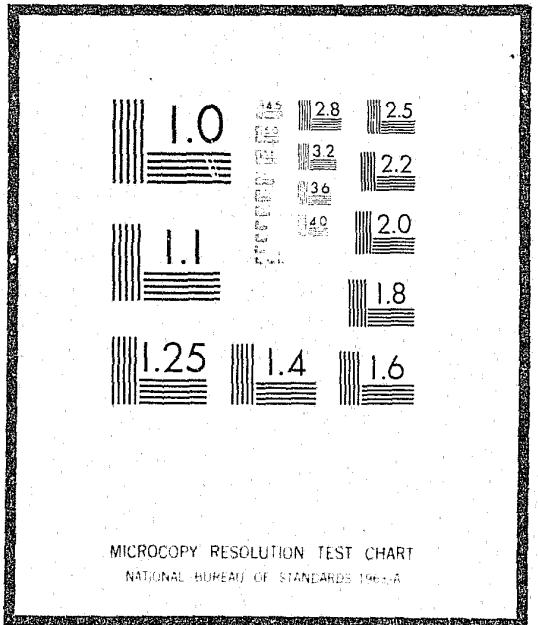


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STAFF REPORT

A Supplement to:

The Final Report of the Ad Hoc Committee
on the Prevention and Management of
Conflict and Crime in the Schools



EVELLE J. YOUNGER
ATTORNEY GENERAL

WILSON RILES
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

39309

MARCH, 1976

FOREWORD

This report provides justice and school system personnel with information, program models, and training and education resources that can be useful to their efforts to work together in the prevention and management of crime and conflict in our schools.

Each local community, in analyzing the problem of conflict and crime in schools, will have different understandings and response capabilities. However, while the complete elimination of conflict may not be possible or desirable, prevention of disruptive violence is essential. But we cannot expect to reduce incidents only through control of the disturbance when it occurs. Our hope is in the design and implementation of programs which combine and coordinate the knowledge and resources of all segments of the community, and which seek continually to improve the total school/community environment.

The material contained herein, hopefully, will enable communities to seek out and design those programs they feel best suit their needs. Information shared among districts, agencies and individuals can only lead to a more suitable base upon which to build an atmosphere of prevention.

NCJRS

FEB 24 1977

ACQUISITION FILE

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Staff Report

INTRODUCTION

This document follows the Final Report of the Ad Hoc Committee on the Prevention and Management of Conflict and Crime in the Schools. That report was released almost a year ago. This Staff Report is intended to provide practical and useful information to school districts, communities and criminal justice agencies as they sit down to plan for a better climate in the schools of their community. We planned to release the Staff Report earlier, but unavoidable staff changes and budget problems have caused its delay. Meanwhile the problems of crime and violence continue in school and society, here in California and nationwide. Incidents of weapons use, gang terrorism and vandalism are increasing. Drug use on school campuses appears to be worsening. Costs to the taxpayer increase.

The time to begin is now. The way to more peaceful and happy schools again is a long road for many districts.

The first step in the journey of a mile is the planting of one's foot down and beginning to walk. Two important points emerged from the Ad Hoc Committee's work as it discussed implementation. The two are related. First, resources must be found largely in present staff and programs. In this time of decreasing resources, we must re-prioritize and use the many resources available in our districts and communities. Secondly, community involvement is vital to provide support and planning for prevention through criminal justice, schools, human service agencies, and other community groups. The school or any justice agency cannot stand alone. Laws and policies are needed, but are not effective unless all the actors in the play understand and participate.

Both points sound trite and shop-worn from much repeating. Still, other methods seem to be ineffective. Also some programs (described in this Staff Report) are successfully utilizing these approaches.

The bulk of the effort in developing this Staff Report was accomplished by the two Staff Consultants to the Ad Hoc Committee, Ms. Patricia Toliver and Lieutenant Mervin Feinstein,

SOME GENERAL CONSIDERATIONS

Since the publishing of the Ad Hoc Committee's final report, key staff members of the Attorney General's Crime Prevention

Unit and the Superintendent's Office have continued to meet. Alarmed by continued discipline and crime problems and the difficulty in funding follow-up efforts, they nevertheless share information and intend to move forward with existing staff as rapidly as possible.

As you may know, the Ad Hoc Committee recommended that legislation be introduced to enable the appointment of a permanent commission at the state level to continue the work begun by the Ad Hoc Committee. Such legislation was introduced by Assemblyman Julian Dixon as Resolution No. 63. This resolution did not pass in 1975. Presently an effort is underway to obtain funds from state and federal sources to field an inter-agency staff from the State Department of Education, the Attorney General's Office and the California Youth Authority. This staff would function in (4) field team units to assist school districts and community and criminal justice agencies to plan cooperative prevention and control programs.

In any case, the Attorney General and Superintendent of Public Instruction are committed to moving firmly ahead on this serious problem and have directed their staffs to do so.

SOME IDEAS FROM STAFF DISCUSSIONS HELD SINCE THE AD HOC COMMITTEE COMPLETED ITS WORK

Sometimes it takes several months for the "jelling" process to occur where as much data and ideas were gathered as in the case of the Ad Hoc Committee. For your consideration, here are some of our thoughts.

Not much is available now in the field of weapons control programs especially in our urban schools. Though several penal code sections bear on fighting and two cover firearms (626.9) and dirks and daggers (626.10), the problem is still extremely serious. As long as weapons persist on campuses, students and employee safety is threatened. This area needs firm action by local police and schools.

A model for a survey of school crime, violence and gang problems is made in a later section of this report. Two very good efforts in this area are:

"The Resource Commission on Potential Violence"
write: Mr. Jack Jines, Personnel Director
Whittier Union High School District
12102 E. Washington
Whittier, California 90606

and the

"Report of Commission on Discipline, Attendance
and School Safety"
write: Dr. Ruth B. Love, Superintendent
Oakland Unified School District
1025 Second Avenue
Oakland, California 94606

Incidentally, on the subject of employee safety, the Whittier commission strongly recommended that the school board pass a firm employee protection policy. It did so. If you are interested, contact Mr. Jines for a copy.

Another area which is pertinent is the idea of "diversion." The word "diversion" is in wide use now by the criminal justice system to describe a process of referring first or early offenders to community agencies for rehabilitation, counselling or treatment in lieu of the courts or probation. It has application here because most of these clients tend also to be causing major problems in schools. A coordinated approach of schools, police and agencies to solve juvenile, personal, family and educational problems on a coordinated basis should be a cornerstone of any preventive approach. The several youth service bureaus functioning in California generally assist in this integrating role. For information on these and similar projects call Mr. Robert Smith, Deputy Director, the California Youth Authority (916-445-2046).

We have of course included a brief description of the School Attendance Review Board Program. Though SARB is in its infancy, it holds great promise as an intermediate vehicle between school problems and community agencies. Clearly some coordinated effort must be devised to deal with chronic educational and discipline problems. Other school, job or alternative life opportunities will be needed to supplement SARB.

Wherever we talk with school groups about this subject the idea of communication arises. Communication appears to be like the weather - everyone talks about it - but not too much really happens. All groups on the scene complain. Parents don't know what their responsibilities are. Students and

school personnel don't often truly communicate. The community at large has few channels into the schools. Three new student-staff communications models are being enthusiastically tested by Dr. Eugene Antone, Coordinator, Drug Education Program, School Health Program Component of the State Department of Education. Write for copies.

We saw very little activity where students were being trained and trusted in self disciplinary programs. It seems hard for adults to "let go." For information on a new program write:

The Student Ombudsman Program
The National Conference of Christians and Jews
1331 Enquirer Building
Cincinnati, Ohio 45202

Three model programs really stand out among many good ones as we now look back at the several task force hearings. All are mentioned in our Program Models Section, but let us remind you to write for information:

1. The Cortez School Program
Los Angeles Unified School District
Los Angeles, California
2. The Community School Program
Sunnyvale Elementary School District
Sunnyvale, California
3. Yerba Buena Crisis Counselling Project
Yerba Buena High School
San Jose, California

The growth of gang activity on the school site is of great concern. At a recent National Conference on Juvenile Justice held in Los Angeles, Dr. Walter Miller, a criminologist, from Harvard reported extensively on the findings of a national study he is conducting on youth gangs. The study is commissioned by the Law Enforcement Assistance Administration. Dr. Miller finds a critical increase in gang activities in several major cities including Los Angeles. His findings corroborate our own evidence that in urban areas gangs "own" schools as part of their "turf." Miller also finds that school and municipal authorities are experiencing real governance problems in schools and on the streets.

Dr. Miller's findings will soon appear in a yet unpublished LEAA report. They should be dynamite - as you know there is little real data on this subject.

Finally, there is the matter of the general consensus that schools, overburdened with problems as they are, must come quickly into a "future stance." It's an uncomfortable topic and one that frankly the Ad Hoc Committee skirted somewhat. Still their report stressed the clear link between delinquency and educational success and motivation. We can do no better than to excerpt from the Commission's RISE Report the following:

RISE - A STATEMENT OF PHILOSOPHY

The Commission's recommendations aim at transforming our educational system from one that often herds young people through a scholastic assembly line to one that is flexible, demanding, and humane enough to help every person meet his/her own needs. There is no one kind of adult that such a system should "produce," for the essence of a personalized education is the freedom for individual diversity and self-development. But the Commission believes at least ten characteristics of an educated adult are worth seeking and should be the object of educational reform.

First, the educated person should have a thirst for knowledge. He/she should be motivated to keep on learning throughout a lifetime. In a changing society, this means that people must learn how to learn because new knowledge is being constantly created by the current of change.

Second, an educated person should have the skills to find work and to succeed in it.

Third, a person's education should contribute to self-understanding and self-esteem. These values are more important than ever in an increasingly impersonal, mobile, and technological world. In a society that constantly forces people to adapt to changes, the educated adult can respond without losing a sense of personal worth and purpose.

Fourth, the educated person cares enough about the environment to work for its maintenance and improvement. This person also holds a global perspective about the ways individual and national actions affect this shrinking and complex world.

Fifth, an educated person must try to understand and appreciate all peoples and cultures without prejudice.

Sixth, an educated person must be able to read well, speak and write clearly, and handle comfortably both logical concepts and basic mathematical skills.

Seventh, the educated person understands the American system of government, including the citizen's rights and responsibilities. People who lack this understanding function less effectively within the democratic system and, as a result, tend to weaken the system.

Eighth, the educated person should understand how the economic system works and know how to manage money as well as earn it.

Ninth, the educated person should know and understand human biology and psychology in order to maintain one's own well-being.

Finally, an educated person is sensitive to artistic, literary, and other aesthetic experiences. A full life calls for an appreciation of the beauty around us.

These goals are not easy to achieve, nor is it easy to base a vast system of public education on an attempt to meet the needs and aspirations of each student. Any such effort must begin with far-reaching changes in the way schools operate.

These changes must be based on a redefinition of schooling. The Commission has, therefore, rejected the traditional view that a school is restricted to a piece of real estate where licensed adults teach and students passively learn during specified times and places and in which both adults and young people work as teachers and learners. It envisions an educational system that attracts, motivates, and satisfies young people. In such a system, society itself is at the core of schooling.

The Commission believes that this kind of system can serve each student well and can be accountable and responsive to the public which supports it.

From this perspective, the Commission presents its recommendations for reform that are needed to help the young people of California become educated adults now and in the years ahead.¹

1. Report of the California Commission For Reform of Intermediate and Secondary Education, The Rise Report (Sacramento: California State Department of Education, 1976), pp. 1-2.

A BRIEF BLUEPRINT FOR ACTION ON PREVENTION

IN YOUR DISTRICT

I. Decide to act

- Appoint a staff member to manage the effort
- Order some of the basic readings from the resources list in this report

II. Appoint a District School-Community Liaison Commission (for better localized effort each high school attendance area should have its own School-Community Liaison Commission)

- Invite school personnel, parents, students, police, probation, juvenile court, youth and counselling agencies
 - .. Identify problems
 - .. Select action priorities
 - .. Develop "crisis" intervention and long range action plans

III. Conduct A Survey

Look at actual incidents, data, and perceptions of school and justice personnel, students and parents about problems or potential problems

IV. Hold A Town Meeting

- Invite all elements of the community
- Discuss issues and problems
- Solicit in-put and support for cooperative action

V. Develop a "Crisis Response" and Interagency Group

- Plan for "crisis" situations
- Meet regularly
- Identify policy and procedural areas for joint action and joint staffing
- Conduct joint training efforts

RECOMMENDATIONS

We re-publish them here to refresh the mind of the reader as to areas considered as priorities by the Ad Hoc Committee.

I

AGENCY COOPERATION

The Committee Recommends That...

...legislation be introduced, sponsored by the committee, which mandates and provides for a Commission on School Safety Accreditation under the jurisdiction of the California Department of Industrial Relations' Division of Industrial Safety or other appropriate state agency. The accreditation committee would be charged with the responsibility, by state law, to see that every school in California demonstrates that students, teaching staff, administrative staff, and maintenance staff are functioning in an environment that is free from unreasonable danger to their physical and mental health, safety and welfare. Such a safe school environment would allow the learning program in every California school to function without the restraints caused by unsafe conditions in the plant.

...the committee sponsor legislation which provides for processes and funding of interagency cooperation in California, relative to the agencies charged with primary responsibility for the prevention and management of conflict and crimes in the schools.

...the committee sponsor legislation which provides for a central facility for preventive cooperation, where needed, within each school district in each county, to be known as the Juvenile Assistance Center.

...the committee sponsor legislation which provides for the development of decentralized juvenile justice centers which allow for the coordinated early intervention of the several public agencies.

II

CRISIS RESPONSE PLANS FOR SCHOOLS

The Committee Recommends That...

...a written plan for management of crises during conflict and violence be mandated by state legislation for each school or school district and that each school district implement the state legislation by board policy.

...the school or school district's plan for crisis response be widely publicized in the community through the use of an inter-agency communications network and the public news media.

...description and evaluation of programs of crisis management which now exist be distributed to all school districts in California.

...information on available safety aids (such as electronic warning devices) related to school violence be distributed to all school districts by the State Department of Education.

...a handbook containing the state laws and local board regulations regarding student and parental responsibilities and rights be prepared and distributed by each school district.

...a rationalizing process be conducted to consolidate and correlate the statutes, with reference to juveniles, contained in:

1. Welfare and Institutions Code (juvenile court law)
2. Penal Code
3. Education Code
4. Administrative Law
5. Health and Safety Law

...the state legislature provide funding to school districts for the purchase of personnel and materiel related to the control of violence. An option should be allowed in the use of these funds for school districts to develop preventive programs as well as for the purchase of electronic warning devices and security personnel.

...the local written plan for crisis response be cooperatively developed by representatives of agencies concerned with youth, such as police, probation, other juvenile justice system agencies, school administrators and parents.

...the report of the Ad Hoc Committee include suggested procedures for interagency cooperation at the district and local school level.

III

SCHOOL CLIMATE AND PRACTICES

The Committee Recommends That...

...a continued study be made of the use and distribution of student records with special attention to the influence of HR 69.

...since there is a high correlation between lack of achievement and violence and vandalism, that a study be conducted and recommendations made on the extent to which pressures for cognitive (more specifically reading) achievement and lack of alternative areas for the achievement of success for every child contributes to the incidence of school failure.

...the Ad Hoc Committee encourage the involvement of the total community in establishing school objectives and programs.

...the Ad Hoc Committee publicize the importance of instruction in civic responsibility and democratic procedures within the school, using existing models of law-related education such as Law in a Free Society, and others that may be developed.

...there be awareness that there are many conditions in the community outside the school climate which foster violence and crime and that the problems caused by such conditions can only be attacked by other agencies working in cooperation with the schools.

...there be encouragement of early preventive programs that reinforce positive learning patterns through early counseling with school and parents in providing for the needs of young children -- thereby offsetting school failure.

...a study be conducted which would look into the feasibility of changing the law to provide for an absolute limit on class size -- 25 for high school, 26 for elementary.

IV

REVIEW OF THE JUVENILE JUSTICE SYSTEM

The Committee Recommends That...

...there be a reform of the Juvenile Court Act to deal only with the 602 category (acts committed by children which would be unlawful if they were adults). A suggested version of the preamble to specific changes would read as follows:

"The purpose of this chapter is to reduce juvenile crime -- to ensure the public safety, maintain the integrity of the substantive law proscribing unlawful behavior, and develop individual responsibility for lawful behavior -- these purposes shall be pursued through means that are: fair and just, recognize the unique characteristics and needs of juveniles, assure just punishment for illegal behavior, promote the correction and rehabilitation of juveniles who engage in illegal behavior, and provide advance knowledge of the consequences of prohibited conduct."

...there be an expansion of temporary shelter care facilities oriented toward resolving family-centered problems (diversion).

...a "differential treatment" facility be designed specifically to meet the needs of the minor and family; a creative, model intake program to identify and segregate:

1. dependent
2. runaway -- incorrigible
3. protective services -- potential victim of assault
4. security -- escapees and violence prone offenders

Program shall include education and opportunity to improve social adjustment.

...group homes and foster care placements should not be used without maintaining high standards to assure minor's health, welfare, protection, and opportunity for development. There is an essential need to improve quality of services, e.g., staff training for foster parents and care of disturbed minors.

...immediate attention be given to Public Law 43-915 (Juvenile Justice and Delinquency Prevention Act of 1974) and its impact upon the juvenile justice system. Within two years, "Status Offenders" must be segregated from those youths requiring secure detention facilities. A continued and expanded emphasis on diversion as alternative to the existing system should be a priority to coincide with the Delinquency Prevention Act.

...there is a need for more consistent detention and treatment policies based upon a good classification system.

...there is a need to review present operation of the juvenile court -- respecting its position and efficiency. Examine space and person-power needs (judicial and staff) in conjunction with the contemporary setting, e.g., include office space for district attorney and public defender staff, counseling rooms for private attorneys, and law library. Detention facility should be located in close proximity to juvenile court to reduce transportation time and expense, et cetera.

...special treatment services be required for in-patient care of the emotionally disturbed children.

...further study be given to the advantages of implementing a decentralized juvenile court and justice center as proposed in Los Angeles County. This plan is expected to improve the coordination of component parts of the juvenile justice system, e.g., improve communication, reduce transportation problems, and curtail court continuances.

...the development and utilization of cross-training between the police, probation, district attorney, public defender, juvenile court, and education personnel be expanded. Agency personnel must learn more about each other's function, e.g., the social and legal aspects of the case.

...a study of the possibility of establishing provisions in the juvenile court law enabling the court to exercise authority to insure that parents will meet their responsibility for the control, welfare, protection, and personal development of their children be conducted.

...delinquency prevention services be expanded and enlarged, e.g., delinquency prevention services at the elementary school level.

...accountability in the juvenile justice system be developed. Explore specific cases or a group of cases, e.g., school offenses, violent offenders, cases involved in plea bargaining, to improve communication, accountability and understanding between the schools and the juvenile justice system.

STANDARDIZED DATA COLLECTION

The Committee Recommends That...

...legislation be changed to reflect that the State Board of Education require school districts to report, through their local county boards of education, the extent of violence and crime on local school campuses and in programs and activities in which any school is engaged.

...school districts collect information on a monthly basis and submit quarterly reports to their local county school boards of education regarding the extent of crime and violence on their campuses and in related school activities.

...the State Board of Education define the terms and areas in which schools will be required to report.

...the county boards of education compile reports from their respective school districts and forward them to the State Board of Education on a quarterly basis.

...the State Department of Education, in cooperation with the Office of the Attorney General, undertake the responsibility to develop materials and information that would guide and support school administrators in understanding the juvenile justice system and its processes.

PROGRAM IMPLEMENTATION: MODELS OF PROGRAMS & PROJECTS

Section I - SCHOOL & COMMUNITY MODELS

**Section II - RESOURCES FOR TRAINING: LAW
AND CRIMINAL JUSTICE**

PROGRAM IMPLEMENTATION: MODELS OF PROGRAMS AND PROJECTS

A major thrust of the Ad Hoc Committee dealt with prevention programs and with alternatives to the juvenile justice system in such cases as truancy, incorrigibility, minor first offenses, lesser school disciplinary matters and vandalism.

For the convenience of the reader, an attempt has been made to establish a combined source of programs that are offered throughout California. Therefore, programs identified by the California School Boards Association in their publication Resource Manual for Reducing Conflict and Violence in California Schools, and by the California State Department of Education in A Report on Conflict and Violence in California High Schools have also been included.

A major source of help would be a publication new since the Ad Hoc Committee's final report was published. It is:

"Prevention and Preparedness"
Recommended Guidelines for the Prevention of
Crime and Management of Conflict in the Schools

This publication is available from:

The State Department of Education
Bureau of Publications
721 Capitol Mall
Sacramento, California 95814

The following section describes some prototypical and representative programs. The Ad Hoc Committee and staff have not audited all of the programs listed. Requests for additional information and current program status should be checked with the contact person noted.

Section I

School and Community Models

- Community Involvement Programs
- School-Community Programs
- A Neighborhood Youth Center Program
- Interagency Programs
- Early Intervention and Individualized Instruction Programs
- Security and Anti-Vandalism Programs
- Alternative and Diversion Projects

COMMUNITY INVOLVEMENT PROGRAMS

HELPLINE YOUTH COUNSELING, INC.

CONTACT: PATRICK D. O'CONNOR, EXECUTIVE DIRECTOR
17117 CLARK AVENUE
BELLFLOWER, CA 90706
(213) 920-1706

A community psychology program designed to serve the varied crises, life adjustment and developmental needs of the youth and young adults of the Cerritos College area in southeast Los Angeles county.

The chief components of this program are two walk-in clinics served by professional and para-professional staff, a 24-hour crisis intervention hotline, and an extensive outreach program into the various segments of the surrounding schools and communities.

LIAISON CITIZEN TRAINING PROGRAM

CONTACT: W. DONALD FLETCHER, PROGRAM DIRECTOR
1800 SOUTH VERNON AVENUE
LOS ANGELES, CA 90006
(213) 735-0274

This agency conducts a training program whereby young adults can gain a deeper insight into the governmental/political processes and can use that insight in practical ways in their various neighborhoods. The program objectives are as follows:

- (1) A significant, measurable improvement in the understanding attitudes and skills of the trainees.
- (2) An identifiable strengthening of unity and integrity within the minority groups and organizations impacted by the Community Agent training.
- (3) Specific adoptions by private and public agencies of the new citizen orientation and training methods demonstrated by the program.
- (4) A decrease of youth criminality which may be traced directly to the activities of Community Agents - hopefully to the extent of 15 to 20%.

SCHOOL-COMMUNITY PROGRAMS

SUNNYVALE COMMUNITY SCHOOL PROGRAM
BISHOP SCHOOL
450 N. SUNNYVALE AVENUE
SUNNYVALE, CA 94080
(408) 739-7040

The Sunnyvale programs for dealing with violence and vandalism are based on a long range plan to develop in the youth a sense of belonging to the community. Specific programs include the following:

- (1) Un-Vandals Club - Neighborhood Youth Corps students, 73% of whom have participated in some form of vandalism, come together to clean and landscape the schools.
- (2) Fairwood School Community Garden - Youths and adults of the community have transformed an area into a productive garden, and provided a rewarding activity for many of the students.
- (3) NYC Program - A program which provides employment for disoriented youth.
- (4) Community Councils - People in the community, representatives of agencies, and school personnel work together to advise the community school program.
- (5) Project STOP - "Student Training on Prevention" is a project initiated in cooperation with the Attorney General's office. The project trains junior high students to teach crime prevention to elementary students.
- (6) Cross-Age Tutoring - In cooperation with Sunnyvale High School, elementary students are tutored by high school students.

In addition to these, there are counseling programs, drop-in centers, day-care centers, dance classes, educational classes and other activities.

CORTEZ STREET ELEMENTARY COMMUNITY SCHOOL
CONTACT: DON MACRI, ASSISTANT PRINCIPAL
1321 CORTEZ STREET
LOS ANGELES, CA 90026
(213) 680-9170

Cortez School instituted the following programs to enable the surrounding community to feel they were part of the school.

Vandalism and community/school ethnic-based alienation were virtually overcome.

- (1) Community Walk - New teachers walk the neighborhood learning about the culture, and meeting parents, merchants and church leaders.
- (2) Parent Participation in Classroom - Twenty-five Spanish-speaking education aides are hired from the community; in addition, parent volunteers, noon directors and teacher's assistants from the community work in the school.
- (3) Open Door Policy - Parents are permitted to visit the children's classrooms at any time, without getting a pass from the office.
- (4) Conversations with Parents - A two-way dialogue is held between parents and teachers periodically, at which time teachers learn about the child's home life as well as parents learning about the child's school progress.
- (5) Faculty Men's Club - This is a group of faculty men and fathers formed to motivate the fathers to assume more responsibility for the success of the children in the school, an assumption that would be contrary to the Mexican concept of machismo, which delegates the pursuit of education to the women in the family.
- (6) Parents Advisory Committee - Composed of parents, community and staff members who advise anyone who needs advice in any of the school activities.
- (7) Merchants for Cortez Program - Merchants who contribute to sending 32 children to a day at the Sacramento legislature, plus sponsor other activities, are privileged to display an emblem informing the community that they are members of "Merchants for Cortez."
- (8) Cortez Street School Community Group - A community oriented group of parents and teachers meet monthly to discuss concerns such as consumer education, drug abuse, vandalism, etc.
- (9) Block Parent Program - Certain volunteer parents on blocks near the school display a sign indicating they are block parents and so available for help in case of trouble with children walking to school. During prime times, they watch for trouble on the streets.

INTERAGENCY PROGRAMS

- (10) Police Visitation Program - Police in uniform visit the classrooms periodically so the children get to see a policeman in a non-threatening situation.

NEIGHBORHOOD HOUSE YOUTH SERVICE CENTER

CONTACT: WALTER KUDUMU, DIRECTOR
841 S. 41ST STREET
SAN DIEGO, CA 92113
(714) 262-2477

A major thrust of the project is to divert youth from the criminal justice system. The center is a central information service-point for youth.

Program services include: youth employment, job development, placement and referrals, drug abuse education, individual and group counseling, tutoring, health education and counseling, recreation-outreach and special events programs, personal and family counseling, advocacy/legal services and advocacy of issues oriented toward youths.

PROJECT H.O.P.E. (HELP, OPPORTUNITY, AND PRIDE THROUGH EDUCATION)

CONTACT: ROBERT R. WELLS, PROJECT DIRECTOR
NAPA VALLEY UNIFIED SCHOOL DISTRICT
2425 JEFFERSON STREET
NAPA, CA 94501
(707) 252-5514

Subjects: Educational disadvantaged youngsters.

Activities: Remedial training in academic and social skills for under-achieving students, centered in four areas -- general self-concept, attitude toward school, peer group relationships, and family relationships; stresses affective domain, using self-administered cassette recordings; evaluating impact of programs.

Staff/Teaching: 9 teachers, police department representatives, educational consultants.

Staff/Administrative: 10 educators, 2 social scientists, 9 community resource personnel, 1 secretary.

Students: 200 k-9th graders.

Sponsors: Napa Valley Unified School District.

PROCEDURAL MODEL FOR A COMMUNITY-SCHOOL TOWN HALL MEETING AND ON-GOING COMMITTEE

AD HOC COMMITTEE ON THE PREVENTION AND MANAGEMENT OF CONFLICT AND CRIME IN THE SCHOOLS

CONTACT: STERLING J. BOYER, PROGRAM ADMINISTRATOR
CRIME PREVENTION UNIT
OFFICE OF THE ATTORNEY GENERAL
3580 WILSHIRE BOULEVARD, SUITE 938
LOS ANGELES, CA 90010
(213) 620-4996

The initial step is to convene and organize a Town Hall Meeting to assemble all elements of the community to study, prioritize and arrive at goals for the future.

The next step entails the formation of an executive committee that is aware and concerned about improving the quality of education and developing educational alternatives that will help to reduce or alleviate campus conflict, truancy, vandalism, and assaultive behavior against students and staff.

This task requires a long-term commitment. A cross-section of representation is essential and should include, but not be limited to, students, parents, law enforcement, probation, juvenile courts, public and private agencies and community organizations.

Three phases are incorporated into this program:

- (1) Study Phase - obtain information and gather data
- (2) Planning Phase - develop long and short-term goals of the course of action to be taken
- (3) Action Phase - Implementation and on-going assessment and evaluation of the goals and objectives

COMMUNITY SERVICE DIVISION

CONTACT: FRANK GOMEZ
JUVENILE PROBATION DEPARTMENT
840 GUADALUPE PARKWAY
SAN JOSE, CA 95110
(408) 299-3705

A countywide youth services system for the prevention of delinquent behavior. The division includes a Delinquency Prevention Unit, Pre-Delinquent Division Unit, Youth Services Bureaus,

Volunteer Unit, Vocational Services and a Work Project. The entire system is operational through the cooperative interfacing of the community, law enforcement and social services.

YERBA BUENA CRISIS COUNSELING PROJECT
CENTER FOR INTER AGENCY STUDIES
YERBA BUENA HIGH SCHOOL
CONTACT: JERRY MULLINS
1855 LUCRETIA AVENUE
SAN JOSE, CA 95122
(408) 279-1500, EXTENSION 77

An interagency team of professionals based at the school supply services to students and their families. The team consists of a social worker, a probation officer, two home-school liaison consultants, a parent and teacher training specialist, a school psychologist, and a psychiatrist from the University of Stanford Medical Center.

Outstanding assets of this coordination effort are that the district pays for only a project supervisor and the regular counseling staff; agencies pay for the others. Bureaucratic red tape is cut, needs of community are more realistically assessed, and accountability for effective help is possible.

YOUTH CRISIS HOUSING COMMITTEE
CONTACT: DON McDONALD, CONSULTANT
6622 VAN NUYS BOULEVARD
VAN NUYS, CA 91405
(213) 787-4920

The committee is composed of representatives from public and private community agencies. It also has a liaison established with other community organizations and juvenile court. Consultant service is provided by the Los Angeles County Department of Community Services.

The program is designed to provide a temporary crisis foster home for up to five days for a youth who has run away or for a youth whose conflict with his or her family would create a situation where the youth would run away.

Volunteer Host families are generally recruited by ministers from their congregations. Host families are screened and licensed by the Los Angeles County Department of Social Services. Counseling is provided within 24 hours of placement by a public or private agency located within the community.

SAN DIEGO CITY SCHOOLS PROGRAM
CONTACT: DR. THOMAS GOODMAN, SUPERINTENDENT
4100 NORMAL STREET
SAN DIEGO, CA 92103
(714) 298-4681, EXTENSION 216

The program is comprised of both long and short-term solutions, which include the following components: a school task force of specially trained police officers who visit schools and take part in student programs; a small security force which includes three investigators and a collection agent; an interagency coordinating committee with representatives from school administration, city police and fire and safety departments; human relations training for parents and staff; counseling and tutorial programs; and alternative schools.

RIDE ALONG PROGRAM
CONTACT: SGT. LEW RECK
SANTA MONICA POLICE DEPARTMENT
c/o COMMUNITY RELATIONS DIVISION
1685 MAIN STREET
SANTA MONICA, CA 90401
(213) 395-9931, EXTENSION 284

The Ride Along Program was developed to bring the average non "Boy Scout-Junior Chamber" citizen together with the patrol officer on a one-to-one non-adversary basis.

This long-range, full-scale program is to acquaint the citizen and officer with each other's problems; and to provide possible answers in avoiding and solving these problems.

ROLLING HILLS ESTATES CRIME PREVENTION PROGRAM/THE ADDED DIMENSION
CONTACT: STEPHEN R. BURRELL, ADMINISTRATIVE ASSISTANT
CITY OF ROLLING HILLS ESTATES
4045 PALOS VERDES DRIVE NORTH
ROLLING HILLS ESTATES, CA 90274
(213) 377-1577

The city, in conjunction with the Los Angeles County Sheriff's Department, has developed a program to zero in on burglaries, the city's number one crime problem.

The Community Services Officer, with the help of the Sheriff's Explorer Scouts, Sheriff's Posse and community leaders, canvas the city advising residents as to what they can do to prevent

burglaries as well as checking the security of each home and business, and assisting the owner in marking valuables for positive identification.

The Community Services Officer, as a part of the project, also performs the following activities: vacation checks, burglary follow-up, bicycle licensing, school contact programs and a merchant contact program.

VISTO (VOLUNTEERS IN SERVICE TO OTHERS)

CONTACT: ANN ROBERTS
LOS ANGELES COUNTY PROBATION DEPARTMENT
COMMUNITY RESOURCE SECTION
9150 EAST IMPERIAL HIGHWAY, ROOM B-82
DOWNEY, CA 90242
(213) 923-7721, EXTENSION 2853

This program endeavors to involve the community in helping to alleviate community problems of crime and delinquency by augmenting the services of the probation staff with existent community resources and by making available to staff additional skills, people, materials, services, ideas, etc., which might assist in the difficult job of rehabilitation.

Volunteers can provide the following dimensions in services:

- (1) Services become more individualized, clients can have another person with whom they maintain close personal contact.
- (2) Diversified services can be provided. Volunteers have a variety of skills which are available for specialized services to clients.
- (3) Volunteers can develop an entree for clients into community resources and assist the client in taking full advantage of those resources.
- (4) Volunteers can free time for tasks only deputy probation officers can do.

MOBILE CRIME PREVENTION INFORMATION CENTER
CONTACT: LT. HENRY SOLORIO
INGLEWOOD POLICE DEPARTMENT
105 E. QUEEN STREET
INGLEWOOD, CA 90301
(213) 649-7530

The Mobile Crime Prevention Information Center utilizes a trailer housing varied crime prevention displays which are

exhibited at various pre-publicized commercial and residential centers throughout the community and manned by crime prevention police officers. The use of a trailer versus a stationary, permanent structure affords certain advantages: avoids excessive expenses for building maintenance and rent; increases responsiveness of crime prevention programs to changing community needs; increases visibility of crime prevention activities to all sectors of the community; increases opportunities for citizen participation and involvement in crime prevention programs; and facilitates better police-citizen cooperation in the reduction of crime.

BELL GARDENS COMMUNITY YOUTH SERVICES BUREAU

CONTACT: LT. CURD
6324 COLMAR AVENUE
BELL GARDENS, CA 90201
(213) 773-8681

This project is a multi-discipline program coordinated by the police department with members of the schools and community to conduct a vigorous juvenile delinquency prevention program.

The services provided by the program include: handling "all circumstances" which "may be detrimental to the general well-being" of young people in the community; three resource officers who teach courses on the criminal justice system, act as advisory counselors at the schools, and provide liaisons with school faculty and students; approaches include counseling for individuals and groups, crisis intervention, career development, parent-child relationships, job training and placement, physical health care, and cultural and recreational programs.

CHINO DELINQUENCY PREVENTION PROJECT

CONTACT: GARY M. REISS
5506 RIVERSIDE DRIVE
CHINO, CA 91710
(714) 628-1010 or 628-0016

A cooperative systems diversion program between the Chino Police Department and Chino School District. The program is an alternative to what is presently available to the police officers and the school counselor when incipient delinquent tendencies present themselves. The project is under the directorship of the chief of police and is staffed with two behavioral science professionals and office staff.

EARLY INTERVENTION & INDIVIDUALIZED INSTRUCTION-GUIDANCE PROGRAMS

OPERATION BREAKTHROUGH PROGRAM

CONTACT: MRS. ESTELLE MULHALL
ROBINWOOD SCHOOL
5172 MC FADDEN
HUNTINGTON BEACH, CA 92649
(714) 892-0012

Teachers are asked to name three students who are troublemakers in their classes. A master list is then compiled in the office where duplicate names are thrown out. This master list is returned to the teachers and each teacher is asked to pick from the list three students with whom he/she has some positive rapport. With parent's permission, the teachers spend as much of their extra curricular time as possible with their selected three students, i.e., visiting, counseling, taking them to lunch, to a ball game, etc. This approach is especially good for a new school where communication is lacking between staff and students.

AN ANTI-VIOLENCE CURRICULUM

CONTACT: DAVID KATZ, SUPERVISOR OF
PSYCHOLOGICAL SERVICES
1208 MAGNOLIA AVENUE
GARDENA, CA 90247
(213) 532-5900

A long-range sequentialized "course of study" in the realm of affect-oriented thinking designed to help school pupils (a) make judgments that are not anti-social in nature, (b) analyze senseless delinquent acts and (c) familiarize young people with the emotions and difficulties that lead to criminal behavior.

MULTI-AGE GROUPING IN EARLY CHILDHOOD EDUCATION

CONTACT: DR. KENNETH HENSEL, PROJECT DIRECTOR
BILL BENCHLEY SCHOOL, PROJECT OFFICE
7202 PRINCESS VIEW DRIVE
SAN DIEGO, CA 92120
(714) 287-1421

Pre-kindergarten through grade three children were grouped in twenty-seven classrooms situated in sixteen public schools and one private school in such a way as to provide three year age levels in each class. The program stressed individualization

of instruction, cross-age teaching, peer tutoring, and the use of para-professionals and parents in the teaching/learning act to achieve objectives of:

- (1) significantly greater achievement toward school, and positive self-image; and
- (2) greater individualization of instruction.

The inclusion of four-year-olds in a regular school program extended the concept of early childhood education to include pre-school children as well as primary grade pupils.

Over a three-year period, 105 first grade pupils who were among the original four-year-old group scored three months above the comparison group at the .01 level of significance in reading and seven months above the comparison group at the .01 level of significance in mathematics. Project pupils reflected a more positive attitude than comparison group pupils at the .05 level of significance. Project teachers scored significantly higher (.001) than the comparison group of teachers with single grade classes on a scale that measured classroom climate for individualizing learning. When project pupils were compared to the national norm of 1.8 in grade placement at the end of the first grade for reading and mathematics on the Cooperative Primary Test, the project pupils scored 2.2 in reading and 2.4 in mathematics.

EQUAL OPPORTUNITY IN THE CLASSROOM

CONTACT: SAM KERMAN, PROJECT DIRECTOR
OFFICE OF THE LOS ANGELES COUNTY
SUPERINTENDENT OF SCHOOLS
9300 EAST IMPERIAL HIGHWAY
DOWNEY, CA 90242
(213) 922-6168

Extensive research shows that teacher interaction with students perceived as "low achievers" is less supportive and less motivating than those interactions normally extended to students perceived as "high achievers."

The solution was to bring about an awareness of the supportive and motivating interactions normally extended to perceived "highs" and have the teachers extend the same interactions to perceived "lows," thus resulting in accelerated achievement of the perceived "lows." Project teachers attended a series of six workshops. Following each workshop, they returned to their classes and interacted in the prescribed supportive and motivating manner with the perceived "lows." Project teachers observed and coded each other to establish that the incidence of the prescribed interactions was occurring equally between the perceived "highs" and the perceived "lows." Analysis of pre-post reading achievement scores of students in various grade levels exceeded the gain of the control group by approximately 27%.

DEVELOPING HUMAN RESOURCES FOR GUIDANCE PURPOSES

CONTACT: DR. H. B. GELATT
PALO ALTO UNIFIED SCHOOL DISTRICT
GUIDANCE DEPARTMENT
25 CHURCHILL ROAD
PALO ALTO, CA 94306
(415) 327-7100, EXTENSION 4275

Students, staff and members of the community were involved and trained to make the educational environment more responsive to student needs. Three resource models were developed to extend existing guidance services. Students were trained as peer counselors; they learned to help other students with normal "growing up," developmental and academic problems. Staff members were provided inservice training in new instructional and human relation techniques. Members of the community were identified as resources to the school; they were involved on a volunteer basis in the classroom and on field trips.

Students grew in interpersonal skills. Staff members improved in interaction and communication techniques. The community and the school built bridges instead of walls.

(This is a one-year program that ended June 30, 1975, but they will still send material to those who request it.)

GUIDANCE OBJECTIVE AND LEARNER SUCCESS (GOALS)

CONTACT: MILO BIBELHEIMER
DIRECTOR OF SPECIAL SERVICES
FOUNTAIN VALLEY SCHOOL DISTRICT
NUMBER ONE LIGHTHOUSE LANE
FOUNTAIN VALLEY, CA 92708
(714) 842-6651

Counselors provide inservice training and consulting services to teachers and parents in the appropriate uses of objectives-based counseling procedures. Counselors work directly with selected students to help them establish goals and develop methods for goal achievement.

The 900 pupils that were selected for participation in the exhibited high levels of disruptive, non-task behaviors and formal contact with the police department, and had low reading achievement levels.

Disruptive behavior has been reduced 44.1%, non-task behavior has been reduced 40.2%, attending behavior has increased 21.6%, students who were under-achieving in reading grew one year, one month, in seven months, and police contact rate was reduced 70%. Program costs range from \$17.79 per student for full adoption to less than a dollar per student, depending upon the extent of program adaptation and resource availability. (This project ended as of June 30, 1975, but materials will be sent upon request.)

SECURITY & ANTI-VANDALISM PROGRAMS

SCHOOL RESOURCE POLICE OFFICERS

CONTACT: LT. ROBERT PALMER
SANTA ANA POLICE DEPARTMENT
24 CIVIC CENTER PLAZA
SANTA ANA, CA 92701
(714) 834-4271

To combat school violence, three uniformed school resource police officers are on duty during the school hours. These officers act as counselors to the students, but in essence, are policemen. They also have a safety alarm system which is tied in with the Santa Ana Police Department. Each year they have inservice meetings called "Crisis Management."

SCAN MOBILE ALARM SYSTEM

CONTACT: M. E. BENEDETTI, VICE-PRINCIPAL
JOHN F. KENNEDY SENIOR HIGH SCHOOL
6715 GLORIA DRIVE
SACRAMENTO, CA 95831
(916) 391-1840

For two years, the school has been using the scan system. A hand operated transmitter can send out a signal which is at a frequency above human hearing sensitivity. The signal is received by a wall or ceiling mounted receiver which is tuned to the transmitted frequency. The receiver then activates a warning light and an audible horn on the control console panel in the school office isolating the location of the emergency. The individual operating the transmitter can do so with minimum alerting to an aggressor that a call for help has been made.

VANDAL WATCH TRAILER SITE PROJECT

CONTACT: O. MEARL CUSTER, ASSISTANT TO SUPERINTENDENT
SPECIAL PROGRAMS
ELK GROVE UNIFIED SCHOOL DISTRICT
8820 ELK GROVE BOULEVARD
ELK GROVE, CA 95624
(916) 685-4121 or 685-2374

The district provides mobile home sites on each of their school properties in exchange for the tenant's watchful care over the school buildings and property. The site includes utility connections - water, sewer, gas, electricity, and phone. Families carry on their normal living activities and are not required to be there 24 hours every day. The cost of the sites to the district varies from about \$2,500 to \$3,500.

INTRUSION ALARM SYSTEM

CONTACT: PAT BOWMAN
PLACENTIA UNIFIED SCHOOL DISTRICT
1301 EAST ORANGETHORPE AVENUE
PLACENTIA, CA 92670
(714) 524-4215

The district has an alarm system that is audio-activated from the schools and district office to the Placentia Police Department. These alarm systems are strategically located in different areas of the school building. If activated, the dispatcher can give the exact location of the vandalism and actually listen in on the disturbance. The cost to the district was approximately \$175,000.

FULLERTON SILENT ALARM

CONTACT: PHIL BRADFIELD
FULLERTON UNION HIGH SCHOOL DISTRICT
2600 EAST NUTWOOD AVENUE
FULLERTON, CA 92631
(714) 871-3644

The district has a silent alarm system tied in with the Fullerton Police Department. They have two security officers who travel within the district at night.

PROJECT PRIDE PROGRAM

CONTACT: WILLIAM K. JENNINGS, SUPERINTENDENT
SAN BRUNO PARK SCHOOL DISTRICT
500 ACACIA AVENUE
SAN BRUNO, CA 94066
(415) 589-5900

The program is essentially that of preventing vandalism by fostering pride in the school sites. The first step was refurbishing the school sites so they would be attractive enough for the students to take pride in them. Each school is inspected by a school inspection team consisting of two students, two teachers, one PTA representative, the principal and the custodian. Schools passing inspection are privileged to fly their San Bruno Project Pride flag. Project Pride special award plaques are presented at assemblies to individual students, groups, parents, teachers, etc., who perform worthy deeds related to the upkeep of the sites.

AN EMERGENCY PROCEDURE FOR CAMPUS UNREST

CONTACT: EDWARD M. EVLAND
LONG BEACH POLYTECHNIC HIGH SCHOOL
1600 ATLANTIC AVENUE
LONG BEACH, CA 90813
(213) 591-0581

This crisis response plan focuses on several areas of concern: (1) individual staff responsibility, (2) control centers, (3) communications systems, (4) telephone system, (5) problem area, (6) plans for dealing with emergency (step by step) and (6) prevention plans.

ALTERNATIVE & DIVERSION PROGRAMS

EVENING CALLER PROGRAM

CONTACT: DR. DONALD HAYS
ADMINISTRATOR OF RESEARCH & PUPIL SERVICES
FULLERTON UNION HIGH SCHOOL DISTRICT
2600 EAST NUTWOOD, 10TH FLOOR
FULLERTON, CA 92631
(714) 879-4451

Each high school hires an adult for approximately three hours at \$1.90 to \$2.30 per hour. These people make a phone call to the home in the evening during the dinner hour (4 p.m. to 7 p.m.) about every absence, including period cuts. The district feels this method has greatly increased attendance and has been a tool to keep communication lines open between home and school. The parents appreciate this active concern on the part of the district.

THRESHOLDS - DELINQUENCY PREVENTION AND CONTROL PROJECT

CONTACT: BOB HUDSON, PROJECT DIRECTOR, OR
ERNIE ALLEN, ASSISTANT DIRECTOR
ALAMEDA COUNTY REGIONAL CRIMINAL JUSTICE
PLANNING BOARD
OFFICE OF CRIMINAL JUSTICE PLANNING
100 WEBSTER
OAKLAND, CA 94607
(415) 922-5050

Streetworkers, in conjunction with juvenile justice system personnel, clergy, and certain area residents provide counseling, employment help, and special activities to the would-be delinquent.

The project is funded by the California Council on Criminal Justice and is governed by an advisory committee composed of a cross-section of agency representatives, community residents, businesses and youth.

PARTNERS

CONTACT: KARLA WURTHMAN, DIRECTOR
6230 SYLMAR AVENUE
VAN NUYS, CA 91401
(213) 787-3350, EXTENSION 259

The purpose of this program is to divert young people who have just had first contact with the criminal justice system.

Youths who have had academic or disciplinary problems in school and youths who may have engaged in truancy, burglary and petty theft are recipients of the program's services.

The approaches used to achieve program goals encompass bolstering the youth's self-image through the love, attention and companionship of an older person's tutoring, taking youths to the doctor, or simply having fun.

BARRIO STATION

CONTACT: ARTURO CAZARES, DIRECTOR
2196 LOGAN AVENUE
SAN DIEGO, CA 92113
(714) 238-0314

The program's objective is to assist Mexican-American youths who drop out of school by providing support and redirection.

Many services are provided to the youth and his family such as: bi-lingual services; crisis intervention; individual, family and group counseling; soft drug users; family problems; school dropouts; educational opportunities; recreational activities; tutoring; and community resources referral.

Community development activities are undertaken by education, and assisting established systems in developing programs meaningful to Chicano youths.

The center coordinates its efforts with government agencies, schools, parents and any other community resources that would most benefit the youth involved.

ALTERNATE ROUTES

CONTACT: BRUCE SANDI
ORANGE COUNTY PROBATION DEPARTMENT
P. O. BOX 10260
SANTA ANA, CA 92711
(714) 532-7879 or 532-7511

Counselors from Orange County Probation Department provide on-the-spot counseling to students and parents in a crisis situation to help divert the delinquent from the formal juvenile justice system. Follow-up counseling is also done. Then all records are destroyed so that there are no juvenile court records to follow the youth.

Schools, police or parents can request a counselor at any time for any type of troubled behavior, not necessarily the type serious enough to warrant arrest.

An aspect of the program which makes it highly feasible is its cost savings. During its first 18 months of operation, Alternate Routes served 792 young people at a cost of \$454.00 per case less than those referred to the juvenile justice system.

This program is significant in light of the new SARB Truancy Law in California which requires a review board to examine alternatives for a student before he/she is referred to the juvenile justice system.

GROUP COUNSELING AT WASHINGTON HIGH

CONTACT: BETTY ANDREWS, HEAD COUNSELOR
10860 S. DENKER AVENUE
LOS ANGELES, CA 90047
(213) 757-9281

Group Counseling is offered to students of Washington High on a full-time basis as part of a total guidance system which includes also full-time career counseling and full-time college counseling. Also, other members of the counseling staff hold group sessions. At one stage, there were 24 groups being conducted each week at Washington High.

Parents, teachers or anyone concerned can refer students to the program, or students can request to participate. The groups, numbering from five to 18 members, rotate their meeting periods and days so that students do not miss too much of any one class.

THE SATURDAY WORK-STUDY PROGRAM

CONTACT: MR. E. M. CASTILLO, COORDINATOR
CHILD WELFARE AND ATTENDANCE
ANAHEIM UNION HIGH SCHOOL DISTRICT
501 CRESCENT WAY
ANAHEIM, CA 92803
(714) 956-6880 or 956-6881

The Saturday Work-Study Program is used in lieu of suspension. If a student is to be suspended, his parents are given the choice of suspension or having the student come to the school and either study in the library or do constructive maintenance work on the campus. The district reports they have generated a total of \$42,629 of A.D.A. through the program and paid out in salaries of both classified and certificated personnel a total of \$12,729.

NATIONAL GUARD CADET UNIT

CONTACT: WILLIAM WILLIAMS, PRINCIPAL
MANN JUNIOR HIGH SCHOOL
7001 SAINT ANDREWS PLACE
LOS ANGELES, CA 90047
(213) 299-4585

A National Guard Unit has been established and students with negative attitudes toward school are actively recruited to join. The girls participate in a drill team, and both sexes participate in a band. The unit captain is a well-liked teacher in the school.

SHERIFF/PROBATION RUNAWAY DIVERSION UNIT
CONTACT: CAPTAIN MONTE R. DAVIS
SHERIFF'S JUVENILE DIVISION
P. O. BOX 569
SAN BERNARDINO, CA 92403
(714) 383-2511, EXTENSION 232

Runaways and incorrigibles are a major, time-consuming problem for any law enforcement agency.

Both the juvenile and parents are cited, and requested to sign a contract requiring their participation in the diversion plan. The program consists of three weekly group sessions, chaired jointly by a juvenile detective and probation officer. Failure to respond to the program usually results in informal probation.

"OPERATION JADE"
CONTACT: PHIL GOOD, PROJECT MANAGER
CUDAHY CITY HALL
CUDAHY, CA 90201
(213) 576-2222

This program is set up for first-time juvenile narcotics and/or drug offenders to attend counseling sessions with their parents. These sessions satisfy two important criterion. First, due to the frank discussions, films and direct participation from juveniles, they are brought to a new perspective about the "drug world." Secondly, it assists the parents in learning about drugs and narcotics in order to more intelligently discuss this field with their sons and daughters from a preventive point of view.

If the juvenile successfully completes the program, and is not re-arrested within one year after the sessions, his record regarding that particular arrest is completely destroyed.

OPERATION TRUANCY
CONTACT: BURK M. BUSSIERE
14717 BURIN AVENUE
LAWNDALE, CA 90260
(213) 973-4321

The main goal is to reduce daytime burglaries. It consists of one permanently assigned deputy who patrols residential areas and other places frequented by juveniles in the city.

Upon making contact with the juveniles, the deputy determines if the juvenile has a valid reason for being out of school. If not, he may:

- (1) transport the youth to his or her home;
- (2) transport the youth to his or her school;
- (3) write a field interview report (which is kept on file by the sheriff's department); or
- (4) in cases where a crime is evident, the suspect is taken into custody.

BURGLARY REDUCTION THROUGH TRUANCY CONTROL
CONTACT: SPECIALIST DARRELL W. FIFIELD
FRESNO POLICE DEPARTMENT
P. O. BOX 828
FRESNO, CA 93721
(209) 488-1217

Primarily developed to combat the high incidence of daytime residential burglaries which occur on weekdays.

A control area 1-1/2 miles by 2-1/2 miles was selected with a high school as the focal point, and two junior highs on the periphery. The control area was divided into five sections, with one plainclothes officer in an unmarked vehicle assigned to the area.

The officer contacts any juveniles out in the residential area between the hours of 9 a.m. and 2 p.m. to determine whether they are truant. Truancy status is accomplished through pre-arranged cooperative efforts between the schools and the police.

BIG SISTER PROJECT
CONTACT: YVONNE C. BENSON, ASSOCIATE EXECUTIVE DIRECTOR
78 NORTH MARENGO AVENUE
PASADENA, CA 91101
(213) 793-5171

Girls are referred by schools, police and other community agencies because of behavior difficulties.

The goal is to divert them from the juvenile justice system and to work to modify their behavior. Girls are worked within groups of 6 to 8 members, led by volunteers. Groups are geared to verbal problem-solving and activities, and use positive peer attitudes and behavior.

Volunteers are supervised by para-professional community workers and training is provided.

PROJECT OUTREACH

CONTACT: EARL BRITTON, DIRECTOR
90 EAST FOURTH STREET
PITTSBURG, CA 94565
(415) 439-8242, EXTENSION 76

The project provides city services to target areas and groups which are not receiving adequate recreational services.

Assistance is provided to the school district during crisis situations, provides peer counseling, and coordinates the city's recreation services.

RICHMOND POLICE DEPARTMENT JUVENILE DIVERSION PROGRAM

CONTACT: LT. GEORGE F. EWING, COMMANDER
RICHMOND POLICE DEPARTMENT
PREVENTIVE SERVICES DIVISION
27TH AND NEVIN
RICHMOND, CA 94804
(415) 237-7000

Three diversionary programs established by the Richmond Police Department and/or the Richmond Unified School District:

- (1) The School Counselor Program - Educational specialists are employed to (a) provide direct counseling to juveniles relative to education and prospective issues and (b) to participate in the development of agency-wide juvenile training.
- (2) Police in the Schools Program - Structured as an informal informational exchange session between the participating parties and serves three purposes: (a) students receive educational information relative to functions and responsibilities of a police department; (b) the students are afforded the opportunity to become better acquainted with police officers; and (c) this interaction enables the officers and the students to view one another from other perspectives.
- (3) Tutorial Program - This component utilizes and renumerates capable juvenile offenders as tutors for younger children experiencing learning difficulties.

OPERATION INCREASE ATTENDANCE

CONTACT: SAIF R. ULLAH, PH.D.
MID-VALLEY COMMUNITY MENTAL HEALTH COUNCIL, INC.
1436 EAST HUNTINGTON DRIVE, P. O. BOX 414
DUARTE, CA 91010
(213) 358-0107

Efforts are directed towards helping adolescents, pre-adolescents and their families who are referred by such agencies as the school, police and probation, to resolve personal, psychological adjusting and social conflicts.

Work is done with school faculties and with parent groups to help the community deal with juveniles problems. This project has brought together five city governments, schools, police departments and other agencies to work collectively to resolve youth-related problems.

YOUTH SERVICE CENTER

CONTACT: ROGER L. NEUMAN, CAPTAIN
FREMONT POLICE DEPARTMENT
39710 CIVIC CENTER DRIVE
FREMONT, CA 94538
(415) 796-3232

This center provides a diversion service for youth offenders who meet certain criteria such as: first offense, youth admits guilt, non-violent offense and is 17 years of age or under.

Various types of counseling are used as needed: family counseling, individual, marriage, group, reality therapy, behavior modification, play therapy, Gestalt techniques and role playing.

SARB (SCHOOL ATTENDANCE REVIEW BOARD)

CONTACT: WILLIAM RUTH, DIRECTOR
OFFICE OF THE LOS ANGELES COUNTY
SUPERINTENDENT OF SCHOOLS
ADMINISTRATIVE SERVICES, ATTENDANCE AND WELFARE
9300 EAST IMPERIAL HIGHWAY
DOWNEY, CA 90242
(213) 922-6231

A new statewide law which focuses on prevention and diversion of school-related problems from the juvenile justice system.
Features of SARB:

- (1) County School Attendance Review Board will consist of parents, representatives of the local school district, probation department, welfare department and county superintendent of schools. It will coordinate the program.
- (2) Each county SARB will have a chairperson.
- (3) Provisions are made for consultants and coordinators.

- (4) The boards will propose and promote alternatives to the juvenile court system.
- (5) It will authorize referrals of habitual truants and in-subordinates.
- (6) Notices of meetings will be circulated.
- (7) It provides for a data collection system.
- (8) This revises the Education and Welfare and Institutions Codes. Juveniles who disobey authorities will be referred to SARB first if they are under 18.

Section II

Resources for Training: Law and Criminal Justice

RESOURCES FOR TRAINING: LAW & CRIMINAL JUSTICE

In June, 1974, Senate Bill 1426, better known as the "Robbins Bill", became law. Its first phrases read as follows:

"Requires the course in social science given pupils in secondary schools to include instruction in our American legal system, the operation of our juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions."

Many school districts are seeking materials and instructional models to assist in meeting the requirements of the law. This section lists those extant in California at this writing. Further sources from across the United States may be obtained by writing the American Bar Association for a copy of the Directory of Law Related Educational Activities, second edition, from which much of this material was excerpted. Their address is:

American Bar Association
1155 East 60th Street
Chicago, Illinois 60637
(312) 493-0533

Or, you may phone your local county Bar Association for aid in obtaining a copy. A further suggestion - the local police chief, probation officer and juvenile court judge would normally be anxious to serve on a school committee to design such instruction and to relate the students learning experience to the local situation in the community.

BASIC LAW WORKSHOP

Thomas Harrison, Director
Lowell High School
1101 Eucalyptus Drive
San Francisco, CA 94132
(415) 566-7900, Extension 20

Subjects: Historical evolution of the American legal system, structure and jurisdiction of California and federal courts, introduction to civil and criminal procedure, substantive law

Activities: Conducting elective courses (fulfilling the Civics II requirement for graduation) which includes lectures, discussions, student reporting on legal current events, field trips to courts, law schools, and prisons, ride-along programs with local police,

guest speakers from law-related fields, community internship program, mock trials

Materials: Illustrated booklet of class activities (including student reactions to the course), video-tape of three-hour mock trial, sample script for mock trial, book reviews

Staff/Teaching: 1 director, 1 attorney, law students, other community resource personnel

Staff/Administrative: 1 director, 1 supervisor of student relations, 1 attorney consultant

Students: 12th graders

Sponsors: Lowell High School, San Francisco School District

\$\$\$\$: California Council on Criminal Justice

CENTER FOR WAR/PEACE STUDIES

Robert Freeman, Director
50 Vashell Way, Suite 300
Orinda, CA 94563
(415) 849-3535

Subjects: Conflict, change, interdependence, power, authority, world affairs, international relations, world law

Activities: Conducting teacher workshops, curriculum development, evaluation and information clearinghouse services, coordination with related organizations

Materials: List of publications available

Staff/Teaching: 60 teachers

Staff/Administrative: 1 director, 2 assistants, 2 secretaries

Students: 2,500 7th-graders in 9 junior and 7 senior high schools

Sponsors: Center for War/Peace Studies, Mt. Diablo Unified School District

\$\$\$\$: Center for War/Peace Studies, Mt. Diablo Unified School District

FREEDOM UNDER LAW

V. T. Hitchcock, Director
2555 Mendocino Avenue
Santa Rosa, CA 95405
(707) 527-2429, or 2133

Subjects: Constitution, Bill of Rights, administration of justice, criminal law, civil law, student rights and responsibilities

Activities: Presenting teacher training courses on various legal subjects in cooperation with Sonoma State College, which include discussions, moot courts, courtroom visits

Staff/Teaching: Volunteer attorneys

Staff/Administrative: 1 director

Students: 8th-12th grade teachers

Sponsors: Sonoma County Bar Association

Project not operative now but information will be sent on request.

GOLDEN GATE LAW REVIEW HIGH SCHOOL LEGAL EDUCATION PROJECT

Kenneth S. Wolf, Director
1800 Avenue of the Stars, Suite 500
Los Angeles, California 90064
(213) 277-1000

Subjects: Freedom of expression, due process, criminal law, consumer law, family law, juvenile law

Activities: Attorneys present cases to classes and discuss issues raised

Staff/Teaching: 35 attorneys

Staff/Administrative: 2 volunteer attorneys

Students: 275 12th graders

Sponsors: Beverly Hills Bar Association Barristers

\$\$\$\$: Beverly Hills Bar Association Barristers

JUNIOR STATESMEN FOUNDATION/CALIFORNIA JUNIOR STATE

Richard Prosser, Executive Director
495 California Avenue
Palo Alto, CA 94306
(415) 327-2131

Subjects: Rights and responsibilities, U. S. political system, legal procedures, administration of justice

Activities: Materials development, informational services, consulting services

Materials: Special handbook, quarterly newsletter, frequent press releases

Staff/Teaching: 100 high school teachers

Staff/Administrative: 1 educator, 1 secretary

Students: 2,000 10th-12th graders

Sponsors: Junior Statesmen Foundation

\$\$\$\$: Public and private donations

JUVENILE JUSTICE TRAINING MODEL

Sterling J. Boyer, Program Administrator
Office of the Attorney General
Crime Prevention Unit
3580 Wilshire Boulevard, Suite 938
Los Angeles, California 90010
(213) 620-4996

Subjects: Juvenile justice system

Activities: Students interview representatives from the juvenile justice system such as police, probation, courts, and community agency; problem-solving exercise; brainstorming techniques

Students: 9th-12th graders

Sponsors: Crime Prevention Unit, Office of the Attorney General

LAW, EDUCATION AND PARTICIPATION -- A NATIONAL PROJECT OF THE CONSTITUTIONAL RIGHTS FOUNDATION

Vivian Monroe, Executive Director
Todd Clark, Education Director
6310 San Vicente Boulevard
Los Angeles, California 90048
(213) 930-1510

Subjects: Bill of Rights, rights and responsibilities, legal process, administration of justice

Activities: Offering consulting services to assist schools and other agencies to develop programs on law, the administration of justice and citizenship education, with special emphasis on utilization of community resources and resource personnel

Materials: "Education for Participation: A Program Development Guidebook on Law and Public Affairs", "Bill of Rights Newsletter", simulation games

Staff/Administrative: Depends on size of area when program is underway

Students: 7th-12th graders

Sponsors: Constitutional Rights Foundation (Southern California)

\$\$\$\$: Danforth Foundation, Ford Foundation

LAW IN A FREE SOCIETY

Main Office
606 Wilshire Boulevard, Suite 600
Santa Monica, CA 90401
(213) 393-0523

Subjects: Authority, justice, privacy, responsibility, freedom, diversity, participation, property

Activities: Curriculum development, teacher training, evaluation, development of community resources, workshops, consulting services

Materials: Sets of materials for in-service training of elementary and secondary teachers including "A Case Book", "Lesson Plans", "A Curriculum", and "Guide for Teacher Education", on each of the following concepts: Authority, Diversity, Freedom, Justice, Participation, Privacy, Property and Responsibility

Staff/Teaching: 1,200 teachers

Staff/Administrative: 8 full-time and 7 part-time educators, 10 part-time area coordinators, 150 part-time instructors, 4 full-time and 1 part-time secretary

Students: 93,000 K-12th graders in 50 school systems

Sponsors: State Bar of California; University Extension, University of California at Los Angeles; Schools of Law of the University of California

\$\$\$\$: Law Enforcement Assistance Administration

LAW IN A FREE SOCIETY

Area Coordinators

Los Angeles

Alita Letwin
Program Coordinator
606 Wilshire Boulevard
Suite 600
Santa Monica, CA 90401
(213) 393-0523

Long Beach

Jack Hoar
Social Studies Consultant
Long Beach Unified Schools
701 Locust Avenue
Long Beach, CA 90813
(213) 436-9931

San Juan

Roy Erickson
Program Specialist
San Juan Unified School Dist.
3738 Walnut Avenue
Carmichael, CA 95608
(916) 484-2491

Oakland

Ken Matheson
Supervisor, Social Sciences
Oakland Public Schools
1025 Second Avenue
Oakland, CA 94606
(415) 836-2622

Margaret Branson
Assistant Professor of Education San Diego
Holy Names College and Mills

College
523 Hampton Road
Piedmont, CA 94611
(415) 547-5020

Marin County

Doug Bosco, Director
Marin County Human Relations
Department
Civic Center, Suite 310
San Rafael, CA 94903
(415) 479-1100 ext. 2971

San Jose

Martin Mullins
Area Supervisor
San Jose Unified School District
1605 Park Avenue
San Jose, CA 95114
(408) 998-6111

Norma Wright, Community School
Director
Castro Junior High School
4600 Student Lane
San Jose, CA 95130
(408) 379-8453

Orange County

Don Wilson
Chief Administrator - OCERC
Orange County Department of
Education
1250 South Grand Avenue
Santa Ana, CA 92705
(714) 834-3900

Dr. Gilbert Stuve
Project Director
San Diego Department of Education
6401 Linda Vista Road
San Diego, CA 92111
(714) 278-6400

Fresno

Hampton Sawyers
Social Science Coordinator
Fresno City Unified Schools
3132 East Fairmont
Fresno, CA 93726
(209) 224-4350

San Francisco

Van Burgess
Assistant Professor of Education
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117
(415) 666-6767

Pauli Eaneman, Director
Project Benchmark
2150 Shattuck Avenue
Berkeley, CA 94704
(415) 845-8718

In July of 1975, the Law in a Free Society personnel indicated to us their plans to expand to the following areas:

Contra Costa County

Bob Watanabe, Coordinator
Social Sciences
Office of the Contra Costa
County Superintendent of
Schools
75 Santa Barbara Road
Pleasant Hill, CA 94523
(415) 937-4100

Mt. Diablo

George N. Larson
Consultant in Secondary
Curriculum
Mt. Diablo Unified School Dist. Livermore
1936 Carlotta Drive
Concord, CA 94520
(415) 682-8000

Santa Barbara

Marilyn McMahon
240 Miramar Avenue
Santa Barbara, CA 93108
(805) 969-4180

Ontario-Montclair

Lucile Robinson
General Consultant
Ontario-Montclair School District
Post Office Box 313
Ontario, CA 91761
(714) 983-9501

Lee Thompson, Director
Secondary Education
Livermore Valley Unified School
District
685 Las Positas Boulevard
Livermore, CA 94550
(415) 447-9500

LEGAL EDUCATION COURT TOUR PROGRAM OF STUDENT LEAGUE OF SAN FRANCISCO

Jim Moseley, Director
2105 O'Farrell Street
San Francisco, CA 94115
(415) 563-5650

Subjects: Court procedures

Activities: Field trips to criminal jury trials

Materials: Courtroom diagram and outline of criminal pre-trial and trial procedures

Staff/Teaching: 146 teachers

Staff/Administrative: 2 educators, 1 secretary

Students: 4,161 5th-12th graders from 67 schools in San Francisco Bay area

Sponsors: The Bar Association of San Francisco, San Francisco Unified School District, Archdiocese of San Francisco

\$\$\$\$: Private

LOS ANGELES DISTRICT ATTORNEY'S YOUTH ADVISORY BOARD

Mel Thompson, Director
Kay Caines, Assistant Director
1254-1/2 West Manchester Avenue
Los Angeles, CA 90044
(213) 750-0920

Subjects: Student involvement in the community, juvenile justice system, juvenile rights and responsibilities

Activities: Employing 20 high school and college-age youth who are responsible for planning and implementing programs such as Law Awareness Week, Rap Session, conferences, workshops, training sessions, etc., for young people and law enforcement representatives, designed to increase understanding and communication between youth and the system; developing materials

Materials: "Wachanga Wasema" (Youth Speaks)

Staff/Teaching: 24 high school and college youth, law enforcement representatives

Staff/Administrative: 1 director, 1 assistant director

Sponsors: District Attorney of Los Angeles County

\$\$\$\$: Los Angeles Model Neighborhood Program

PROJECT BENCHMARK OF THE CONFERENCE OF CALIFORNIA JUDGES

Mrs. Paulette Eaneman, Director
2150 Shattuck
Berkeley, CA 94704
(415) 845-8718

Subjects: Community governmental agencies, court system and procedure, criminal law, juvenile law, administration of justice

Activities: Conducting program designed to improve the depth, scope and quality of news reports of court proceedings through seminars with newsmen, educating readers of news reports, and other activities; materials development; field trips

Materials: "Welcome to Your Courts", "Evidence", "Due Process"

Staff/Teaching: 5,000 teachers, 200 newsmen

Staff/Administrative: 1 director

Students: 7th-12th graders

Sponsors: Conference of California Judges

\$\$\$\$: California Council on Criminal Justice

PROJECT STOP (STUDENT TRAINING ON PREVENTION)

Sidney K. Chew, Program Administrator
Office of the Attorney General
Crime Prevention Unit
1315 - 5th Street, Room 411
Sacramento, California 95814
(916) 322-2574

Subjects: Bicycle theft, vandalism, drug abuse, and the juvenile justice system

Activities: 7th and 8th graders are used as student teachers to impart information to 4th and 5th graders through puppetry and role playing.

Materials: Films, puppets, vandalism puzzle

Staff/Teaching: 7th and 8th grade students

Students: 4th and 5th graders in 12 school districts

Sponsors: Crime Prevention Unit, Office of the Attorney General

\$\$\$\$: Cowell Foundation

STUDENT AND THE LAW

Multi-Level Educational Programs
Sgt. Theodore T. Toguchi, Coordinator
Los Angeles County Sheriff's Department
211 West Temple Street
Los Angeles, CA 90012
(213) 974-4161

In school programs at all levels in Los Angeles County. At elementary school level this program is called "Adopt a Deputy" program and involves a Sheriff's deputy visiting elementary school classes.

At junior high, high school, and adult school level a deputy who is also a certificated teacher teaches "Student and the Law" classes and is part of the school faculty. He teaches on off-duty hours and is paid by the school district. The "Student and the Law" class includes material on narcotics, criminal justice, the courts, the history of law enforcement, and crime prevention.

STUDENT AND THE LAW PROGRAM

Dorine Owens, Coordinator
Los Angeles County Sheriff's Department
Community Relations Bureau
Hall of Justice
Los Angeles, CA 90012
(213) 974-4161

Subjects: Legal principles and processes

Activities: Teacher training and developing materials

Materials: "Student and the Law"

Staff/Teaching: 65 teachers, community resource personnel

Staff/Administrative: 1 educator, 7 police department representatives, 1 secretary

Students: 7th and 8th graders in 13 schools, 10th-12th graders in 23 schools, adults in 15 schools

Sponsors: 19 school districts, Los Angeles County Sheriff's Department

\$\$\$\$: California Council on Criminal Justice, 19 school districts

SAN FERNANDO VALLEY BAR LEGAL EDUCATION PROGRAM

Stephen E. Taylor, Director
8133 San Fernando Road
P. O. Box 847
Sun Valley, CA 91352
(213) 767-0112

Subjects: Constitutional law, civil law, criminal law

Activities: Mock trials, role playing, simulations, lawyer in the classroom program, teacher training, law day conference, court visits

Staff/Teaching: 100 lawyers, 50 teachers

Staff/Administrative: 1 volunteer coordinator

Students: 6,000 7th-12th graders in 18 junior and 22 senior high schools

Sponsors: San Fernando Valley Bar Association, Constitutional Rights Foundation (Southern California)

\$\$\$\$: San Fernando Valley Bar Association, Constitutional Rights Foundation (Southern California)

TEACHING LAW TO REDUCE CRIME

Judge Roy W. Seagraves, Director
Social Cybernetics Institute
701 Welch Road, Suite 217
Palo Alto, CA 94304
(415) 324-0800

Subjects: Juvenile law, American court system

Activities: Curriculum development for grades K-12

Materials: "Rules and Rights Series" (Fearon Publishers)

Staff/Teaching: Teachers, K-12, throughout the country

Staff/Administrative: 5 behavioral scientists, 2 educators, 1 judge, 2 authors/editors, 1 secretary

Students: K-12th graders throughout the country

Sponsors: Social Cybernetics Institute

TELEVOTING

Vincent N. Campbell, Director
American Institute for Research
P. O. Box 1113
Palo Alto, CA 94302
(415) 493-3550

Subjects: Citizen participation, civic communication, responsive government, information utilization

Activities: Utilizing a "televote" system of two-way communications between schools and citizens to help students identify key issues, get relevant information, draft supporting arguments, and interpret televote results of actual issues facing school officials

Materials: Progress report and other informational materials

Staff/Teaching: Teachers, parents, students, community resource personnel

Staff/Administrative: 1 director, 2 associates

Students: 7th-12th graders

Sponsors: National Science Foundation, San Jose Unified School District, American Institute for Research

\$\$\$\$: National Science Foundation

THOMAS JEFFERSON RESEARCH CENTER

Frank G. Goble, Director
1143 North Lake Avenue
Pasadena, CA 91104
(213) 798-0791

Subjects: Values education, psycho-social problems, interrelationships among individuals, organizations and society

Activities: Conducting research regarding basic moral assumptions which underlie American law which is distributed through research reports, books, magazine articles, and a monthly research letter, as well as through speakers and seminars on applied psychology, motivation and organizational leadership; providing consultants to organizations dealing with psycho-social problems

Materials: "The Third Force", "Excellence in Leadership", "The Case for Character Education", and others

Staff/Administrative: 1 director, 1 researcher

Sponsors: Thomas Jefferson Research Center

\$\$\$\$: Private

3 R'S PROJECT

John P. Huber, Police Lieutenant
708 Third Street
Davis, California 95616
(916) 758-3600

Subjects: Rights and responsibilities, juvenile law

Activities: Establishing rapport between police and community; police visit each class 3-5 times during the year

Materials: "Student Attitudes Toward Authority", "Law and the Police"

Staff/Teaching: 12 police department personnel

Staff/Administrative: 3 police officers, 1 secretary

Students: 4,400 K-9th graders in all city schools

Sponsors: City of Davis

\$\$\$\$: City of Davis

YOUTH AND LAW ENFORCEMENT

Sgt. Bruce W. Philpott
Pasadena Police Department
142 North Arroyo Parkway
Pasadena, CA 91103
(213) 577-4621

Subjects: Criminal justice system, juvenile law

Activities: Police officers conduct classes

Staff/Teaching: 3 teachers, 3 police department representatives, community resource personnel, 1 educational specialist

Students: 75 9th-12th graders in 3 high schools

Sponsors: Pasadena Unified School District

YOUTH AND THE ADMINISTRATION OF JUSTICE

Professor Martin Levine, Director
405 Hilgard Avenue
Los Angeles, CA 90024
(213) 825-1474

Subjects: Constitution, legal processes, administration of justice, criminal law, juvenile rights and responsibilities

Activities: Conducting clinical credit programs in which law students serve as resource personnel for teachers and students participating in "Youth and the Administration of Justice"

Staff/Teaching: 7 law students

Staff/Administrative: 1 volunteer director

Sponsors: UCLA Law School, USC School of Law, Constitutional Rights Foundation (Southern California)

\$\$\$\$: Law Enforcement Assistance Administration

YOUTH AND THE ADMINISTRATION OF JUSTICE

Richard Weintraub, Director
Constitutional Rights Foundation
6310 San Vicente Boulevard
Los Angeles, CA 90048
(213) 930-1510

Subjects: Criminal law; procedures used by and role of police, district attorneys, and public defenders, as well as courts, probation, parole and department of community services representatives in the administration of justice

Activities: Conducting experience-oriented program in justice agencies where students design and peer-teach learning activities based on observations, experience and related classroom research and discussions; exploring interrelationships among agencies of the criminal justice system

Materials: Simulation games, learning packets, course of study

Staff/Teaching: 3 teacher-coordinators

Staff/Administrative: 3 project directors

Students: 90 students from 3 high schools peer-teaching over 10,000 11th-12th graders during the project year

Sponsors: Constitutional Rights Foundation (Southern California), justice agencies in Los Angeles County, Los Angeles County Bar Association, Los Angeles City, Pasadena and Long Beach schools

\$\$\$\$: Law Enforcement Assistance Administration

YOUTH AND THE LAW COMMITTEE

William M. McCarty, Director
3067 - 5th Avenue
San Diego, CA 92103
(714) 299-4336

Subjects: Philosophy of law, rights and responsibilities, juvenile law

Activities: Training teachers to bring law education into the schools; distribution of "Youth and Law" booklet free to 7th and 10th graders throughout the city and county; Speaker in the Classroom program; Hot-Line Lawyer program (a lawyer working with a class for a semester or a year); Students in the Lawyer's Offices program; youth film developed by bar members showing a bust, juvenile court and related activities; a mock trial film used in San Diego County and elsewhere to demonstrate an actual trial situation

Materials: "Youth and Law" booklet

Staff/Teaching: Elementary and secondary school teachers

Students: K-12th graders

Sponsors: San Diego County Bar Association

\$\$\$\$: San Diego County Bar Association, Law in a Free Society

YOUTH EDUCATION COMMITTEE

Mr. Joseph Stretch and Ms. Ann Miller, Co-Chairpersons
The Bar Association of San Francisco
Mills Tower, 21st Floor
220 Bush Street
San Francisco, CA 94104
(415) 392-3960

Subjects: State Constitution, legal and political institutions, legal processes, rights and responsibilities, substantive law

Activities: Lawyers lead discussions, attorney hot-line for teachers, Explorer Law Club, implementing ABA-FBA high school law program, developing resource library of printed and film materials, developing materials

Materials: "Law in Society" (currently being revised), and "Youth and the Law" booklet

Staff/Teaching: 2,788 teachers, 50 attorneys, 15 community resource personnel

Students: 61,400 4th-12th graders

Sponsors: The Bar Association of San Francisco

\$\$\$\$: The Bar Association of San Francisco and other private donations

YOUTH EDUCATION COMMITTEE

W. D. Gibbs, Chairman
Alameda County Bar Association
Financial Center Building
Oakland, CA 94612
(415) 893-7160

Subjects: Legal procedures, administration of justice, governmental institutions, fundamental legal principles

Activities: Coordinating three projects -- court visitation, mock trials, teacher training, conducting pilot program in cooperation with Law in a Free Society, developing materials

Staff/Teaching: 200 teachers, 50 attorneys, 3 judges, 2 police department representatives

Students: 6,000 5th, 6th and 12th graders

Sponsors: Alameda County Bar Association, Oakland Public Schools, Urban Studies Project, Oakland Police Department, Law in a Free Society

\$\$\$\$: Alameda County Bar Association, Oakland Public Schools, Law in a Free Society

OTHER PROGRAMS AVAILABLE

LAW IN ACTION

Dale A. Crandall
Andrew P. Hill High School
3200 Senter Road
San Jose, CA 95111
(408) 227-8800

THE JUVENILE

Richard Diamond, Director
Arlington High School
Jackson & Lincoln Streets
Riverside, CA 92503
(714) 781-2293

LAW AND THE TEACHER

Henry Springer
United Teachers of Los Angeles
2511 W. 3rd Street
Los Angeles, CA 90057
(213) 487-5560

STUDENT AND THE LAW

Gene Leach
Sierra High School
9401 South Painter
Whittier, CA 90605
(213) 698-8121

STUDENT AND THE LAW

Bill Schmidt, Principal
Oak Avenue Intermediate School
6623 North Oak Avenue
Temple City, CA 91780
(213) 285-2111, Extension 214

LAW-RELATED EDUCATION GRANTS MADE BY THE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION AGENCIES, 1970 - 1974

CALIFORNIA

(From the Report of the American Bar Association Special Committee on Youth Education for Citizenship -- it does not include all LEAA grants in support of law-related education. The project summaries were written by the projects themselves as part of their funding proposals. Thus, they are in the future tense, even for activities which may have been completed years ago, and naturally they present a self-promoting view of projects' activities. Appendix 5, pages 132-133).

A CITIZEN AND HIS POLICE (Five Stop-Freeze Films)

Grantee Name and Address: City of Culver City
9770 Culver Boulevard
Culver City, California 90230

Award Amount: \$102,405

Fiscal Year in which Grant Made: 1973

This project will produce five legal educational films which will use case methods to instill in youths their personal responsibilities as citizens to the role of the law enforcement system. A stop-freeze film technique will be utilized by the instructor which will stop the film at a teaching point situation to provide for student discussions on a point of law. The National District Attorneys' Association will assist in case development and provide technical assistance on the material.

A CITIZEN AND HIS POLICE (Five Stop-Action Films)

Grantee Name and Address: National Education Institute
702 South Highland Avenue
Los Angeles, California 90036

Award Amount: \$5,000

Fiscal Year in which Grant Made: 1974

This project will supplement grant awarded in 1973 by providing funds for purchase and distribution of 15 sets of the five legal education films entitled "Under the Law". These film sets will be utilized in carrying out the testing and evaluation component of initial grant. The films will use case methods to instill in youths their personal responsibilities as citizens to the role of the law enforcement system. Instructors will utilize

a stop-freeze technique in conjunction with teaching guides to provide for student discussions on points of law. The National District Attorneys' Association has assisted in case development and provided technical assistance on the material.

A CITIZEN AND HIS POLICE

Grantee Name and Address: National Education Institute
702 South Highland Avenue
Los Angeles, California 90036

Award Amount: \$203,765
Fiscal Year in which Grant Made: 1974

Five films will be produced which are to be used as teaching aids in elementary and secondary schools. Using a unique stop-action technique, each film will instruct students in a discreet criminal justice subject. Actors simulate real world incidents and, at critical points in the evolution of the incidents, the film action freezes, allowing the instructor to pose questions, discuss issues and choices, and generate student participation. The five topics to be filmed are: vandalism, the exclusionary rule, gangs, shoplifting, and the victim. The project also provides for extensive evaluation and for a quality control component which uses a committee of law enforcement officials to pass upon the accuracy of film content.

COMMUNITY RELATIONS AND CRIME PREVENTION PROGRAM

Grantee Name and Address: County of Humboldt
Sheriff's Office
Courthouse
Eureka, California 95501

Award Amount: \$36,421
Fiscal Year in which Grant Made: 1972

The county of Humboldt proposes the continuation of the Community Relations and Crime Prevention Program established within the sheriff's office to improve communications, understanding, teamwork, and trust between the police and the community. The Community Relations Program is a systematic program which contains six operational components: Community relations unit, school officer program, anti-crime program, liaison office, speakers bureau and training program. The C.R.U. is a research and planning component. School Officer Program will place officers in the classroom to answer questions and present programs. The anti-crime program will obtain citizen involvement. Liaison office will conduct direct communications with community organizations. The speakers bureau will expand activities and provide visual aids and informational brochures. The training component will give necessary training to all personnel involved. The program will be staffed by two full-time positions funded through grant and departmental personnel participation.

COMMUNITY RESOURCE OFFICER

Grantee Name and Address: Oroville Police Department
1887 Arlin Rhine Drive
Oroville, California 95965

Award Amount: \$13,609
Fiscal Year in which Grant Made: 1972

The objectives of this proposed project have been identified and divided into four major classifications. Their order of presentation does not necessarily indicate a priority: (1) juvenile delinquency presentation program, (2) counseling and referral program, (3) police-community program, and (4) education in the elementary school.

CRIME PROGRAM (COMMUNITY RELATIONS IMPROVEMENT MOVEMENT EFFORT)

Grantee Name and Address: City of Ripon
Police Department
First & Locust Street
Ripon, California 95366

Award Amount: \$11,601
Fiscal Year in which Grant Made: 1972

The city of Ripon proposes to implement a comprehensive crime program to improve communications, understanding, teamwork, and trust between the police and the community in a combined effort to reduce crime. It is anticipated that the comprehensive approach will contain six operational components: (1) a community relations unit, (2) a school officer program, (3) an anti-crime program, (4) a liaison office, (5) a speakers bureau, and (6) a training program. The community-relations unit is a crime preventive and research and planning component. The school officer program will place officers in the classroom to answer questions and present programs. The anti-crime program will obtain citizen involvement. The liaison office will conduct direct communications with community organizations. The speakers bureau will expand activities and provide visual aids and informational brochures. The training component will give necessary training to all personnel involved. The program will be staffed by one full-time position funded through grant and by departmental personnel participation.

MARIN COUNTY POLICE COMMUNITY RELATIONS PROGRAM

Grantee Name and Address: County of Marin
Human Rights Commission
Marin County Civic Center
San Rafael, California 94903

Award Amount: \$134,190
Fiscal Year in which Grant Made: 1972

The basic philosophy of the Marin County program is that it is necessary to work with and develop all aspects of the relationship between the citizens and the police department as a joint effort. With this goal in mind, the present program combines the following three major phases: (1) an on-going in-service training program for one-third of the total law enforcement personnel in the county, (2) a police cadet program in which ten cadets are employed in departments throughout the county where they receive training and release police officers for more important duties, and (3) public education in the form of public school classes and citizen seminars directed toward improving understanding and communication between the public and police.

TEACH LAW TO REDUCE CRIME

Grantee Name and Address: Foundation of Research in Education
873 Santa Cruz Avenue
Menlo Park, California 94025

Award Amount: \$24,523

Fiscal Year in which Grant Made: 1972

The basic purpose of this project is to reduce the frequency of unlawful behaviors at the preventive level by teaching the background, rationale, and operation of law and law enforcement. The major objective to be accomplished at this time is the compilation, analysis, and evaluation of the effectiveness of curriculum materials that have been developed and used in over 100 classrooms with more than 1700 students. The project has utilized a number of approaches such as structured role playing, focused personal discussions, discussions with guide questions, and discussions only. Instruments have been developed to measure the changes in knowledge of law and law enforcement, and the frequency and variety of unlawful behaviors. In addition, detailed comparisons must be made to determine the effect of such variables, sex of students, sex of teacher, socio-economic level, academic achievement. Data from all these sources must now be thoroughly assessed to determine the most effective treatment approach.

VIP-SRO (VALUES INSTRUCTION PROGRAM-SCHOOL RESOURCE OFFICER PROJECT)

Grantee Name and Address: Unified School - Palm Springs
333 South Farrell
Palm Springs, California 92262

Award Amount: \$71,201

Fiscal Year in which Grant Made: 1972

The Values Instruction Program - School Resource Officer Project is specifically aimed at preventing problems of drug abuse and juvenile delinquency through the coordinated efforts of the city police department, county sheriff's and probation department and the Palm Springs School District. Young people in eight elementary schools grades 4-6 and two junior high grades 7-9 will be involved

with the project. From the data obtained the first year and presently being analyzed for the second year, the impact the project has on the students has been positive in reaching the established objectives. The project utilizes both values and a school resource officer program. The project helps the young person build a set of values which become a defense against negative influences relating to drug abuse and other delinquent behavior, the key concept being the recognition by the student that he makes choices and is responsible for them. The school resource officer aspect of the project is integrated into the values program so that the officers can communicate with groups of students regarding drugs or law enforcement.

WATSONVILLE POLICE DEPARTMENT JUVENILE COMMUNITY RELATIONS PROJECT

Grantee Name and Address: Watsonville Police Department
Watsonville, California 95076

Award Amount: \$21,057

Fiscal Year in which Grant Made: 1972

It is a goal that this extensive juvenile project will result in a reduction in juvenile arrests during the grant period. Efforts will also be made to get the adults in the community involved in the effort of reducing juvenile delinquency and establishing better community relations with the Watsonville Police Department. Programs to achieve the desired results will include: "Know Your Police" programs at school; credit courses on law enforcement and citizens rights and responsibilities; drug seminars; rap sessions; tours of the police department; accelerated recreational programs for youth in conjunction with the Watsonville Boys' Club. An extensive on-going evaluation program will be used to evaluate the success of the project.

YOUTH AND THE ADMINISTRATION OF JUSTICE

Grantee Name and Address: City of Pasadena
100 North Garfield Avenue
Pasadena, California 91101

Award Amount: \$160,990

This project will be organized and presented through a special senior high school elective class on the Administration of Justice at John Muir High School in Pasadena, Roosevelt High School in East Los Angeles and Jordan High School in Long Beach near Compton. The objectives of the project are to provide classroom and field experiences for students in the three special classes which will make it possible for them to develop activities to be presented in other junior and senior high classes on the Administration of Justice in their communities. All appropriate justice agencies have pledged their support. Unlike curriculum development projects which tend to deal with law from a conceptual point of view through written materials, this project will stress how the justice system

works in practice. It will explore the interrelationship between all agencies in the system from an operational standpoint. The use of law students as advisors in each experimental class and of high school students as teachers will multiply the number of students who will be reached by the project. Each senior high class will have law students who will work with teaching teams of three.

YOUTH COMMUNITY RESOURCE PROGRAM

Grantee Name and Address: City of Pleasant Hill
Police Department
Pleasant Hill, California 94523

Award Amount: \$54,000

Fiscal Year in which Grant Made: 1972

We propose to develop a model program for 100 services with the emphasis as follows: (1) Act as a referral agency to absorb the juvenile programs of the community and divert young people out of the formal criminal justice system, (2) to refer drug offenders or potential drug offenders for counseling guidance and when necessary treatment of drug abuse problems, (3) to develop school liaison programs, police on campus, speakers bureau, rap sessions, counseling, police youth discussions, law enforcement classes, etc., (4) use the department personnel as intake officers with referral to the discovery house center for guidance and treatment, and (5) develop an informal sentence structure with the department assigning minor offenders to officers for guidance.

YOUTH DEVELOPMENT PROGRAM

Grantee Name and Address: City of Visalia
Police Department
Visalia City Hall
Visalia, California 93277

Award Amount: \$32,104

Fiscal Year in which Grant Made: 1972

The Visalia Police Department began a youth development program in 1967 in a local junior high school. Because of its success, it was expanded to a second school and was evaluated by the California Youth Authority and the program was awarded an "Outstanding Service to Youth" award in March of 1971. This project proposes the placement of two officers in the three local senior high schools to conduct programs for the purpose of maintaining communications and non-punitive dialogue with young people. Officers will give formal classroom presentations covering the aspects of the criminal justice system and engage in informal contacts on the campus; provide counseling for students who volunteer or seek assistance, and counsel students from project schools who are arrested for offenses -- thus diverting them from the criminal justice system rather than imposing the traditional methods of incarceration and filing a petition. This project proposes the placing of police

officers in a non-punitive, helpful atmosphere, in an attempt to increase student knowledge of the laws pertaining to them as well as to decrease the incidence of delinquency.

SOURCES & RESOURCES

SOURCES & RESOURCES

This section is a limited and selected group of sources of information in the school crime and conflict field.

Until very recently, little material was available in the juvenile justice and school crime fields. Our search turned up a number of recent articles and books -- also, some educational and training films and tapes for students, school personnel, criminal justice personnel, and governmental decision makers.

Materials listed are merely a compilation from various sources. Availability and prices, if any, should be checked with the source.

Audio-Visual

Community Resources and the Citizens' Role in Juvenile Justice. National District Attorney's Association: 211 East Chicago Avenue, Suite 1515, Chicago, Illinois 60611. 1974. Audio cassette.

Dropping Out. American Educational Films: 132 Lasky Drive, Beverly Hills, California 90212. 1972. Film.

Facing Up To Vandalism. Perennial Education, Inc.: 1825 Willow Road, P. O. Box 236, Northfield, Illinois 60093. 1974. Film.

Guidance: Values. Aims Instructional Media Services, Inc.: 626 Justin Avenue, Glendale, California 91201. 1973. (Filmstrips with cassettes, for primary-middle grades)

How to Improve Police/School Liaison. National District Attorney's Association: 211 East Chicago Avenue, Suite 1515, Chicago, Illinois 60611. 1974. Audio cassette.

Juvenile Court. Zipporah Films, Inc.: 54 Lewis Wharf, Boston Massachusetts 02110. 1973. Film.

Juvenile Justice System: Where Is It Heading? National District Attorney's Association: 211 East Chicago Avenue, Suite 1515, Chicago, Illinois 60611. 1974. Audio cassette.

Law and Order. Zipporah Films, Inc.: 54 Lewis Wharf, Boston, Massachusetts 02110. 1969. Film.

Recent Supreme Court Decisions Affecting Juvenile Matters.
National District Attorney's Association: 211 East Chicago Avenue, Suite 1515, Chicago, Illinois 60611. 1974. Audio cassette.

School Problems - A Series. Oxford Films, Inc.: 1136 North Las Palmas Avenue, Los Angeles, California 90038. 1973.
(Elementary and junior high use): Busted, Dropout, Hearing and Noise, Narcotics and Kids, School Vandalism, Values and Goals: A Way To Go. Films.

Students vs. Teachers: Rights and Responsibilities. National District Attorney's Association: 211 East Chicago Avenue, Suite 1515, Chicago, Illinois 60611. 1974. Audio cassette.

The Role of the Judge, District Attorney, and the Public Defender in Juvenile Court. National District Attorney's Association: 211 East Chicago Avenue, Suite 1515, Chicago, Illinois 60611. 1974. Audio cassette.

The Tunnel. The Little Red Filmhouse: 119 South Kilkea Drive, Los Angeles, California 90048. (16mm film about school violence and the pressures, attitudes, and interactions of the total community)

To Reason Why. Perennial Education, Inc.: P. O. Box 236, Northfield, Illinois 60093. (Film for educators, lawyers, and community leaders; shows need for law-related education; documents successful classrooms and in-service techniques)

Under the Law - A Series. Walt Disney Educational Media Company: 800 Sonora Avenue, Glendale, California 91201. 1973.
(Junior and senior high school use): Arrest and Seize, Muggers, The Hitchhike, The Plea, The Ripoff. Films.

A Vandalism Story: The Clubhouse. McDonald/Crain Media: P. O. Box 3371, Glendale, California 91201. 1973. (Film for elementary and junior high school use.)

Vandalism - Why? Perennial Education, Inc.: P. O. Box 236, 1825 Willow Road, Northfield, Illinois 60093. 1971. (16mm film for junior and senior high school use.)

Violence and Vandalism. American Educational Films: 132 Lasky Drive, Beverly Hills, California 90212. 1971. Film.

What Works in Juvenile Diversionary Programs. National District Attorney's Association: 211 East Chicago Avenue, Suite 1515, Chicago, Illinois 60611. 1974. Audio cassette.

What You Should Know and Do About Violence in the Schools. National District Attorney's Association: 211 East Chicago Avenue, Suite 1515, Chicago, Illinois 60611. 1974. Audio cassette.

Youth and the Law - A Series. Doubleday Multimedia: Box 11607, 1371 Reynolds Avenue, Santa Ana, California 92705. 1973.
Law and the Police, Law and the Individual, Law and the Judge, Law and the Youthful Offender, Law and the Dissenter, Law and the Accused. Films.

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7/20/1990