

Cesar Chavez Elementary School Climate Committee
Meeting Notes
April 5, 2012

1. Introductions

Sharon Davies, Lynn Angelo, Sara Caulfield, Anastasia Panagakos, Sylvia Kwon, and Amy Duffy present

2. Climate Survey Results

Sylvia Kwon presented her initial analysis of the write-in responses from the parent climate survey (her initial table is at the bottom of these notes). She processed over 100 write in responses to three questions regarding how to improve school climate (and other concerns), types of bullying parents believed their child had experienced, and reasons why parents thought their child may not be accepted at school. In her initial findings she reported that playground supervision, after school policy, and yard duty training (and perhaps training in Playworks) were important topics to parents. The climate committee discussed the need for clarification on after school policy and the school's legal responsibility. The teachers expressed frustration over having to enforce the after school policy particularly when it meant stopping an activity that was being enjoyed by students and was having a positive impact. The climate committee sympathizes with the parent frustration and will request clarification from Sra. Beck. The climate committee will also contact the other elementary schools to find out how each site addresses the after school situation and whether there are ideas we can appropriate for Chavez.

Sylvia also noted that athletic ability was an important reason for boys not feeling accepted at school whereas for girls friendship groups were more important. Older students were also more prone to use intimidation in bullying situations.

Sylvia noted that parents also expressed their desire to have a counselor at Chavez and to have the Kelso program reinstated as soon as possible.

Sylvia reported that parents will also frustrated with communication, or lack thereof at the school. Some parents expressed frustration with communicating with the office on bullying incidences. The climate committee discussed how to open up communication and get more face time with the school leadership teams (i.e. the principal, SIPAT president and executive board, and climate committee chairs). It was suggested that perhaps a meet and greet coffee hour with the leadership team once a month would go far to provide parents an opportunity to interact with and gather information about the school and programs.

The committee also discussed end of the year plans of disseminating survey results. SIPAT has offered to host the climate committee's web page in order to put up meeting minutes and survey results. Anastasia will work with SIPAT to establish the resource page. Sara suggested getting the class reps and student council involved in presenting some of the results to the 3-6 classes that took the student survey. Anastasia would get some of the data to Sara so that the student council could work on it. Anastasia also suggested creating some "sound bite" posters that provide a bit of climate data and how the committee is addressing it. For example - highlight programs such as Jann's talk on girl bullying and how it links to survey results.

3. Counselor Update

The climate committee is still working towards a joint Chavez-Pioneer counseling position. Anastasia and Lynn were at the SIPAT general meeting on April 3rd and discussed the need to up the counselor hours to approximately 10 per week. SIPAT will be deciding this month whether to increase the hours and by how much. The committee still hopes to have the counselor in place by the first day of school in August. The committee is going to push hard in the coming weeks to make this. The committee would also like to explore the reassignment of the \$6400 SIPAT had earmarked for this year's counselor (but was never spent because the counselor search failed) to a short-term transition program for the 1st and 4th graders in August/September. The teachers in particular think this would be a good use of the unused funds as 1st and 4th grades are transition points that can often cause tension and stress for the students. The climate chairs will schedule a meeting with SIPAT very soon to discuss this.

4. MME to CCE - 4th Grade Transition

Although she could not attend the meeting Sra. Beck did send an update regarding the transition team. She has met with 3rd grade Chavez teacher, Sra. Burnside, who is helping with the transition activities for the MME students. **A meeting has been scheduled for Tuesday, April 17th at 4:00 p.m. at Chavez to help plan for this event.** All interested members of the climate committee or parents should attend this meeting.

5. Garden Expansion Plans & School Cleanliness

Anastasia reported that at the last SIPAT general meeting garden coordinator Gena Finver expressed her need for more parental involvement in supporting the garden program and her vision for garden expansion including a new greenhouse. The climate committee agreed that the gardens and general appearance of the school are important aspects of climate and should be supported by the committee. Sharon noted that some students do not take pride in the school and that this is an important issue. Lynn described how the first grade teachers have instilled in their students the duty of keeping their corridor clean. The committee would like to further explore these issues and support Gena in her efforts.

6. Girl Bullying Workshop

The Climate Committee is sponsoring a parenting workshop on girl bullying with Jann Murray-Garcia on April 24th from 7-9 p.m. in the Chavez MPR. SIPAT is helping with refreshments and contacting others in the community interested in parent ed. Lisa Baumeister has emailed the other elementary schools and Amy Duffy has contacted the middle schools. Anastasia has sent a news release to the Davis Enterprise and Sara Caulfield will email all the teachers to pass along the announcement to their individual class parent email lists. Anastasia will also produce fliers for the students to take home and posters as well. The workshop is part of an ongoing Chavez series on bullying and is in response to results from the climate surveys indicating that incidences of girl bullying tend to focus on verbal bullying and friendship skills.

7. Transition to 1st Grade Playground Supervision

The first grade playground transition coordinator, Marsha Baird, could not attend the climate meeting but sent an update via email. She will plan on attending the Transition to 1st grade meeting on May 3rd with a signup sheet and will also do the same for back to school night in August. She plans on emailing out the kinder parents from this year by securing the email lists from the teachers and will do so about a week before school starts in August.

8. New Discussion Items

It has been suggested that the climate committee address, or look into, the efforts being made to smooth the transition to middle school for the outgoing 6th graders. The committee acknowledged that there are already some programs and efforts in place to address this but would like to explore it further in the future.

The final climate committee meeting of the school year is on Thursday, May 3rd at 3:30 p.m. in Room 20.

Preliminary Data - Parent write in comments
 Cesar Chavez Elementary School Parent Climate Survey 2011-12

How to improve school social climate and other concerns	Response Percent	Response Count (total of 112)
School personnel and grounds		
Principal (S1)	7.1%	8 (accessibility; communication)
Teachers (S2)	10.7%	12 (training; accessibility; communication)
Staff (S3)	5.4%	6 (need for counselor)
School maintenance (S5)	3.6%	4 (garbage; gutters; faded paint)
Social relations		
Bullying including girl bullying (S8)	8.0%	9 (concerns about self-esteem; teenage years)
Cliques both students and parents (S13)	5.4%	6 (2 MME/CCE)
General conflict between students (S14)	8.0%	9 (lack of respect; teasing; inappropriate language; gossiping)
School policy		
Bullying prevention and disciplinary procedures (S7)	10.7%	17 (Kelso's Choice; conflict resolution; reward system; community building; assemblies)
Student empowerment (S9)	4.5%	5 (student council; leadership opportunities)
Communication between school/home (S10)	5.4%	6 (playground policies; bullying incidents)
General school policy (S12)	8.0%	9 (curriculum; class size; racial/ethnic categorization)
Parent participation and involvement (S11)	7.1%	8 (workshops/forums; family events; volunteer opportunities)
Playground Issues		
Lunch/yard duty (S4)	12.5%	14 (more training i.e. Playworks; more supervision)
Playground concerns (S6)	17.0%	19 (afterschool policy; game rules; lack of inclusion)
General feedback		
Survey and Climate committee (S15)	13.4%	15 (interest in findings; technical problems; survey wording)

Reasons for unacceptance	Response Percent	Response Count (total of 70)
Child		
Physical appearance (C1)	4.3%	3 (weight; height)
Athletic ability (C2)	15.7%	11 (not good at sports or playground games)
Habits, personality types, and personal challenges (C3)	28.6%	20 (sensitive; shy; reading ability; finger sucking; ADHD; first name; nerdy; food choices)
New to CCE or from MME (C4)	4.3%	3
Friendship group (C5)	12.9%	9 (cliques; girl bullying; not in popular crowd)
Unspecified (C6)	24.3%	17 (don't know; teased; just because)
Family		
Racial and/or ethnic background (F1)	4.3%	3 (family name, food choices)
Socioeconomic status (F2)	2.9%	2
Structure or challenge (F3)	2.9%	2 (single-parent home; family member with disability)
Values (F4)	4.3%	3

Types of bullying	Response Percent	Response Count (total of 18)
Exclusion (B1)	27.8%	5 (others pressured to exclude; non-inclusive games)
Intimidation (B2)	27.8%	5 (older kids; bigger kids; parent involvement)
Physical (B3)	22.2%	4 (pushing; throwing dirt; grabbing)
Property stolen (B4)	5.6%	1
Verbal (B5)	27.8%	5 (name-calling; teasing; rude remarks)
Unspecified (B6)	16.7%	3 (happened in past, but not last month; don't know; not playing fairly)