

CAMPUS and COMMUNITY SAFETY
Regional Parent Forum
January 18, 2007

Enrollment and Boundaries:

- Where are secondary schools in limiting enrollment to capacity numbers? (6)
- Secondary schools are too big. (11)
- Transition – elementary to middle school, district support needed with district boundary changes – standardized option, point person to help with district transfers (support systematic) (2)
- After school activities – enforce rules/respect – boundaries (3)
- Concern – Offload schools (6)
- What are the rules regarding out of area, out of district students attending EGUSD schools? (6)

Theft and Crime Prevention:

- What can parents/community do when they see truant students? Especially groups. (2)
- Theft (primarily at middle and high school) – stealing of personal property. Need program to report thefts; we need to go beyond this; locker break-ins; what is the parent part here? Can it be addressed with a newsletter? (4)
- Theft: 6th grade belongings – teachers need to follow up.
- Theft: What is the school and parents responsibility?
- Drug dogs – When? Where? How often? Should be random (3)
- Concern of drugs/weapons (in and out of class). (Move from control to less control). (5)
- Video Monitor (3)

School Rules and Expectations/Consequences:

- Security measures seem too harsh and institutional. (1)
- Spend more effort in training students on expected behaviors. (19)
- Current procedures focused on dealing with worst behaviors rather than reinforcing positive. (4)
- Systems for teachers connecting personally with their students. (1)
- How do we acclimate students bussed into our communities to our culture and expectations? (11)
- Set up processes/procedures for addressing issues while they are still small. (1)
- Enforce, encourage being on time to school at all levels. (2)
- Hold to and enforce zero tolerance of important issues. (19)
- Handbook: rules not enforced; revise or re-visit rules; see consequences. (8)

Communication and Publicity:

- Appreciate system of calling parents when student are out. (7)
- Honest communication of facts.
- District should make information available to feeder schools. (1)
- Working with local papers/translate data/view image. (2)

Parent Topics:

- Staff too limited for current escort process; secondary schools need more parent organizations like PTO.
- Form parent groups representative of all groups to establish codes, rules of conduct. (1)
- Parent Involvement –after school / parent funded; music/arts? More options needed.
- Late start is a big problem for many working parents. (3)

- Share with parent what is going on. Not just the roses; meeting to let parents know what admin is concerned about and working on. (6)
- District/school should not become dependent on parents.
- More parent involvement –focus on action, need to be involved with children; parents want to work with the schools – educate our children/not raise my child. (5)
- After school – having to leave at 3:00pm (carpool issues). (1)
- Kids in street (parent awareness/safety). (2)

Campus Safety/Security and Supervision:

- Have site safety committee meetings. (1)
- Open campus – worried about open gates (lock please); concern about high school student son campus. (7)
- Person needs to be out front longer than 5 to 10 minutes; more parents/adults out after school; on campus – 1 within eyesight of fence. (2)
- Concerns – closed campus (elementary and middle school also) Fence by Oct. 15.
- Crossing the street/supervision staggering school close at 3:00pm. (3)
- What level of supervision is there in non-classroom environments? (1)
- Are campus procedures for visitors consistent on all campuses to protect from intruders?
- What plans are there to make all campuses closed, fenced, protected entry – exit? (6)
- Provide adequate security for evening events, minimum days, rallies, etc. (5)
- Security measures are not consistent from elementary to secondary. (2)
- Set clear expectations to direct students where they should go after school.
- Elementary supervision needs to be funded at a level that provides more staff. (4)
- Transition – elementary to middle school (before and after school) yard duty? Parking lot and bike safety. (2)
- After/before school program extended day needed. (1)
- For the security and safety teachers need to monitor yard, bathroom, and street. (7)
- Managing student car/traffic flow exit of parking lot. (6)

Peer Group Concerns and Programs:

- Competent mediation/managements programs at every level that is inclusive of all students with responses to bullying. (14)
- Facilitate interaction between elementary – secondary for conflict management/ student teams. (2)
- Shift of campus culture – respect of students, student discussion froups (spirit council going). (9)

CURRENT SUCCESSES -

- * Getting a phone call when students are not present.
 - * Parent on campus days
 - * LCHS - Transparency and rapidity of sharing important information
 - * Messages that students are doing well
 - * Communication from high school reaching elementary schools
 - * HEMS/LCHS - Community conversations
 - * School Loop
 - * Positive PR/Newspaper
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The following topics were chosen as the top priorities for further discussion by the attending group:

Spend more effort in training students on expected behaviors. (19)

Def: Respect

- Promotion of academic expectations
- Consistent behavior across grade levels
- Expectations for profanity
- “Dare not to swear” Program
- Cell phone confiscation charge - \$15.
- Region needs to have same consequences
- Expectation of being thoughtful of others
- Respect
- Celebrating kindness. Good works, caring
- Dare to set a standard – don’t fall to lowest expectation/common denominator
- Why don’t?
 - Media influence
 - Fear of other’s responses
 - needs to be enforceable
- Dress Code

Success Indicators – What would this look like?

“Golden Rule”

- Appropriate Language
- Appropriate dress
- Respecting other’s property
- Student exhibit behavior - report to parents no problems/less problems

Plan

- Parents understanding plan
- Students understanding plan/expectations
- Staff/administration/parent follow through
- Consequences for staff not following through
- Schools enforcing rules
- Consistency with implementing agreed upon rules

Hold to and enforce zero tolerance of important issues. (19)

Define Important Issues

- | | |
|---------------|-------------------------------|
| ▪ Drugs | ▪ Fights |
| ▪ Consistency | ▪ Tardies |
| ▪ Crime | ▪ Follow expulsion guidelines |
| ▪ Weapons | ▪ Assault/Battery |

Success Indicators – What would this look like?

- Statistics’
- Decrease in # of infractions
- Consistent consequences
- Follow due process swiftly
- Positive school culture
- Positive attitude
- Increase academic achievement

Competent mediation/managements programs at every level that is inclusive of all students with responses to bullying. (14)

Define – Common conflict resolution program consistent elementary through High School including staff.

- Address bullying as a second topic
- School Violence

Secondary schools are too big. (11)

Success Indicators: District Goal = 2200 @ High School
= 1200 @ Middle School

Issues: Staff/student ratio – Teacher/counselors
Size contributes to other issues

Solutions: Project Lead the Way @ Harriet Eddy Middle School
AVID
MPTA, BCA, SSA
Teaming Teachers @ Secondary
Advocacy

How do we acclimate students bussed into our communities to our culture and expectations? (11)

- The discussion continued centered on the wording of this statement. Many views were shared with a majority agreement that the topic is important however, the words used in describing the statement should be changed to read, “How do we educate students in an ongoing manner in our common code of conduct.” For example – Students respecting each other.