1. Update on Action Items

   a. Police On Campus Reporting Forms
      A rough draft of the Police on Campus Reporting Form was distributed and commented on. The draft included input from the District, police, and Task Force Co-Chairs. The intent of the form is to clearly identify the parties involved handling incident – officer(s), administrator(s), student(s), parent(s) contacted, to be able to track and keep tally of incidents. When the form is distributed, it will be accompanied by a memo explaining how it is used and to whom it will be distributed. The distribution of the form is still to be decided. A list of any documents shared by the District with the police will be included as an item.

      When the police come on campus for reasons that are not related to an incident/discipline such as traffic control, lunch times, presentations, patrol, etc., the reporting form would not be used, but it is requested that the officers sign in as any other visitor on campus. It was suggested that the opening sentence of the reporting form be more specific.

      When using the form and during interrogations, it was requested that the student clearly be informed that he/she may ask for parents to be present before answering questions. Interrogation must stop if that request is made.

      It is requested that a child advocate be present when students are questioned. A parent, counselor or community liaison could serve in that position.

      To support the awareness of everyone of students' rights, a board can be posted on campus describing rights, administrators and teachers can be
made aware of students’ rights when they are hired. Extensive training of staff and students is required.

b. Proposed Staff Development Plan
An outline of the proposed Staff Development Plan was distributed. Training needs to be continuous as staff and laws change. Staff Development is ongoing, not just a one-day or one-stop session.

Under “Purpose,” sexual orientation, religion, abilities should be added. The statement should concur with the standard statement used by the district.

Look at what a child needs to succeed and work with prevention and intervention at young ages. If necessary, discipline should follow in small increments.

The District is working on a Discipline Handbook for parents and will contact other Districts for successful examples.

Before school starts in September, Campus Security and Pupil Services personnel will receive extensive training including multi-cultural awareness.

Under “Potential Trainers,” expand list and add the Santa Monica City funded agencies, school-based counseling agencies, Marlene Wong, Anytown which is part of NCCJ.

A panel of parents and students can help train staff through their experiences.

2. Developing a Protocol

Following is a transcription of points logged by Peggy Harris from Task Force discussion. Co-chairs will come back to the Task Force with several options of wording for the protocol.

C First Step - fact finding investigation at school – parents should be notified if administrator finds something needs to be done as a result of investigation.

C When necessary, on site agencies should be contacted immediately to help with intervention/counseling.

Student Study Teams - use as many resources as possible before calling police.
Parents should know when referrals are made to avoid “garbage” referrals as well as to avoid parents not going on with their child.

Parents should not be in the dark in regard to what is happening with their child. This should be the underlying principle of protocol.

Before we call parents need to find out details for accuracy. Parents should be contacted after situation has been dealt with – each time depending on gravity of issue and frequency. We need discretion to work through helping kids develop independence.

Principal sets the culture for disciplinary actions/mediation. As part of training, look at philosophy of discipline.

There needs to be more human contact. Do kids feel connected? Teachers calling home to help personalize.

In after school programs, information can flow through the after-school teen centers. We need to err on the side of too much communication rather than too little. Use judgement and balance.

Anytime an administrator questions a child that could lead to a police report, the parent needs to be called and an advocate of the child should be present.

Make certain that we look at all levels of discipline in protocol. Teacher-student/administrator-student.

Someone needs to attend to “how” students are interrogated. Use appropriate practices.

When are parents called? (School administrator?)

**Guidelines**

Not so restrictive that administrators’ hands are tied.

When the situation needs outside intervention (call) (Sense of loss of control) Remedies outside of their area.

Designate student advocate

Suspension - call/Police take from campus (arrested)

Arrest - student to station/police

Call parent before child is questioned
C Work from premise that parent is student’s advocate – notify ASAP
C Be careful that we are sensitive to student’s wishes – sometimes kids fear parents
C Parents called ASAP as long as it does not hamper the investigation
C Use language about Education Code, law, etc.

NEXT MEETING: TUESDAY, AUGUST 20
7:00 P.M.
District Board Room