourelando
Consultant

**INFORMATIONAL HEARING
SCHOOL VIOLENCE AND PREVENTION PROGRAMS**

TUESDAY, APRIL
4:00 - 6:00 p. m.
California State Capitol, Room 126

AGENDA

4:00 P. M. - 4:05 P.M.	WELCOME AND INTRODUCTIONS
Hon. Sally M. Havice	Chair of the Select Committee on School Safety
4:05 P.M. - 4:15 P.m.	DEPARTMENT OF EDUCATION
Bill White	Administrator, Safe Schools and Violence Prevention
4:25 P.M. - 4:35 P.M.	CALIFORNIA FEDERATION OF TEACHERS
George Martinez	Santa Cruz School District
Barbara Kimmell	Oxnard School District
4:35 P.M. - 4:45 P.M.	ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS
Sandy Clifton-Bacon	Past President, ACSA
4:45 P.M. - 4:55 P.M.	CALIFORNIA TEACHERS ASSOCIATION
Toni Tigueiro	Legislative Advocate
4:55 P.M. - 5:05 P.M.	CALIFORNIA PTA
Peggy Dial	Community Concerns Advocate
5:05 P.M. - 5:15 P.M.	CALIFORNIA ASSOCIATION OF SCHOOL PSYCHOLOGISTS
Steven Brock, Ph.D.	Lodi Unified School District
5:15 P.M. - 5:25 P.M.	CALIFORNIA SCHOOL BOARDS ASSOCIATION
Lupita Cortez	Legislative Advocate
5:25 P.M. - 5:35 P.M.	LAW ENFORCEMENT
Pat McCurry	School Police, Fontana Unified School District
5:35 P.M. - 5:45 P.M.	PUBLIC COMMENT
Andrea Ball	Legislative Advocate, Long Beach Unified School District
6:00 P.M.	ADJOURN

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HEARING TRANSCRIPT

This transcript has been edited for clarity. Every attempt has been made to remain faithful to the content of the hearing.

CHAIRWOMAN SALLY M. HAVICE

The Informational Hearing on School Violence and Prevention Program is called to order today.

We will begin by thanking everyone, of course, for being here today, taking time out of all your busy schedules to come and provide us with information, which will be put together and published in a booklet form, so there will be a record of your testimony.

I feel privileged to chair this committee, particularly at a time when there is such a heightened concern about school safety. I am glad that it is heightened, however, I am not very happy about how that happened but we are all going to do the best we can to make sure those incidents don't happen in the future.

The focus of today's hearing is to review legislative proposals that have been implemented over the past four years and those that implement school safety and violence prevention, to determine their effectiveness and shortcomings, as not everything that goes through here is perfect, right?

I have prepared a list of the most important bills enacted on this issue, as well as some new legislative proposals for the 2001 Session. In view of the unfortunate, as I alluded to earlier, tragedies that have occurred recently in California, it is incumbent upon all of us to step back and take a look at what more we can do to protect our children while they are at school and while they are on the way to and from school, as well.

This year I have introduced a package of school safety legislation, which includes several bills, based on the recommendations made by the Governor's Task Force On School Safety And Violence Prevention. This was last April, so some of you may be familiar with that report, the Governor's Task Force on School Safety and Violence Prevention, if you would like to make a note of it.

I have also reintroduced my Bully Prevention Bill, Assembly Bill 79, because I believe that this measure is absolutely an essential part of the equation in preventing school violence, not the only answer, but it is an essential part of that answer.

I welcome feedback from our witnesses as to what other legislative proposals you would like the Legislature to consider in strengthening our efforts on school safety and violence prevention.

As you can see, we have a full agenda, well you can see if you have an agenda, do you all have an agenda, I have some extras if you need them. We do have a full agenda, so it is important that we try to stay on schedule and move as quickly as possible, yet take care of what we have to do, and give everyone a chance to speak. The agenda has been revised so that anyone who received an agenda yesterday might want to obtain an updated version.

In order to keep the hearing on track, I would like to suggest that the members of the committee hold their questions until each witness has completed his or her testimony. Are there any members of the committee who would like to speak at this time?

Before we proceed, I would like Assembly Member Tom Harman, who is here, and on time, to introduce himself.

ASSEMBLY MEMBER TOM HARMAN

I am Assembly Member Tom Harman, I represent the 67th Assembly District, which is West Orange County, and Huntington Beach is my hometown. Glad to be here, Madam Chair, and let us proceed at this time.

CHAIRWOMAN HAVICE

Let us proceed, and the first scheduled presenter is from the Department of Education, Mr. Bill White, Administrator of Safe Schools and Violence Prevention.

MR. BILL WHITE - Administrator of Safe Schools and Violence Prevention
California Department of Education

Testimony to Assembly Select Committee on School Safety - April 3, 2001

Good afternoon, I was asked to give a brief overview of the programs the Department of Education currently operates in the area of school safety, since that is my primary area of responsibility.

I provided you with two fact sheets, one describes our programs with an annotated list of the programs that we administer, and the separate white sheet is a summary of the 10 grant programs that are administered out of our office.

The State Superintendent of Public Instruction and the Attorney General sponsor jointly the School Law Enforcement Partnership. The partnership administers collaborative programs that involve the entire school community, especially law enforcement. The partnership programs include technical assistance to local schools through training and the services of a volunteer cadre of school and law enforcement folks from around the state.

Our major programs are the partnership and the cadre, who are volunteer advisers to the schools. We also have our safe schools assessment that gathers data on school crime, and we have a variety of training opportunities. These are not really listed as programs, because they are sort of cobbled together through bits and pieces of different things, due to the recognized need. These are the training's to support our safe schools assessment, and also, crisis response. Recently we received some information on the effectiveness of those training programs, the folks at Grossmont had gone through the training prior to the crisis that occurred there.

We have been doing a limited number of training's in hate motivated behavior. A very popular training, is also in classroom management, all of these training's seem to be oversubscribed at the moment. As I have noted, we have about 10 grant programs.

We recently saw in San Diego some of our worst fears realized, but we saw some positive things, that they had prepared themselves well to deal with crisis, and were able to respond in a very quick way to some very serious circumstances. These communities have every reason to be proud of their schools, their police, and the many others who helped deal with the aftermath. Responding to crises requires careful preparation beforehand.

As I mentioned, we are doing a pilot project of crisis response training and simulations around the state, with some carry-over funds. We are hoping that

(testimony cont.)

resources can be made available to provide these training's on an on-going basis. Our department will be discussing a proposal with the Legislature during the budget process. However effective our ability to respond to crisis, we must give immediate attention to steps that will hopefully prevent the crisis.

The United States Secret Service recently studied school shootings, they concluded that much of this violence is preventable, and that prevention may be the best use of school resources. Effective prevention means several things, it means students who are safe, and it means students who feel safe, because you can't learn unless you feel safe. It means the adults that the young people trust, the adults the young people can talk to and who will listen to them means a safe and supportive environment at school, at home, and in the community so that our children will succeed.

The United States Secret Service recently studied school shootings, and they concluded that much of this violence is preventable, and that prevention may be the best use of school resources. Effective prevention means several things, it means students who are safe, it means students who feel safe, because you can't learn unless you feel safe. It means adults that young people can trust, adults the young people can talk to who will listen to them, it means a safe, supportive environment at school, at home, and in the community so our children will succeed.

(Inaudible) meeting the needs of our students, is increasing the number of student support staff in our school, these are counselors, psychologists, social workers, and nurses. California is dead last among the states in the support staff that we provide for our young people, this shortage will take time to resolve.

Adding 1,000 new counselors each year for the next five years would bring us to the national average. One thousand counselors a year, pretty much would be the full output of all of the counseling programs in the state and in the next five years bring us to the national average, we are now last.

We need to stress prevention on all fronts; we need law enforcement, school, parents, and communities to be united in supporting successful children. We need smaller classes; smaller schools and ways to ensure that young people stay connected to their home school and community.

Particularly, we need to make sure that every child has caring adults, parents, school staff, police, and other community members that they can talk to and trust. We talk about breaking the code of silence as a way of intercepting

(testimony cont.)

potential violence. The way to do that is to talk to your child, my child, the neighbor's child, and the students if you are a school person, today, tomorrow, and all the days after that. It is that daily contact that leads to the willingness to share real problems.

Although there is this need to give a clear, consistent message to our young people, we do expect our young people to be in school, we do expect them to behave well, we do expect them to do well, and we are here to help them succeed in doing that.

Could I answer any questions about our program for you?

QUESTIONS

CHAIRWOMAN HAVICE

Would you recommend that a school or a school district apply for a combination of these grants? You said something about they were over subscribed.

MR. WHITE

I meant the training programs tend to be over subscribed, and our grant programs tend to be over subscribed, as well. Some base grant programs are entitlements to all school districts.

Assembly Bill 1113, The School Safety Block Grant, which was put in to place two years ago offers a certain amount of funding to all schools serving grades eight through 12. There is nothing for serving K-7, and we see that as something of a lack. The folks with grades eight through 12, everyone has a share of the money, and hopefully has a local collaboration that helps them decide the highest and best use of that money.

So, for example, the folks in Grossmont devoted most of that districts funds to sworn law enforcement staff and to security staff, to school safety coordinates recognizing a need for those kinds of staff in that district. Other folks have made different decisions about how to use that money.

However, these entitlements are very important beyond that there are competitive grant funds, and there were the block grants that the governor approved in the budget last year; \$425 million dollars for pupil per school improvement purposes, which could also include school safety. We don't have any information on how much is being used in those areas, but there is the potential.

So, yes there are a variety of funding sources for the school, both entitlement and competitive, the trick is to make sure that the folks get together and make an integrated program that presents a united front and provides the best support for our children.

CHAIRWOMAN HAVICE

The entitlement programs, is the money just transferred to the school districts?

MR. WHITE

There are two of them, Assembly Bill 1113 and then the federal Drug Safe Schools and Community Program, part entitlement and part need, which is also school crime and reported school activities through the California Healthy Kids Survey.

Speaking of the entitlement portion, they submit a plan to us with an assurance that they have done the right thing of involving their own school community and deciding their most important priorities, then the money is given to them.

CHAIRWOMAN HAVICE

What I hear from the schools quite often is that they really have difficulty sparing the personnel to write grants and write these things to put them together? Do you have people in your department who can help them do that, not just advise them, but help them write it?

MR. WHITE

It's a matter of staffing, really. We have informational sessions whenever we have a grant program, and provide guidance on an individual basis, but we can't really sit down and write the grant. Yes, there are people who have been more successful at securing grants than others. We try our best to look for the medium, the proposal rather than the skillful wording, and pretty arrangements. Certainly the folks with professional grant writers have an easier time, first; of identifying the things they need to apply, and then skillfully applying for them.

CHAIRWOMAN HAVICE

Thank you, very much. Now, we will move on to the next presenter, Ms. Barbara Kimmell, from the Oxnard School District, then Mr. George Martinez, from the California Federation of Teachers and Santa Cruz School District, thank you for coming.

MS. BARBARA KIMMELL - Educator, Oxnard School District

Testimony to Assembly Select Committee on School Safety - April 3, 2001

I come from Oxnard Union High School District in Ventura County. The high school where I teach has 2400 students with 160 faculty and staff. Our high school populations are grades nine through 12, with 12 percent of these students in special education. We have a team parent program with early childhood youngsters on the campus; it is a campus within a campus.

I come to you to advise you that the bills you have in operation at the present time are funded very well, and we are appreciative of what you've proposed. We have gotten the funding from the bill last year, the Safe Schools Bill, Assembly Bill 1113, however, the funding seems to be inadequate, because this is a very large problem for our schools.

We find that the problems are not so much -- we've had closed campuses, we've had a sheriff on campus, we have five counselors, lots of support personnel, we are running the peer tutoring program, we have helpers, and we have crisis intervention counselors. We are doing everything the way we should do it to take care of the students we have on our site. What we are finding is community involvement is not only at the school, but that there are gangs that come over the fence and two students were stabbed three years ago, after the gang members climbed the fence. What we are proposing now, is a wrought iron fence, not a chain link fence that can be climbed. It's a sad day when we have to have a lock down. The bells ring, the lights are turned off, the kids are told "to get on the floor, be very quiet", and lock the doors, that is what happens in a lock down.

We don't have telephones in every classroom for the teachers. This is a large campus and I think it is indicative of many of the campuses around this state, 2400 students, 160 faculty and staff. It is a quarter mile from one end of the campus to the next, and we are in the middle of strawberry fields, one policeman can not do it.

My recommendation is additional funding to get telephone lines for teachers, a surveillance system, which could in some way be motion activated to light up the campus at night if there are teachers working late, an intercom system, and a public announcement system. We need some way we can get communication to all the staff, not just the people who are walking with the walkie-talkies on little radios.

QUESTIONS

CHAIRWOMAN HAVICE

You know, it may be feasible, as in her first year Assembly Member Strom-Martin, put together a bill to require telephones in all classrooms throughout the state. I think her bill was whittled down to require that when new schools are constructed that they have phones installed. Well, she got what she could, and that was a darn good job at that.

Somebody suggested cell phones for the teachers in the classrooms, and I don't know whatever happened with that, could you think about that and get back to the committee? The cell phones are much improved these days, and they still do have their flaws but they are getting better and better all the time, and cheaper. I'll bet a number of cells you could get a good deal.

MS. KIMMELL

We need more supervision, supervision, supervision of 2400 students during lunch and recess is massive. On a large campus with a self-contained environment like hallways, the students go to football fields, they go to the dugout, it is very difficult for five to seven staff members to handle, and that would be the security staff. I believe it is a funding issue, it is not that the school districts are not trying their best.

CHAIRWOMAN HAVICE

Incidentally, I would like for Assembly Member McLeod to introduce herself, since she has joined us.

ASSEMBLY MEMBER GLORIA NEGRETE McLEOD

Good afternoon, I am Gloria Negrete McLeod, from the 61st Assembly District.

CHAIRWOMAN HAVICE

Assembly Member Harman, do you have a question?

ASSEMBLY MEMBER HARMAN

A reference was made to a lock down, turn the lights off, lock the door, tell students to get on the floor. How do you find out when you need to lock down? When you are a teacher in the classroom, are you advised of the nature of the emergency, if it is a gang fight or if it is a shooting or if it is a fire? Do you just compartmentalize yourself until it is over and the bell rings?

MS. KIMMELL

Exactly.

ASSEMBLY MEMBER HARMAN

I kind of hear you saying communications are needed and that would seem to have a calming effect on the students themselves, who at that age tend to be very emotional, I think, as you probably well know. So, I would urge you to think about trying to figure out some way to get communications, whether it is a public announcement system as you mentioned, or cell phones like the chairman mentioned, or something like that.

MS. KIMMELL

In lieu of that, the principal has the secretary run a note around, and the all-clear sounds. Then we get little memos from the principal, but that is quite a large staff to be running notes around, it's not timely.

ASSEMBLY MEMBER HARMAN

I didn't catch the type of fence you said was needed to replace the chain link fence.

MS. KIMMELL

Chain link seems to just encourage climbing, quite an attractive nuisance. We're building a new high school that will have a wrought iron fence. I think the fence will be about 10 feet high which is a lot harder for kids to shinny up than climb.

CHAIRWOMAN HAVICE

The next presenter, will be Mr. Martinez, with the Santa Cruz School District.

MR. GEORGE MARTINEZ - Educator, Oxnard School District.

Testimony to Assembly Select Committee on School Safety - April 3, 2001

I am a mathematics teacher, I am also the President for the Greater Santa Cruz Area Federation of Teachers. My district has an involvement of about 8,200 students, 455 staff, 11 schools, and one continuation high school. We were able to take some advantage of the funding from Assembly Bill 1113.

We have made some in-roads with communication through our safety plans, and some of the sites have purchased cell phones. The school where I teach is a very old school, it is over 100 years old, and so getting wired into every classroom is expensive.

Basically, a lot of these things come down to if there is a political will, to fund what is needed in order to bring about the possibility of all the classrooms being connected. We are willing to connect them to the Internet, yet we are not willing to take the step to connect them to the telephone system. I think that should be a priority, in particular, to be able to alert staff members if there is a serious problem.

The California Federation of Teachers (CFT) supports the whole legislation that deals with the prevention of violence and the (inaudible) weapons in schools, so violence conflict resolution programs are all very critical. We move to consider a progressive policy of alternative placement for students that are disruptive or violent at all grade levels, and as it turns out it can happen at any grade level, we have seen that in the news. When we are looking for alternative placements of students that may have these tendencies, we then focus our attention into the proper funding of continuation schools.

Right now, there is no such thing as class size reduction for continuation schools, some continuation schools have 25. In our district due to the declining enrollment, the class size for continuation high schools has gone from 20 to one, to 25 to one. Now, let me tell you, when you get a classroom and your average is 25 to one, you end up with classes that are 30 or more. Keep in mind that these are very high at-risk students, you get to a point that reaches critical mass and it is very difficult to maintain classroom control. So, that is a piece that needs to be considered.

I applaud your efforts to address the issue of bullying in schools, which needs to be addressed directly and be met head-on. Furthermore, I recommend that you consider some of the bullying that is done to teachers by parents that come into our classrooms, and some of these parents are totally out of control.

(testimony cont.)

These type of parent's interrupt the class, they disrupt the good order of the school, and create scenes, etc. There is no provision there to deal with them, except that they may be kicked off of the school campus for 48 hours. So, there are other things that we need to look at and this whole issue is a lot bigger than some kid choosing to do the wrong thing at school.

The state, 10 years ago, had a deficit due to the deep recession, that deficit was placed on the schools and so on, so that many of the programs were eroded. Some schools ended up with counseling services eliminated, cutting back of nurses, cutting back on a number of programs that were and are critical for our kids. In other words, these are the grown-ups who were cut back from our educational institutions that the kids had come to trust, because the kids do come and tell them when there is a potential problem.

After the Santee incident, we had two incidents at two of our high schools, in that exclusive threats were made; at one site there was a threat towards a security personnel, at another site the threat was directed at a student. Fortunately, kids came over the very next day and alerted the administration of this problem and things were taken care of in a very direct way. Once we know there is a problem, we have systems to address the problem. The idea is to be able to catch the problem before it gets to a crisis situation. So, the whole piece of prevention is critical, you need to reinstate counselors at all the schools. It is a crying shame that the state of California is last, again, in another category that is so critical. You need to reinstate some of the health services so that kids with drug addiction problems can come forward and tell what their problems are, because eventually those problem things do lead to violence. I applaud the fact that you are addressing the issue of bullying, and I think it is critical, and the last piece.

We have partnerships with our police department or our sheriff department and the school, the RSO Program, the Resource Officer Program. I want you to know that during our budget reductions, which took place last week, the Resource Officer Program was on the cut list. The reason why they were on the cut list is because 50 percent of the funding is done by -- so when you have a district with a declining enrollment, our interests is what goes on in the classroom, and safety is critical. There has to be some way that you have the political will, and the political strength and the political courage to fund this thing that is so essential for the safety of our students.

Thank you.

QUESTIONS

CHAIRWOMAN HAVICE

Did they lay off the Resource Officers?

MR. MARTINEZ

No, we argued against that, because we find them to be a very critical piece, of the safety program. We had three campus security officers at the high school where I teach, one took a another job, and that position was not filled. So we are down to two security personnel, but we still have our school resources officer.

CHAIRWOMAN HAVICE

Okay, do we have any questions, are there any questions from the members? Yes, we have another Assembly person who is able to join us. It is not embarrassing to be late here, because everybody is running around from committee to committee, it's not that they are late in the traditional sense. They are presenting bills, they are in transit, and they may just stop by and say hello for a little while. Would you introduce yourself?

ASSEMBLY MEMBER LYNNE LEACH

Thank you Madam Chair, I am Assemblywoman Lynne Leach. I represent the 15th Assembly District, which is part of Contra Costa and Alameda Counties.

CHAIRWOMAN HAVICE

Thank you, Assembly Member Leach. Thank you both of you, Ms. Kimmell and Mr. Martinez, for your presentation. The counselors are a tremendously important issue.

MR. MARTINEZ

It is really critical and the kids do use them. Our counseling ratio used to be 350 to one, and because of reductions we did not want to give up our librarians or counselors, so the caseload went up to 500 to one. As a matter of fact, we had to fight to keep those counselors in place, because of budget reductions, thank you.

CHAIRWOMAN HAVICE

Thank you. Let's see, Sandy Clifton- Bacon, from the Association of California School Administrators, and the past president of ACSA.

MS. SANDY CLIFTON-BACON - Association of California School
Administrators

Testimony to Assembly Select Committee on School Safety - April 3, 2001

Good afternoon, and thank you very much for hosting this hearing. I am Sandy Clifton-Bacon. I am with the Association of California School Administrators and I am also the Assistant Superintendent for Educational Services in Redondo Beach, your neighboring town.

I am here today to explain to you a program that ACSA and some of our partners unveiled in November. It is called the School Emergency Response Team and we have a pamphlet. When I was president, this was a project of mine, because at the time when I was an administrator for special education, I witnessed the San Ysidro massacre in the McDonald's there.

Two years after that, as a principal of La Mesa-Spring Valley, my school was put under siege into a lock down situation when someone threatened to do to Lemon Avenue School what had been done in San Ysidro. What I learned from those experiences was that there was really no one there to help you out. We didn't have a resource system, the police chief couldn't tell me what to do, because we couldn't tell what the potential gunman might do, so what I found was that I was literally flying by the seat of my pants. I never wanted another administrator or teacher to have to feel the way I felt if they were ever in that type of situation.

So, then we formed a team of 22 volunteer administrators throughout the state of California, from elementary through college level. We had principals, vice-principals, maintenance and operation folks, counselors who stand ready with the support of their districts in the times of crisis, such as what happened in Grossmont. What initiates and deploys this, is a telephone call to our ACSA office in Ontario, California or to a beeper, a 24-hour line serviced by one of our staff, who assess the situation and puts the entire team on alert to be called.

In the case of Grossmont, we were alerted and asked to clerk calendars, that is our obligation to ask people to cover meetings if we have to leave, and that we let it be known if could be there. We were called in on a one-to-one basis, one of our members in San Diego, actually worked with Grossmont. We will do anything, we will work behind the scenes to support the staff in any way. We do things ranging from mopping floors to writing the bulletin for the next day, we just know that it is an overwhelming feeling and you need support. Support, is particularly needed as the press and the hype leave your campus, and that is time that to build and rebuild a community.

(testimony cont.)

You have to rebuild a community that feels safer for kids, teachers, and parents. That is what we have learned from places like Columbine and Springfield, when everyone leaves, you are there trying to put your community back together. That's really where we think we will be used as people fatigue, and need background and support. What we can do is be on the site by team, one person by phone. We developed a manual that we carry in the trunks of our cars, along with a few other kinds of emergency things. We just get ourselves to the situation, and then find out what we need to do.

Two things asked here today, were what could legislators do, and what could legislators do that would support schools in crisis, two things really do come to mind. One of those things that might be considered is during the times of crisis have the district or the school declared in a state of emergency. Declaring the district or school in a state of emergency would allow reimbursement for the numerous costs for overtime of the staff that come during the weekends and evenings to prepare the campus by getting it clean and ready, additional counselors, phone lines, and numerous things. Some of those costs are picked up as mandated costs and some are not.

Some of our districts are still having a hard time getting their safety plans aligned to the state Emergency Management System that sends the model that all other service providers work on and trained. So, we are trying to help staff be in a good position to receive reimbursement, but if something like a state of emergency could be declared and also something that could put the school at a different level working with the media. The media and public really do have a right to know, but in a crisis with a need to take care of adults and children who are injured, they need to ask in a different way than if it is a fundraiser. So, those are two things, I think would really help schools and districts.

We are also gathering a lot of different resources in our interior office so that people can call us for letters, for sample brochures, for studies such as the FBI Shooter Profile, those kinds of things.

One of the things we heard recently in the feeder district to Grossmont, was that La Mesa-Spring Valley has a lock-down one and a lock-down two. If they are in a lock-down one it means it is on the school campus, get off the Internet, get off everything so that they can communicate with the classrooms, and a lock-down two is in the community and that has made teachers feel a little more comfortable.

(testimony cont.)

When I was in a lock-down, there was a public announcement system in my school, announcing to the whole class that there might be a person with weapons on campus. I went to every single classroom, told the kids to lock the door and come to the cafeteria. I had 560 kids in the cafeteria, from 10 a.m. to 3 p.m., when they went home. That was an experience where you really do need some help, because the kids are pretty rattled by it, and the parents are upset. In that particular case the media worked very well with me, and I think that was because there were some things already set in place.

We just wanted you to be aware of this particular program, the School Emergency Response Team. I secured corporate funding from America Retirement System and California Casualty, sponsorship from the Santa Clara County Office of Education. The California Department of Education, worked as a resource with us, and the Office of Emergency Services, so we are linked with the other providers.

I thank you for allowing us the opportunity to present this to you today.

CHAIRWOMAN HAVICE

You're welcome. I'll have to plug one of my school districts, ABC Unified, that's where I was on the board. Yes, they are always in the forefront of issues for children.

QUESTIONS

CHAIRWOMAN HAVICE

The term lock-down troubles me, isn't that what they use in prisons?

MS. CLIFTON-BACON

Yes, I just picked up on that term.

CHAIRWOMAN HAVICE

Do they use that in school?

MS. CLIFTON-BACON

I am not sure, I use secure, but in a sense they feel like lock-down because you don't know what is going on, you are on the floor in the dark, or walked into a classroom for your security and safety.

CHAIRWOMAN HAVICE

Maybe it should trouble us all, not the words, but what is going on when that happens.

Are there any questions from other members?

Well, thank you very much.

The next presenter from the California Teachers' Association will be Toni Tigueiro, Legislative Advocate. She isn't here yet. You know what, we are running ahead of time, can you believe that? So, we will just speak over, and I think I see the California PTA reps here. The Community Concerns Advocate is here, Peggy Dial.

MS. PEGGY DIAL - California PTA, Community Concerns Advocate

Testimony to Assembly Select Committee on School Safety - April 3, 2001

Thank you for inviting us to attend this hearing. I am Peggy Dial, I am one of the legislative advocates for the California State Parent Teachers Association. As a matter of fact, I am the Community Concerns Advocate. Pam Brady, who came with me today, is our Education Advocate.

We take close looks at a lot of the violence prevention and school safety programs. As you know we are very concerned about youth and we like to keep our membership informed, we have over a million members, so we try to keep them on top of the issues.

One of the things that we feel needs to begin to happen is that there needs to be more adult contact with students. We are concerned about counselors, and we particularly feel that the counselors need to be increased in middle school and secondary schools, because the counselors are seeing a tremendous number of students and unable to adequately counsel those students. We see the need for more resources officers or more resource community liaisons to work with the schools. We think that we need to allow the teachers to have more time to be connected to the students. At the secondary level teachers have 150 to 180 students pass through them a day, and no additional time to connect with the students. Many comprehensive high schools have over 2,000 plus students in their schools and so there is a real need for more contact with the teachers and with counselors.

The other issue that we are looking at very closely is the real need for quality after school programs. It has been shown that quality after school programs really do help cut down on violence and vandalism, because the students are in those programs right after school. We want them to be quality, we don't want them to be just offering sports programs, we want them to be offering tutoring, and homework help, that they be really quality after school programs.

Another issue that I have been taking a look at and have gone to a hearing about, is a program called Safe From The Start, and is addressing zero to five years of age. Their research is showing that working with the families and students at those early age's stems the bullying and anger, as these programs even have programs in place to help the parents. These programs help the parents understand how to control their anger, not to strike or hit, how to talk to their children and how to help the teachers work with their students. They have programs in place that teach these parents how to handle their anger, when they discover children this young are in an

(Inaudible - 6667 - 7408)

DR. STEVEN BROCK, PH.D. - Lodi Unified School District

Testimony to Assembly Select Committee on School Safety - April 3, 2001

My name is Dr. Steven Brock, on behalf of the community members, thank you for being here to listen to us today, we really appreciate it.

I am the lead psychologist for the Lodi Unified School District. I am here representing the California Association of School Psychologists. I also was one of five school psychologists directed by the United States Department of Education, to assist Santana and Granite Hills High Schools, as they attempted to cope and respond to the tragedies that they experienced.

We have prepared for your consideration some policy recommendations. I will just briefly review them for you now. First and foremost, we want to emphasize the importance of prevention, prevention, prevention, and again, prevention. It is such an incredibly painful experience to go through what Santana and Granite Hills High Schools have gone through, anything that we can do to prevent this absolutely must be done.

There are already in existence a number of excellent programs, which I think deserve recognition and further support. Among them I would like to highlight the Department of Mental Health, Early Mental Health Initiative, which is a grant program, a three-year grant matching funds grant program. It does an excellent job of identifying at-risk youngsters early and preventing problems, hopefully, even before they get started. Also, I would like to acknowledge that we strongly endorse your bill and anything that we can do to support it and the Bully Prevention Bill, we would be more than happy to do so.

One of the problems that we have noticed, as of late, in regard to prevention is that there does appear to be, especially with high stakes testing and promotion retention, increasing competition for prevention programs. In my own region, I've heard it said that elementary counselors are a luxury. I have also had to justify, in my own case, why I have a particular luxurious ratio of one to 1500 students. Part of the problem is that there is an increased emphasis on testing and promotion retention issues. Clearly, while there is an effect on school safety on academic achievement, the effect is somewhat indirect, it is not direct enough that people can see and say, aha, we need to have school safety so that achievement tests go up. Clearly, there is a strong connection, but it is not obvious enough that people will endorse prevention efforts instead of basic skill instruction. So, there is increasing competition for those dollars and that is a problem that we feel needs to be addressed.

(testimony cont.)

Other issues that we would like you to consider, as have been mentioned by several other speakers here this afternoon, include the importance of school crisis intervention training, and also the concept of mutual aid. Mutual aid is a concept wherein regions support each other in the event of major disasters or emergencies as was experienced in San Diego.

Another thing we would like policy makers to consider is the need for careful study. It is not enough to simply throw programs out there, because, they look good or they sound like they would be effective. It is absolutely critical and the California Association of School Psychologists really wants to stress the importance of study to make sure that we're getting the biggest bang for the buck, so-to-speak, documenting carefully that the programs are effective.

Finally, the last thing I would like to acknowledge is the importance of long-term treatment. When incidents such as the Santana High School shooting occur, the consequences are devastating, and they don't go away in a week, or even a year, we're talking years.

So, the final policy recommendation we would like to offer for your consideration is that of recognizing the need for long-term treatment and follow-up. That pretty much summarizes our recommendations.

Do you have any questions?

QUESTIONS

CHAIRWOMAN HAVICE

Long-term treatment of what, I think I know what you mean, but I am not sure.

DR. BROCK

The trauma survivors, individuals who were directly victimized, and there is also a large group of what we call, vicarious trauma survivors. Simply just witnessing or being around something as traumatic as a school shooting can cause significant difficulties and adjustment difficulties in many cases that require long-term treatment.

CHAIRWOMAN HAVICE

I can well imagine. I felt traumatized just seeing it on the news, which affected me for at least two or three weeks, and it still lingers. So, to be right in the middle of the midst of all that must be horrific.

DR. BROCK

It just doesn't go away.

CHAIRWOMAN HAVICE

I think you are right about keeping any records you can, any statistics or any figures, because they would help in the future to convince others, perhaps help other legislatures as we won't be the same people for too much longer. So, these statistics might be useful in convincing them that they need to keep going in this direction, even though there may be no incident for a certain length of time that does not mean the problem is solved. Well, I am preaching, not to the choir but probably to the pastor.

Thank you, very much. Are there any other questions?

ASSEMBLY MEMBER McLEOD

I think what we've talked about today and what we're hearing seems to be the aftermath of the things that have happened and that are taken care of afterward.

I think Ms. Havice bills, such as the bully bill and stopping the bullying before it even happens, catching it, (inaudible) and intervening before it becomes your problem or the communities problem or the police departments problem, would be the best avenue.

DR. BROCK

Correct, you are going to get the biggest bang for your buck by intervening early, and by that, I mean elementary school. Early intervention programs are in my view, essential, if we wait until middle and high school to address these issues, I am afraid that wait is too long.

CHAIRWOMAN HAVICE

I can identify with what you said about the luxury of having the elementary school counselors, because at the school district where I served on the board, and it is still in my Assembly District, we had the elementary school counselors. I believe they are still there, but during the cutbacks that was one of the things proposed to be cutback, the elementary school counselors, and there weren't that many.

DR. BROCK

I am afraid that is an on-going issue, school mental health services, school counselors, every year they are on the list in many districts. It is an increasing problem given high-stakes testing, because people are more focused on (not that they shouldn't be), but they are increasingly focused on basic academic school development. They can then try to borrow resources to increasingly invest in that, because of the pressure placed on schools, by high-stakes testing.

CHAIRWOMAN HAVICE

Yes, I have found that to be true and I see that to be more and more of the reality. People really need to realize that everything we do relates to that academic performance, academic excellence, PTA programs, and after school programs, as the PTA representative mentioned.

I happen to be one who thinks that, and in my opinion is in an ideal situation and what I would like to see someday is that every school have an after school program, kind of cafeteria style. The child could choose along with the parents what they want to do after school, if they want to take a dance class, a singing class, or math, or music, whatever seems to be the need.

DR. BROCK

That's an excellent idea, absolutely great idea.

CHAIRWOMAN HAVICE

We did something like that in that school district.

DR. BROCK

One of the things we do know is after school programs are one of the factors that help kids become resilient and have a really meaningful, positive connection with school. Those programs are one of those things that help foster resiliency and helps to prevent the kinds of problems that result in a lot of attention.

CHAIRWOMAN HAVICE

Music also is helpful.

DR. BROCK

Absolutely, great idea.

CHAIRWOMAN HAVICE

Unfortunately, it is hard to keep those types of programs going, because people do not see the correlation. You probably just have to bring out the studies and put them out on the table for people to see as they walk in, to show that it really has an impact on all these, on-school safety as well. It develops the child; it develops the mind, analytical skills, and even social skills.

DR. BROCK

I think a good example of that is the first week the high school exit exam was taken was the week of the shooting at Santana. So, you can imagine how that might have played itself out at Grossmont.

CHAIRWOMAN HAVICE:

Oh, dear, well, Thank you, very much.

DR. BROCK

Thank you, very much.

CHAIRWOMAN HAVICE

We will proceed now with the next presenter who is Andrea Ball, Legislative Advocate, Long Beach Unified School District.

MS. ANDREA BALL - Legislative Advocate
Long Beach Unified School District

Testimony to Assembly Select Committee on School Safety - April 3, 2001

Thank you, very much, for inviting us to come, it is a very important topic. We are happy that you are holding this hearing.

I just want to tell you a little bit about the efforts going on in the Long Beach Unified School District. I also want to explain and share with the other folks here, who might not know Long Beach as well as you do, that we are the third largest school district in the state. We have about 95,000 students, very diverse, 40 percent Hispanic, 20 percent African-American, 18 percent Caucasian, and 15 percent Asian-American, and most of those are Cambodian-American. As you know Long Beach has the highest population of Cambodians outside of Cambodia. So, we have a very diverse community.

In the aftermath of the Columbine tragedy, we initiated a task force to develop a character education plan. We called together teachers and educators from K-12. We had input from community leaders, parents, students, and faith based groups. They put together what they thought was the best that was out there and in the fall of 2000, we rolled that out, the director and the consultants did training's of principals of all the schools.

I think what is interesting is the curriculum in which the philosophy is incorporated into existing classes, not a separate stand-alone thing, not just okay, this is the character education thing. Character education instruction is to be given in each grade level in classrooms, as well as school wide programs. Each school can adapt from the materials what they want to do at their school site. In the evaluations we have had to date, having the materials available to them is something people really like which they then can adapt to their own school site and their particular needs.

In the aftermath of Columbine, we greatly increased the number of human relation's camps that we conduct, in Long Beach. Assembly Member Havice, I think you might be familiar with this program, it is the collaboration with a non-profit called the National Conference on Community and Justice. High school students from each campus have the opportunity to go away for a weekend, and receive training with an expert on each issue, issues of diversity and tolerance. We expanded that to 18 from the only four or five that we did in past years. The kids go away for the weekend, receive the training, return to their campuses and then do some follow-up projects or programs.

(testimony cont.)

Our schools are very large; some of our comprehensive high schools have over 4,000 students, so, developing these cadres and groups of kids who know each other can break down some stereotypes and barriers, is something with which we are very pleased.

The third curriculum effort is that we are one of five districts, nationwide that were selected to be part of the Shoah Foundation efforts on tolerance education, a curriculum on what happened in the Holocaust. We are piloting this program in two schools, a middle school, and a high school, and again, they then try to incorporate that curricular into existing classes in an on-going effort.

Some of the other things I wanted to kind of echo are what the representative from the PTA said about the importance of partnerships with law enforcement and the training sessions. We do have law enforcement officers assigned to each of the high school campuses, and we also have on contract from National Consultants, consultants on crisis intervention and response. We do training and we are developing multi-agency crisis intervention programs with police departments, as well as the fire department and the school district, and I think that is a little bit unusual, nationwide. I was talking to the folks in the district the other day and they have been asked to go to a National Consultants conference in Baltimore, and present on this. I think it is unique that we have such a strong relationship and we are very pleased, but it takes a lot of nurturing.

If you are looking for requests and funding for the training for some of these kinds of intervention programs, we use the money from our general fund. We would be very excited if we could supplement and do even more training. Right now they do the training on Saturday, they train the nurses, they train the counselors and the school psychologists, but it is extensive and we would like to do more of them.

I think that was it in a nutshell. I would be happy to answer questions.

QUESTIONS

CHAIRWOMAN HAVICE

The organization that you mentioned; NCCJ, was once the National Conference of Christians and Jews. That was the organization that some students in the ABC School District went to for their summer camp. At that camp, they learned to cooperate and help others with tolerance. Some of the students from the ABC School District went through that program learning about conflict resolution, and that is where I learned about conflict resolution, in the early 1990s. The students who went to those camps, then came back and taught it to the other students, so that it could be furthered. The resistance from the school people was really amazing, at first. They did things like rock climbing, but the students who went to this training became leaders, and it's a wonderful program. So they learn to cooperate and help others.

MS. BALL

Yes, and they become leaders on campus, so that is really important.

CHAIRWOMAN HAVICE

Yes, through this program they became leaders on campus, it is a great program. Are the school districts charged for the training?

MS. BALL

We pay, yes. We get private grant money, or we could actually use some of the school safety money from last year from the block grant, but the students don't pay.

CHAIRWOMAN HAVICE

But, the school safety block grant, I think you would have to partially use that.

MS. BALL

My understanding is yes, but I can get back to you and confirm exactly where the money came from....

CHAIRWOMAN HAVICE

Okay, thank you.

MS. BALL

Thank you.

CHAIRWOMAN HAVICE

Are there any other questions or comments?

QUESTION: (Inaudible)

CHAIRWOMAN HAVICE

Well, there is so much being done that it appears to me that there probably needs to be a tying-in of one program to another. There needs to be a putting together of the loose ends, so-to-speak, making sure people are aware of what is available with real cooperative efforts between various entities, beginning here at the state of course.

If there are no further comments or testimony from anyone, I want to thank all of you, again, everyone for attending this hearing today, especially those who so ably articulated and shared their knowledge and expertise on the topics that were under discussion currently in our society and here today.

Would anyone like to make any further comments or ask anymore questions?

Well, then we will adjourn this informational hearing. The staff will try to get the report out as soon as possible. If you have other information to share, feel free to call my office, and bring that forward, thank you.

AJOURNED

AMENDED IN ASSEMBLY MAY 31, 2001

CALIFORNIA LEGISLATURE—2001–02 REGULAR SESSION

ASSEMBLY BILL

No. 79

Introduced by Assembly Member Havice

January 4, 2001

An act to amend Section 35294.2 of the Education Code, relating to school safety.

LEGISLATIVE COUNSEL'S DIGEST

AB 79, as amended, Havice. School safety.

Existing law provides that each school district and county office of education is responsible for the overall development of comprehensive school safety plans for its schools operating kindergarten and any of grades 1 to 12, inclusive. Under existing law, a comprehensive school safety plan is required to identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including the development of, among other things, child abuse reporting procedures and disaster procedures.

This bill would also require a comprehensive school safety plan to include the development of a ~~bullying prevention program and a conflict resolution program~~ *policy for the prevention of bullying and a policy on conflict resolution*. These additional requirements would impose a state-mandated local program on county offices of education and school districts.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that

reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates that do not exceed \$1,000,000 statewide and other procedures for claims whose statewide costs exceed \$1,000,000.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: yes.

The people of the State of California do enact as follows:

1 SECTION 1. Section 35294.2 of the Education Code is
2 amended to read:

3 35294.2. (a) The comprehensive school safety plan shall
4 include, but not necessarily be limited to, the following:

5 (1) Assessing the current status of school crime committed on
6 school campuses and at school-related functions.

7 (2) Identifying appropriate strategies and programs that will
8 provide or maintain a high level of school safety and address the
9 school's procedures for complying with existing laws related to
10 school safety, which shall include the development of all of the
11 following:

12 (A) Child abuse reporting procedures consistent with Article
13 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the
14 Penal Code.

15 (B) Disaster procedures, routine and emergency.

16 (C) Policies pursuant to subdivision (d) of Section 48915 for
17 pupils who committed an act listed in subdivision (c) of Section
18 48915 and other school-designated serious acts which would lead
19 to suspension, expulsion, or mandatory expulsion
20 recommendations pursuant to Article 1 (commencing with
21 Section 48900) of Chapter 6 of Part 27.

22 (D) Procedures to notify teachers of dangerous pupils pursuant
23 to Section 49079.

24 (E) A sexual harassment policy, pursuant to subdivision (b) of
25 Section 231.5.

26 (F) The provisions of any schoolwide dress code, pursuant to
27 Section 35183, that prohibits pupils from wearing "gang-related

1 apparel,” if the school has adopted such a dress code. For those
2 purposes, the comprehensive school safety plan shall define
3 “gang-related apparel.” The definition shall be limited to apparel
4 that, if worn or displayed on a school campus, reasonably could be
5 determined to threaten the health and safety of the school
6 environment. Any schoolwide dress code established pursuant to
7 this section and Section 35183 shall be enforced on the school
8 campus and at any school-sponsored activity by the principal of
9 the school or the person designated by the principal. For the
10 purposes of this paragraph, “gang-related apparel” shall not be
11 considered a protected form of speech pursuant to Section 48950.

12 (G) Procedures for safe ingress and egress of pupils, parents,
13 and school employees to and from school.

14 (H) A safe and orderly environment conducive to learning at
15 the school.

16 (I) The rules and procedures on school discipline adopted
17 pursuant to Sections 35291 and 35291.5.

18 (J) A policy for the prevention of bullying.

19 ~~(K) A conflict resolution program.~~

20 (K) *A policy on conflict resolution.*

21 (b) It is the intent of the Legislature that schools develop
22 comprehensive school safety plans using existing resources,
23 including the materials and services of the School Safety
24 Partnership, pursuant to Chapter 2.5 (commencing with Section
25 32260) of Part 19. It is also the intent of the Legislature that schools
26 use the handbook developed and distributed by the School/Law
27 Enforcement Partnership Program entitled “Safe Schools: A
28 Planning Guide for Action” in conjunction with developing their
29 plan for school safety.

30 (c) Grants to assist schools in implementing their
31 comprehensive school safety plan shall be made available through
32 the School Safety Partnership as authorized by Section 32262.

33 (d) Each schoolsite council or school safety planning
34 committee in developing and updating a comprehensive school
35 safety plan shall, where practical, consult, cooperate, and
36 coordinate with other schoolsite councils or school safety planning
37 committees.

38 (e) The comprehensive school safety plan shall be evaluated
39 and amended, as needed, by the school safety planning committee
40 no less than once a year to ensure that the comprehensive school

1 safety plan is properly implemented. An updated file of all
2 safety-related plans and materials shall be readily available for
3 inspection by the public.

4 (f) The comprehensive school safety plan, as written and
5 updated by the schoolsite council or school safety planning
6 committee, shall be submitted for approval under subdivision (a)
7 of Section 35294.8.

8 SEC. 2. Notwithstanding Section 17610 of the Government
9 Code, if the Commission on State Mandates determines that this
10 act contains costs mandated by the state, reimbursement to local
11 agencies and school districts for those costs shall be made pursuant
12 to Part 7 (commencing with Section 17500) of Division 4 of Title
13 2 of the Government Code. If the statewide cost of the claim for
14 reimbursement does not exceed one million dollars (\$1,000,000),
15 reimbursement shall be made from the State Mandates Claims
16 Fund.

AMENDED IN ASSEMBLY APRIL 5, 2001
AMENDED IN ASSEMBLY MARCH 14, 2001

CALIFORNIA LEGISLATURE—2001–02 REGULAR SESSION

ASSEMBLY BILL

No. 113

Introduced by Assembly Member Pavley
(Coauthors: Assembly Members Aroner, *John Campbell, Correa,*
Hertzberg, Horton, *Liu, Robert Pacheco, and Strom-Martin*)
(Coauthors: Senators Bowen, Costa, Kuehl, Murray, and Speier)

January 18, 2001

An act to add Chapter 9.5 (commencing with Section 8760) to Division 1 of Title 2 of the Government Code, relating to the California Poet Laureate.

LEGISLATIVE COUNSEL'S DIGEST

AB 113, as amended, Pavley. California Poet Laureate.

Existing law establishes the Arts Council and sets forth the duties of the council in promoting the arts in the state.

This bill would establish the position of California Poet Laureate, who would be appointed for a specified term by the Governor from a list of nominees garnered by the council through a specified process, and who would perform specified duties. It would ~~provide for a grant program for poetic artists, for the purpose of specific poetic projects, according to guidelines and criteria established by the council~~ *authorize the council to pay an appropriate stipend to the California Poet Laureate and would require the council to provide for the payment of his or her expenses, as specified.*

This bill would authorize the council to solicit and receive gifts, donations, bequests, grants of funds, or any other revenues, from public or private sources and to expend those moneys to increase the stipend of the California Poet Laureate and for any other purpose it deems necessary to implement this bill.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. The Legislature finds and declares all of the
2 following:

3 (a) It is widely acknowledged that the ability to read is essential
4 to the acquisition of a good education and to increase the prospects
5 of a productive life and that general literacy among our people is
6 essential to our reputation in the community of nations.

7 (b) In the acknowledgement of this truth, the Governor and the
8 Legislature in recent years have invested heavily to ensure that all
9 California's children acquire excellent reading skills and have
10 engaged with students in reading programs and undertaken other
11 literacy programs and activities to ensure that the love and
12 enjoyment of books is a significant component of the education of
13 every child.

14 (c) The arts generally have been shown to have a positive
15 impact on the ability of our children to learn, to create greater
16 interest in academic programs, and to enrich and enliven the great
17 cultural heritage of California.

18 (d) California's poets have long been acknowledged as among
19 the most prestigious in the nation, and include numerous Nobel
20 Prize, Pulitzer Prize, National Book Award, and other significant
21 award recipients, and at least three United States' Poets Laureate.
22 California's poets also come from every ethnic, religious, and
23 geographic region of the state, and have often provided a great
24 source of inspiration to their communities, students and other
25 young people, and the people of California generally.

26 (e) The California Poets in the Schools program, in which
27 professional poets work with children in Kindergarten through
28 12th grade in almost every county in the state, has created great
29 interest in the poetic arts among California's children and youth.
30 This interest is evidenced by the large number of reading series,

1 chapbook publications, poetry-based websites, which have ~~the~~
2 ~~second~~ among the largest number of “hits” of all website types,
3 and other popular poetic activities.

4 (f) The United States, many states, and many cities have
5 established the position of Poet Laureate, using vigorous and
6 competitive appointment procedures and requiring recipients to
7 engage in specific public projects.

8 SEC. 2. Chapter 9.5 (commencing with Section 8760) is
9 added to Division 1 of Title 2 of the Government Code, to read:

10
11 CHAPTER 9.5. CALIFORNIA POET LAUREATE
12

13 8760. (a) The position of California Poet Laureate is hereby
14 established.

15 (b) The California Poet Laureate shall be appointed by the
16 Governor from a list of three nominees provided by the Arts
17 Council garnered through the following process:

18 (1) The council shall establish a panel of three literary experts,
19 which may include any of the following:

20 (A) Literature professors and teachers, including professional
21 poets teaching in such programs as California Poets in the Schools
22 and other arts in schools programs.

23 (B) Public and private arts organizations that have a significant
24 literary component.

25 (C) Professional poets.

26 (D) Boards and directors of literary organizations.

27 (E) Literary critics.

28 (F) Others deemed by the director to have expertise in
29 contemporary American poetry.

30 (2) (A) The panel shall solicit nominations from a broad array
31 of literary sources and individuals, including, but not limited to,
32 all of the following:

33 (i) University and college literature departments.

34 (ii) Literary organizations, societies, and centers.

35 (iii) Poetry book publishers and poetry editors.

36 (iv) Directors of poetry reading series.

37 (v) Independent book sellers specializing in poetry.

38 (B) The panel shall make every effort to ensure that
39 information regarding the solicitation of nominations is broadly
40 distributed.

1 (3) The council may establish other rules and regulations
2 regarding the nomination process and expend funds for those
3 purposes.

4 (c) Each nominee for California Poet Laureate *submitted by the*
5 *Arts Council to the Governor* shall have resided in California for
6 at least 10 years, have a significant body of published work, and
7 be widely considered to be a poet of stature.

8 (d) A poet laureate appointed pursuant to this section shall
9 serve for a term of two years, and may not serve more than two
10 terms.

11 8761. The Arts Council ~~shall~~ *may* establish an appropriate
12 stipend for the California Poet Laureate ~~for~~ *and shall provide for*
13 *the payment of* the poet laureate's expenses incurred in fulfilling
14 his or her responsibilities as set forth in this chapter and as
15 established by the council. Additionally, the council may make
16 available other funds for activities that the council and the
17 California Poet Laureate mutually agree to undertake, ~~such as~~
18 *including, but not limited to*, the lease of facilities for readings and
19 the acquiring of insurance ~~therefor~~ *therefor*, and other similar
20 activities.

21 8762. The California Poet Laureate shall, as a condition of the
22 appointment, assume the following minimum responsibilities:

23 (a) Provide a minimum of six public readings during his or her
24 two year-term endeavoring to ensure that people in all geographic
25 regions of the state have reasonable access to at least one reading
26 during the course of the term.

27 (b) Undertake a specific project that shall last through the term,
28 agreed to by the California Poet Laureate and the council, but
29 whose goal will be to bring the poetic arts to Californians and to
30 California students who might otherwise have little opportunity to
31 be exposed to poetry. The California Poet Laureate may, and is
32 encouraged to, coordinate his or her project with any similar
33 project being undertaken by the current United States' Poet
34 Laureate.

35 (c) Any other reasonable activities as agreed to mutually by the
36 California Poet Laureate and the council.

37 8763. The Arts Council shall, commencing in 2010 and every
38 10 years thereafter, and with the agreement of the past California
39 Poets Laureate and their representatives, publish or cause to be

1 published an anthology featuring examples of the work of the
2 poets laureate of the past decade.

3 ~~8764. The Arts Council shall award grants to poetic artists~~
4 ~~who apply for the purpose of specific poetic projects, according to~~
5 ~~guidelines and criteria established by the council.~~

6 8765. The council may solicit and receive gifts, donations,
7 bequests, grants of funds, or any other revenues, from public or
8 private sources, and expend those moneys to increase the stipend
9 of the California Poet Laureate and for any other purpose it deems
10 necessary to implement this chapter.

AMENDED IN ASSEMBLY APRIL 17, 2001

CALIFORNIA LEGISLATURE—2001–02 REGULAR SESSION

ASSEMBLY BILL

No. 354

Introduced by Assembly Member Havice

February 16, 2001

An act to amend, repeal, and add Section 38001.5 of the Education Code, relating to school safety.

LEGISLATIVE COUNSEL'S DIGEST

AB 354, as amended, Havice. School safety: school security officers: training.

Under existing law, every school security officer employed by a school district who works more than 20 hours a week as a school security officer ~~shall~~ *is required to* complete a course of training developed by the Bureau of Security and Investigative Services of the Department of Consumer Affairs in consultation with the Commission on Peace Officer Standards and Training.

This bill would require every school security officer employed by a school district after January 1, 2002, and every school security officer employed prior to January 1, 2002, who continues to be employed by a school district on and after January 1, 2003, to receive that training, regardless of the number of hours worked per week. By imposing new duties on school districts regarding the training requirements of school security officers, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund

to pay the costs of mandates that do not exceed \$1,000,000 statewide and other procedures for claims whose statewide costs exceed \$1,000,000.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: yes.

The people of the State of California do enact as follows:

1 SECTION 1. Section 38001.5 of the Education Code is
2 amended to read:

3 38001.5. (a) It is the intent of the Legislature to ensure the
4 safety of pupils, staff, and the public on or near California's public
5 schools, by providing school security officers with training that
6 will enable them to deal with the increasingly diverse and
7 dangerous situations they encounter.

8 (b) After July 1, 2000, every school security officer employed
9 by a school district who works more than 20 hours a week as a
10 school security officer shall complete a course of training
11 developed ~~no later than July 1, 1999,~~ by the Bureau of Security and
12 Investigative Services of the Department of Consumer Affairs in
13 consultation with the Commission on Peace Officer Standards and
14 Training pursuant to Section 7583.31 of the Business and
15 Professions Code. If any school security officer subject to the
16 requirements of this subdivision is required to carry a firearm
17 while performing his or her duties, that school security officer
18 shall additionally satisfy the training requirements of Section 832
19 of the Penal Code.

20 (c) For purposes of this chapter, "school security officer"
21 means any person primarily employed or assigned pursuant to
22 subdivision (b) to provide security services as a watchperson,
23 security guard, or patrolperson on or about premises owned or
24 operated by a school district to protect persons or property or to
25 prevent the theft or unlawful taking of district property of any kind
26 or to report any unlawful activity to the district and local law
27 enforcement agencies.

(d) No school security officer shall be employed or shall continue to be employed by the district after July 1, 2000, until both of the following conditions have been met:

(1) (A) The applicant or employee has submitted to the district two copies of his or her fingerprints on forms or electronically, as prescribed by the Department of Justice. The district shall submit the fingerprints to the Department of Justice, which shall submit one copy of the fingerprints to the United States Federal Bureau of Investigation.

(B) An applicant or contracted employee who holds a permanent registration with the Bureau of Security and Investigative Services of the Department of Consumer Affairs as a security guard need only submit one copy of his or her fingerprints, which copy shall be submitted to the United States Federal Bureau of Investigation.

(C) An applicant or contracted employee who is registered by the Bureau of Security and Investigative Services of the Department of Consumer Affairs, and who holds a firearms qualification card as specified in Section 7583.22 of the Business and Professions Code, is exempt from the requirements of this subdivision.

(2) The applicant or employee has been determined not to be a person prohibited from employment by a school district pursuant to Sections 44237 and 45122.1, or by the Department of Justice from possessing a firearm if the applicant is required to carry a firearm.

The Department of Justice may participate in the National Instant Criminal Background Check System (NICS) in lieu of submitting fingerprints to the United States Federal Bureau of Investigation in order to meet the requirements of this subdivision relating to firearms.

(e) Every school security officer employed by a school district prior to July 1, 2000, who works more than 20 hours a week as a school security officer shall meet the requirements of subdivision (b) by July 1, 2002, unless he or she has completed an equivalent course of instruction pursuant to Section 832.2 of the Penal Code.

(f) This section shall remain in effect only until January 1, 2002, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2002, deletes or extends that date.

1 SEC. 2. Section 38001.5 is added to the Education Code, to
2 read:

3 38001.5. (a) It is the intent of the Legislature to ensure the
4 safety of pupils, staff, and the public on or near California's public
5 schools, by providing school security officers with training that
6 will enable them to deal with the increasingly diverse and
7 dangerous situations they encounter.

8 (b) After January 1, 2002, every school security officer
9 employed by a school district as a school security officer,
10 regardless of the number of hours worked per week, shall complete
11 a course of training developed ~~no later than July 1, 1999~~, by the
12 Bureau of Security and Investigative Services of the Department
13 of Consumer Affairs in consultation with the Commission on
14 Peace Officer Standards and Training pursuant to Section 7583.31
15 of the Business and Professions Code. If any school security
16 officer subject to the requirements of this subdivision is required
17 to carry a firearm while performing his or her duties, that school
18 security officer shall additionally satisfy the training requirements
19 of Section 832 of the Penal Code.

20 (c) For purposes of this chapter, "school security officer"
21 means any person primarily employed or assigned pursuant to
22 subdivision (b) to provide security services as a watchperson,
23 security guard, or patrolperson on or about premises owned or
24 operated by a school district to protect persons or property or to
25 prevent the theft or unlawful taking of district property of any kind
26 or to report any unlawful activity to the district and local law
27 enforcement agencies.

28 (d) No school security officer shall be employed or shall
29 continue to be employed by the district after January 1, 2002, until
30 both of the following conditions have been met:

31 (1) (A) The applicant or employee has submitted to the district
32 two copies of his or her fingerprints on forms or electronically, as
33 prescribed by the Department of Justice. The district shall submit
34 the fingerprints to the Department of Justice, which shall submit
35 one copy of the fingerprints to the United States Federal Bureau
36 of Investigation.

37 (B) An applicant or contracted employee who holds a
38 permanent registration with the Bureau of Security and
39 Investigative Services of the Department of Consumer Affairs as
40 a security guard need only submit one copy of his or her

1 fingerprints, which copy shall be submitted to the United States
2 Federal Bureau of Investigation.

3 (C) An applicant or contracted employee who is registered by
4 the Bureau of Security and Investigative Services of the
5 Department of Consumer Affairs, and who holds a firearms
6 qualification card as specified in Section 7583.22 of the Business
7 and Professions Code, is exempt from the requirements of this
8 subdivision.

9 (2) The applicant or employee has been determined not to be
10 a person prohibited from employment by a school district pursuant
11 to Sections 44237 and 45122.1, or by the Department of Justice
12 from possessing a firearm if the applicant is required to carry a
13 firearm.

14 The Department of Justice may participate in the National
15 Instant Criminal Background Check System (NICS) in lieu of
16 submitting fingerprints to the United States Federal Bureau of
17 Investigation in order to meet the requirements of this subdivision
18 relating to firearms.

19 (e) Every school security officer employed by a school district
20 prior to January 1, 2002, who works as a school security officer,
21 regardless of the number of hours worked, shall meet the
22 requirements of subdivision (b) by January 1, 2003, unless he or
23 she has completed an equivalent course of instruction pursuant to
24 Section 832.2 of the Penal Code.

25 SEC. 3. Notwithstanding Section 17610 of the Government
26 Code, if the Commission on State Mandates determines that this
27 act contains costs mandated by the state, reimbursement to local
28 agencies and school districts for those costs shall be made pursuant
29 to Part 7 (commencing with Section 17500) of Division 4 of Title
30 2 of the Government Code. If the statewide cost of the claim for
31 reimbursement does not exceed one million dollars (\$1,000,000),
32 reimbursement shall be made from the State Mandates Claims
33 Fund.