STUDENTS, PARENTS, SCHOOLS, COMMUNITY

Safe and Supportive

Live Honorably ~ Act Humbly ~ Model Dignity

We understand that how we act, what we say, and what we display reflect our character and the values of the Alamo Heights community. We will show integrity in all of these areas.

ALAMO HEIGHTS TASK FORCE REPORT

Findings and Recommendations

June 30, 2016

Introduction

We suffered a profound tragedy in our community with the recent suicide of David Molak and the ensuing grief, anger, and many questions in the community surrounding his tragic death and the surrounding issues confronting our children and our community on a daily basis. What causes or contributes to feelings of exclusion, depression, anxiety, cyber bullying and other abusive conduct, and suicide are complex and troubling issues that impact our entire community.

The span of issues includes: character, anxiety, depression, self-injury, eating disorders, bullying and other abusive conduct, use of cell phones and other digital devices, the internet and other social media, and other issues that impact our children's wellness on a daily basis. These issues and complexities are not unique to Alamo Heights.

On January 28, 2016, Superintendent of Schools Kevin Brown appointed this task force to study and make recommendations concerning the social and emotional issues facing our children and community, including issues related to adolescent suicide and bullying. In particular, assessing the effectiveness of current campus practices related to: (1) character education, (2) social and emotional wellness, (3) digital citizenship, and to recommend actions to increase effectiveness in dealing with these three areas in terms of parents / community, schools, and students (See appendix for a list of the task force members).

As one likely would expect, and as we as a task force have clearly seen, the issues are broad and complex. We believe, however, that we have bold recommendations which will have both an immediate and long-term positive impact. Our work as a task force has again confirmed that we have an outstanding and supportive district and community. While we clearly know and expect that our students will receive an excellent academic education, recommendations will include placing equal emphasis on overall character and wellness. We believe that when students are of strong character and are socially and emotionally healthy, they will do better academically and, most significantly, be better prepared for life; a key tenet of the AHISD mission.

We heard early on in our task force workings: "Ultimately, we cannot bring about a sea of change in the messages our culture sends to young people unless institutions at every level elevate and embody a healthier set of values…. In the face of deeply troubling trends that only seem to be worsening, it is time to say 'Enough!'" [1] Indeed, it is time to say, "Enough!", and fully address character, citizenship, and wellness to complement the existing strengths of our district and community.

As a task force (and as many of you have told us during the course of our work, including in responses to the district-wide survey issued at the commencement of our work) we believe that it

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[1] Making Caring Common | Turning the Tide was written by Richard Weissbourd, Senior Lecturer and Co-director of the Making Caring Common project at the Harvard Graduate School of Education, in collaboration with Lloyd Thacker, Executive Director of the Education Conservancy, and the Making Caring Common team including Tricia Ross Anderson, Alison Cashin, Luba Falk Feigenberg, and Jennifer Kahn (2016).

is not the sole responsibility of schools to teach character, digital citizenship, and social and emotional wellness to our children. Nor can schools be expected to solve every social problem. Research has shown, and we know, that much of our children's development in these areas has been developed or taught both before the student arrives in our schools and outside the school setting. We have seen and heard that parents must take responsible and active roles in their children's development in these vital areas.

Our sincere hope is that the comments and recommendations from the task force will begin conversations in our homes and community. Our work has brought a stark reminder that, as parents, guardians, grandparents, and others in our community, we model for our children. As we have been reminded, *much of what our kids learn is caught, not taught.* We have also heard authoritative suggestions that, before we can address the character and social and emotional state of our children, we, as parents, must first consider our own state. What personal biases and prejudices are we displaying to our children? What struggles with anxiety, depression, or other wellness issues are we facing? How do we respond to tragedies and difficulties? Instead of becoming angry, pointing fingers, being defensive, or in a state of denial, can we be self-reflective and consider if and how we might be part of the problem, even if indirectly? We have learned that we must be willing to be vulnerable. Then, can we consider how we can be part of the solution or healing? These questions were presented to us and form parts of our further comments and recommendations. As parents, guardians, grandparents, and others in our community, we model for our children.

We have been further reminded that time is a valuable commodity for us all. We have been shown that our children do not just need quality time with us; they also need quantity time with us. We have heard from survey responses, our focus and working group processes, and recognized authorities about concerns regarding time management and our children being over-involved and, ultimately, overly stressed.

Our work has further confirmed the high regard held for our district. The overwhelming majority believe we have an excellent school district, with excellent, caring and supportive teachers and staff, from the administration to the campus administrators to the teachers to the coaches to the counselors to the campus nurses to the bus drivers and the entire supporting staff. We have excellent academic and specials programs; our athletic and other extracurricular programs are excelling with high participation numbers; our elementary schools are providing valuable foundations; and our strong parent and community support is enviable. The district has programs, policies, and protocols in place, including a comprehensive website available to the community. But, these are only as good as the communication with understanding, and use by the parents and community, all of which is included within our comments and recommendations.

As a final prelude to the substance of our report and recommendations, we must prepare our children for life's realities by placing the highest values on character, integrity, kindness, and overall wellness. We are all in this together for the betterment of our children, our district, and our community. As a task force, we have approached our charge and our recommendations with those factors squarely in mind.

Charge

The task force was asked to come up with "bold, effective and responsible recommendations" "specific to our community, parents and schools," including assessing the effectiveness of current campus practices, related to (1) character education, (2) social and emotional wellness, and (3) digital citizenship, and to recommend actions to increase effectiveness in dealing with these three areas in terms of parents / community, schools, and students.

Process

From the outset, it has been the stated goal of the task force to be independent and objective; to avoid any bias or agendas; to afford this task whatever time and effort might be required; and to be complete and thorough. To carry out this goal, the following "norms" were unanimously adopted at the initial meeting and repeated and followed throughout the process:

1. Display trust of each other and work to earn each other's trust.
2. Build consensus by respecting others.
3. Engage in the work with humility and discretion (e.g., maintain confidences).
4. Set aside individual agenda.
5. Communicate effectively toward the common cause.
6. Speak and listen with good purpose
7. Be open and honest when giving and when receiving input.
8. Model leadership.

Our work and discussions were spirited and thorough. We steadfastly maintained our independence and focus as community members and believe our stated goal was accomplished.

Of key importance to the task force was community input. An initial action was a survey sent to the school community, asking for input to the following questions:

A. In terms of character education, digital citizenship, and social & emotional wellness, what does your child's campus do well?
B. In terms of character education, digital citizenship, and social & emotional wellness, what does your child's campus need to improve or what is missing?
C. In terms of character education, digital citizenship, and social & emotional wellness, what do parents do well?
D. In terms of character education, digital citizenship, and social & emotional wellness, what do parents need to improve or add to the practice?
E. In terms of character education, digital citizenship, and social & emotional wellness, on what does the task force need to focus?
F. What else would you like us to consider?

The response was significant and the individual responses were enlightening, helpful, and greatly appreciated (See appendix for the full survey responses). A number of them are reflected in the sections below and contributed to our comments, suggestions and recommendations.

The task force held 19 full group meetings, totaling over 50 hours. In addition, 11 separate focus group meetings, totaling over 13 hours, were held, each consisting of 4-8 members of the task force, who would then report back to the full task force at the next full meeting.

To gather broad-based information, views and comments from students, educators, staff, parents, and recognized authorities, these full and focus group meetings included:

1. Separate focus group meetings with students from Robbins Academy, the Junior School, and High School.
2. Parents from a cross-section of the campuses
3. Separate focus group meetings with groups of parents representing Spanish speaking parents, special education parents, parents of graduates of the District, and parents who moved their children from District schools.
4. Teachers representing a cross-section of the campuses
5. Principals from each campus
6. Counselors from each campus
7. Instructional assistants from each campus
8. Bus drivers
9. Campus nurses
10. Assistant Principals from the Junior School and High School
11. Texas School Safety Center presentation on the dimensions of digital citizenship
12. Clarity Child Guidance Center presentation on adolescent depression and suicide
13. Legal presentation on existing policies and legal parameters and implications of bullying and cyber abuse; and
14. Wellness counselor and discipline specialist presentation.

In addition, the task force reviewed and discussed existing policies and practices, including pertinent Board policies, the Student Handbook, the Student Code of Conduct, the 24-Hour Code of Leadership, Profile of a Learner, 8 Keys of Excellence, and 5 Forms of Mistreatment.

Included within the full group meetings were working-group presentations on character education, digital citizenship, and wellness. These presentations included valuable background information and comparable experience obtained by the working groups. For example, the Character Education presentation included reports concerning programs from around the State and nation. Likewise, Digital Citizenship included a summary of cell phone and electronic device policies and practices in other school districts.

The sessions with the various focus groups included discussions concerning a variety of questions, including:

To teachers:
- At school, what is most effective to get students to treat each other the right way and to get along? What does not work?
- Do students come to you when a child is teased, picked on, etc.? What do you do?
- What is the best way to stop that sort of behavior?
- What is the teacher's role?
- What suggestions do you have for character education at the elementary level, since those are formative years? At your level?
- What sorts of social media issues, if any, do you deal with as a teacher at your grade span?
- What is the best way to help students understand what is and is not appropriate to post on the web? What works? What does not work?
- What is the teacher's role?
- Are cell phones a distraction to learning in the classroom (what campus?)? What if their presence was restricted? What sorts of restrictions make sense? Don't?
- Do children or their peers openly talk about feeling stress or anxiety? What about feeling depressed? What other terms do they use for these feelings?
- Do children talk to you about issues like these? DO teachers feel equipped to respond?
- What else needs to be done to help students to deal with these feelings?
- What do you want us to recommend regarding character education, digital citizenship, and/or social and emotional wellness?

To students:
- At school, what is the most effective way to get students to treat each other the right way and to get along? What does not work?
- Do you know what to do if someone mistreats you, teases you, picks on you, etc.? What do you do?
- What is the best way to stop that sort of behavior?
- Do you have any personal guidelines about what is and is not appropriate to post? What are they? How did you learn them?
- Do your peers openly talk about feeling stress or anxiety? Depression? What other terms do they use for these feelings?
- Who can you talk to about issues like these? Do you know an adult at school who could help?
- How can we help with these feelings?

To parents:
- Do you know what to do if your child is teased, picked upon, etc.? What do you do?
- What is the best way to stop that sort of behavior?
- What is the parent's role?
- What suggestions do you have for character education at the elementary level since those are the formative years?
- Does your child have any personal guidelines about what is and is not appropriate to post on the web? What are they? How were they learned?

- What is the best way for students to understand what is and is not appropriate to post? What works? What does not?
- What is the parent's role?
- Do your children or their peers openly talk about feeling stress or anxiety? Depression? What other terms do they use for these feelings?
- Do your children talk to you about issues like these? An adult at school?
- How can the school help with these feelings?
- Are you familiar with resources the district provides throughout the year? Have you attended? What would get more parents to attend?

To all:
- What is the best way to help students understand what is and is not appropriate to post?
- What works? What does not?
- Are cell phones a distraction to learning in the classroom? What campus?
- What if their presence was restricted? What sort of restrictions make sense? Do not?
- What would you like for us to recommend regarding character education? Digital citizenship? Social / emotional wellness?

These questions also formed the basis of our questions to all other focus groups. Following each session or focus group, the task force engaged in detailed and productive discussions consistent with the charge and towards the findings and recommendations we are now prepared to offer.

Findings and Recommendations

During our work we found our District to have great strengths. This was overwhelmingly supported through the consensus derived from the survey responses, our interviews and sessions with students, parents and staff, as well as our own conclusions from the other information gained through the process. The district staff overall are supportive of children, have positive relationships with students, and make efforts to be responsive to their social and emotional needs. Likewise, parents, on the whole, respect the administration, teachers and staff, and recognize the value of the district's high esteem. Significantly, they approach constructive criticism as exactly that: suggestions on improving an already great experience and opportunity for our children and community.

We confirmed that AHISD has pockets of excellence in approaching character education, the use of technology, and responding to social and emotional wellness. It can, however, improve the communication, coordination, and systematic approach to these areas to guarantee consistent expectations throughout the district, at each campus, in every classroom, for every student, and for the betterment of our community.

Listed below are these sections, each containing an overview of what we heard, what we learned, findings, suggestions, and recommendations.

Social and Emotional Wellness

What did we hear through our process?   Following are some themes we heard. It is NOT an exhaustive list. Instead, this list is intended to provide an idea of the spectrum of items discussed.

- Identify warning signs
- Most students felt supported and had strong relationships with adults at school
- Most students have at least one teacher or coach who they can go to
- Most students are caring and operate within an atmosphere of safety and support
- Most students feel comfortable engaging with counselors
- Most students are involved in and get great meaning from extracurricular activities
- Inclusion / exclusion issues / lack of inclusion
- Lack of communication
- Close AHHS campus for lunch
- Student-led small groups
- The value of small groups for parents, too
- Social and emotional topics should be talked about during the instructional day
- No lunch deliveries
- Identifying and addressing child in crisis
- Enhance communication among and between administration, teachers, staff, students, parents, and community
- Unclear protocols and course of action regarding bullying
- Coping
- Kids need an ally; students looking for someone to talk to
- Generational issues with parents
- Students don't want to raise issue with counselor / teacher that then gets out of hand
- Elements of parents feel excluded; include all parents in more activities
- How to communicate with your child; how to listen
- Reinstitute buddy program at elementary campuses
- Not sure what our kids are doing on computers and in the digital world
- What is District's authority?
- Not a like-mindedness regarding parenting in AH
- Perception that only achievement is important and we don't care how you behave to get there
- Character ed is good at elementary but dissipates at JS and is gone at HS
- Celebrate those doing the right things
- Parents signing Code of Conduct
- Sometimes people are not aware of wellness counselors at JS and HS

   AHISD is the heart of our community whose passion is excellence in academics, athletics, and other extracurricular activities. The District's mission is to empower students to excel academically and as confident, compassionate citizens with impeccable character as part of learning for life. Thus, wellness is as important as academics. High standards of excellence are

important, and so is aggressively confronting the social and emotional issues of our community. Excellence should not sacrifice student wellness. In fact, student wellness, balance, and character actually fuels excellence in academics and other realms. We found concerns that students experience high anxiety, stress, and even depression from homework, high grades, overscheduling, and over involvement.

When a child is in crisis for social and emotional issues, responding to the crisis is important. Equally important is identifying warning signs and having established plans for early intervention. We found that many different roles support students in crisis: classroom teachers, bus drivers, instructional assistants, coaches, nurses, etc. For example, nurses often see "stomach aches" that are actually deeper issues, like trouble at home or mistreatment by other students, including exclusion, bullying, etc. We heard about obstacles to nurses providing support, such as staffing and physical space limitations to counsel individual students. We found that sometimes students have outside support, like a physician or therapist, who should be included in communication as part of the team supporting the student. We heard about a lack of staffing, awareness, confusion, and communication about what counseling services are available and how they can all interact.

Currently, the District guidance and counseling team meets together monthly to coordinate services. Howard Early Childhood has a part time behavioral specialist and an Assistant Principal/counselor. Cambridge and Woodridge Elementaries have two professional school counselors. The Junior School has two professional school counselors and one wellness counselor. The High School has four professional school counselors, two part-time wellness counselors, and one college counselor. The District has a district wellness coordinator who works with all the campuses. The guidance and counseling team provides a wide variety of student services, from classroom guidance, small group counseling, individual counseling, character education work, drug and alcohol prevention/intervention/response, overall social and emotional counseling, and a host of other student support efforts.

Improving our support of the social and emotional wellness of students will involve teaching and learning about a number of issues. Beyond teaching and learning, it will involve communication and building relationships. We learned just how powerful plain conversations can be. Time and time again, we heard that adults and students value small group conversations as a way to build relationships and to communicate about social and emotional issues.

Recommendations

1. Ensure that staff understands social and emotional wellness of students, recognizes students in need, and responds appropriately.

2. Implement a program for training and reporting mechanisms for District staff who regularly interact with students, to:
   a. Identify campus liaisons for this program
   b. Develop a child-in-crisis response plan

     c.   Recognize students who are or may be the victims of or who engage in bullying or abusive conduct;

     d.   Recognize students displaying early warning signs and a possible need for early mental health, substance abuse, or suicide prevention intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexpected changes in sleep or eating habits, and destructive behavior towards self and others; and

     e.   Intervene effectively regarding students described in 3 or 4, above, by providing notice and counseling alternatives to the student's parent or guardian so appropriate action may be taken.

3. Implement intentional small group conversations, at least weekly, for every student, built into the instructional day, to support their social and emotional wellness.

4. Educate students about stress, anxiety, depression, and suicide using Youth Suicide Prevention Programs curriculum units in grades 5 – 12.

5. Ensure that the AHISD Homework Guidelines are consistently implemented.

6. Communicate to students, parents, staff, and community how to engage with and access AHISD counseling services.

7. Implement campus procedures so that students have evenly distributed due dates for projects and tests across subject areas.

8. Educate parents on the impact that overscheduling and PreAP/AP course load have on their child's social and emotional well-being.

9. Designate a district employee to serve as the District Suicide Prevention Liaison who will connect community and staff to appropriate resources, including campus counselors, to support a child in crisis.

10. Hire additional nurses or nursing assistants to reduce health professional ratio to students.

11. Restructure the physical design of nursing offices to increase student privacy.

12. Hire additional counselors at the elementary level to focus on wellness issues.

13. Hire additional counselors at the secondary level.

14. Encourage communication between school counselors, parents, community medical professionals, and behavioral health professionals who work with the students.

15. Communicate to AHISD community that academics are important, but not at the expense of a student's healthy sense of self.

16. Discourage the dropping off and/or the delivery of lunch to children at all campuses for reasons of safety, security, and exclusivity.

17. Work with PTOs and other support groups to extend access to, information about, and involvement of all parents, including monolingual Spanish speaking parents.

18. Implement a program for parents and guardians offering knowledge and tools to nurture their children's character development, digital citizenship, and social and emotional wellness.

19. Publish parent-focused guides of district procedures for student-to-student mistreatment, social media misuse, anxiety, depression, and other areas as needed.

20. Improve the website layout and content to increase ease of navigation and access to information about character education, digital citizenship, and social and emotional wellness.

21. Educate parents about how to navigate our website to find the information they need.

22. Host discussion groups each semester to gather input from parents, students, staff, and all stakeholders about their AHISD experience.

23. Engage community partnerships and sponsorships for character education, wellness, bullying, and digital citizenship, including assistance with character education initiatives, campus wellness centers and services, anti-bullying initiatives, and responsible digital citizenship.

Character Education

What did we hear through our process? Following are some themes we heard. It is NOT an exhaustive list. Instead, this list is intended to provide an idea of the spectrum of items discussed.

- Poor communication
- Elementary does a great job with the 8 Keys of Excellence for character education
- Most students are kind to each other, and most adults are kind to students
- There are several student-led efforts at inclusion and building positive culture among students
- Policy and discipline procedures of bullying and mistreatment are sometimes not clear to parents
- Consistent enforcement of discipline

- Need for restorative justice / peer mediation process
- Value of small group settings
- Expand student mentoring
- Character education piece in strategic plan was just words
- Students will look up to those who model character
- "What does character education mean to you?" "Oh yeah, 8 Keys"
- More character ed moments
- Impose an Honor Code
- Include character ed in curriculum
- Identify and use influential students (who we might think are leaders are not necessarily those who are actually influencing others)
- Include and involve students in program development and implementation
- Expand peer tutoring
- Recognize and reward good character
- Need teacher buy-in and consistency
- Kids are under stress, anxiety
- Unaware of wellness counselors
- Community partners
- Senior party, powder puff, drinking issues
- Supervision in locker rooms, during lunch, and at recess can be improved
- Perception that only achievement is important and we don't care how you behave to get there
- Character ed is good at elementary but dissipates at JS and is gone at HS
- Celebrate those doing the right things
- Parents signing Code of Conduct
- Not a like-mindedness regarding parenting in AH

As mentioned earlier, AHISD is the heart of our community whose passion is excellence in academics, athletics, and other extracurricular activities. The District's mission is to empower students to excel academically and as confident, compassionate citizens with impeccable character. As with social and emotional wellness, character is as important as academics. High standards of excellence are important, and so is creating an environment where impeccable character is modeled by and expected of each individual. In fact, character actually fuels excellence in academics and other realms.

To be successful and sustainable, character education must be intentional, on-going, consistently implemented, and in forms that students relate to. We found that there are many specific programs and practices available to schools, but no one program fits all needs or accomplishes all things. We found that what is important is to operate within a framework that allows us to craft our approach to character education to fit the Alamo Heights community. Currently, the Eight Keys of Excellence provides the backbone of current character education.

8 Keys of Excellence

	Primary	Middle	Secondary
Integrity	Do the right thing even when adults aren't looking.	Do the right thing and make good choices even when the people around you are making poor choices. Resist peer pressure.	Conduct yourself in the state of authenticity, sincerity and wholeness that results when your values and behavior are aligned.
Failure Leads to Success	You're not always going to get things right the first time and that is OK.	Obstacles are an opportunity for growth. Learn from your mistakes.	Embrace the concept that failures provide you with the information you need to learn and grow so that you can succeed.
Speak with Good Purpose	Words are powerful. If you don't have something nice to say, don't say it. We use our words in a way that helps rather than hurts people.	Everything speaks. Filter your comments. Just because you think it, doesn't mean you should say it.	Speak in a positive sense with good intent, being responsible for honest and direct communication.
This is it	Use your time wisely.	Focus on the present and don't dwell in the past or future.	Focus your attention on the present moment, knowing that how much attention you pay to now determines the quality of your tomorrow. Carpe Diem
Commitment	Put forth good effort. Don't give up.	Set goals and follow-through with your plan. Show perseverance.	Follow your vision without wavering. Keep your promises to yourself and to others.
Ownership	Always tell the truth.	Your choices determine your consequences. Take responsibility for the choices you make.	Be accountable and responsible for what you feel, say and do. Be someone who can be counted on, someone who responds.
Flexibility	You don't always get what you want. Go with the flow.	Things don't always go the way we plan. Be open to change.	Recognize what's not working and be willing to change what you're doing to achieve your desired outcome.
Balance	Have a growing brain, strong body and a happy heart.	Keep a healthy mind, body and spirit	Make positive choices in all areas of your life that lead to a sense of well-being and fulfillment.

As mentioned above, no one program accomplishes all things. What is important, though, is to operate within a framework that allows us to build on the foundation of the Eight Keys of Excellence to fit the Alamo Heights community. We found that there are Eleven Principles of Character Education that provide this fit for our community and that character.org provides the support to implement them. This framework, the Eleven Principles of Character Education, is:

1. The school community promotes core ethical and performance values as the foundation of good character.
2. The school defines "character" comprehensively to include thinking, feeling and doing.
3. The school uses a comprehensive, intentional, and proactive approach to character development.
4. The school creates a caring community.
5. The school provides students with opportunities for moral action.
6. The school offers a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.
7. The school fosters students' self-motivation.
8. The school staff is an ethical learning community that shares responsibility for character education and adheres to the same core values that guide the students.
9. The school fosters shared leadership and long-range support of the character education initiative.
10. The school engages families and community members as partners in the character-building effort.
11. The school regularly assesses its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character.

Modeling speaks volumes to children. This includes all of us: parents, teachers, coaches, bus drivers, instructional assistants, nurses, counselors, and all staff. Adult behavior is a model for our children, whether it is at sporting events, in the community, or as so-called customs and traditions, legal, healthy, or otherwise. We received numerous comments about parents condoning alcohol consumption at girls Senior Party, Powder Puff football, and other occasions.

We heard, and agree, that recognition of strong character is equally important to recognizing excellence in academics, athletics, or other extracurricular activities. Likewise, we found that service to others is a powerful way to develop character and can be the most relevant experience a student undergoes in learning for life.

When children misbehave or mistreat others, whether it is out in the community or at school, we as parents and school staff must intervene. The school has a significant responsibility to intervene when children mistreat each other at school, but the school alone cannot prevent every infraction from occurring. All of us together, the school, parents, and community, can create an environment in which it is less likely to happen. Age-appropriate ways to create such an environment should include balancing student freedom to make responsible choices, opportunities to practice making those choices and mistakes, and appropriate limits to ensure that mistakes are not devastating.

Off campus lunch at the high school is an example that illustrates the point. Some argue that the temptations to do drugs, drink, or get into trouble off campus is so great that it needs to be shut down, or that open campus lunch for juniors and seniors deepens the exclusionary feel to students between the haves and the have nots. Others though, and the task force agrees, feel that opportunities to exercise responsibility and freedom gradually increase as a child matures so that they may develop responsible independence and self-control before they leave for the total freedom of the world away from us.

Discipline and disciplinary actions for infractions should be seen as opportunities for character education. Personal responsibility is important for a child's maturation, and enduring the natural consequences for one's actions is an important part of learning from mistakes. Furthermore, character education should be seen as character development, and it should acknowledge that all our children are works in progress.

Recommendations

1. Partner with Character Education Partnership (character.org) for the purpose of character development for our schools, parents, and community, culminating in becoming a National District of Character.

2. Implement the 11 Principles of Effective Character Education framework to ensure that our character development efforts are intentional, on-going, and consistently implemented across campuses, and in forms that students relate to.

3. Implement intentional small group conversations, at least weekly, for every student, built into the instructional day, to support their social and emotional wellness.

4. Regularly request feedback (e.g., surveys, focus groups, etc.) from students, parents, and staff to guide the character education program.

5. Recognize student character and service at each campus to highlight the importance of compassionate citizenship and impeccable character.

6. Encourage all students to participate in community service opportunities, recognizing that service is important for character development.

7. Create an Adult Code of Conduct for all AHISD athletic events.

8. Formally request that parents eliminate girl's Senior Party and the Powder Puff football game.

9. Reinstate the "drug and alcohol letter" that requests parents stop providing alcohol to students and intervene when they see students drinking alcohol.

10. Educate the community about how to report violations of the 24-Hour Code of Leadership and that these reports cannot be anonymous.

11. Revise the 24-Hour Code of Leadership to include mistreatment and mistreatment via digital technology.

12. Require every student and parent to sign the 24-hour Code of Leadership to establish higher expectations for our students and anticipate that all students will participate in extra-curricular activities during their secondary school career.

13. Ensure that club sports that use the "Alamo Heights" name and/or AHISD facilities adhere to the 24-Hour Code of Leadership.

14. Train all staff, volunteers, and students on the Five Forms of Mistreatment and how to respond.

15. Utilize the newly-developed flowchart of disciplinary protocol for mistreatment, includes timely communication with parents of all involved parties.

16. Train all staff and volunteers to actively supervise students because unsupervised times can lead to mistreatment.

17. Align the language about bullying in policy, Student Handbook, and Student Code of Conduct.

18. Redefine bullying in FFI local policy to include the intent to humiliate and/or degrade.

19. Revise FFI local policy to state that bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District, "or any other manner that disrupts the educational environment."

20. Implement restorative justice as a disciplinary approach at all campuses.

21. Communicate the purpose of Mule Tip line for parents, students, and staff annually.

22. Work with PTOs and other support groups to extend access to, information about, and involvement of all parents, including monolingual Spanish speaking parents.

23. Implement a program for parents and guardians offering knowledge and tools to nurture their children's character development, digital citizenship, and social and emotional wellness.

24. Publish parent-focused guides of district procedures for student-to-student mistreatment, social media misuse, anxiety, depression, and other areas as needed.

25. Ensure that counseling services support students with persistent discipline challenges.

26. Enforce behavioral consequences clearly and consistently based on the severity of the infraction, disciplinary history, and the student's ownership of the behavior.

27. Improve the website layout and content to increase ease of navigation and access to information about character education, digital citizenship, and social and emotional wellness.

28. Educate parents about how to navigate our website to find the information they need.

29. Host discussion groups each semester to gather input from parents, students, staff, and all stakeholders about their AHISD experience.

30. Engage community partnerships and sponsorships for character education, wellness, bullying, and digital citizenship, including assistance with character education initiatives, campus wellness centers and services, anti-bullying initiatives, and responsible digital citizenship.

Digital Citizenship

What did we hear through our process? Following are some themes we heard. It is NOT an exhaustive list. Instead, this list is intended to provide an idea of the spectrum of items discussed.

- We live in a digital world; cell phones and social media are ubiquitous for our students
- Digital technology, when used appropriately and intentionally, can be a valuable asset for learning
- District provided technology has increased, and continues to increase
- Cell phones are not serving the educational environment
- Cell phones are encouraging kids to do things they would not otherwise do
- Teachers setting bad examples through texting students
- Cell phones are distractions
- Cell phones play a huge role in what is going on
- Students are taking impermissible pictures of other students and putting them on Snapchat or Instagram
- Cell phones are a "lifeline" to my child getting to and from school
- We are seeing a corporate world reversal regarding the appropriate use of cell phones in the workplace
- We need to prepare for appropriate use in the digital world
- The practice and impact of cyber abuse, including cyber bullying
- The vital importance of parental modeling of appropriate behavior

- The vital importance to help students learn how to use cell phones responsibly, i.e., digital citizenship
- Not sure what our kids are doing on computers and in the digital world
- The provisions listed below pertaining to digital devices are not being consistently applied, particularly at AHJS and AHHS.

How do present District and campus provisions address digital devices? Our review of existing provisions pertinent to digital devices reflects the following:

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones
For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must be used in accordance with the classroom teacher's expectations during the instructional day, including during testing.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated.

Instructional Use of Personal Telecommunications and Other Electronic Devices
In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use. When students are not using the device for approved instructional purposes, all devices must be turned off during the instructional day.

Unacceptable and inappropriate Use of Technology Resources
Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This conduct also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment. (Student Handbook, pages 41-42)

Possession of Telecommunications or Other Electronic Devices
Students shall not:
Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules. (Student Code of Conduct, page 6)

Misuse of Technology Resources and the Internet
Students shall not:

Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment. (Student Code of Conduct, page 7)

Mistreatment of Others

Students shall not:

Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others. (Student Code of Conduct, page 5)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. (Student Handbook, page 41)

Alamo Heights ISD Acceptable Use Policies & Commitment Form

Acceptable Use of Electronic Devices

This Electronic Device Communication Form grants authority and permission to AHISD to regulate electronic communication devices when these devices are brought to and/or used while on school property or when attending school-related functions and events. Such communication devices include but are not limited to laptops, pagers, PDAs, pocket computers, cell phones, and cameras. These regulations are made necessary in light of the unique opportunities these devices create for violations of the law, school policies and to perpetuate conduct disruptive of an educational environment essential to the AHISD educational program. These concerns are exacerbated by electronic security protections and the personal size of these devices, which are often carried concealed in pockets and purses.

   Therefore, all students who would possess or use such devices on school property or at school-related activities are required to sign this form together with their parent, guardian or other adult person having authority of a parent for school purposes.

> **Each of you, by your signature at the end of this form, agrees to the following:**
> The possession and use of laptops, pagers, PDAs, pocket computers, cell phones, cameras, and other electronic communications devices by a student of AHISD on school property or at school-related events is a privilege and not a right. In consideration for the privilege to possess and use such devices on school property and at school-related events, AHISD is authorized and has my full consent to confiscate, power on and off, manipulate and do all things necessary to search my device and recover or intercept communications (including but not limited to text messaging) when reasonable suspicion exists that such device has been used to transmit or receive communications in violation of law, the Student Code of Conduct, AHISD policy, or AHISD regulation.

I further understand, agree and consent that an electronic communication device used or possessed in violation of law, the Student Code of Conduct, AHISD policy, or AHISD regulation is subject to confiscation and may cause the loss of the privilege to possess and use such devices on school property and at school-related events for an indefinite period of time.

At the discretion of the teacher, students may use these devices during the school day for instructional purposes.

Digital technology, when used appropriately and intentionally, can be a valuable asset for learning. Laptops, iPads, tablets, and the internet, in general, are tools that can enhance a global perspective through engaging, personally challenging, and relevant experiences that inspire learning for life. Common Sense Media provides useful content in helping students, parents, and teachers to navigate the digital world appropriately. Similar to becoming a District of Character through character.org, mentioned above, this affords the District the path to becoming a Digital Citizenship Certified district.

Social media, like any tool, needs training and age appropriate parameters to ensure socially constructive uses and development. School rules about the use of cell phones should be guided by the need to offer scaffolds for age appropriate student independence, not by punitive rules nor benign neglect. Remaining true to the District's mission, the expanding digital world in which we find ourselves, and the important approaching independence of our high school students, while still remaining cognizant of the above referenced existing restrictions regarding devices, the continuing learning for life process should allow AHHS students to demonstrate responsible use of devices.

Most parents accept responsibility for raising their children yet still appreciate learning about how to navigate the world of fast changing media and the anxieties of a high achieving community. Nevertheless, parents must do a better job of modeling and monitoring social media usage. To be sure, these are not easy tasks, so we must pull together as a community to better model and monitor the use of social media and digital devices.

Among adolescents, social bonding and friendly banter is common, especially in social media, yet it may drift into mistreatment, such as when "roasting" turns into mistreatment of a particular student. Likewise, adolescent communication and social bonding, particularly in social media, is easily misunderstood by adults or other students. Misuse of social media is a growing problem among both adults and adolescents.

Use of social media, including texting, can be permanent and consequential. We heard examples of college scholarship opportunities being rescinded due to discovery of social media entries.

We find ourselves in an ever-expanding digital world; a world that is increasingly familiar to us but, at the same time, still somewhat foreign. The available social media and the myriad of cell phone features and applications have seemingly become obsessions to our children as they advance in age. As adults, we too live in this digital world regardless of generational differences. We post, we text, we might use Instagram, Snapchat or other cell phone features or applications and, yes, at times we post or say things that could be considered inappropriate or misconstrued, whether in content or tone. Our children experience no less temptations or risks. Regardless of the understanding or motivation, our children must understand and be prepared for proper digital conduct and, as adults, we must be the models to properly prepare our children for appropriate manipulation of their digital world. We must appreciate and impress upon them the potential lasting ramifications from the stark reality that whatever is posted or texted can be permanent.

Recommendations

1. Recognizing that rules about cell phones are inconsistently enforced and that they can be a distraction to learning, at the beginning of the school year, have **AHHS** students, in collaboration with teachers, guided by education about digital citizenship, create parameters to improve a focus on learning in the classroom, as well as responsible and appropriate cell phone practices.

2. Promote student learning and healthy social interaction by prohibiting the use of cell phones and other personal electronic devices at **AHJS** during regular school hours (including passing periods, lunch, assemblies, PE and athletics). Students may have cell phones, however they must be kept off and in the student's locker during regular school hours. Cell phones may be used before and after school.

3. Promote student learning and healthy social interaction by prohibiting the use of cell phones and other personal electronic devices at **Howard, Cambridge, and Woodridge** during regular school hours (including passing periods, lunch, assemblies, Specials). Students may have cell phones, however they must be kept off, out of sight, and in the student's school bag during regular school hours. Cell phones may be used before and after school.

4. Educate students, parents, staff, and community that the recording of the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others is prohibited and may be unlawful.

5. Align and communicate district policies, Student Code of Conduct, Student Handbook, and Acceptable Use Policy, to include revisions regarding cell phones and other personal electronic devices.

6. Train staff to ensure consistent implementation of District policies, Student Code of Conduct, Student Handbook, and Acceptable Use Policy, regarding possession and use of cell phones and other personal electronic devices.

7. Establish digital citizenship as part of character education at all campuses.

8. Become a Common Sense Media Digital Citizenship Certified district.

9. Implement intentional small group conversations, at least weekly, for every student, built into the instructional day, to support their social and emotional wellness.

10. Improve the website layout and content to increase ease of navigation and access to information about character education, digital citizenship, and social and emotional wellness.

11. Educate parents about how to navigate our website to find the information they need.

12. Work with PTOs and other support groups to extend access to, information about, and involvement of all parents, including monolingual Spanish speaking parents.

13. Implement a program for parents and guardians offering knowledge and tools to nurture their children's character development, digital citizenship, and social and emotional wellness.

14. Publish parent-focused guides of district procedures for student-to-student mistreatment, social media misuse, anxiety, depression, and other areas as needed.

15. Host discussion groups each semester to gather input from parents, students, staff, and all stakeholders about their AHISD experience.

16. Engage community partnerships and sponsorships for character education, wellness, bullying, and digital citizenship, including assistance with character education initiatives, campus wellness centers and services, anti-bullying initiatives, and responsible digital citizenship.

Closing Comments

We are grateful both for the opportunity and responsibility to serve our community concerning these issues of such vital importance to us all. The above Recommendations are the result of many hours of research, interviews, meetings, and spirited discussions. Our Recommendations have important and detailed backstories, including extensive background work and active discussions. They may appear overwhelming or overly ambitious if only due to their sheer number but, upon closer review, they are not. Many of the recommendations are readily implemented. Others will, undoubtedly, require a degree of work for all of us. That is to be expected for any lasting undertaking, but it will be oh so important and valuable. As a Task Force, we are committed to each and every recommendation, believe each to have a vital link to each of the others and the overall result. We firmly believe each needs prompt implementation and we stand ready to provide assistance in seeing them through.

At the outset, we observed how the final catalyst for this task was a recent tragedy, how the issues were complex, and not unique to Alamo Heights. What is unique, though, is that we, as a community, through these recommendations, have the opportunity to boldly address those issues and turn tragedy to legacy.

Respectfully submitted,

Steve Allison, Chair
Dr. Kristen Ascencao
Mark Bond
Dr. Ruth Bujanda-Moore
Diana Cashion
Dr. Ann David
Denise DeGeare
Kathryn Dehlinger
Dr. John Fitch
Dr. Cordell Jones
Tracy Maxwell
Angus McLeod
Courtney Patton
Dr. Stacey Rubin
Amy Soupiset
Courtney Storment

Appendix

1. Task Force Members

2. Focus Group Questions

3. Mistreatment Flowchart for Mistreatment at School (new)

4. Mistreatment Flowchart for Mistreatment Outside of School (new)

5. AHISD Profile of a Learner (available online)

6. Community Input Survey Results (available online)

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5. AHISD Profile of a Learner

6. Community Input Survey Results

2016 Task Force Committee

Member	Biography
Steve Allison, Chair	Law partner with Jefferson Cano Allison Barkley, PLLC (previously with Haynes and Boone, LLP), Steve was a member of the AHISD Board of Trustees, 1993-2005, former member of the Board of Trustees of the Texas Association of School Boards, 2000-2003, and currently serves as Vice-Chair of the Board of Trustees of VIA Metropolitan Transit Authority and is a member of the Steering Committee for the "SA Tomorrow Comprehensive Plan". His two sons are AHHS graduates and he currently has grandchildren attending AHISD.

Member	Biography
Dr. Kristen Ascencao	Educator for 20 years and chair of AHISD counseling program; member of the Texas Counseling Association, the Texas School Counseling Association, and the American Counseling Association. She currently serves on the Alamo Area Coalition for Teen Suicide Prevention and is part of the ACA Presidential Task Force for Anti-Bullying and Violence Prevention.
Mark Bond	Educator for 31 years and head of AHJS boys athletic program; has coached at the high school level as well; serves on AHJS Leadership team; passion for building character and being a positive role model for boys.
Dr. Ruth Bujanda-Moore	Clinical psychologist in practice for 15 years; currently provides therapy services for children, teens, and adults who have symptoms of depression, anxiety, attention disorders, domestic violence, sexual abuse, etc. Serves on the District Education Advisory Board (DEAC), which recently developed the Profile of a Learner. Parent with two children in AHISD.
Diana Cashion	Educator for 30 years and current school counselor at Cambridge Elementary; completed trainer certification for the Olweus Bullying Prevention Program; serves on the AHISD Character Education Committee and development of the district PBIS (Positive Behavior Inventions and Supports) committee. Developed STAR (Stay Safe, Take Pride, Act Responsibly and Respect Others) in which the committee educates staff and students about the school wide expectations in these areas.
Dr. Ann David	Assistant Professor in the Dreeben School of Education at UIW. Parent with young children in AHISD. Holds a PhD in Curriculum & Instruction, with a specialization in Language and Literacy Studies. Her educational research focuses on teacher's beliefs and practices, the teaching of writing, and literacy and digital technologies. Dr. David has six years of experience teaching high school English and theatre in a variety of school settings.
Denise DeGeare	Parent with a son at AHHS; works professionally as a Personal Technology Consultant; has conducted numerous student and parent presentations in AHISD on tween/teen social media and technology usage and monitoring as well as digital reputation management.
Kathryn Dehlinger	Parent of three children in AHISD in grades 6, 10 and 12; is a graduate of AHISD and long-time member of the community. A very active

	parent volunteer who also teaches at the San Antonio Academy.
Dr. John Fitch	Pediatrician in Alamo Heights at Heritage Pediatrics since 1999; graduate of AHHS, and BA and MD from Vanderbilt University; Chief Resident of Pediatrics in 1999; parent of four children, including AHHS classes of '14, '17, '19 and '27. Scoutmaster of Boy Scout Troop 809; member of the AHISD DEAC (District Education Advisory Council).
Dr. Cordell Jones	Principal of Alamo Heights High School and educator for 24 years, including serving as principal at Woodridge Elementary and AHJS prior to the high school; a parent of two AHHS graduates. Has completed the Harvard University Principal Leadership Academy and was a top five finalist for Texas Principal of the Year in the HEB Excellence in Education Award program.
Tracy Maxwell	AHISD Parent Liaison for special education with two children at AHHS. Member of the 09 Strategic Planning Committee and served on the District Education Advisory Counsel (DEAC) that developed the recent Profile of a Learner. Serves as a Girl Scout leader, and is actively engaged as parent supporter in sports and music at AHHS.
Angus McLeod	Choir Director with 42 years of experience in education, 11 at AHHS; a parent of an AHHS graduate. In addition to an award-winning choir, his program is well-known as a safe, affirming place to call home for all children while at school.
Courtney Patton	Head Volleyball coach and PE teacher at AHHS. Parent of two children, one just beginning school; involved in development of the AHISD Strategic Plan and currently in the Teacher Leadership Academy; passionate about helping athletes become well-rounded, caring and hardworking members of the community.
Dr. Stacey Rubin	Psychotherapist and psychoanalyst; treats anxiety, depression, relationship, and self-esteem issues in teenagers; graduate from AHHS; parent of three children.
Amy Soupiset	Educator at Woodridge Elementary with 10 years experience; Parent of one AHHS graduate and three children still attending AH schools. Has served on the Superintendent's Communication Council for past three years; known as a teacher who nurtures both academics and the heart and character of her students.
Courtney Storment	Crisis Counselor at AHHS with 16 years total experience as a teacher/counselor at the elementary, middle and high school levels. Graduate of AHHS and parent of child attending AHISD; Licensed Professional Counselor, member of the Texas Counseling Association; has training in working with victims of self-injury and trauma.

<u>Purpose:</u> The task force is looking for ideas to generate recommendations about what works well and what to do to improve character education, digital citizenship, and social/emotion wellness in AHISD. In the counselor voices, listen for guidance about what the task force could recommend. The questions below are designed to solicit guidance for concrete recommendations.

<u>Small Groups:</u> Counselors should be talking most of the time. Task force members should take notes. The questions below are a starting point and an anchor. Follow up questions may be needed, but stick to the anchor of the questions, generally. You don't need to get through all the questions. Let's assure the counselors that we will not mention who said what, and we will ask the counselors to assure each other the same.

Mistreatment
1. At school, what is most effective to get students to treat each other the right way and to get along? What does NOT work?

2. Do students come to you when a child is teased, picked on, etc.? What do you do?

3. What is the best way to stop that sort of behavior?

4. What is the counselor's role?

5. What suggestions do you have for character education at the elementary level, since those a are formative years?

Social Media, etc.
6. What sorts of cyber issues, if any, do you deal with as a counselor at your grade span?

7. What is the best way to help students understand what is and is not appropriate to post on the web? What works? What does not work?

8. What is the counselor's?

9. Are cell phones a distraction to learning in the classroom (what campus?) What if their presence was restricted? What sorts of restrictions make sense? Don't?

Social/Emotional Wellness
10. Do children or their peers openly talk about feeling stress or anxiety? What about feeling depressed? What other terms do they use for these feelings?

11. Do children talk to you about issues like these? ...other adults at school who could help?

12. What else needs to be done to help students to deal with these feelings?
General

13. What do you want us to recommend regarding character education, digital citizenship, and/or social emotional wellness?

Purpose: The task force is looking for ideas to generate recommendations about what works well and what to do to improve character education, digital citizenship, and social/emotion wellness in AHISD. In the teacher voices, listen for guidance about what the task force could recommend. The questions below are designed to solicit guidance for concrete recommendations.

Small Groups: Teachers should be talking most of the time. Task force members should take notes. The questions below are a starting point and an anchor. Follow up questions may be needed, but stick to the anchor of the questions, generally. You don't need to get through all the questions. Let's assure the counselors that we will not mention who said what, and we will ask the counselors to assure each other the same.

Mistreatment
1. At school, what is most effective to get students to treat each other the right way and to get along? What does NOT work?

2. Do students come to you when a child is teased, picked on, etc.? What do you do?

3. What is the best way to stop that sort of behavior?

4. What is the teacher's role?

5. What suggestions do you have for character education at the elementary level, since those a are formative years? At your level?

Social Media, etc.
6. What sorts of social media issues, if any, do you deal with as a teacher at your grade span?

7. What is the best way to help students understand what is and is not appropriate to post on the web? What works? What does not work?

8. What is the teacher's role?

9. Are cell phones a distraction to learning in the classroom (what campus?) What if their presence was restricted? What sorts of restrictions make sense? Don't?

Social/Emotional Wellness
10. Do children or their peers openly talk about feeling stress or anxiety? What about feeling depressed? What other terms do they use for these feelings?

11. Do children talk to you about issues like these? Do teachers feel equipped to respond?

12. What else needs to be done to help students to deal with these feelings?
General

13. What do you want us to recommend regarding character education, digital citizenship, and/or social emotional wellness?

Student Focus Group Questions

Purpose: The task force is looking for ideas to generate recommendations about what works well and what to do to improve character education, digital citizenship, and social/emotion wellness in AHISD. In the student voices, listen for guidance about what the task force could recommend. The questions below are designed to solicit guidance for concrete recommendations.

Small Groups: Students should be talking most of the time. Task force members should take notes. The questions below are a starting point and an anchor. Follow up questions may be needed, but stick to the anchor of the questions, generally. You don't need to get through all the questions. Let's assure the students that we will not mention who said what, and we will ask the students to assure each other the same.

      To begin, one task force member asks the first question. When it is time to move to the next one, another task force member asks the next question, and so on.

Mistreatment
1. At school, what is most effective to get students to treat each other the right way and to get along? What does NOT work?

2. Do you know what to do if someone mistreats you, teases you, picks on you, etc.? What do you do?

3. What is the best way to stop that sort of behavior?

Social Media, etc.
4. Do you have any personal guidelines about what is and is not appropriate to post on the web? What are they? How did you learn these?

5. What is the best way to help students understand what is and is not appropriate to post on the web? What works? What does not work?

6. Are cell phones a distraction to learning in the classroom (what campus are you at)? What if their presence was restricted? What sorts of restrictions make sense? Don't?

Social/Emotional Wellness
7. Do your peers openly talk about feeling stress or anxiety? What about feeling depressed? What other terms do they use for these feelings?

8. Who can you talk to about issues like these? Do you know an adult at school who could help?

9. How can we help you with these feelings?
General
10. What do you want us to recommend regarding character education, digital citizenship, and/or social emotional wellness?

Purpose: The task force is looking for ideas to generate recommendations about what works well and what to do to improve character education, digital citizenship, and social/emotion wellness in AHISD. In the parent voices, listen for guidance about what the task force could recommend. The questions below are designed to solicit guidance for concrete recommendations.

Small Groups: Parents should be talking most of the time. Task force members should take notes. The questions below are a starting point and an anchor. Follow up questions may be needed, but stick to the anchor of the questions, generally. You don't need to get through all the questions. Let's assure the parents that we will not mention who said what, and we will ask the parents to assure each other the same.

Mistreatment
1. At school, what is most effective to get students to treat each other the right way and to get along? What does NOT work?

2. Do you know what to do if your child is teased, picked, etc.? What do you do?

3. What is the best way to stop that sort of behavior?

4. What is the parent's role?

5. What suggestions do you have for character education at the elementary level, since those a are formative years?

Social Media, etc.
6. Does your child any personal guidelines about what is and is not appropriate to post on the web? What are they? How did they learn these?

7. What is the best way to help students understand what is and is not appropriate to post on the web? What works? What does not work?

8. What is the parent's role?

9. Are cell phones a distraction to learning in the classroom (what campus?) What if their presence was restricted? What sorts of restrictions make sense? Don't?

Social/Emotional Wellness
10. Do your children or their peers openly talk about feeling stress or anxiety? What about feeling depressed? What other terms do they use for these feelings?

11. Do your children talk to you about issues like these? ...an adult at school who could help?

12. How can we help your child with these feelings? How can we help *you* to help your child?

General
13. Are you familiar with resources our district provides to parents throughout the year? Have you ever attended these (e.g., Dan St. Romain, Breaking the Silence, elementary parenting, etc.)? What would get more parents to attend?

14. What do you want us to recommend regarding character education, digital citizenship, and/or social emotional wellness?

Mistreatment at School

In Alamo Heights ISD we are committed to providing the students with a safe environment in which they are able to develop character through kindness, understanding, forgiveness, and resilience. It is for this reason all students are taught the five forms of mistreatment:
• Exclusion: The student feels left out
• Put-downs: The student feels bad or hurt
• Bullying: The student feels afraid
• Unwanted physical contact: The student's personal boundaries are violated
• Acts against everyone: The entire campus or large portions of it are affected

The counselors and/or teachers at each of the schools, elementary through high school, provide in-class instruction in these five areas. By identifying the specific ways in which students can be emotionally and or physically hurt, students can then be empowered with strategies for stopping and minimizing the mistreatment of themselves and others, developing resilience and self-advocacy skills along the way. Working with students to identify the five types of mistreatment and teaching them ways to peacefully resolve conflict takes them from being a bystander to being a problem solver.

WHAT TO DO

1 Report It

The child or parent should report the exclusion, put-down, or bullying behavior to the appropriate school staff (e.g., the classroom teacher, the coach, the assistant principal) immediately (no later than 24 hours).

2 Staff Confirms Information

The staff member confirms who, what, when, where, why, and how, as much as is feasible, then refers this information to a campus administrator for investigation.

3 Parents are Called

The campus administrator calls the parents to inform them of the investigation and the process to follow.

4 Administrator Investigates

The campus administrator investigates the incident by getting information from all students involved, and documents the finds in the AHISD Bullying Report Form in Eduphoria. Additionally, coaches or sponsors are notified for the 24 hour Code of Leadership purposes.

5 Notification and Action

The campus administrator notifies all parents involved in the findings and the appropriate disciplinary and counseling actions taken. In all cases of mistreatment, both disciplinary consequences AND counseling treatment will take place.

6 Following-Up

The campus administrator will follow up with the child and the parent one week later, then a month later.

7 If it reoccurs...

If another incident occurs, the child or parent is to report it immediately (no later than 24 hours) to the immediate teacher and steps 1-4 are followed.

8 Repeated Patterns

Repeated incidents will be treated as a pattern rather than several isolated instances (i.e., discipline consequences may increase based on prior incidents).

9 Concerns About the Outcome

If you are dissatisfied with the outcome, call the campus principal.

Mistreatment Outside Of School

In Alamo Heights ISD we are committed to providing the students with a safe environment in which they are able to develop character through kindness, understanding, forgiveness, and resilience. It is for this reason all students are taught the five forms of mistreatment:
• Exclusion: The student feels left out
• Put-downs: The student feels bad or hurt
• Bullying: The student feels afraid
• Unwanted physical contact: The student's personal boundaries are violated
• Acts against everyone: The entire campus or large portions of it are affected

The counselors and/or teachers at each of the schools, elementary through high school, provide in-class instruction in these five areas. By identifying the specific ways in which students can be emotionally and or physically hurt, students can then be empowered with strategies for stopping and minimizing the mistreatment of themselves and others, developing resilience and self-advocacy skills along the way. Working with students to identify the five types of mistreatment and teaching them ways to peacefully resolve conflict takes them from being a bystander to being a problem solver.

PARENTS DEALING WITH PARENTS

Another child excluded, put-down or bullied my child on social media outside of the school day (Exclusion: the student feels left out; put-downs: the student feels bad or hurt; bullying: the target feels afraid)

① Call the Parent

The parent should speak to the parent of that child to report it.
• If the one parent needs help with contact information, call a trusted school staff member to help you make the connection (e.g., teacher, counselor, assistant principal).
• Tips for parents to make this communication: *see pages following*

② When To Contact Contact The School

After the communication between parents, if the situation looks as if it will spill over into the school, contact a trusted school staff member to let them know.

What should I say to the parents of a cyberbully?

If your kid is being bullied by someone he or she knows, it's a good idea to talk it over -- face to face --with the kid's parents. These steps* can help you get on the same page and resolve the conflict together:

1. Schedule a meeting. Although your impulse may be to confront the kid's parents immediately, it's better to set a time to meet and discuss the situation when everyone's feeling calm.
2. Explain that you're there for your kid. Say that your kid reported the incident and you want to follow up. That takes the heat off the parents and allows you both to discuss your kids' actions.
3. State your goal. Yes, you're angry and hurt, but your goal should go beyond blaming. You want to end the bullying and have your kids stop engaging in destructive behavior.
4. Let the other parents talk. Hear them out; they may have information you don't know about.
5. Bring the evidence. Show printouts or the devices on which the bullying occurred.
6. Work together. As much as possible, try to enlist the other parent so you can work as a united front.
7. Talk about next steps. Create a plan for how to proceed as well as a check-in schedule so you can see how things are progressing. Depending on whether things calm down or escalate, you may need to bring in a neutral party -- a teacher, a counselor, even a community leader -- to deal with the problem and help you all move forward.

*Information taken from Common Sense media, https://www.commonsensemedia.org/cyberbullying/what-should-i-say-to-the-parents-of-a-cyberbully

Getting ready to have tough conversations with other parents:

Preparation**

- Role-play what you'll say with another trusted adult.
- If there are other adults who share your concerns and observations, consider having them partner with you when you talk to the parents.
- Be aware that parents may have different perceptions and expectations of children's behavior due to their own culture, upbringing, and experiences.
- Ask the parent when it would be a good time to have a private conversation about their child. It is hard for anyone to respond to potentially difficult information when they are in between play dates, appointments and rushing home to prepare dinner. Making a set time to have this talk will help everyone be less distracted.
- Choose the setting for your conversation thoughtfully. The conversation should be private, away from the potential of having children overhear it.
- Prepare yourself for a parent's first reaction, which may appear angry, defensive or even dismissive. They may "attack" your own family as a way to avoid thinking about their

own child's needs. Realize that first reactions are not set in stone, and that it can take some time to digest information that can be upsetting or shocking.

- If personal safety is a concern, do not have this conversation.

*Having the talk***

Some Do's:

- Stick to the facts. Describe behaviors personally witnessed or that a child has reported to you. Share only first-hand knowledge.
- Present a "we're on the same side" approach by focusing on a shared commitment to children's safety, and emphasizing that you want what is safest for all children.
- Share your feelings. Consider adding, "I'm nervous talking to you about this, but I care about our children and I think this is important." Admitting that you're anxious will help make you easier to relate to and help the parent not feel under the spot light as much.
- Include the positive. If genuine, include positive observations about the child, such as "We love having your son over to play, he is so creative and always manages to make us laugh."

And Some Don'ts:

- Avoid labels or diagnoses. Do not assume that you know why a child is behaving the way he or she is.
- Avoid judgment and criticism. Put yourself in these parents' shoes.
- Don't compare one child to another – Avoid statements such as, "I've never known another child who has behaved like this" or "My child hasn't had this problem with anyone else."

*Ending the talk***

- Thank the parent for having the conversation with you. You may want to acknowledge that you know it was a difficult conversation and that you really appreciate how much he or she cares for their child.
- Ask for follow up. Let them know that you look forward to hearing how they address the concern, and to hearing from them.

*Prevention and safety planning between parents***

- If you are a parent, get to know the parents of the children who are in your child's life. When there are difficult issues that need to be discussed, it will be easier to talk about the concern when it doesn't feel like you're talking to a stranger.
- Parents who work together may benefit from making a "pact" with each other that states that anyone who sees something concerning in any of their children, will make a phone call right away and that there is a "don't blame the messenger" agreement.

Be confident that sharing your observations and concerns is the right thing to do. The hardest part is finding the right words and getting started.

__Information taken from Stop it Now: http://www.stopitnow.org/ohc-content/tip-sheet-15__

Conversation Examples:

Setting up the meeting:

"Hi, my name is _____ and our girls are in the same math class in school. I was wondering if you had time to sit down with me to discuss some issues that are occurring between the girls?"

"Hi, _____. Do you have time to grab a cup of coffee and discuss a concern our boys are having? They seem to be having some friendship obstacles and I was wondering if we could work together to help them find common ground?"

Exclusion:

If another parent says something like this: **"This sounds like ordinary kid stuff. It's normal for kids to like some kids more than others. I don't expect Kyle to like everyone. That's unrealistic."**

Try this: **Acknowledge the parent's view; describe the child's specific behavior and the behavior goal: "You're right. It's common for children to prefer some kids more than others. However, when Kyle keeps telling our son that he's not invited to a party or can't play with the others during recess, it is very hurtful. We are wondering if you can help Kyle understand the impact of his words and/or actions and maybe help him learn how to be more discrete by inviting others privately (instead of in a group setting) to parties. At recess, we would like him to be more inclusive since it is part of the school day."**

Exclusion, put-down or bullying via social media:

If another parent says something like this: **"Kids are kids, I'm sure she didn't mean to hurt her. There were other kids tweeting and posting, kind of hard to monitor the conversations."**

Try this: Acknowledge that it is hard to monitor social media; describe the specific behavior that was hurtful to your child and how you all can work together to make social media more enjoyable for all kids. "You're right. Social media is very hard to monitor and often time conversations can get quickly out of control. My daughter was hurt when

she felt excluded from the conversation and believed others were making fun of her weight. She is sensitive about her appearance and we are working to help build her self-confidence & self-esteem. We were hoping you could talk to your daughter about the impact of her words. We know kids like to 'roast' each other, but it can be hard to sense when the 'roasting' has gone too far. Can we work together to develop a plan that helps both of our daughters navigate the social media world?'

Alamo Heights Independent School District
Profile of a Learner (Link to Prezi)

The *AHISD Learner Profile* articulates the knowledge, skills, and attributes our students will need to pursue individual dreams and positively impact the world upon graduation.

Alamo Heights Learners:

Seek Knowledge and Understanding

- ➢ Exhibit intellectual curiosity
- ➢ Master a broad, rich curriculum
- ➢ Actively construct and demonstrate knowledge and skills
- ➢ Inherently value their own learning
- ➢ Nurture lifelong enthusiasm for learning
- ➢ Maximize resources to expand their learning environment

Throughout their school careers and beyond, Alamo Heights Learners apply the knowledge and skills of core disciplines and the arts in the quest of understanding. Although the individual pace and path of the curriculum is calibrated to match differentiated student needs, mastery of a rigorous curriculum is developed through active construction of knowledge. Alamo Heights Learners pursue personalized and passion-based learning outside of classroom walls supported by community partnerships and unique time and space configurations.

Develop A Healthy Sense of Self

- ➢ Engage in self-reflection to understand one's personal strengths and unique gifts
- ➢ Recognize and address personal needs and challenges
- ➢ Make thoughtful choices that cultivate fulfillment and a balanced life
- ➢ Take responsibility for personal choices, actions and mistakes
- ➢ Develop and nurture healthy, loving relationships
- ➢ Live a physically healthy life
- ➢ Openly express themselves with humility and vulnerability

Alamo Heights Learners make informed and proactive choices in living healthy and balanced lives. Alamo Heights Learners reflect regularly upon success, failure, and their own learning, as well as on themselves as learners. Strong and stable school relationships and connectedness are key protective factors in the lives of Alamo Heights Learners. Moreover, they see even the most formidable challenges and failures as opportunities for personal growth.

Think Critically and Creatively

- ➢ Approach the world and others objectively
- ➢ Evaluate evidence and question assumptions
- ➢ Challenge existing mindsets and ways of thinking
- ➢ Identify, frame and solve multidimensional problems

Alamo Heights Learners demonstrate intellectual curiosity and resourcefulness and apply imagination and inventiveness in the creative process. Alamo Heights Learners cultivate a moral thoughtfulness and possess the tenacity and persistence to deeply understand and take action on complex problems. They make objective decisions after considering the potential consequences of their actions and are willing to grow as a result of the experience.

Communicate and Collaborate

➢ Speak and write with clarity and purpose
➢ Graciously give and receive constructive feedback
➢ Listen compassionately to support others
➢ Listen to decipher meaning
➢ Assume shared responsibility in collaborative work
➢ Value the contributions of others
➢ Balance individual goals with group goals
➢ Work flexibly as leaders and contributors

Alamo Heights Learners express themselves purposefully, clearly, and creatively in their speaking and writing, as well as other forms they find personally effective and rewarding. As a result of their education and experiences, Alamo Heights Learners craft an authentic identity as leaders. They are able to restrain their individual goals to contribute to the collective efforts of a team and do not privilege speaking over listening. Rather, listening is valued as an essential communication tool. Alamo Heights Learners possess the skills to efficiently and responsibly communicate in all phases of daily life, from face-to-face interactions to social media.

Employ Skills for Life

➢ Develop strong work ethic and exhibit professionalism
➢ Take risks, accept challenges and value the learning that comes from failure
➢ Demonstrate adaptability and flexibility in an ever-changing world
➢ Apply learning to real-world situations
➢ Effectively manage time, assess progress and evaluate results
➢ Display grit and resilience in the face of challenge
➢ Exhibit exceptional character

In tandem with academic skills, Alamo Heights Learners acquire the core skills needed to support success in higher education and the work place. Alamo Heights Learners are persistent in the face of challenge and courageous by taking risks in thinking. Personal responsibility and integrity are acknowledged as the pillars of character and of community. Alamo Heights Learners can anticipate and respond positively to shifting environments and situations. In addition, Alamo Heights Learners demonstrate personal accountability through integrity, punctuality, and workload management.

Engage Socially and Globally

➢ Model a spirit of mutual respect for all
➢ Understand their relationship and responsibility to society
➢ Value diversity as a strength
➢ Understand and engage in local, national and global issues
➢ Exhibit responsible digital citizenship
➢ Communicate effectively in more than one language
➢ Add value to the world through service

Alamo Heights Learners respect their own culture as well as the values, traditions, and personal histories of others to the point of empathy. Recognizing the strength of bilingualism, Alamo Heights Learners promote and seek language learning. Contributing to a more just, sustainable and peaceful society, Alamo Heights Learners give back through engaging in service learning in the community and beyond.

A: In terms of character education, digital citizenship, and social & emotional wellness, what does your child's campus do well?	B: In terms of character education, digital citizenship, and social & emotional wellness, what does your child's campus need to improve or what is missing?	C: In terms of character education, digital citizenship, and social & emotional wellness, what do parents do well?	D: In terms of character education, digital citizenship, and social & emotional wellness, what do parents need to improve or add to their practices?	E: In terms of character education, digital citizenship, and social & emotional wellness, on what does the task force need to focus?	F: What else would you like us to consider?
the campus administration is responsive and does a good job of reacting to difficult situations with timely and thoughtful communication.	Unfortunately, the staff is not always in step with the administration and this shows up painfully in terms of our athletic programs. Coaches do not always promote social or emotional wellness and their behavior speaks more loudly than words. Character education is rare in our athletic departments--I believe it exists in the varsity basketball program at the high school, I do not believe it exists in girls athletics at all at the junior school. I can't speak to every sport but those are two examples I feel sure of.	Parents do a good job of staying informed, communicating well with the school and administration. Parents still talk to one another with a more appropriate mix of text and email.	Parents need to gossip less--to promote healthy conversation and not to reiterate problems at others' expense. Parents also need to model better behavior with respect to the amount of time and attention we give to digital devices. Asking our kids to charge them in another room at night makes way more sense when we do the same.	Task force needs to hear from a wider variety of people--kids and parents who are in our district AND WHO LEFT the district looking for better character education.	
I think they focus on this very well in a conscious way focusing on the character keys and including this as an aspect of education from early elementary school.	Frankly I don't know. I think it is parental engagement that is so challenging and this will be the piece that it will be so important to address creatively. I will say that it is probably the hardest to engage some of the parents that need it most. However it doesn't help that the introduction to parent engagement is the PTO which only meets on weekday lunchtimes effectively excluding most working parents. The hidden curriculum for parents is that there are enough highly engaged SAHMs to make it happen for the rest of us, when the fact is that every parent needs to be engaged (with character, if not with bringing pastel marshmallows on short notice).	Some parents do well and others not but we don't know who they are.	This must be incredibly variable and impossible to answer with a one size fits all approach.	Kindness and resilience.	
Good principles. Good support from teachers.	More awareness of current trends. More hands on education in translation to real world from digital	Talking to other parents. Talking to students	More awareness. More hands on involvement in translation of real world to digital		
* We have a number of caring teachers * We have a simple and meaningful framework (8 Keys) * We say the "right" things * We have access to phenomenal resources in our Counseling and Guidance Staff District office * We have social group skills reinforcement on campus and other programs designed to assist with social and emotional well-being * Kids always have access to counselors and counselors visit classrooms and check in with kids who are known to have difficulty	* Often, we do not follow up on minor bullying infractions and discuss the implications of those things on kids' feelings, nor do we connect the dots with how - when left unchecked - those minor infractions evolve into more major things, almost unnoticed * Way too much happens on the playground during recess and teachers are not watching closely enough. I often see them so caught up in their own chatting that they are completely unaware of what is going on * Is the task force talking with student focus groups made up of different kids who have experienced bullying on some level?	* I am not aware of much the other parents are doing, though I feel - in general - like the community is pretty close knit and eager to acknowledge problems and discuss potential solutions * We are generally pretty good at attending programs and workshops related to these areas	* There are a number of folks who seem to believe their affluence places them above the rules everyone else is expected to follow. Not sure how you would get those people to improve or add anything...and therein lies the rub	* Is the task force talking with extensive (i.e., multiple) student focus groups made up of different kids who have experienced bullying on some level? * Place more emphasis around education about minor bullying that can gradually become more major (e.g., kid gets hurt, announces injury to classmates, classmates challenge the injury, and the injured kid now hurts physically AND emotionally)	
My child is at Howard and they do a fantastic job of promoting character education through stories and the key principles (speak with purpose, etc). I have been very impressed with my childs teacher and how she helps the children build positive friendships. I have heard her tell children "I don't like the way you are speaking to your friends. It's unkind when you talk like that"	No suggestions at this point.	Parents listen to their children and want what is best for them.	I think parents today are so desperate for their child to be liked and popular that they push their child socially (allow kids to behave in ways that are not okay but for fear of making their child unpopular they allow the child to go along with wrong behavior). I think parents need to teach children how to handle technology in a responsible way and remind children they the parent is still in charge (pays the bill, owns the phone/computer) and set clear expectations of what is "okay" and "not okay". When a child doesn't handle the responsibility of using technology right (sending a mean group text, inappropriate photos, etc) the parent needs to have a consequence and enforce it.	I think parents need to be better educated on technology and how kids are using it inappropriately. Help guide parents on suggested expectations for their child and technology and educate parents on how they can teach their child responsible behavior.	
I believe the High School and Junior School have failed in this area	The High School and Junior School need to become engaged in the education and communication to the students and parents of the all of the above		Parents need to be held accountable for the actions of their children. Only then will there be real change.	The task force needs to focus on real programs where result metrics can be tracked to judge success and failure.	
Character education	Digital citizenship, social & emtional wellness	Unable to respond since in general, all choices mention to select, parents need to work on.	All!	All	Teachers & principles need to be included as well...previous incidents have occurred where parents have raised issues to teacher & princple and school did nothing but rather singled out the family that was raising awareness (Cambridge).
Character keys			Maintaining access to their kids' electronic devices and app accounts. Have clear rules about internet activity and check their phones and other devices. Make kids accountable if they are behaving inappropriately on social media. Teach the parents the signs to look for in their children if they're being bullied AND if they are the bully! Give parents the tools to take action in each situation.	Teaching our kids how to handle cyber bullying, depression, anxiety. Give them the tools to work through a situation when they are faced with cyber bullying. Kids need a plan before they find themselves in the middle of a crisis. Also, teach them what being a bully looks like. Some of these kids don't realize they're bullying!	Thank you for your work on the task force. Our community will be stronger and smarter as a result!
I think Woodridge does a great job with character keys. I am not aware of it continuing as much in the AHJS. I would like to see both the elementary and junior schools adopt an "up and away all day" for phones. Phones are distracting during the school day.	See above	Most of the parents in our community are aware of their children and hold them accountable. There is a minority of parents who are either clueless or in denial. I am not sure what you do with these parents. I think you let their children receive the appropriate consequences for their behavior even if the parents, sadly, do not.	Some parents need to be on the side of the teachers and school, as opposed to serving as their child's public defender. Those parents need to recognize a sense of respect for what their teachers and school strive to do for their children.	I would like to see an improved phone policy at school. It would protect both children and the District, as well as improve students' focus.	It might be beneficial to have a hotline to report bullying incidents, as well as a protocol for kids - talk to your parents, your teacher, your counselor, file a police report. There is only so much a school can do. At some point, bad behavior becomes a legal problem.

A: In terms of character education, digital citizenship, and social & emotional wellness, what does your child's campus do well?	B: In terms of character education, digital citizenship, and social & emotional wellness, what does your child's campus need to improve or what is missing?	C: In terms of character education, digital citizenship, and social & emotional wellness, what do parents do well?	D: In terms of character education, digital citizenship, and social & emotional wellness, what do parents need to improve or add to their practices?	E: In terms of character education, digital citizenship, and social & emotional wellness, on what does the task force need to focus?	F: What else would you like us to consider?
I have not seen anything positive or any proactive behavior by my children's campuses. The Vice Principle did take action when we brought several problems to his attention.	Teachers don't seem to care to report bullying. Programs for older students to mentor younger students. More student and parent education on bullying and posted zero tolerance rules. Allow more PTA help during recess. Provide more balls and available games during recess to keep kids engage in productive ways.	Some parents do talk to their kids about these issues and teach them right and wrong behavior.	Parents could volunteer during recess and other activities where children have less than adequate supervision.	Educating all students to act responsibly and to speak out if they see someone being mistreated. Students should feel safe and know that they have a voice when a problem arises. No retaliation policy. Stewardship programs with rewards for students leading by example. Students should know the consequence of not following good behavior.	This problem won't subside until all students and their parents know this is an every day priority for the district and teachers before the culture will change. Starting from Kindergarten until high school graduation.
This school year, I have children at the Woodridge and AH High School campuses, and I can't really recall that any of them have come home and started talking about these ideas with me. I can say that my 4th grader has talked with me recently about 8 Keys, which we often use in our house in regard to situations. I'm sure these ideas are taught at some point and received by my children (to varying degrees, I'm sure!). They just aren't making it home for conversation.	I know that this all must start with genuine relationships with students, and it's terribly difficult for teachers to find time to do that. But when those relationships with students are radically prioritized by teachers and radically given time by administrators, I think we'd find the roof blown off of our school community! Real, vulnerable relationships between people allows for them to say to each other, "I've been there, too, and I know how to help you get through. I know the way out." Character ed, digital citizenship, and social/emotional wellness all have a home in relationship. But that means a dramatic shift in how we view school and its purpose. It also means that the school can't do it alone. The community must come alongside and support-- not just through money but through time put in on school campuses. Every one of us has a role in building the kind of relationships that will break down walls and open up wide open spaces for real, authentic dialogue.	Parents in this community love their children and want the best for them. Many of them can spend whatever it takes to build the best world for their children. It's a blessing to live in a community like this because oftentimes, these same people give whatever they've got for the common good.	Parents have got to model what it is to love unconditionally, and that no one is left out of that love. Parents have got to model what it is to serve freely. Parents must model how to learn about what is unfamiliar and how to use that knowledge to better understand and appreciate and find value in others. We are all in this together, so we must find a way to live together.	How to build strong, truthful, and healthy relationships among those in our community (administrators, teachers, parents, students, faith communities). We have to be able to talk freely, explore issues creatively, and know that we support each other no matter what.	Please consider how local faith communities and their student ministries could come alongside and support you guys.
The high school does a good job of communicating issues it becomes aware of. The mule tip line is a good resource to allow students to report issues.	acceptance of kids that are new to the district. many of the kids have gone through AHISD since Howard and those kids tend to bond together as a click to the point of excluding other students. It was the same way for me when I went to high school in Kerrville. I would expect the Kerrville campus is still very much like the Alamo Heights one, perhaps they could share information with AHISD. All the kids are aware of the students who deal drugs. It seems to be fairly common knowledge. If that many kids know, it seems like the administration should know.	Some share information about their kids	Parents need to do a better job of setting an example. Too many parents host alcohol parties at their homes. Parents need a way to provide "permission" for other parents to report their kids behavior to them.		I would like for the district to consider starting the school day a little later and ending it later in the day. The statistics prove that kids get into trouble between the hours of 3 and 6 when parents finally get home from work. They are way too lazy to get up early to get into trouble and I think would love it if they could sleep until 9 or so. Start the school day at 10 and run it until 5:00. Alternatively, offer more activities after school until 5 or 6 pm. Homework help, perhaps some intramural type sports activities, other competitions, etc. Maybe even a pool party since they have one!
I feel like I'm not fully aware of what it offered at the school. I had the privilege of seeing the CNN news in the morning once, I saw character education, and opportunities for student leadership. If I had not been there, I would not have know that they recieved that. I know there is a school counselor.	At Howard as a parent I was very aware of the character education there. When my son would learn something at school we would talk about it at home as well, we still use the hand signals he was taught at Howard. They also did screen free weeks, which was in a way a practice for kids and parents to practice breaks from media. I haven't seen or heard anything similar at Cambridge. I imagine there is something going on there, but as parent I don't feel informed of it. If I know he is being taught something at school, than we can reinforce that at home.	I can't possible speak for "parents" in general. As a parent myself, I always try to keep communication open with my kids. I try to make home a safe place where they can express their opinions. We are not in the phone stage yet, but we do limit screen time, and it is always monitored. I have brought my children to therapists when I felt we , and they needed extra support during challenging times.	Support each other. Keeping the emphasis on helping children feel empowered, so they have the confidence and self awareness to deal with social and emotional issues.	Child empowerment. It's impossible to prevent all bad things, bad words, bad behaviors from happening. What we can do is teach children to feel empowered. So they can make positive choices themselves.	Mental illness is something that is stigmatized in our society. We need to break through the stigmas, and get adults and children the professional help we all need to navigate through life's challenges, which are inevitable.
I think character education is well focused upon through the "Keys" and character awards. I am not certain of the other issues.	I am not fond of the increased use of personal electronics on our campuses. I hear nothing/little on digital citizenship, and only about social/emotional wellness at the high school (but not other campuses).	It depends on the parent. This is all across the board. Some are great at character education, as seen through the kid's manners. Others show extremely poor digital citizenship through horrible facebook posts. I see very little social/emotional awareness at the parent level.	See previous answer.	I'd like to see a focus on the two latter topics. I think "character education" is too broad, can be subsumed within the other two topics, and is well discussed already in the campuses. I like what the district has started with social/emotional awareness. Digital citizenship should be greatly discussed. Beyond bullying, our students should understand the digital footprint each key stroke leaves of them for future employers, neighbors, etc.	Consider educating parents as well as the students. The actions of many parents in this last tragedy were ugly and shameful. They, too, should learn of digital citizenship.
Howard and Woodridge have been good about being inclusive in the areas of character education and social and emotional wellness. I am not sure if digital citizenship is on the radar of my child yet, but I think that the groundwork is in place for those students ready to take that step.	I think that more character education and social/emotional training needs to be shared district-wide re: the special needs populations. I think that the PPCD and integrated approaches that are taken later on are good, but working directly with the students and volunteers that interact with the special needs students on a daily basis is crucial to helping everyone (not just the special needs support staff members and fabulous teachers) understand these differences and hopefully help everyone see what fantastic learning opportunities these students can share about compassion, differences, and generally how people interact differently with the world around them because they experience it differently than most.	I cannot speak to this as I feel I have a very limited interaction with parents in the district.	I think the parent organizations need to realize that parents that work often have difficulty attending meetings held on a weekday during the day. I think this stunts the district's ability to serve all students and parents. I think that attention to more ways of supporting the students and district through either virtual meeting options or offering a variety of meeting times for different parent groups would help a lot in all these areas.	More inclusivity of different abilities and socioeconomic backgrounds into everyday practices. Example: when planning any of these activities keep these issues of inclusivity in mind as the task force may not be well represented in terms of folks who may have a child with learning disabilities, ESL challenges, and/or may have to hold down 3 jobs just to stay in the district. In other words, think of all the different people you are sharing the message with... not all parents or students are alike... so the message may need to be varied in order to be strong and address the myriad concerns on this topic. I think that this survey is a step in the right direction, so bravo to you all!	Consider the fact that a lot of parents really want to make sure their children are successful, but their lives are so busy they can barely take a breath. These also may be the same parents that don't have time to respond to this survey and do have a child they may/may not be aware is being bullied right now. As someone who attended AHHS for two years I can safely say that there is quite a lot to be said for focusing on messages of inclusivity and acceptance of differences, but not just to be "nice," but our lives will be richer for it. Money is not the be all and end all. Not everyone is the same and that's a good thing.

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Does not intrude on student's freedoms of expression. Promotes conservative values and morals.. Freely discusses issues with students/parents without violating privacy.	Nothing. That is the parent's responsibility.	Parents seem to be let the kid's self monitor for the most part which is a good "life-lesson".	Spend more time connecting and bonding with their children.	I would focus on the parents more than the kids. AHISD does a pretty good job taking care of the kids. The parents are the ones who need more education in this arena.	I really feel this is all a bit too much. As horrible as losing a child must be, this has been happening for as long as anyone can remember. There are only two factors that can be addressed. 1) Kids can be really mean, and 2) Kids can be depressed. Those two things can sometimes result in really bad outcomes. I understand that people want to react in times like this, but having a full-blown task force seems a little Orwellian to me. AHISD has great education programs already in place to promote good character and values for students.
Administrators do a good job of vocalizing these issues and concerns. There are discussions that take place between students and teachers.	In spite of the focus, our son still reports that some children are teased at school. The challenge is determining "normal" child behavior and behavior that has escalated in its severity. It seems to occur during recess or periods of time when there is less supervisions. I think that individual teacher time with his/her classroom about feeling 100% open and approachable to talk about these issues will help.	There is alot of variability among parent attitudes about what is "normal teasing"	Monitor their children's online activities; limit the use of cell phones. Continue to talk to their children about their friends and challenge their children to take sometimes the unpopular step to tell teachers about behaviors happening at school	Follow up when a concern is raised by a student or parent. Identify someone in addition to a teacher/principal -- that serves as an "ombudsman" of sorts for issues related to bullying. Accountability/discipline/assistance for the "offender" AND their parents to stop behavior that is distressing the "victim". Consider separation of offender/victim from combined class activities.	
					Initiate a way for kids to speak out (for themselves or for others being bullied). This way could be a consistent person or group of people the kids can go to at each school. And if someone else is seeing any in person bulllying or cyber bullying, they can speak out for that student (anonymous or direct).
My child is at the JS. I believe this is where many of these problems begin. I do believe that children who turn into bullies, may show traits as early as late elementary. It sounds bad, but they have not honed their skills until the JS age. Then the kids that usually become the victims, are easier targets due to the natural separation of activities. In elementary school, everyone is in the same PE classes, on the same teams, no hierarchy has really been established. Then 7th grade hits and all of a sudden, a kid that was once good at something is now cut from a team, or is involved in a different activity that is not considered "cool". If you are not "invited" to sit at the cool table at lunch, you are an outsider.	Holding kids accountable for any and all types of bullying no matter how "innocent" or "small" the action is. The FAMILIES of the children should also be involved from the very 1st altercation. If a child is being brought in to the office even for questioning about something that happened, one parent should be required to be there. This will have a more impactful impression on both the child AND parent. If the child is innocent, I promise the parent is not going to like being called to the school and they will hammer the point home. And if the child is guilty of any type of bullying, and the parent is there throughout the process, there is no room for denial on the parents part either. MAKE BOTH SIDES ACCOUNTABLE. Starts with parenting!	The good parents that are parental role models for their children are not the problem, and unfortunately, their children are usually the victims. The problem lies with the parents that do not think there is a problem and that their is no way their sweet child could ever do anything negative towards another child.	I wish I had a good answer for this question. Unfortunately, the kids that have been bullying have been doing it for years and nothing has been done. Administration is too scared to put their foot down in fear of upsetting a family with supporters. Everyone just puts their blinders on and hope the problem goes away. I know for a fact that many parents do not mind if their kids or group of friends "innocently" tease other kids as long as their kid is not the target. They feel that there is strength in numbers. As long as their kid is not on the receiving end of any of the bullying, they do not see it as an immediate danger. They will encourage relationships with kids that make bad choices just to keep them in their good graces.	Find the bad apples and do an intervention WITH the parents involved. I say bad apples, but here is the deal. I am talking through the eyes of a JS parent. There is a group of kids that are plain "bad", on and off campus. This has been a known fact since they were in elementary school. You bring up a name and the teachers eyes just roll back and they know exactly who you are talking about. THIS IS A PROBLEM! Everyone knows who they are, "but boys will be boys" or the JS is such a different time for kids" is the normal response.	We can put together as many Task Forces as you want, but until kids AND parents are held accountable, we are spinning our wheels. I hope this is Task Force is truly something that people will focus on and work for a real solution to the problem and not just something to say the district is taking steps. We do not need to take steps, we need to sprint at this problem head on and not worry about who may get upset or what parents may get pissed off. Send a message that if your son/daughter does something wrong, they will be punished accordingly. We need someone to actually have a backbone and do what's right. But, just like we tell our kids, what's right is not always easy. Please make our schools safe for our children, because I can see a tragedy like this happening again.
I wouldn't really say well, because I don't really know what's being taught on those areas. I know my son's teacher cares about him, but that's not covering the whole campus. I'd need some communication from the campus leadership on what they are doing, how often, how parents could support those teachings, to better answer this question. Character education with the keys seems to be the only thing covered at all the lower levels and really, mainly Howard. Not sure how much it's reinforced at CE or WE.	I don't think children should be able to have cell phones on the public school bus without an adult directly supervising them. My second grade son has been shown inappropriate things from older 4th/5th graders whose parents send cell phones with cell service. I also don't see any place for phones on elementary campuses (or really any campus) at all. But especially at the lower levels and I don't think practice times changing is a suitable excuse for allowing this.	Depends on the parent.	We need help tackling the digital world. Parents need to think hard about some of the activity they allow. I've heard really horrible things happen at the Senior Girls (whatever it's called) parties and yet it's allowed and attended by parents. Parents also shouldn't bully each other. For instance, there is a booster club at the high school, maybe Mule Pushers (it could be something else, I'm not a HS parent but just ask around, you'll find it), that does not allow any AHISD parent to join! I find that laughable that the same district that considers not allowing a child to eat lunch at your table at the high school allows grown men to exclude another parent in their booster club. They should expect the adults to set the inclusion standards.	Educating the community on mental health, teaching kids responsible internet behavior - starting younger.	Restrict cell phones on school buses. I believe this is school property and don't want my underage child seeing all the bad/scary stuff on unrestricted cell phones. Start these conversations at a younger age. The younger children need strong messages and actions that just the character keys. Waiting until Middle School, as I've been told the bullying convo starts, is too late. Also, understanding that boys can be bullied too. Girls are not the only Mean ones, and Girls are not the only gender with feelings. Drop the "boys let things go" stigma.
I believe thatcher do however it would be nice to know specifically how these areas are taught to the children so we can reinforce it at home and community wide.	Communication with parents about these topics.	Not sure about other folks but at home we talk about and act on the character traits. My kids are too young (3&5) to use social media. We do not allow it. We do talk about trusting you gut when you are approached by people you know or don't know. We have a secret code. We form a relationship and stay in touch with teachers, coaches therapists.	I have no ideas how other people address these issues.	There needs to be a strong message (preferably a contract) sent to students and parents that any bullying (which I define it as targeted and consist teasing of a child) or cyber harassment will not be tolerated. Period. The bully will not be given many chances. (And...no suspension which will put him back with the victim in a few days. This doesn't help the victim or bully.). It should be mandatory that that bully be removed from the school for the remainder of the year. In order to return to campus the following year, he and his parents need to attend and pass counseling provided by the district.	I'm hoping they've cyber harassment law will pass in TX which will help drive some of the districts policies

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Teaching keys of excellence	Diversity and inclusion -Building a culture that everyone is invited. Everyone can win the bike rodeo (not participate in it). Inviting all kids to a birthday party not leaving anyone because of their appearance/ economic status/ ethnic/ religious/ sexual preference. -The school focuses on fundraising. I would rather have no iPads in the classrooms than treat kids different because their parents bring extra money to the school. (kids can catch up on technology but once their spirit is broken it is hard to reverse that).. I feel I no longer want to donate or participate in PTO activities because PTO Committee is exclusive and not inclusive. - Consequences (for put-downs) - By-stander training - Training parents (including PTOs)	Parents teach charity very well. They like their kids to have manners, working hard and being flexible.	Modesty and humility. PTO give recognition to some kids and leave others out. PTO encourage grandiosity and lack of moderation (large festivals, fundraisers, fancy awards..). For example(PTO bought hover boards for needy children for Christmas). I can buy a hover board for Christmas but i precieve it as a grand gesture that neither teaches my kid modesty or moderation. Another example is the bike rodeo (rodeo is not a competition - it is a fun event) ..	Kids shouldn't have access to phones at school. Parents and school agree and encourage using a unified filtering/ firewall software parameters. Also some elementary kids families allow their kids to watch PG 13 movies and rated games and other parents don't.	Monthly parenting series for parents at each school. Focusing on compassion to self and others, humility and modesty.
What does that mean "character education" and " digital citizenship" ? Making them a better person? Making them cyber responsible ? I'm not sure what the school does...	Since I'm not sure what the school does, I have no suggestions as to what they should do...	Overall my impression is ah parents are involved some much more than others.	These questions are too broad based	Communicate to the parents what the protocol is when your child is allegedly bullying another child. Made it also clear what the ramifications are if the allegation is founded. Also inappropriate picsInstagram/tweeting what are the consequences if any ?	At the beginning of the year, the school orientation agenda/message should be very clear to the student body (grade-middle-hs) - no bullying/sexting will be tolerated.
As a whole, I feel that AHJS is doing a better job at encouraging unity, cohesion & acceptance amongst the student body. The addition of "flex", I believe, has helped to encourage personal development, creativity & the ability to explore otherwise "not so acceptable" interests. Also, teachers allowing students to spend lunch time in the classroom with the former, has encouraged a meaningful repoire between such individuals & helped to alleviate the dreaded/unsupervised recess/free time.	In my candid opinion, certain instructors need to engage in &/or be encouraged to show random acts of kindness/patience...this should be a journey wherein the students & instructors are making it together - not adversarial. Occasionally, I am told of certain instructors who, generally speaking, are impatient, abrasive & appear to really NOT enjoy their chosen career field by a majority of the student body.	Pro-active, hands on parenting, I believe, benefits children greatly. We are not their "friends" & rarely is the "correct decision the easy decision". As my father has always said "I knew you would have countless friends, but you only get one dad & one mom"	see response above	Reconciliation.	Know that the time, energy, effort you are investing in this issue are greatly appreciated -- the affects thereof are far-reaching &, most likely, generational..my deepest gratitude!! My children are third generation "Mules" & I couldn't be more excited that this issue has finally been addressed...I'm just heart-broken that an innocent life was the price we, as a community, paid. I will be keeping you all in my frequent/fervent prayers...
not much	Improvement needed in all areas. What is missing the human component and understanding of differences. Teachers need to reinforce to the kids that it is not ok to sit on the sidelines, that is guilty by omission. These lessons can be taught easily in the course of day by incorporating them in their topics of the day.	Clearly not enough has been done well	Parents need to let their children and young adults express their opinion of challenging topics in a neutral enviornment. They need to listen to them not hear them, they also need to not be so self absorbed with the social climate of Alamo Heights. The kids see this at home and think it's ok to be insular and clickish. They need to discipline their children in what is right and wrong and give them the courage and the self-esteem to stand up. Too many parents see and hear what is wrong but will not say anything for fear of not being invited to the social parties.	They need to focus on the lost art of communication! Teach them to handle conflict openly and honestly not behind a keyboard	
Certain teachers at the JS have students "park" their cell phones in a hub center during class when their phones are not being used to integrate technology. This sets the entire tone for the class and helps students focus their attention on the day's lesson and tasks.	Discipline is not administered in a timely manner. After an incident is reported, investigating the incident should be as swift as possible.	Parents do a great job of contacting the school when an inappropriate situation arises.	Parents need to do a better job of monitoring their child's use of social media and even limiting their use of certain apps.	The task force really should focus on the JS. Students seem to have too much freedom and little or no consequences. As a sub on the campus, it is a systemic problem.	
Cambridge- 5 keys to success Middle school- zero High school- zero	I have talked to principals and counsellors in the past as a parent of a bullied child and felt beyond ignored. I've literally left crying.	Parents looking out for each other's kids. I work full time and have a great support system to help me. I need that bc I don't feel our school district does a good job from an administration standpoint.	Everyone is worried about offending a socialite. That really turned me off to the high school. Example- drug problem at the hs- affected my child- found the dealer took it to the school along with the names of other kids involved- including my own son- Entirely blown off. I realize I Larry my child and am responsible to grow them well, but when they attend a school for 8 hours 5 days a week that turns a blind eye- what do they expect to happen? Consequences comes too late and too little.	Accountability- Safe forum for a child to approach and not feel it's going to be told to other students. Follow through by administration that doesn't make a parent feel like they are also parenting administration.	This isn't the first avoidable tragedy like this at the hs level- we always talk for a short period of time-when can we have something in place with more permanence? Policy that matters. Consequences that matter. Every voice equal.
Kindness week. Teaching about diversity and inclusivity.	Heights students and parents of Heights students feel like they are better/smarter than non Heights students even if the non-Heights students are academically outperforming the Heights students in the classroom	This competitive helicopter parenting that this generation embraces is not good. That said, parents tell their children to be kind to others but the message of be better than others creates a directive that is confusing to children. Parents must embrace acceptance that their child isn't a superstar in all fields, that it is more important to be hardworking and kind than talented.	See above	Emotional resilience, self awareness, kindness.	

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AHHS faculty & staff recognize the need to address these areas and have attempted to put related programs in place. The campus "reacts" to crisis situations fairly well.	AHHS is in need of a genuine paradigm shift. There must be a collective emphasis on the value of personal integrity (not peer comparison) as the foundation upon which students build a positive self-image, confidence and ultimately derive their self-worth.	Parents generally "mean well" and try hard to facilitate the wellness/happiness of their children as best they can. They also (better or worse) tend to adopt & reinforce the same student "values" as the school.	Parents must also engage in a paradigm shift. They must actively support and emphasize the value of personal integrity (not peer comparison) as the foundation upon which their children build a positive self-image, confidence and ultimately derive their self-worth.	Focus: a genuine district wide (Top down) commitment to placing the greatest value on developing the content of evey student's character rather than placing the greatest value on the listing of superior achievements and peer comparison data.	In a digital society, the content of our "character" is represented by the content of our posts, profiles, and web pages. Currently, AHISD's digital character emphasizes the "value" of GPA; Class Rank; Academic Achievement; Competitive (Uil) Superiority; and various other indicators of Dominance based on state/ national Peer Comparison data.
I feel they do nothing. Students are not taught manners about technology use,but parents exhibit poor behavior as well. We need to teach face to face communication skills. I recall being told that my daughter could use spell check as the remediation for her dyslexia. I feel phones should not be in the classroom. The American Academy of Pediatrics has a position paper that needs to be read.	Please above. Most of our children are "privileged". They need to be given opportunity and education on how to give back to the community. They are spoiled.		Parents need to spend time. Students need to have responsibility. Electronic devices should not be in the bedrooms,at the dinner table.	I would ask the expert--The Antidefamation League has a program called No Place For Hate. The bullying is not new. 6 years ago there were "Oven" jokes. Antisemetic slurs. I watched a teacher berate girls with sexist comments and no one cared.[RT] The idea of Alamo Heights ISD as the perfect place;sweeping under the rug the things no one wants to consider; needs to be removed.	
Communication is good and good counsellors are an asset. The Ban the R Word campaign seemed very effective - probably because it was generated very much by the kids themselves.	We do not do well as parents to control our children's public behavior both actual and digital. There needs to be more accountability when a student does something wrong both at home and at school. Everyone I know can think of examples of a kid getting a slap on the hand for bad behavior. Accountability should also involve counsellor [RT] as well as punishment	See above	Compassion, accountability, and paying attention	Partnership between school and home. Better communication. And very clear standards of expected behavior with clear consequences for failure to maintain them	
My jr. school child mentioned the Random Acts of Kindness project. I know Howard, Woodridge and Cambridge did a good job of teaching the 8 Keys of Excellence. I havn't heard about anything from my high school student. I like the speaker series for parents on current topics in these areas.	My jr. school son has commented on the need for activities in these areas that appeal to all kids, that are more organized and show better follow through by all staff, not just some. In general, I am very disappointed with the high school for not providing more on drug and alcohol prevention. Substance abuse is a wide-spread problem that affects character as well as social/emotional well-being. However, many students think using drugs and alcohol is normal and acceptable as well as necessary to fit in. Also, we need to make sure Howard is placing a strong emphasis on social/emotional development to build the needed foundation in these skills. Academic rigor should not take the place of social/emotional development in early childhood education.	One friend recently hosted a group of us at her home to discuss the cyberbullying situation. That was helpful to hear other's concerns and points of view.	I have heard several instances of high school parents allowing underage drinking in their homes while they were present. I also think there is parent support behind sr. party which has the reputation of including alcohol. I know these are not school sponsored activities, but these are important social events for our high school students which send a very wrong message and do not promote positive social/emotional wellness.	They need to look at an alignment for K-12 that sends the same basic and consistent message about the above stated terms. Maybe providing the same basic info to parents at back to school night so we all know what is being taught and can use common language to be a support to what they learn at school. Something similar to what the Foundation does to get their message across. Finally, making a bigger deal about the code of conduct. Having kids and parents sign together officially when teams have beginning of the year meetings or events. Making it electronic makes it seem even less of a big deal. Show it really means something and your signature means something.	
I am not aware of efforts to provide or support character development or even to define a standard aside from the Cambridge motto.	Our child is a new student this year, yet there has been no outreach or support to him or to us to help us to assimilate, to understand the opportunities to engage, to encourage our participation or even to make us feel welcome. [RT] stands outside the front door each morning but looks right through me when I walk my son to the door. By the way, it is unreasonable to ask for no specific names when the leader of the school seems highly selective about who [RT] welcomes and speaks to in the mornings. [RT] needs to be called out and made to understand that friendly is more than a smile to those she doesn't know.	Considering there has been no outreach to us as new parents or to our son as a new student, I would say generally the only thing most parents to well is smile and nod as they walk by on the way in and out at drop off and pickup. People are "friendly" if by "friendly" you mean "not unfriendly"	Parents need to parent. This is t new to this generation, there's always been an air of entitlement and permissiveness at Alamo heights. I lived through it as well when I attended. But in the digital atmosphere, that lack of attention and parental authority is dangerous, as we have seen.	Punish these kids and stop hiding behind the excuse that if it doesn't happen on campus the children can't be punished at school. If AHISD is going to stand as an institution that shapes minds and character, then when a child regardless of age or their parents demonstrate that they are of low character, then their participation in activities at the school other tha. Attending class should be cut off completely. No Extracurriculars, no honors classes, no PTO or board participation, no dances. NOTHING.	
I agree we have good programs out there but need to be more aware of who is at our school. All of the students know who the (bullies or drug trafficers are) why don't the adults????	Do not allow the "Senior party" that the senior girls put on every December. I know the school does not host it but the community sees it as a Alamo Heights high school annual function. It is nothing but a drunk fest that is giving our school a bad name. All of the children show up drunk and I've heard all of the inappropriate things that go on at this party and the parent chaperones overlook it all. The after party is just as bad if not worse. The bus they take is filled with alcohol too. I've heard that they can never rent out the same venue because these places do not want to be liable for this under age behavior going on.	Some parents go out of their way to know their children's friends and parents well.	I have heard that many parents in this community openly let and or provide alcohol at parties for their teens. Not a good role model to children.	Knowing who is bullying and knowing students who are selling drugs. Lead other children to speak up more about bad things they know of going on and let them know it can be confidential or they can even stay anonymous. Most kids at the school know what is going on way before we adults do.	
The 5th grade / 1st grade buddy program at Cambridge is great.	Small group environment for character building. The buddy program should be done more extensively. Also, kids should be matched with a kid they can identify with.	I was actually pretty shocked with the community reaction to David Molak's death. It started with good intentions but it seemed as if the "bully" got bullied in the end. Some of the parent's post on Facebook were disgusting. Very judgmental. I think the parents in this community need as much character building as the kids.	Kids benefit from a small group environment where they feel loved and safe. Having a consistent connection with a group and respected leader would be ideal. I personally gained from this as an AH student with bible study. It does not have to be religious to have this same effect. It could be school organized and secular.	Ask well respected young adults in their 20s and 30s to commit to a 4 year stint as a mentor. Have them be a peer leader to a small group. The Perry Shankles, Debbie Chesneys and Anne Marie Klebergs of the next generation that can really get to know the kids. I also read a study (maybe a Harvard study but I don't recall) about how the kids perceived as well liked and respected can change the general sentiment of a student population. Enlist some leaders in the school itself and equip them heavily with positive reinforcement and anti-bullying skills.

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Having Michelli Roman speak with various groups/ clubs i.e. She has spoken with the 6th grade girls service club.	More formal instruction in appropriate cell phone/ computer etiquette	Supporting their children & being open minded.	Reminding their children to take responsibility for their actions. Continuous discussions about being kind to others.	Trying to instruct parents & students to look for early signs of mental health issues.	Maybe having all students in the AHISD sign a form at the beginning of each school year implementing a protocol of disciplinary action related to appropriate cell phone/ computer usage both in & out of school.
The school does well in modeling a value based education. I appreciate that important character traits are posted in conspicuous places around campus.	I do not know how but there ought to be a way to model appropriate behavior online.		We need to do better at monitoring our children's use of online resources.	The experience of victims of bullying - or perhaps set up a tool to monitor the social experiences of children.	School, like adult life, can present lives of quiet desperation. My son for various reasons has had an exceedingly difficult time in high school. Part of what makes it bearable for him is sensitive, observant school staff and teachers. I am so sorry for what happened to David M., but my son's experience has not been too different from David's. These experiences of my son and poor David, I think, show how little influence we parents have, while at the same time they show how much difference a few well placed adults can make.
	Offer programs such as radkids, toastmasters and girls inc of San Antonio. 1. As part of the curriculum, students should learn to identify bullying language and actions in themselves and others. They should also be taught positive communication skills. This knowledge will help create a more positive environment where bullying is less likely to occur.			There should be an established system for a child to report being bullied (anonymously, if needed) and get immediate help. A counselor and other professionals should meet with the children involved and their families to determine a solution. Have teachers encourage students to report any kind of bullying and not say it's tattle telling. Counseling should be available to kids who are bullied, for the bullies and for those who help the bullies. When needed, these children should be referred to outside therapists for on-going help.	
not much.	better leaders, enforce stricter guidelines for behavior.	some of us parents attend grade level meetings and try to learn about how to help our kids.	modeling good behavior for our children. make sure there are consequences to children's actions, in school and at home. stop bailing kids out of problems.	making parents responsible for their children's actions at home and school. stop giving bad kids 3 chances to do the right thing, they won't. our community needs to have a ZERO tolerance for bad behavior.	Alamo Heights is still riding on it's former glory of being a top notch district. We need better leaders in our schools. We need to stop appealing to the lowest denominator.
The counselors are great and always open to listen and help.	I think that values should be really reinforced as any other subject. It seems that academics are the most importance thing and sometimes teachers doesn't even notice if a student seems to be struggling with emotions or problems. So if even the teacher is unable to notice it, how can the students really feel integrated to the community?	Many parents are really participative and aware of their kids and that education comes from first from home.	Model values and set limits. Meetings where parents can know each other.	Emotional intelligence is most important than academic knowledge. The reinforcement on this can make the difference between ordinary people and extraordinary people. That would really make students and people of excellence.	It's incredible the vending machine says "healthy vending machine" when all the products are full of sugar.
I feel that AHHS does a good job on character education, social and emotional wellness. Regarding digital citizenship, I am unaware of efforts by the school. This is probably very new territory for high schools.	I think these kids are far ahead of parents and teachers technologically. I have found the younger teachers and coaches are more savvy with monitoring social media and keeping up with what kids are doing. For example, it was a coach who told me about the After School app - one that excludes adults from joining. If the school determines that its role is to monitor this digital world, it will be necessary to hire a staff whose role is to keep up with the latest technologies that kids are using. How can character education be separate from digital citizenship? Our kids' reality and norm is the digital/cyber world. The fact that we even refer to it as "cyber" shows how outdated we are - this is not a separate world for our children, it is their daily, normal world and mode of socialization and communication. Parents are "in the dark" regarding this world.	AH parents seem willing to fund and follow campaigns/advice from experts. In general, I believe the typical AH parent has good intentions and will support the efforts of a task force initiative.	The kids should NOT have cell phones in the classroom. Collect them at the door. Limit time on computers and cell phones - get the kids to disconnect. Challenge kids to disconnect when they go to sleep. Challenge them to disconnect for a 24 hr period to see if they can even do this. Tell them they can make a phone call and actually have a conversation with another person, but no texting/snap chat/facebook/Insta/finsta...etc. Parents should do the same. Perhaps by limiting the use of electronics, the child will miss an opportunity to text something they will later regret.	Define bullying. The language used by kids today shocks adults, but I am not sure it shock the kids. While so much I know about the latest bullying incident is hearsay, I am not sure that the rude, nagging, inappropriate mean comments constitute bullying. Is that any different from what has been going on in schools for decades? I think that a bully is a person who specifically targets a person, motivates others to follow his targeting, and this may have happened in our situation. Again, all of my knowledge is based on hearsay. The task force should answer questions - is it the school's role to police our childrens' characters? If so, then do it well. Can we teach ethics?	I think the entire way we educate our kids has to change drastically. The desks, podium and paper must bore the kids compared to the constant stimulation of the internet and social media. More "flip" classes may be appropriate. Perhaps they should listen to classes with headphones, and then have office hours with teachers for re-inforcements. Perhaps kids should only go to school campus for their extracurriculars. Perhaps second semester senior year, seniors should be required to have a special customized productive project - volunteer/internship. Perhaps attending AHHS should be considered a privilege rather than a right. I think we need to start thinking WAY out of the box.
They seem to focus on actually building character and emotional health as much as academics. They stress honesty and compassion which is notable.	De-emphasize traditional social roles and popularity contests. Kids act on social media with a mob mentality and will be harsher, braver, crueler due to it's anonymity. Have classes on bullying and cyber-bullying. People caught should be shamed. If they felt their comments were appropriate for public consumption on social media then they should be held up and released to the entire school population and stand up and take the response. The school needs to promote general 'niceness' and make this a goal and an accomplishment that is praised and deserves attention.	They usually love their children and try to defend their choices.	Talk to your kids. Sticks and stones and all that. Maybe discourage kids from using social media at all and explain it's inherent dangers, misuse and negative impacts. Tell them over and over that high school (or middle school) is a silly blip in their future and being popular, well liked, considered pretty, jockish, smart, etc. is meaningless. It is how you feel about your selves and how the people who love you see you. The haters will get their own someday!	School activities that highlight and identify bullying Classes where being nice and supportive are rewarded A process in place for anonymously reporting bullying and investigating it. Praise kids who stand up to bullies or defend another student against it Recreating the traditional 'popular' paradigm with inclusion of non traditional students, non traditional activities, exploding stereotypes, etc.	-Identify potential and actual bullies and have their comments made public; they should be publicly shamed-publish names in school paper?? -Have a system for kids to report bullying or general meanness, exclusions, threatening behavior etc. -Make a climate of complete, non negotiable tolerance for attacking or demeaning others - Reducing the isolation of marginal kids who are more likely to be bullied

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The counseling department was effective in the start of the year assisting with course work choices and goal setting.	The administration and teachers need to vocalize kids that are prone to bad behavior and hold them accountable. We as parents know from our kids who these trouble makers are, surely the administration and teachers that interact with them daily are aware. There appears to be an attitude that these kids can get away with anything cause they or their parents are either rich or involved. The code of conduct and ethics should be implemented with a zero strike policy and the kids that violate it should be taken off teams, held in detention or expelled.	We monitor all our child's social media accounts and constantly check them to see what they have posted and what others have posted. We issue consequences for unethical behavior in person or on a screen.	They need to check what their kids are doing online, have an open door policy and review what they and their peer groups are doing online and hold their kids accountable.	There needs to be an online code of conduct for what happens on campus and off. There should be clear and concise consequences and definitions of what is allowed and what is not. There should also be an anonymous online format for kids to report poor online behavior.	I think that the kids that participated in the cyber bullying should be accountable and have consequences for either contributing or simply adding a comment. There should be action taken so they know that sitting by and not saying anything is as equally bad as bullying. There also needs to be a clear and defined way that parents can get relief when they bring these issues to the administration. We shouldn't have to transfer our kids to another school to find relief.
My daughter says that she doesn't see these issues at the Junior High. She said, " I don't know what is going on at the high school but here we are all nice!" I am hoping she is right and that it isn't just her group of friends that are nice. She has never really talked about any character education at school although I am sure something is done.	I would say the campus isnt missing it as much as society is missing it. People don't realize that what you say can and should be held against you. If you post Something on social media you are responsible and can be held responsible. People think they can say and do whatever they want because it isn't face to face. Also, I think we need to explain gang mentality to students so they understand that it is very common for people to jump on a band wagon and how to avoid being pulled into that situation and how to stand up to it.	I don't know what others do but We make sure that we speak appropriately in front of our kids. We don't call people negative or derogatory names and we use appropriate language. I think for the most part parents probably do a fine job with their children but we have a society that thinks it is funny to call people names and make fun of them. Truly it is a generational mentality that we have to change one student at a time.	I think we need to work on developing apathy and understanding for all differences we have. We also need to develope being happy for others and not jealous! We really need to shift the mindset of our youth.	The focus needs to be on kids understanding that their actions are traceable and they are accountable for them.	Fundamental values from the time they enter school. If we look at the basic virtues this tells us what we need to teach these kids. If they have these values ingrained I them they will not treat other people badly!
Character education.	Definitely digital citizenship and social and emotional wellness is very much lacking.	We send our children to Sunday School and tell them "Do unto others" is written in the Bible. We enforce many times to be positive, accept all people, and respect differences. I can't speak for other parents.	Parents in general need to model kindness and respect in the home. They also need to in their online presence as well. Parents need to help their children deal with difficult emotions: jealousy and anger being the two most problematic for kids.	Parenting skills. Teachers also need to focus on recognizing tension, rejection, anger, and jealous behavior early so counselors and parents are aware of those issues.	I cannot convey enough that this is a parenting problem that is spilling over into the school system. I can only hope teachers and counselors at AHISD will be better versed with solutions that can assist parents with their children who are unkind and not able to cope with emotions appropriately.
Teachers, support staff and counselors give students their individual attention, modeling character and providing lots of life learning opportunities.	Digital citizenship needs to be taught, modeled, and monitored on a daily basis.	Parents communicate well with teachers	Parents need to listen to the child and encourage the child to advocate for himself/herself before trying to fix things for them.	Welcoming all students, including all students, encouraging groups to mix and appreciate one another.	Students and teachers needs time in their classes to bond with their students to provide a nurturing, safe atmosphere.
Students are allowed to have their phones out in most high school classes. Even if there is character education that penetrates the brain of a high school students it doesn't always translate to what actions students take.	The concept that what you write to someone never goes away. Also, how easy it is to have a bully who gets his or her friends to pile on. This pressure can be debilitating to students and affect them emotionally and academically.	With mothers and fathers that I speak to we are all talking to our children about what we expect and don't expect.	Most parents are of the attitude that their kid wouldn't participate in bad behavior. In reality they may not know what their child is really up to on-line.	Trying to find a soft place to fall for kids who are hurting - these kids are often quiet and reserved. Not usually popular or noticed.	
counselor visits classes at ES	teaching tolerance	we teach tolerance	be aware of social media maliciousness	cautionary social media use promote unity amongst students	
				my child is in kindergarten, so I'm not aware yet, but I think some notion of cyber-bullying and exclusion would be useful. Also, kids should be taught to take breaks from the world of digital media and campuses should be as free from mobile devices as possible. Taking class notes on computers, for example, if it is done now, should be forbidden.	
I really do not know what, if anything is being done to address any of the issues during the school day, at the high school. I know that there are evening presentations. I do know that at Howard the children are taught the 8 keys and these keys are modeled for the children continually.	More communication with parents about how these are being addressed.	Great question. I think a lot of parents THINK they are doing the right thing by "talking" about what should be done; however, I do not believe parents are modeling these. "talk the talk but NOT walking the walk"	Look honestly at themselves and see what they are modeling for their children.	I think we need to be real and honest about a lot of issues. Why are we allowing student groups to sell "Mule-a-ritas" at events? Aren't we sending the wrong message here? I hear parents time and time again say "I told my child I would drive them after the party because, let's be honest, we know they are going to be drinking. I'd rather they be safe. I'm not going to pretend that they aren't going to drink."---Why is this supposed to be okay	
Yes	I've been happy with with their character building opportunities that my daughter has been given at AHHS. She does peer tutoring and works with special needs kids. She even goes to Howard and works with special needs kids. She has learned a lot, working with kids that are different with her has shown her that all kids just want to be accepted and loved by their peers.	We need to be examples to our children. There is no way we can see what our kids do all of the time. We should teach them to be loving citizens from the start. It's our job, not the schools. Your job is academics my job as a parent is to do the rest.	Stop over indulging and say "no". Also consequences for being jerks works well.	Putting the responsibility back on the parents.	If the school district is too much in the family business, people get mad because you are interfering and if the district doesnt monitor the kids Instagram, Facebook, snapchat and phones, you are irresponsible and a bad district for not being more involved. Basically it seems like you can't win. Thank you for all you do. As a parent, I appreciate it
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My child is in 2nd grade at Woodridge and I have no knowledge of character education programs that are being utilized. There is a policy that requires all students in the class to be invited to birthday parties if invitations are delivered at school.	Adding diversity via literature discussions, art exploration, projects that examine a situation through the view point of the minority/repressed/underdog. Focus on importance of team and individual responsibility to the larger community.	In our home an emphasis on respecting others and their points of view. Discussing empathy.	Woodridge is a very socially stratified environment. There is an entire half of the student body (parents) that are their own group. Do not attend other students parties nor invite outside their AH group. Feels exclusive.	Engaging the parents in frank discussions Finding a way to create a culture of "we" Embracing a curriculum that encourages students to stand up for one another and protect those that are weaker/fragile.	Adding daily meditation to the school day. Teaching students how to resolve conflict and seek consensus.
All of my daughter's teachers at AHJS are very understanding of student's needs and have been very supportive in creating a positive learning environment. They respond quickly to my emails and my daughter tells me none of her teachers tolerate bullying or negative comments in the classroom. I think AHJS overall has created a fun and nurturing place to learn.	On the other hand, my daughter did have an issue with being bullied a couple of years ago and she went to the counselor to address it with her. My daughter came home that day feeling like the counselor blamed her for the bullying. The counselor never contacted me regarding the issue. I am grateful my daughter shares most details of her day with me or I would not have known about the bullying. The bullying stopped after I addressed it with the parents. My daughter felt from this day on that the counselor wont' do anything about it so why go if there is another problem.	I think many parents in our community do a great job talking to their child about building good character and treating others with respect.	To acknowledge that yes, their child is not perfect and may be capable of not always making good choices when it comes to treating others with respect. I guess, it comes down to being accountable for our child's actions good or bad and refrain from making excuses if indeed our child made a poor choice.	How about creating a character ed class that is mandatory for all freshmen. I think students get enough antibullying information in general but they don't ever have the opportunity to sit and discuss and problem solve what these campaigns really mean. What are the signs of depression? How can you tell if your friend is depressed? What makes a person happy? These could be potential topics.	I am very pleased that the District has formed this task force instead of avoiding the issue facing us today.
This is difficult to answer well. However, since my child has already (in the 1st grade) been on the receiving end of multiple instances of bad behaviors from other students, I would say that there is much more work to be done in all of those areas by the district,	The campus did not seem to have a protocol in place when a serious issue arose. We did not feel well informed by the counselor for how the matter was being handled and it was difficult to even get a meeting with her due to her alternate duties with testing.	Sell anti-bullying signs.	Teach inclusion rather than exclusion. Teach empathy. MODEL positive behavior.	Our experience so far is that very little time is spent on the social and emotional development of the kids. The district is so focused on academics that the "whole child" is ignored. Showing a video or a presentation about bullying doesn't resonate with kids in the long run--it should be an on-going conversation in the classrooms and not something that only comes up every now and again or when something unfortunate occurs.	
the counselors are available for them to talk frequently.	more control on social media bullying. They need to have an anonymous line for kids to report significant incidents.				
AHHS: Teachers that model the right behavior; Provides varied activities so that students can find "kindred spirits" and places they feel valued Cambridge: Teachers that have high expectations for behavior; Rewarding and honoring kids who live the "8 keys"	Not sure	Take individual responsibility for the conduct of their children, make tough/unpopular decisions as appropriate, let children experience the natural consequences of their choices	Avoid looking to lay blame externally when their child stumbles; avoid being "snowplow" parents, clearing the obstacles and challenges from their children's path; not adequately monitoring their children's social media activities.	My greatest concern in our recent tragedy is that the climate was such that it was quite socially acceptable to find the insults and abuse "funny", and to encourage the dialogue along. In that circle, meanness was a norm, not an anomaly. There will always be mean people, but the "groupthink" that seemed to normalize the ugliness was very very disturbing to me. How do you address that?	As above.
My child is 9 years old and in the 4th grade at Woodridge. While I don't know how much she's taught about "digital citizenship," I do feel strong character and positive values are emphasized at Woodridge. From a social and emotional wellness perspective, I know my daughter feels she has direct access to the school counselor and has, on occasion, met with her to talk about issues with classmates and to seek advice. I like that she feels safe and supported at school.	As it relates to digital citizenship, and as mentioned above, I don't know how much she's being taught about the internet, smartphones, apps, social media, etc. at school, so I am teaching her about these things at home, as much as I'm able. Perhaps it would be good for parents to be aware of digital citizenship classes or curriculum that's being taught, much the same way I recently received a letter seeking my permission for my child to see a video at school about puberty. It was good for me to know what topics were being addressed and also gave me the chance to view the video beforehand, if I wanted to.	I cannot speak for other parents and what they do well, but as a single mom, I am very involved in my child's life. I strive to provide her a healthy, stable, secure environment in which to live. I do what I can to be a positive role model, and in those occasions when I fail, I own my behavior and endeavor to make things right, so she sees how important it is to be accountable for the way we live and the choices we make. One thing we emphasize at home is treating others as we want to be treated.	More collaboration with teachers and the school so everyone's on the same page and children are hearing the same messages in both environments (home and school).	Ways to involve parents so children are 100% clear on expectations, as they see a united front between the school and parents, and the "messaging" is the same at home and school. Innovative ways to teach empathy and compassion, as well as how to establish healthy boundaries. Innovative ways to help empower children who feel victimized. Innovative ways to help get to the root of why children are choosing to bully others.	
Junior School - advisory time has addressed several of these issues...the smaller group environment seems to have fostered deeper conversations. High School - I have no knowledge of any specific conversations, programs, or communications regarding any of the above topics.	Jr. School - more comprehensive curriculum/conversations HS - definitely more comprehensive curriculum/conversations - if any happening right now at all, we are not aware of it.	Parents in AH want to be informed, and are generally involved with their children's lives at school and at home. Being a small community and district lends itself to knowing more about what is happening with our kids.	Parents need to have more talking points, be better informed, and work closer with our schools in order to be a true partner in driving this education platform home, and make it real and meaningful for our kids. Parents need to truly reflect on their own practices that are being observed by our kids and realize that social media behavior, gossip, and rumors have a tremendous negative impact for even our youngest students.	Cyberbullying, Cyberbullying, Cyberbullying....all topics are important, however, this behavior has grown to epidemic proportions (starting at elementary).	
I like how the elementary schools practice the character keys of excellence	I think the schools need to focus on digital citizenship as early as 5th grade - when most kids get phones	?	?	All of it but educating young people about the severity of suicide seems to be lacking	My parents made my family watch movies that showed the impact of suicide and another about drug abuse. These movies made a lasting impact on me. I think movies that show different topics are a good way to reach young minds
the eight keys of excellence; teacher coaching students through conflict during play; social skills lessons; classes celebrating group and individual successes	more focus on noticing kids being kind	talking to children about conflicts their children have with peers at home; providing young children with consistent routines; reinforcing school expectations; role playing; talking about feelings	helping their children distinguish behavior that is appropriate in one environment but not in another (e.g., tackling is okay if you're playing football but not okay on the playground)	how to notice anxiety in children and how to support and still challenge children with anxiety well	
1) my child feels comfortable going to the counsellor 2) my child feels comfortable leaving the lunchtime/recess "fray" and going to the library 3) my child feels like they often talk about character/bullying (way before David's death)		depends on the parents!!!!! I guess the question is what "CAN" parents do well. This answer is all over the news and community. Monitor social media. Collect phones at night.			

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I think my child's school struggles with all of these.	Again, all three are areas are challenges. We have problems with bullying, particularly on the playground, texting nude pictures is relatively common and I think there a lot of middle school kids struggle with social and emotional issues. At the same time there are wonderful teachers who try to reach out to these kids - it's just a Very big problem	This is tough. I think parents try hard to teach their kids well, protect them on line and watch for signs of emotional problems. But we are often naive about our own children's behavior and we do not monitor them closely enough To- on line or in person.	We need to be better at holding our children accountable and allowing them to face consequences. I believe we need to empower the school to hold our children. Accountable as well. We need to be much more proactive about electronic devices and social media with strict parameters that we adhere to and make our kids adhere to. We should be on their instagram accounts, in their snapchat accounts and we should limit screen time significantly	I would like to see the school have a greater presence on the track and field area during lunch period. Kids burn off steam very physically and gang up on one another. There are never enough teachers to keep control over it. In terms of digital media- there are kids in Jr School who walk around with naked photos of their classmates in their phones. I recognize it is not the schools fault - but kids need to understand how dangerous and wrong that is. They need to hear from a lawyer or judge about the consequences. perhaps we could have a hotline for kids we are worried about, kids who are at risk of suicide or other dangerous behavior.	My mom was a high school teacher for 50 years. She always said, "no high school kid really wants to do drugs or have sex...what they really want is for someone to invite them to sit at their lunch table". You may not agree entirely but I really think she is right. If we can create an environment where everyone feels welcome and valued and like they belong, we won't have a lot of the problems we have today. I don't know how to do that but I am very grateful that you all are making this effort. I will be praying for you. Thanks!
I don't have any examples for the junior school. It seems non existent. When I ask the children, they suggest it was talked about, once, at the beginning of the fall semester. Cambridge has adopted a character word of the month. The word is displayed on the board outside the school, but I am not certain it is transferred from the board to the classroom. Ideas and examples of any given word, beyond the initial word chosen for the program, have not made their way home in the form of information from the teacher/staff or dialogue and excitement from my child.	There does not appear to be a program in place at the Junior School. While I do not think the children should be "hit over the head", there must be an ongoing dialogue, throughout the school and system, about the importance of: 1) minding your manners online, as the footprint you leave is never erased and can be used for good or evil 2) the character of an Alamo Heights child - who are we and what we stand for 3) one's rights ending where another's begins 4) freedom of speech does not equate to freedom to hurt. 5) STOP. Reread. Consider your post. Send. In a sense, we can only teach social & emotional wellness if we are willing to accept that we are each responsible for there other.	Having the conversation at home. Listening. Understanding the various mediums, how students are using them and who else is on them. Be an online "stalker" - troll to see if there are suspicious folks online communicating with your children and/or their friends. Know the passwords of your children's accounts	Having the conversation at home. Listening. Understanding the various mediums, how students are using them and who else is on them. Be an online "stalker" - troll to see if there are suspicious folks online communicating with your children and/or their friends. Know the passwords of your children's accounts	Understanding what it can accomplish, implement and enforce Creating a clear agenda and specific plan for each level/school within the district Have face to face dialogues (throughout the community) which allow the task force to "go deep", questioning and understanding the various issues Recommendations should be actionable, to the level of best practices	Each of the elements represented in this survey could stand its own task force. I am concerned that in trying to "find a solution", the task force will create some semblance of a program which does not truly meet the needs of the students, but makes everyone feel good that a program was put in place. I beg you to take /consider / plan the various elements separately and then combine the possibilities.
wellness coordinator is an excellent addition. The teachers in the classroom generally are excellent models of solid character	Alamo Heights is great at presentation. However, there is a pervasive environment of poor character Within the administration whereby privileges are clearly given to families with wealth and influence. A number of coaches in the athletic department model very poor character and engage in cruelty towards children in front of their peers. The children speak of this and see it everyday. This projects a lack of character, that is easily modeled by the students.	Many parents are deeply and broadly committed to their children's development and health In these areas	a subset of parents seem to emphasize their child's social, athletic, and academic successes over the value of good character.	Substance over window dressing. Alamo Heights school district is great at surface presentation, but substance is often lacking. Again this is reflected in the problems of some of our children; kids that are highly successful on a resume, but missing an authentic grasp of good citizenship	
The counseling department was effective in the start of the year assisting with course work choices and goal setting.	The administration and teachers need to vocalize kids that are prone to bad behavior and hold them accountable. We as parents know from our kids who these trouble makers are, surely the administration and teachers that interact with them daily are aware. There appears to be an attitude that these kids can get away with anything cause they or their parents are either rich or involved. The code of conduct and ethics should be implemented with a zero strike policy and the kids that violate it should be taken off teams, held in detention or expelled.	We monitor all our child's social media accounts and constantly check them to see what they have posted and what others have posted. We issue consequences for unethical behavior in person or on a screen.	They need to check what their kids are doing online, have an open door policy and review what they and their peer groups are doing online and hold their kids accountable.	There needs to be an online code of conduct for what happens on campus and off. There should be clear and concise consequences and definitions of what is allowed and what is not. There should also be an anonymous online format for kids to report poor online behavior.	I think that the kids that participated in the cyber bullying should be accountable and have consequences for either contributing or simply adding a comment. There should be action taken so they know that sitting by and not saying anything is as equally bad as bullying. There also needs to be a clear and defined way that parents can get relief when they bring these issues to the administration. We shouldn't have to transfer our kids to another school to find relief.
They recognize character key winners every Friday on WNL. Then, the students' photos are displayed in the foyer.	Real lessons that teach coping skills for many different situations. Such as: not knowing what to do at recess or where to sit at lunch, helpful suggestions for when students have to choose their own group, what to do when a group of friends is making bad choices.	Discuss online safety with their own children or guests in their home.	Know what to be on the lookout for. Perhaps Monday Mail can share trends in technology so parents are kept in the loop about what is currently popular.	Student created Public Service Announcements addressing a variety of topics.	Bringing in a speaker to help teach/inspire/motivate teachers to make social/emotional needs of students a priority. I know teachers have a lot on their plate, but there are SO many interventionists now to help with struggling students. maybe AHISD should consider training the interventionists to also do character education classes. Struggling Students are just staring at computer screens to learn to read. A computer can not replace human interaction. Students need relationships. A district wide mentor program would also be lovely.
Campus provides a good education.	My child has been a cast out since he started in 6th. He struggles everyday to fit in. Wish the teachers could have more time to pay attention to these kids that are continuously by themselves or see that they are shunned out.		Pay more attention to their childeren. Their social media outlets that has plagued their minds.	Getting rid of social media during school hours	
Teaching good behavior.	How to deal with others not behaving properly.	Listening and asking questions.	Put their phones down and engage more with what their children are doing online.	How to to use positive peer pressure to encourage the right behavior.	Town hall meeting.

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Not much.	My daughter at AHJS says, "All they have is a 'Stop Bullying' poster. That's not going to do anything." Past events where students in the cafeteria are forced to sit with others and and have artificial conversations are...artificial and ineffective. The 8 Keys is not a substitute for a real character education program. On the bullying front, there needs to be a real emphasis on what bystanders and witnesses can and should do. Research shows that a key to fighting mistreatment is having witnesses step forward. There is no such emphasis at AHJS, nor was there at Woodridge.	Some parents do well at controlling and monitoring digital access. Many support their children emotionally.	This can't be applied across the board. Some parents should further monitor their children's online behavior. They can also better set examples by behaving well online. (Some of the blogging going on in the past month was appalling.	How witnesses and bystanders can step up when they see mistreatment. Appropriate online behavior. Adjusting administrative responses to incidents of mistreatment that more appropriately address the situations. (In the past, administrators have downplayed the seriousness of situations ["oh, let's not call that bullying"], suggested parents contact other parents instead of the school, sit mistreated students in the same room with their tormentors to "work it out"...).	In a nutshell, implement real, proven programs in a consistent way, and don't pretend "The 8 Keys" or other programs with different purposes are actually addressing the problems.
Teaching the foundational core values	Kids are granted too much access to cell phones during school and on bus. Students' phones should not be permitted to be used at all on bus where there is no supervision and should be placed in a safe locker during the school day other than the lunch hour. Rules should become more flexible at the high school, but still not with unsupervised and constant access to their phones.	Some parents do a good job of monitoring the apps and communications on their kids' phones.	Many parents do not monitor the apps and communications on their kids' phones.	Parent education on how to screen kids' digital access and what amount of time and what type of use is reasonable by age. School rules limiting access to phones at school and on bus Teaching kids about bullying -- while it should be addressed, is not ultimately the most productive answer because it is asking too much of them to think this will ultimately prevent future tragedy. It is parents' and schools' responsibility first, and we are allowing them far too much time and access to digital media.	
Counselors at WE are very visible, meet with classes regularly (monthly), provide education on WNL, newsletter sent with Monday mail, kids know them by name and they know kids. Also great recognition with keys of excellence. Also with kids at AHJS, All teachers have amazing role models!! Vetry engaged in all aspects of my child. Also visible/accessible administrators. Band directors are clear with expectations and set high expectations regarding character and citizenship, it is amazing to see the kids grow and develop into responsible young adults. Band directors also so engaged in the process, and clearly have a high level of dedication. They are promoting belonging/family but not at expense of other activities or that they are better.	WE: it would be nice if PTO was more inclusive. It is impossible for working parents to get there at lunch. Have some educational programs on normal development, setting limits, technology. My kids are in immersion and I feel the native Spanish speakers are isolated socially and would benefit greatly if they were integrated into the other classes. It becomes very apparent at the junior school that they are their own group. Also monitor the cafeteria time better. There needs to be more monitors, almost all problems that my kids have worried about happen during lunch (or recess) when there is minimal supervision.	I can only speak for myself, we eat dinner every night, my kids are in extracurricular activities: sports, music, learning and are not unsupervised. I talk with them about the things they learn in school, and try to make the school learning applicable to real life through travel, reading and day to day experiences. I also follow the rules, like driving 20 in a school zone, leave early to be on time, plan ahead for activities/work. Try to balance mind, body and soul. I monitor the cell phone and Internet access. I have an open door with regard to questions, worries, problems.	Understand they are modeling behavior that their kids (and others kids) are watching. Be accountable for your actions. Be consistent and set limits. Let your kids be kids, they do not need to grow up so fast, limit the material stuff.	Helping kids develop good self esteem. Try to get all kids involved in extracurricular activities. Solutions like the late bus was an awesome idea to help all kids be involved. Find a way to target those who do not belong by having them be involved in something. I think you have to start early and will have to work with the whole family to accomplish anything.	As a parent I very much appreciate the integrity of the administration. This is such an important project, please keep that in mind even when it seems overwhelming. Our children are worth the effort!
There is 1 teacher specifically at the Junior School who I feel is watching out and mentoring my daughter in being a good person. Otherwise, I feel that there is little attention given to the above issues. The children who are quiet or do not stand out for one reason or another are largely ignored - from what she tells me, the staff is so distracted trying to maintain order, there is little time given to training good citizens.	Acknowledge that behavior issues need to be addressed, but pay attention to the ones who seem to be doing okay, because many of them are not. I cannot easily access the counselors - how could I expect my child to be able to do so? They need a safe place to go, manned by someone trained, where they can talk or work through issues in small groups. They had this at Cambridge when my daughter was there several years ago - it was a haven and all teachers were well versed on how to handle issues, but when they felt a referral was needed, there was someone trusted to go to.	Its mixed. I feel we give our children so much, which should teach them how to manage technology and relationships. That said, we don't always expect that of ourselves, so it is a challenge for our children to know better.	Watch their children's behavior. Don't let them grow up too fast. I was in the hall and a mother was saying she'd have one in high school having a keg party and one in Howard at the same time. Other children heard that - it's not good.	1. Accountability 2. Modeling good behavior 3. Get rid of phones in school. There is no reason they should have them, they are a distraction, they do not teach kids how to interact in a positive way. They should stay in lockers until school is out. If they are visible, they should be taken away. 4. Tolerance.	In the past month, there have been 2 issues at the high school and last week, a police car at the Junior School during pick-up. The kid's haven't been formally talked to about what happened. The parents got a letter, but nothing has been done to help the children process these events. If we want them to learn to handle issues, we have to not be afraid to talk to them quickly before the gossip just starts spreading and they create their own stories. We own what happens in our district, and with boundaries, we need to help our children work through these events.
					Reconsider how the task force was selected. It was not an open call for community members, so it is difficult to believe true change will come from this committee. This safe and polite group that make up the task force are already wonderful community role models. If you want true change to come about you need to step out of your comfort zone and include less traditional, less "popular" individuals, so they can share and hopefully change what is really going on.
Digital citizenship is included in the technology class for 6th graders, wide array of extra-curricular opportunities make it possible for many students to find a niche where they can feel a sense of belonging	I think we need more direct programming on positive character traits, befriending others, avoiding bullying in all its forms, especially for the girls	Show that school is important by going to events	Anti-drinking, talking about drug dangers, setting examples of incusivity and acceptance...even for religious (or absence of religion) differences	Making school a safe haven, where acceptance is our norm, and students think and act in ways that demonstrate respect and belief in human dignity	Please help ensure that it feels ok to the students to "be smart." What happened to chess club and robotics opportunities? Emphasize celebrating accomplishments in all areas of endeavor in the announcements.

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All of them but unfortunately not enough hours in a day to greatly emphasize. all areas.	The Art of Giving Back through community service and volunteer. Consider mandatory service hours for each semester. Community service teach students to go out and think on their feet, work with others and create something from nothing. And finally, the act of service increases their confidence , gives them new skills and gratitude-appreciation.	Encourage, Enforce rules and boundaries	Consistency and vigilant.	1) Repeat training for teachers, parents and students on how to pick up signs from kids who are exhibit signs of needing help. 2) Implement software program to scan social media for sign of potential bullying. 3) Encourage anyone to report potential problems by stepping forward or by anonymous. 4) Develop role playing training to teach students how to handle difficult situation.	Going back to the basics : #1. God #2. Family #3 Everythingelse If your view of God is great than your view of problems are small. If your view of problems are great than your view of God is small. Max Lucado - Author
I do not believe it does well at all, I believe the school favors certain students and disregards the rest. So there is no where for a child to be heard if they are not one of the few that are favored.	Every child needs to be treated equal. The issues that the student comes forward with needs to be heard so the student knows they are cared about as well	At this time I think that the parents need to be involved if the school is made aware of something. At this time the school does not always include the parents. I have had to learn of situations from my son and then go from there.	I do not believe that the school should allow social media sites to be used on campus. This only adds to gossip and can make a situation worse.	Making both the school and parents aware of what is going on in the schools. I believe that there are several situations being overlooked based on who the student is and what family and income they come from. Where none of that should matter.	Start considering the fact that every student should feel safe at school and within our community and not bullied by the staff and other people of the community as well.
The high school has a wellness counselor. I'm not aware of any other "education" offered on the other topics.	Well there may be no ultimate fix, but allowing cell phones; especially during class time can't be helping.	Well the parents that continually monitor their kids activities, accesses and behaviors (including monitoring computers and phones) may have at least some insight into "their" world. This may offer an earlier intervention option.	See above response. Trying to talk to our kids helps, but sometimes they don't want to tell us things. Sometimes (especially now days) kids need our intervention even more, even if they don't like it Even the most loving parents may not "know" what's happening in their child's life.	Making it more known to any troubled students that they can easily seek help on campus.	Please consider being more strict. Even though AH is a public school, perhaps you can be less tolerant of certain behaviors, at least behaviors that occur on campus. We realize that you can't control what students do off campus. Maybe a new "required" course on cyber issues.....
not sure	Being to generalized in reaching out to the student body. But holding bully's responsible for the actions and having more stern consequences for bullies	They are involved .	Parents should have an out reach victims group and bullies should be know so their behavior will not be tolerated.	Taking parents concerns more serious when they bring their issues of bullying to their attention.when victims are moved out of classes, school groups and even from the school the bullies are not dealt with and the victims are victimized again and again.	A school 1-800 number to report anomously any acts of violence , bullying or possible victims suffering. These could be then be investigated.
Our campus spend time on WNL recognizing students of good character, they are also recognized during PTO meetings as well. Our attempts at Social and emotional wellness are getting better...but this seems to be more on an individual basis.	We do not spend time on digital citizenship, or as much time as we could.	All of us seem to talk alot about these important aspects of mental and emotional health, but I do not see us connecting to the children. Kids don't seem to get it..."what is appropriate to text, write, say... what is not..." The knowledge is at a basic level --not an application one.	All of us need to spend more time connecting real life experiences wtih character education, digital citizenship and social emotional wellness.	All of us need to focus on what these important pieces in our life looks like, and how they direction our actions. What does integrity look like in the hallways, on the road as you are driving, or in your daily life. How does our day at work, or school add to our emotional wellness.	Think about teaching kids coping methods... how to make choices and be happy about it. How do you get rid of upset, who can you talk to for help? All of these things may seem apparent to adults (or not) but kids are lost. There needs to be back up people - when counselors are gone, or unavailable - kids need to know that they are important enough that someone is going to get back to them--or handle their concerns quickly.
Our campus addresses the issues and drills expectations into our children so that they are able to regurgitate the information. Their attempts to truly address our children"s emotional and social wellness is lacking at the Jr and High School.	Our campus needs to model expectations by holding all individuals to the same standard. Minority students are far to commonly rejected from sports at the high school level. Families making monetary donations and providing gifts to coaches are treated with far more respect and importance. Where is the character in that? Why would we expect our children to act differently when leaders at our schools only provide lip service and fail to act humbly, model dignity...	Parents are readily available to take part and volunteer.	Parents need to model appropriate behavior. Many parents act inappropriately and feel they are above the rules and expectations. Our children are confused about why some members of the community are not held to the same standards. They understand that their financial donations provide a great leverage and that Teachers, Administrators, Coaches, etc. will look the other way , amke excuses or change the rules to suit.	The task force needs to focus on the topics it can legally address within its school boundaries. It needs to hold all employees and students accountable. Staff bullies other staff ,and staff bullies our children without any fear for consequences. The task force should create and uphold policy that allows for this sort of behavior to be exposed and punishable. Everyone should be treated with dignity and respect. Certain educators feel entitled and behave inappropriately.	I would like to see more of a minority representation on the task force. The Task force is compiled of white or wealthy individuals who lack knowledge of the daily interactions and experiences of minority, middle class students at Alamo Heights. This will not benefit those that are already being mistreated.
I believe the High School does digital citizenship and social/emotional wellness well.	I think character education could use some improvement at the high school level. The district has the eight keys of excellence which are good tools, but they are not utilized at the high school very much.				
Character education and social emotional wellness programs are offered.	Digital citizenship. I do not feel cellphones should be allowed to be used on campus.	Some parents do all of the above well, and some parents do some of the above well, and some parents do none of the above well.	All of the above.	All of the above, but it must begin at home with the parents teaching their children how to appropriately behave.	Not allow cellphones to be used on campus, and if brought on campus to be kept in lockers until school is dismissed.
Having the 8 keys of Character building! Trying to instill those in all children. Those that succeed get their picture on the bulletin board.	What about the children who say "My picture will never be on that bulletin board"! What is going on with those kids? They my need extra help to get there! More SELF ESTEEM building!!!!	Show up to participate in school functions!	Awareness of how important building self esteem is and it starts at an early age. Educating parents on how to do this.	Starting with early childhood..... How to Build self esteem in children!	
Group wellness and cohort companionship valuation along with strong counseling services. Digitally however, the high caliber exists but not as on par with the before mentioned.	Single source digital clearinghouse by class so Monday mail, homework login, PTA issues/events are accessible through a single portal so parents and students jointly access "all things Cambridge" from a single and seemless point of entry. I currently find things fragmented. Ironically, old technology such as all information going home in paper form through a student folder to parents was more thorough.	Physically participate and show up.	Monitor their child's online activity. We still have not eradicated peer to peer mockery and humiliation through this means.	Parental involvement through issue/event counseling	Parity in the desire of all teachers and administrators to equitably will the success of all students and more parent/teacher engagement opportunities for real life solutions to problems that limit the cognitive growth and risk taking moments of our children and at times enlisting anonymity/confidentiality when needed
Posting positive messages through out the campus	Closing the communication gap amongst parents, increase communication within the parent/ guardian community.	Step up to a task when called upon.	Be a model of behavioral expectations that include kindness and inclusiveness.	Problem solving and a plan for student, parents, and faculty to follow when encountering troubling situations.	Build on the idea that "it takes a village to raise a child." Take a proactive approach toward support and networking groups where parents and children have an opportunity to build trust and confide in others.

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The campus does seem to have character education, and social & emotional wellness covered well. At least I have heard of and spoken to my child about these issues. I am not sure digital citizenship was covered a ton before, but I may just be out of the loop on that. I know this will be an important issue moving forward.	I would say maybe the digital citizenship may need to be more prevalent. At least maybe more on par with the other two topics, to address the perceived shortcoming on that subject.	Parents should talk to their kids about always being nice and respectful. My guess is we talk more about character and wellness and not too much about digital citizenship.	I think parents need to be responsible for all of this. It is great that the schools do it too, but I do not think it is the school's responsibility to do this. Parents should talk to their kids and ask what's happening with their friends or others.	I think just looking at what the school has done in the past and making sure the word gets out about all of the programs that have been offered. There is not a lot else the school can do. I believe the district has done a lot on all of these subjects.	Know that I think the district is doing an amazing job.
	Quit coddling our kids; instead focus on self esteem and confidence so that they have the strength to turn away and not care what other people say about them			Personal self esteem and confidence; the reality is that we have bullies at all levels of society at every age - you can't wish them away, avoid them and you can't control others, you can only control yourself and your own reactions	
Have great great educators as role models.	There is no plan or consistency in regards to addressing these areas. The campus and district should put forth a united front and have a plan for everyone at every grade level to follow. This should not be left as an option to integrate. It should be a non negotiable. District and campus administrators should be held accountable for seeing that it is done. Our students deserve nothing less.	Parents in this community are highly involved and supportive of the AHISD school district. Parents have a desire to do what's best for their children and have incredibly high expectations of their children's educators; rightfully so. As such, the school district needs to ensure that they are providing ample information and trainings for parents on all of the above mentioned areas. Partnership and consistent sharing of information is a must! We need to put forth a unity front.	Parents also need to take time to research and keep abreast of new technologies and trends in the world. They need to get or stay involved with their child's school. Attend any parent trainings or information sessions that are offered and aimed at this type of support. As hard as it may be, we as parents need to make time to talk to our child(ren) and build trusting relationships that will lead to open and honest conversations. We can't help or be in the know if we aren't really talking with them and taking the time to learn about "their" world.	Refer to question #2 above.	These are areas that the district needs to invest heavily in, especially in the area of Digital Citizenship. Make a viable plan and implement it immediately. The district can not afford to move slowly on this. It is very unfortunate that their hasn't really been a consistent or district supported plan in place up to this point. It took a tragedy to get the ball rolling. Life teaches us that, it's almost always better to be proactive rather than reactive.
The "Character Keys" at Woodrige are supported, and promoted, in such a manner, that they are important to my child. I think continuing to underscore these keys is crucial.	I have not encountered anything in First grade that is deficient.	I think, without being overbearing, stressing the ideals of kindness and inclusion are simple messages with a good yield. I think modeling the behavior is just as important as "preaching" it.	I think we can do better enhancing self-confidence in our children. We may not be able to change the behavior of other children, nor require their parents to manage them, but we might be able to better prepare our own children.	Continuing to find ways to promote "behaving with conscience" past the standard lip service of "do unto others". Look to correct the bad behavior at an earlier age, and reward the good behavior early and often.	
I was aware of many of these programs at the Jr School. I am not aware of anything at the high school.	Students do not seem to be held accountable for disrespecting each other or even disrespecting the teachers. Most teachers appear to have a blind eye on the social and emotional wellness of the children that are suffering. If a child comes from a family that has a high social standing, they appear to be able to get away with more. Athletic coaches appear to be the worst. Their focus seems to be on winning and not on character of the child. The school should bring in parents and students and make them aware of the problem. Some parents seem to have their head in the sand.	Many parents exhibit good character which is really the most critical aspect to all of this this. Without parents to model the correct behavior, the school has a very challenging job. Most are very diligent about improving their child's character and emotional wellness. Many will hold their child accountable and punish accordingly (ie remove phone, ground, etc...) Unfortunately, not all parents practice this behavior.	I have had children attend both AHHS and NEISD schools. AH parents (from high social standing) seem quick to "lawyer up" and blame others for their child's mishaps. I have heard of specific incidents in AH where a students phone was taken away by the school after he posted inappropriate pictures on social media and the parents went out and bought the student a more expensive phone. All parents need to model high morals, ethics and character. Children today need a strong role model	I realize it is difficult for a task force to change a parents behavior, but we can start with the teachers, especially the coaches. They need to hold each student, regardless of their social background, accountable for their actions. They should be removed from the campus, the teams, etc if their actions warrant such.	
When I informed the counselor about bullying with my child, they talked with the individual. But it continued. My child is seeking counseling sessions privately. It diidn't help at all - child was feeling alone out of place and ate in the restroom. Something needs to be done with our children	I think there needs to be more places where they can go to. When children speak up to an adult. It oftens causes more emotional problems for children. Because they lock themselves out of socialization. Maybe they can be able to eat outside or go to a "safe" place like a favorite teacher's room or A christian teacher can have a place for them to go to. My child still suffers from this.	Some parents aren't even aware of it. Kids can hide it well -I know several children in this campus that my child mentioned that has "issues". Once I heard about a teacher who opened her door and they were able to go to bkfst and have christian studies. But most kids won't go if they aren't . There really should be a place that they feel comfortable to go.	Stop and really listen to your kids and comfort them - and not be ashamed of what is happening =do something about it.	First-kids will be kids - so it's hard. Would some teachers be willing to have a "safe" place and open door so that can talk when needed? I know some kids have favorite teachers and would feel comfortable. Most kids confide in each other their secrets - not their parents. That's why they turn to drugs or cutting themselves. More and more girls are doing this and their parents aren't even aware. Some girls stick their finger in their mouths to force themselves to throw-up.	I know it's not your problem, but this is an epidemic all over the country and our children needs a safe place to go to school. Not feel like they hate going because of the bullying. I've thought about moving child to another school. But realized if we run - then they win and we might continue to run from our problems. They need to learn to handle these situations.
I do not fully understand what you mean by "character education" or "digital citizenship." however i graduated from AHHS many years ago and have had two kids graduate from there and one about to graduate and i believe AH does a good job on social and emotional wellness as i understand those terms.	Please see response above. i do not have enough first hand info to comment on what needs to be done about social and emotional wellness at AHHS.	We have super involved parents here who deeply care for their children and usually only wish the best for them. However,sometimes parents can become too focused on making/believing their kids are perfect and can do no wrong to the point of actually risking their kids health and possibly other kids health. Although not directly on point with respect to cyber-bullying we have a serious problem in AH. please see below thoughts.	We have too many "helicopter" parents who although well-meaning (most of the time) are far too often hiring lawyers to try to get their kids out of trouble with alcohol or drugs or both. By hiring a lawyer to get their kid out of a situation where they are clearly at fault sends the totally wrong message to the kid. What do you think the kids will do the next time they have the opportunity to use drugs or alcohol after they were caught and then got off because their parents hired a lawyer who gamed the system to get them off?	With respect to cyber-bullying i think it is asking too much for parents to try to police that kind of activity. i think we need to somehow get the students themselves to police their own ranks so to speak with respect to cyber-bullying. The kids are the only ones who really know what is going on and often by the time parents get wind of the bullying it is too late as we recently saw with the tragic suicide. i just don't know how to get the kids to do this...	Not sure how this committee can address the helicopter parent i described above but i can tell you that drug use and especially marajuana use has skyrocketed in AH ever since Colorado made it legal. This problem is only going to get worse and it needs to be addressed.
The campus seems aware of the issues and does a good job letting us know there are problems.	I think regular sessions with the kids is important as well as more correspondence with kids. The sad truth is we're pretty helpless when it comes to technology -- it will always stay a step ahead of us. What we can do is educate the kids on how to handle difficult situations (see final comment below).	We know there are issues -- and we try to monitor friends, phones, etc.	Much like the schools. we can only continue to educate the kids about social issues. We can also carve out time to address these issues specifically -- perhaps in a joint setting at school or in community activities.	Educating the kids on how to deal with pressures and social issues. Also, role playing would be a great activity. I had a situation come up recently that showed me exactly how something can spiral out of control very quickly.	One tool that has been effective in other youth groups is the result of an annual video contest called "Can't Beat Love" that is open to area high school students. Each year the contest proposes different topics such as bullying, peer pressure, teen dating violence, etc. The students then produce videos to be submitted and winners are announced at the annual Awards Night (this year's is Feb 24th at the Palladium). Alamo Heights won an award a few years ago for the bullying topic. One of the reasons these video are so effective is because they're made by students for students. They may be a tool you'd like to consider. Go to www.cantbeatlovesa.org for more info if you'd like or give me a buzz -- 663-2147 (Rhonda)

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Not sure what they do well. My daughter is a senior and for the last 3 years has just tried to survive AHHS.	When I approached the school about the bullying my daughter was enduring they said there was nothing they could do if they didn't have proof. Hard to have physical proof for isolation bullying. AHHS needs to step up and push the real side of character ed. When you have kids that leave at lunch to get high and no one says anything. Kids think its cool and those that reach out for help are become social outcasts. The school needs to create a better community of support and guidance. Not just say its up to the parents then back down when parents complain.	protect their children. They (we) tend to live in the not my child world. Or in the they are just kids. I have seen pics and videos of kids getting drunk and driving off. Heard stories of waking up to not know how they got a dent in their car. Way to many social hosting parties going on. The parents think its happening sometimes but truly have no idea of how often. It is excessive. The kids talk to me or talk around me when they forget I am there. The stories are outrageous and totally explain why AHHS has its drug reputation around town.	see above	i really don't know where to begin. Even the kids that the parents say are "good kids". I have seen do lines of cocain. The task force needs to educate parents on how to cyber watch their child. Teen safe is not enough. I have been using that for 4 years . The kids know all about it and how to get around it. They figured that out 2 years ago. At least that's when i found out they knew.	I will tell you that creating a culture of tolerance and acceptance is hard. Add that to the need for personal responsibility, it seems even harder. From what my kids and their peers have told me, life has gotten back to the way it was before David dies. Very sad. ALready back to shaming people for their looks etc.
It offers a variety of resources to help our kids be educated about these issues and these are generally easily accessible.	Less use or no cell phones in school. It seems to me that phones cause distraction at school and can cause kids to be more interested and affected by what is going on with social media than focusing during class	This a community where communication between parent and kids and parents to fellow parents is a strength	Being more aware of what their kids are doing through social media	AH has a stellar reputation for its academic excellence, let's focus on combining that with excellent character by teaching kids to love/serve others and really think about actions and words and how they affect others. Building confident kids with a team player attitude. Doing this through real face to face interactions at school, and less through social media.	
			Spend time with their kids and not let their nannies raise their kids!!! The parents would be more qualified to recognize any red flags.		No phones on campus. PERIOD!!! If the students need to access the web for school work, then the school needs to provide the means for them to do that.
Woodridge does an AMAZING job at character, social/emotional wellness education. The children are still too young to have their own telephones so I do not know what they teach about digital.	I do not think children in any AHISD school should be able to access their telephones while in the classroom. Between classes in the halls is fine I suppose, but using phones to text and take pictures/videos while in a classroom is unacceptable. If they need for a calculator they can buy a calculator the same as I did when I was in school.	I can only speak for what I teach my child, and that is the old adage that you should never put anything in writing you would not want put up on a billboard for your parents, the world and God to see. And that words never spoken will not come back to haunt you. I think there are many parents in ours and every community who wish to be friends with their children first and do not discipline appropriately. I believe that when that happens, the school needs to lead in any way they can legally.	Parents need to keep up to date on the latest apps that children are using and monitor their children's phone on a regular basis.	The task force needs to keep parents current on the latest websites/apps that children are using to communicate. They need to send this out at the beginning of each school year. There also needs to be a digital contract that if any bad behavior happens on school property with regards to digital that they lose access.	
The focus on academics at the high school seems to be understood and well accepted by the students, although its not always clear to them how to make choices within this system - guidance needs to become more purposeful and more visible. The schools need to invest in building a better CULTURE OF LEARNING that is more socially responsive.	Because so many kids of the same ages are packed together into a single building the social side of the equation of character education, digital citizenship, and social & emotional wellness requires much greater attention. Again, because of the overwhelming nature of the social environment they find themselves in, and the fact that they are ALL trying to develop an "identity" at the high school age, an ethical education is needed that redirects identity FROM GROUP IDENTITY (athletics, preppies, band, choral groups, nerds, geeks, etc.) TO INDIVIDUAL IDENTITY. Each of their individual "destinies" is beyond high school, and the choices they make toward defining their identities should be directed beyond high school, not toward group entities that will only exist IN high school.	Although the role of parents iin important school administrators and teachers need to realize they cannot RELY on parents to do what the school should be doing at school. Ethical education is part of what makes a student a good student and it is the responsibility of every school district to recognize this by creating a CULTURE of education-citizenship-wellness - NOT LIP SERVICE - that make the school expereince positive for each student. Teachers should not be relied upon as the only source of this culture because they are teaching, and this is a huge job already.	School needs to be made part of the home environment. Kids should be made to feel they can talk to their parents about things that happen at school but this can only happen if the school reinforces this notion in both the parents and the culture of the school itself. Because the social environment of the school is so vastly different to students than home there is a huge disconnect for them. Schools can make this less so.	building a different culture in the schools to diminish development of identity through sub-groups - make the subgroups less important. Using more cooperative learning methods in the classroom is something that can help diffuse sub-grouping simply because different students talk to different students as everyday activities of learning. this is something teachers need to be taught in workshop format because teachers tend to teach as they were taught and need to learn these cooperative learning methods in demonstrative ways in order to fold it into what they already do. this is just one aspect but it could go a long way to giving students greater empathy for each other.	STOP pandering to student "technology" behaviors. - Start by having no phones in the classroom during class - - this toward developing a CULTURE OF LEARNING where, across the board, the phones are put into a "phone cubbie" in each classroom at the begining of class.

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| The Student Counsel and Life department make announcements and doing activities throughout the school years regarding character and physical wellness.

The HS administration team have consistently addresses emotional wellness and promotes balance | It could offer suggestions and training for parents on monitoring their children's Internet activity | Provide their children with cell phones | Monitor what their children texting, posting.... | Parent awareness and education on monitoring their children's Internet activity | Physical wellness |
| reinforcement of the 8 keys to success during flex in the middle school. Health class discusses the emotional aspects along with the physical aspects of a whole human being and helps to connect the dots for the students with regards to perception versus reality. | No cell phone use should be permitted unless a teacher specifies its use on a particular day. Recreational cell phone use is creeping into the classroom when the students should be interacting with each other face to face. 5 minutes of free time here, and ten minutes there starts to add up, and it is feeding into the idea that it is ok to bury your face in a cell phone when you have free time before you interact with a fellow human being. | the ones that teach a child what is the proper way to interact with people and when is the proper time and place to use a cell phone. | very little because the students have few boundaries around cell phone use and have carch blanch use of their phones. | Teach students the definition of a coward and connect the dots for students on what behavior is cowardly. | More punishment/repercussions need to be handed out to the parents of students that are inflicting harm on other students. Since 99% of the students are under 18 and are minors, then the parents should be held in some way, accountable to for their child's actions. More of the burden of policing dependents needs to shift from the school/society and put back in the home where it used to be decades ago. Having accountability of the parents will help in that effort and if a child knows their negative actions will adversely effect their parents, things may change. |

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Cambridge really does a good job of teaching/modeling/promoting/rewarding good character. I feel as though they are on top of making sure every student is in a good place socially and emotionally. Luckily, I have a kid, who I feel, is set in those ways and I do not know the steps that are taken when a child is in need. I do know that there have been a couple of times this year where my child was uncomfortable with a situation in class and the speed at which it was handled and taken care of blew my mind! The teamwork between the teacher and counselor is great!	I am not sure this is a way that needs improving on, but I am not sure what all they do at Cambridge digitally. I know they do iStation for Reading and xtramath and Think through Math for Math. But I do not think at this stage they are out there on the internet to be learning digital citizenship. But maybe better communicate at what grades what technology/limits are introduced, so we can follow up at home.	This is such a wide-range answer. Some parents are the extreme and totally shelter, while some are the other and give too much freedom. I would hope that all parents are trying their best in character and social and emotional wellness. It might not be comparable to someone else's best, but you would hope they have their kids best interest in mind with those areas.	I think some parents need to be more firm with digital usage. In that all passwords are know and can be checked at any time, as well as the privilege taken away if violated. And I feel as though access to the digital world is allowed way to young.	Digital citizenship - make sure that the right technology/limits are introduced at the appropriate age and are all well-monitored. -When at school, how to "protect" a child whose parents are on top of appropriate digital usage/exposure and character/language/worldly knowledge from those who are not. (my complaint this year with the vocabulary/situations I have had to explain to my 3rd grader!)	Think that about sums it up! Thanks for all you do!
I would say that out of the three, mostly social and emotional wellness. I haven't seen any utilization of character education and/or digital citizenship.	I have not witnessed any digital citizenship, nor have I seen discipline for those students who do not practice good digital citizenship. (students posting/sharing inappropriate pictures and vulgar language.) I also think that character education isn't something taught and shown in every classroom, but rather hit or miss.	It would depend on the parents. I would say most work on social and emotional wellness while others seem to have a handle on character education. I don't seem to think that digital citizenship is something practiced or entirely understood by parents.	Most definitely character education and digital citizenship.	The task force needs to work on all of these, but mostly digital citizenship and character education. These things are most absent from our district, and definitely the high school.	Consider teaching parents and teachers how to take care of a student on a personal basis. To keep in mind the big picture and to be aware of what is being done via social media. Teachers and parents should have social media accounts that model good digital citizenship so the community can see this.
I know that my daughter benefitted from visiting the counselor that AH (can't remember her name right now) provides and got some help during a difficult time.	I have noticed that since my youngest daughter has attended AHHS the "cell phone in the classes" policy does not seem to be enforced. My eldest child got called to the Vice Principal for using her phone in class more than once and I receive texts from my youngest more than I should. Phones should be shut off to protect kids and force them to pay attention during school. Also, when I was in high school, we had more group convocations that were required for all to attend when something difficult occurred in the AHHS community such as a death of a schoolmate.	I can't speak for other parents, but I try to keep a constant and open conversation going with my children. I feel that they feel that they can trust me and would not hide things from me out of fear. In this day and age it is so important to be able to communicate with our kids.	I feel that kids will and always have found a way to break the rules.When parents place unrealistic restrictions on their kids they will rebel. Parents need to give their children responsibility, deadlines, social awareness through interaction with actual charitable causes and people in need, and love.We need to show them that we trust them and praise the things that they do well more than we condemn their mistakes. I am so glad that I didn't live in a time when my cell phone had to be monitored and that I learned how to be independent. I was not always perfect and did have to learn a few things through the school of trial and error and consequences.	Maybe a course needs to be added to the curriculum on digital citizenship. Students that harm other students on campus need to be held accountable. If it appears to other students that they can get away with digital or physical bullying, the bullying will continue. Bullying is not new or exclusive to Alamo Heights, but digital bullying that follows kids anywhere and at all times is not acceptable. Bullies need to participate in community service, classes on citizenship and some type of expulsion from the main AHHS campus.	I am aware that kids make mistakes and that mean teenagers often grow up to become empathetic adults. I don't want to see kids punished to the extent that they are scarred for life, but students need to fear some sort of consequence for their actions.
The character education themes seem to be well woven into the atmosphere at Woodridge well.	I don't think phones or personal computing devices should be allowed during school hours at the elementary level at all.	I believe the parents set a good example themselves.	Not sure	Banning all personal phone and computers use on campuses during school hours. Study after study has concluded there is no benefit and possibly detriments to learning with continued access to these devices. Let our school district be a haven away from the constant pull of screen use. Lessons on inclusiveness and reaching out to those who may not be included would also be beneficial.	Not sure.
The social workers try to work with the students on wellness.	The high school administration lacks sensitivity to social and emotional wellness of the students. Administration needs to start talking with students in groups and as a whole that bullying will not be tolerated and talk about what bullying looks like. They also need to engage more with students and parents about digital citizenship.	Not sure how to answer such a question about parents in their entirety. There seems to be a core of parents who are engaged with the school on the well being of the children.	Get more engaged with the school. Have their concerns heard better by the school leadership and hold school accountable for having actions occur.	There is a great disparity on how the administration addresses bullying and other items from the school's code of conduct. The administration is allowed far to much discretionary authority in determining courses of action. This lack of consistency of practices appears to be allowing for favoritism for some students. The task force and the school board need to look at consistency of discipline practices with bullying and other code of conduct matters. Discipline practices need to be outlined in policies and procedures with levels of punishment that can be shown and explained to parents and stakeholders. Currently this topic is a black box for the school leadership to apply as they see fit.	The task force should look at how the school addresses code of conduct matters for students when parents are also employees of the school district. How does the school leadership ensure that equity and proper application of the student code of conduct is applied for all students?
not seeing evidence of any of these components	na	na	Which parents?	On peer pressure, bullying, isolation of students, extracurricular activities influencing drug use, social dynamics	

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The teachers at Cambridge do a good job of policing behavior and building character development.	I think digital citizenship across the board at Cambridge and the middle school is terrible. Children should not be allow to use cell phones at the elementary and junior school levels during school, period. Most other school districts do not allow it. It is too distracting and most do not have the emotional bandwidth to handle.	Parents do advocate for their kids.	I think the "afffluenza" in our school district comes from administrators and teachers deferring to parents. A few examples.... Children should not be allow to use cell phones at the elementary and junior school levels during school, period, and the district should feel empowered to stand up to the parents on this. The kids are not emotional responsible enough at this point to handle the distraction and the social pressure, and school should be a safe place. Basis does not allow it. Food should not be allowed to be delivered to the junior school, period. It is disruptive to the staff and other students and rather than "advising against" the school needs to say no. I was part of a class-wide presention for fifth graders recently, and each child had to give a presentation. Parents sat through some 40 children giving presentations, and at the end, some parents who were late asked if their child could present again. The children were allowed to, delaying the entire class. That sort of thing send a bad message to the kids and the parents and I see this sort of thing happen again and again. I know these things seem small, but they would go a long way in cutting down on the feeling of entitlement some parents and children feel.	The school should focus on helping to empower other children in speaking up against bullies when they see it. Known bullies should be monitored closely so that discipline can be proactive before things occur rather than reactive. Bullies need to go into mandatory counseling. Doing things as a community to open up conversation; mandatory showing of films like http://www.thebullyproject.com, etc. Put in place a ZERO tolerance rule... the only reason bullies continue to bully is they know they will get away with it.	Please consider banning cell phones and other electronics from the elementary school and junior school campuses. If kids need to call home, they can use the office the old fashioned way or wait until school is over. The use of electronics in the lunch room at the junior school is an embarrassment. The kids are not engaging with each other, there are entranced by their phones. Social media can become so all consuming that the distraction can be overwhelming. I think most children would feel relieved to have it out of the equation, with so many other pressures piling on at that age. Making the teachers have to deal with policing cell phones is ridiculous and a waste of valuable class time. Please considered banning ordered out lunches from the junior school. So disruptive to the office, and sets a poor example for parents.
Character eduction	Digital Citizenship	Most of my child's friends parents are best at social & emotional wellness	digital citizenship and character education	digital citizenship and consequences	clear consequences of all those listed above on and off campus.
So many parents are involved with the kids' education, making it a community effort. Surely the students know the support, even if they complain that parents are around too much. As well, the majority of teachers really seem to care about the students.	The "different" students (i.e. special ed) need a few more opportunities to help them feel successful.	said above	I don't have suggestions here.Emphasize	Helping the not wealthy students fit in better; wealth is quite noticeable, though I don't think I have suggestions on how to change that so the middle and lower class kids don't feel inferior.	Emphasize to students the consequences of poor choices, ie. reckless driving can kill or main others; so can bullying; sexting thought to be between two individuals could go public; drinking with friends can lead to untoward events. All of the above could have long-term effects on others. Teens have a hard time thinking about the future.
Woodridge has The Woodridge way. I remember at Howard they talked about integrity, speaking with purpose etc. I am not sure how much of that is carried over to Woodridge. I am not aware of anything being done for social and emotional wellness.	I think it would be great to have characters, like cartoon characters or mascots for the elementary school. Howard has Howie. Maybe there can be stories told or acted out by these characters. These could be social stories - like what to do when a friend is sad, how to handle it if someone says something mean, etc. Children may be able to relate to these characters and translate more easily into their daily lives.	I hope parents talk about respect. Treating others with respect. Treat others how you want to be treated.	Unsupervised internet / screen time. Address a child/ teen's emotional state and take it seriously.	I think all 3 are important. Character education - integrity, speaking with purpose, saying what you mean etc. Digital citizenship - purpose of internet, how to use the internet correctly, meaningful sites, what is cyberbullying Social / emotional wellness - understanding our feelings, how to read other people's feelings. how to support friends in need. Ok to tell a teacher or counselor about feelings	
I think bullying is addressed when it is seen	Possibly setting up role play situations to combat bullying.	Most parents seem to engage their children in conversation and hold high standards for behavior	There are some parents who need to be more aware of what their children are doing and its effect on others.	Educating parents on how to respond, act, and guide their children.	
8 Character Keys bi-monthly lesson and discussion. Review and practice of acceptable use of technology in the classroom and outside the classroom too.	As an early childhood campus we are the foundation of teaching the young children appropriate behavior choices and use every opportunity as a teachable moment. Poor choices are a learning opportunity to do better the next time. Appropriate practices of technology use begin here and many discussions about the importance of making the best choices our discussed and practiced daily.	Many parents are doing an excellent job in teaching their children and expecting their children to make sound positive choices in all the above areas. They have a plan to intervene and hold their children accountable for their behavior choices. These parents support and partner with their child's school in helping to raise and develop excellent citizens who will be successful in the life's endeavors.	A few parents want to blame the school on their child's failure to succeed and/or the poor choices their child is making. These parents do not see themselves as part of their child's problem(s). The child's upbringing and education began in the home and the child's issues continue to be supported by these parents instead of being enlightened by the support the school can offer them in support of redirecting their child's negative actions and choices.	The thought that social media should not be allowed at school. It really is the parents responsibility in what their child is doing through social media. Most parents are purchasing the i-phone for their child and paying their cell phone bill. Yes, the school can teach appropriate practices under good citizenship and appropriate practices. The school can not be the watch dog for what the students do outside of the school setting. I just heard on the radio this morning that Apple was in a tight spot because the FBI wanted Apple to access a certain phone in a law breaking case. Apple is concerned with the privacy act. The school cannot be held responsible for the poor choices students will make outside of school. As a parent my children always knew I could pick up their phone at anytime and check the history to know what sites they had accessed, people they had spoken to, texted, etc... The same was true for our home computer. i knew what my children were doing, who their friends were, and they knew of the consequences they faced if they did not follow our (parents) expectations. They would lose their cell phone, car keys, other privileges.	I believe that if a child needs to be held responsible for their behavior and actions. In the real world, adults are held accountable. Unfortunately more money is spent on incarcerated individuals than on education. We as a school can not change how parents handle their responsibility of raising excellent citizens. Unfortunately we have to deal with the aftermath of divorce, abuse, poverty, lack of support or even concern. We can only do our best by our school population. Prevention is the key...education is the source.

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My children are in the junior school and there seems to be some monitoring of behavior both in and outside the classroom (as in recess and the library areas) but it is not consistent.	Why are the students permitted to use their phones in class, in the hallways, wherever they want? There should be a strict ban on the phone use and electronic use while in class. One of my children told me that two students in her class tried very hard to take her photo while in class and that she was worried they would use it and pass it along (making a meme out of it). I asked if she told the teacher and she said 'no', and that the teacher was too busy to notice. If there were no phones permitted, this would not be an issue.	Parents must monitor their children's activities and be proactive when they see or hear their children acting in a bullying or belittling way. It would also help if the parents weren't texting or IM'ing while doing this.	Shut off the electronics Talk face-to-face with their children Not buy the latest iPhone and set an expectation that cannot be me, nor set a peer pressure value point that becomes a 'keeping up with the Joneses' moment.	Do these students, who are all children, know how to step into someone else's shoes? Do they know how tough life can be? They can be exposed to other sets of values, other sets of financial criteria for the purpose of understanding that they live in a world with other people. Their parents won't be here forever and they will have to work with, live near, and talk to people from all walks of life in order to succeed in life. It's not all about 'having things' and being so electronically connected that they have the emotional capacity of a ruler.	The schools lack diversity. There is a reason it is called Alamo Whites. There should be a directed plan to expose, in an educational way, the students to more than just the 4 square miles of AHISD. There is a school trip to DC. That's a small start but what about volunteer projects that push these students to learn about others from differing backgrounds. Why not a school trip to the Missions, or to another school in another part of town, to expose the students to how people from differing backgrounds can succeed? They might be more open to differences within their own school if they see others from without.
All that comes to mind is 'The Woodridge Way'. I will say however that in addition to that, my child has had very caring teachers throughout the years at Woodridge. I think hiring teachers with big hearts is something Woodridge does well.	I'm not sure how much education they receive related to digital citizenship. I suppose something could be added pertaining to that.	Parents try to protect their kids from feeling emotional distress.	We try TOO hard to protect our kids from emotional distress. Ups and down are part of life. Sometimes you win. Sometimes you lose. We are protecting them so much that when something unpleasant happens our fragile kids can't handle it. We need to let our kids make mistakes and fail sometimes. Additionally, we need to be a united front with the teachers. When our kids make bad choices at school they need to take responsibility and face the consequences.	I don't know about the digital citizenship area. I do know that for the emotional wellness of the students we have to convince the parents that it is ok for their kids to take a regular level class. Our kids are being pushed into too many AP classes and too many extracurricular activities and they are cracking emotionally.	Consider looking at the pre-AP vs. regular classes at the JS. You will notice that that the regular level classes tend to consist of behavior problems and special ed kids. You will also notice very few blond heads. Because the majority of the 'mainstream' students are in the pre-AP classes (whether or not they should be) the content is less challenging than it was before open enrollment. Because everybody does fine in those classes at the JS, parents assume that the HS AP courses are similar. They aren't.
One thing that Howard ECC does well in the Mini Mules program is to educate students during the holidays about different traditions not just Christmas. I have taught in three districts in the central Texas region and Alamo Heights is the only one to do this. Schools that I have taught at do not and the students are very intolerant to other beliefs. I hope this is continued into the older years as well.	I think that the campus needs to really focus on including more studies of strong women and people of different cultures. I hope to see them incorporate more children's books that explores these ideas. I also think eventually students will need to see various types of different family make ups as normal: mixed families and parents of the same gender. I want my daughter to go through school and be an accepting member of society. I see too many students holding on to racist and homophobic belief systems and teachers that don't stand up to them. I'm not sure how this can be done unless the community supports it because if parents aren't accepting their kids likely won't be either.				
8 keys are good and rewards good behavior They sign a paper but I don't know what else they do in school to teach good digital citizenship The counselors are helpful when asked and as needed in crisis, but how are they proactive?	"Sticks and stones may break my bones, but word will never hurt me" is a lie. Spell out in a lesson in computer lab that words are powerful and with power comes responsibility.	Well, let's face it, you have to talk to your kids about some hard issues. Robert Bly calls the Television "The Giant". If he were writing his book today, The Giant would be The Computer. Parents who know how to use V chips and who turn off the television at 7pm and then actually converse with their children are doing something right.	Instruction on how to install/use V chip on kid's phones and home computer	Ebbs and tides of emotions. Especially in the teen years. Life is not a bowl of cherries and I think it would be ok for the counselors to talk about how the world constantly changes and moves and we do along with it. Kind of like the ocean. Wherever we are emotionally at any given moment is subject to change according to our choices.	
Target young kids and keep the message consistent.	I wish the adults would remember they are role models even if they don't want to be. Kids listen and hear what is said in the hallways and on the playground. We could add parent education about the apps that kids are using that have been identified as possibly being used inappropriately.	Small neighborhoods allow us to talk. We socialize and share knowledge.		Education that digital footprints do not go away. Understand that distributing content of a sexual nature (even if yourself) is not okay. It may even be illegal and have long term consequences. I tell my kids, "If you cannot show your grandmother that image/text ask yourself if you should share it."	Don't swing the pendulum so far to the other extreme that we punishing students for being kids. The research shows the prefrontal cortex is not developed enough for children to fully understand consequences and true empathy. Please be careful when implementing new ideas/rules that they are appropriate for the age you are enforcing them.
I think at the elementary level we do the best job with character education. I think the JS and HS need to continue to really focus in on digital citizenship and social/emotional wellness.	I think that teachers, coaches need to be be more aware of the climate that they allow or do not allow in their areas of expertise.	I think open dialog between parents and students is key to building a foundation.	Monitoring social media, texting, etc... more	All of the above to fit the needs of each campus and the ages of the students they service.	Growth contracts for teachers, coaches who do not foster positive climates. Harsher consequences for students who are "Bullying". Straight forward guidelines/consequences for ALL students...not allowing certain students to get away with things because of what social status they or their parents have. The students know that consequences are not equitable.
Woodridge does an excellent job teaching the character keys-8 keys of excellence and rewarding good character. They support this on the morning announcements and have 'theme' kind of days that helps promote excellent character ed and the ambassador program in the school.	We are missing teaching our children about digital citizenship. I'm not sure that any of my children have lessons taught about what is appropriate ---I know this happened at one point at AHJS for my older child, but I'm not aware of anything early at the elementary level, and this is where it needs to happen.	Some parents are good about setting boundaries in regards to appropriate uses of telephones, electronics, etc.			

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From the very beginning at elementary school, character education has been addressed well with the students. No tolerance policy for negative behavior seems to be enforced well.	Social and emotional wellness needs to be addressed more in depth, to reflect the ever-changing growth of the student. Emphasis on positive coping skills, starting at a young age.	Parents emphasize behavior modification to reverse negative behavior, when they are aware of it. But, social and television media bombards the adolescent with negative messages that appear 'cool'. Most of which the parent never sees. These shows use negative coping examples to heighten the drama. Unless you have a student that shares these topics with you, it's difficult to have a discussion.	Monitor the student's activity, and supervise digital content. Unfortunately, most parents are so busy during the work week this gets overlooked. This is the same reason that unsupervised kids get in to the most trouble.	It's my hope, that the task force will concentrate on positive coping skills. As a parent, that's the most important lesson to teach our children. Bad behavior will never end. Effective coping and a good support system will increase self-esteem and build character.	Thank you for taking on this task. It's so important for the future of our children.
the counselors are welcoming and address issues promptly. teachers seem good at helping students with conflict resolution and mediation of disagreements. provide opportunities for family bonding through campus events. teachers and staff are available and respond quickly. I know my child's campus has a character focus each week(?) but I don't know how it's addressed within the classroom, for example as a unit. I am not sure if character education continues to be such a strong focus as the child gets older, but I think that's when it's needed more.	teach social skills lessons within the classes where students could have discussion and problem-solve together focusing on what is inside a person is what counts, not on the outside or the material things that they possess monitoring "mean girl" cliques and teaching girls' positive ways to interact and include everyone increase female self-esteem for things other than looks and clothes	active participation willingness to help support teachers through help in the classroom, with parties, and providing gifts of appreciation	not participating in things just to "see and be seen" fostering an inclusive attitude and the belief that everyone has value modeling positive social interactions with people of the same sex and opposite sex improve female self-esteem and self-acceptance by modeling higher values placed on characteristics other than physical appearance, clothing, and other material things model limited use of technology and limit children's usage increase the level of respect for teachers and people of all professions and model kindness and understanding in all forms of correspondence	types of social media/apps that young people are using and the purposes. inclusion. increasing the self-esteem of female students and self-value. teach on-going lessons and provide opportunities for students to practice and problem-solve social skills through role-play, discussion, etc... provide whole school assemblies that feature key-note speakers on important social skills topics and behavioral concerns and give teachers the opportunity for whole class discussion afterward	creating social skills clubs that are on-going, consistent, and are geared toward students who wish to practice and development character education, and not necessarily made up of students who already lack these skills i.e. should not take the place of support groups, social skills intervention, or behavioral intervention support
I have to mention Mrs. Stevens, she is who helped my child get through a tough time with bullying. We need careful listeners like her.	A former principal baby stepped over an escalating bullying situation, he renamed it as mistreatment. He went on about how this bully was a good kid. He closed his eyes, and I felt it fell on deaf ears. I never backed off as an advocate for my child. I feel we need to improve how our children have voices, and also not make them feel when they take up for themselves they are wrong. We teach them to say no to drugs, no to inappropriate contact, but when it's a bully situation the school says be a bigger person and walk away. I am now teaching my child different. Bullies are real and harming good people.	I know really good parents in AH and I feel as though they are fair with all groups of children. At least it appears that way. Especially in the Spanish immersion family group.	Some parents on the other hand..especially the ones that are competitive, get way to involved in the social and competetiveness of the kids. Usually criticizing, and having ugly things to say about other kids abilities. This usually sends messages to their own kids that it's ok to belittle.	Listening, and telling all kids that it's ok to take up for yourself, and it's not ok to be belittled. Let's not make the child that has a legitimate complaint the problem. As we've seen. The problems and struggles are real. We shouldn't think they will just go away. Bullies are persistent with their blows.	Sometimes even faculty and transportation supervisors can be bullies. If we are not tolerating it with kids anymore, why should the school be so lenient with authority that should be making the difference. After all it is about the tradition of excellence in Alamo Heights. Thank you
Target young kids and keep the message consistent.	I wish the adults would remember they are role models even if they don't want to be. Kids listen and hear what is said in the hallways and on the playground. We could add parent education about the apps that kids are using that have been identified as possibly being used inappropriately.	Small neighborhoods allow us to talk. We socialize and share knowledge.		Education that digital footprints do not go away. Understand that distributing content of a sexual nature (even if yourself) is not okay. It may even be illegal and have long term consequences. I tell my kids, "If you cannot show your grandmother that image/text ask yourself if you should share it."	Don't swing the pendulum so far to the other extreme that we punishing students for being kids. The research shows the prefrontal cortex is not developed enough for children to fully understand consequences and true empathy. Please be careful when implementing new ideas/rules that they are appropriate for the age you are enforcing them.
The district in general (and the high school specifically) does a good job of talking about these things and educating the kids. The kids in general think that these things are a joke. They roll their eyes.	Strong education for the community parents as well as children. True zero tolerance for bad behavior even if your family's name is on the team tshirt - even if your mom is on the school board.	I think most parents try to raise good kids. Teenagers are tough and I think sometimes parents just check out rather than deal with the unpleasantness of teenage emotions and actions.	Hold your kids responsible for their behavior. Actions = consequences. This should be true in school too. If a kid cheats, it should not be laughed off by either the parents or the teacher.	RESPONSIBILITY. RESPECT for every student no matter how different. SERIOUS consequences for bullying, cheating and bad behavior.	Thank you for taking on this complicated and difficult task.
Recognizes that Jr school Age students use their phones to connect. They teach them to be respectful with electronics vs banning them from the class	There have been opportunities for parents to become educated on media and certain apps, but this info doesn't always reach the students. I think there should be a mandatory awareness session to discuss the positives & negatives of social media	Encourage communication, offer speeches at PTO, etc	Regular communication with the teachers and staff about what they are hearing- parents need an outlet for this	Provide anonymous outlet for students & parents (with a few targeted questions which will help resolve issues); sessions for students explaining the risks of social media	
Howard does a great job of character education and social & emotional wellness. I don't know if digital citizenship is addressed at this campus.	I think there needs to be more emphasis on social and emotional wellness and digital citizenship at the Junior School and High School level.	It seems parents are more involved in all of these aspects when their children are in the primary setting.	As children grow and gain independence, developing their own friends and interests I believe many parents take a giant step back in all these areas. I think this is the key component for many of these issues that we are facing in AH. Too many parents are more interested in their work, social and community involvement and engagements, leaving their tweens and teens to figure out how to maneuver relationships and struggles on their own or at the advice of their peers. The modeling of behavior, character and life choices could certainly be improved upon.	Recommendations for improving these not only within our school setting but challenging our families and community to address and/or offer support through programs/education that address these issues.	I think you have a full plate! God bless!
In girls team sports (basketball), Leadership lessons with their coach on Wednesdays seem effective. Service assignments in Strings program are great.	The high school needs to be safer/ more secure. Drug dealers can walk right onto campus during lunch. Off campus lunch contributes to drinking and drugs and bad behavior.	I cannot speak for all parents, but my family and close friends monitor our kids devices, especially social media, and discuss appropriate vs. inappropriate posts. I set boundaries, such as curfews, and enforce them.	Many parents enforce established cliques and model this behavior. Some parents still allow teenage drinking in their homes, offering alcohol to HS students. Some Parents do not supervise their kids and neglect to set boundaries.	Teaching students that they have value and that suicide is not an option.	It is clear that many parents are not teaching appropriate cell phone use. AHHS and AHJS need to teach this to students.

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Our campus has people to assist in areas of wellness and character education. I do not know if we have a digital citizenship program. Overall I would say our campus can do better.	I think our campus needs to communicate these messages more effectively to the student body. Mass emails, fliers, etc. are not enough. Maybe a more personal approach. Maybe identify student leaders who the student body can relate to and have them get the message out?	I think more parents do a good job of supervising their child's character education and social wellness. As for their digital/internet practices, I think we can all do more and better.\nThere is definitely a "not my child" mentality on this campus, as I am sure there is on any campus. We are not immune to it. I believe the parents who truly believe it's "not my child" are the children who need this the most.	Parents need to be more involved. I think this can only be done at a macro level. Having meetings where hundreds show up is not as effective as small groups.	Top-down. Focus on the parents getting the message to their children.\nHaving pier leaders get the message out.\nHave administration/teachers get the message out.\nNOT in a formal manner. This turns many students off, but during learning opportunities. If presented in a casual manner I think the results and interest would be greater.	I have no idea, but thank you for asking for my input. I think this is a good first step.
The Junior School\nLive honorably\nAct humbly\nModel dignity\nThis would be a fine sentiment to live by. Let's throw in a sense of humor.\n\nBasic good manners would take care of many problems. There are certain things that you just don't do and good manners dictates this.	Basic good manners.	Overall stats show that Alamo Heights parents are good comparably. They are spending their time and their money in the correct ways to give their children advantages: education, travel. Etc.	Parents are in the same boat as the kids. Not sure that the parents have the desire to really make a difference. They have their own brand of peer pressure and are having as much trouble as the kids are to over come the "right" and "wrong" war.	The task force needs to do their homework on educating themselves on how best to impress on kids basic good manners and empathy. There is quite a bit of information showing that empathy is lacking and that our digital life is a culprit. How to do this? I wish I were the Einstein of sociopsychology.	The best studies/experts possible.\nThat Alamo Heights is an anomaly of sorts and that is not a bad thing.\nCan we get the kids to consider life in a more comprehensive way? Not only their age group. Not only themselves. Every decision that they make effects not just themselves but many people. It is a question of taking responsibility for one's own actions and how that effects other people. Put yourself in someone else's shoes could it be the new motto?
It is helpful that you employ two counselors at the high school who are there for the social/emotional wellness of the students.	Reduce the need for phones to be used during class time (i.e., to take a picture of an assignment on the board or for "research"). It would be nice if phones were required to stay in backpacks except at lunch.\nNot allow food from restaurants to be brought in at lunch at the junior school.	When parents model respect for administration, teachers, other parents, and students.\nWhen parents model self-control in their use of technology, putting relationship over productivity.\nWhen parents make a priority to have regular mealtimes with their children.	Parents need to work on handling hard situations with maturity, rather than "bullying" back. As parents, we need to recognize how we bully others in many different ways. We need to examine our own phone/technology habits and see how we need to change.		
Community support	I am in complete frustration at the Jr. & high School level. My daughter went through racial discrimination (she is 2 races). this was 7 yrs ago & I didn't believe her. she is graduating & still ousted BC of race & social class. My son (6th grade) is not going through that but he witnesses racism often. I don't understand how they got along in 5th grade & turned into racists by 6th. However, this is not new to ahisd school district but it really needs to be addressed. One of the uglyness of the bullying is the racism & social class discrimination. It just needs to be admitted these are the problems in our neighborhood. Also, I'm noticing newer teachers, without experience have less patience than older teachers with children experience. How can a child trust a teacher if they get shot down before they can build a relationship with them?	Parents give financial support. And maybe giving them too much is really the problem. We give overwhelming support in 1st-5th which maybe we should continue in 6-12.	When I gave my children there Apple iPhones I wish I would have known about how to access their phones. When I have found out, I have found some inappropriate text conversations. This is all part of growing up but we just always hope this is never the case for your child. Now we find kids getting phones as early as 1st grade. So I hope maybe we should address that in kinder.	Times have not changed, the situations are the same. Instead of writing it's texting.	There are no telling signs of bullying. Teachers are the best bet to what is going on in class. They need to trust in them because (maybe) the standard of mom & dad my be too high. I feel a teacher should be able to identify and LET the child know they can help BEFORE they ask for it. I feel that is an easier approach.
Not enough. When my girls have told their teachers about incidents little or no action was taken on their part and they do not hold the kids accountable for their wrongdoing. It is really disturbing to see the lack of respect among students and the lack of reprimand towards these actions.	Character education should really come from home but it should be reinforced in school and there should be more of an emphasis on how kids treat each other.	I am not sure. I don't know many parents but what we all need to do as parents in my view is to be more engaged with out kids, keep them active and limit phone use. We also need to lead by example.	More supervision and involvement with their kids.	That's a tough question because it boils down to having respect, integrity and values but that is everyone's responsibility. I guess the task force should enforce stricter rules and more supervision.	Improving school surveillance cameras perhaps. Both of my girls have had things stolen from them and there is no way of tracing who did it.\n\nThank you for your effort and time.
Teaching the 8 keys. I appreciate that this is a curriculum that has been used for several years and that it is something that is reinforced year after year.	Digital citizenship, it is not that the campus doesn't do it it's just that the kids don't get it more do they understand the consequences.	n/a	Parents need to take responsibility for what their children say and do through text and social media.	Social Media and digital citizenship and how it is very connected to social and emotional wellness of students.	That students use of phones in this district is a privilege and not a right.\nEstablish clear guidelines/rules regarding use of phones in class, what is posted about others, etc. These guidelines and rules should be the same for every campus not different between the Junior and High School.
	I would like to see the school's digital citizenship policy detailed as to what actions can be acted on by the school, etc. Perhaps also define when these actions must occur (on campus, during school activity, does this extend to when kids are at a football game, etc.) to fall within the school's jurisdiction.		Parents need to be responsible for watching over their children's digital citizenship and more importantly, to report to the school when their child receives inappropriate material that is against the school's policies from another student so that records can be made of these incidents.	I would like to see the character education, particularly good sportsmanship, and digital citizenship addressed in club sports, like lacrosse, that are affiliated with Alamo Heights. It seems several of these sports groups accept and allow behavior that would not be tolerated in the UIL sports, which then contributes to this behavior continuing.	

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Teacher(s) sending an email.	Education depending on what child we are examining. Digital citizenship, well certain individuals turn a blind eye, bullying, there's nothing that states who should be accountable. "it's not my child; it's a problem with the school". but the school(s) doesn't raise your child the parents do. It take actually takes a village to raise children. How can a teacher(s) truly evaluate a student(s) without any social and emotional or trauma training, assessment in place, or community assessment. That's where the community and the district needs to meet half way maybe hiring a 3rd party to assist and evaluate how to improving moving forward.	Seriously. that's easy has anyone heard of money.	It's okay to have parenting skills training for social, emotional, and trauma training off campus, on-site, or digital training (webinars). We need to explore different approaches on new ways of communications between teacher/parent, school administrators, and the community as a whole not just AH residents.	What's the best practice to approach education, digital citizenship, and social/emotional wellness. 1st, assessment just like an ASQ Social/Emotional Wellness (for example Early Head start and Head Start) and (Texas Juvenile Justice Dept) also has an assessment one from parent and other from teacher or case manager. 2nd have a case management on staff or contract that is NOT bias. 3rd educate the students, parent, school district employees, and the community what to focus on and to follow through. 4th follow-up with student(s) on case management as a group setting or individually.	Let's brake away from the stigma. Stigma is the problem!!! And let everyone young and old is okay we're not same. No matter what, everyone can achieve anything in life. Accountability is the key.
The eight keys of excellence provide a strong shared vocabulary for our children, teachers and parents to refer to. Breaking the silence is helpful. It is good to have a wellness coordinator to focus on these topics.	I would love to see more access for youth leaders at the high school during lunch. I have seen these leaders make huge impacts in the lives of many at risk young people in our community. It is a free service to our schools. We could screen them as well do our mentors.	This is a varied and personal issue. Some parent's meet with like-minded groups and encourage one another. Some constantly derail any effort to help their children.	The more we help parents see the need to stop "rescuing" their children in every area of their lives--at school, at home, in relationships, in grades, etc., the better our students will be.	...teaching our students and our parents that consequences for actions are a good thing. Many of our parents want to baby and micromanage their students, but those are also often the hardest parents to convince.	
			Most anyone you talk to is not surprised there is bullying at AHHS. They believe the parents are adult bullies. I agree. Furthermore, it is supported by administration when they promote or demand that private member only clubs are encouraged and forced upon parents as leaders. I have seen these clubs exclude, repeatedly try to public embarrass other parents and make very negative remarks about other parents and students. These are the parent leaders of these exclusive clubs. They are also very enebriated at school functions, including drinking on school property, to the point where they can't find their car , stumbling and slurring their words.	Disallowing any member only exclusive clubs that the school administration supports and promotes	
Social and emotional wellness	Digital Citizenship	Character education	Digital citizenship	digital citizenship	Nothing comes to mind
My boys have enjoyed character recognition like earning a key, appearing on WNL, and class ambassador.	I think elementary teachers should understand that not all kids are nice and they do call other kids names. My child was recently called a booger picker. I think it's important to focus on issues like name calling and kids need to be told that it's not okay to call any child names and it's not okay to hurt others feelings. There are so many small issues like this that some teachers may call this "tattling" if a child reports that this is happening. Teachers need to throw out the word TATTLING and allow every child to feel comfortable to report name calling. The teacher that says no tattling allows a child to call others names and get away with it. Name callers in elementary lead to older kids who might bully.	I only know a few good parents. Being underprivileged in a district like AH doesn't exactly help build parent relationships.	Parents have to control the iphone and control the social media by adding restrictions! Do elementary kids really need cell phones?? Parents need to set examples on treating others. My child has had a very difficult time at AHJS because she doesn't have the "name brand" clothes or shoes. I wish parents would focus less appearance and MORE on character with their child.	The small things that eventually lead bullying. Throw out the word tattling for starters. The bad behaviors as well as the good behaviors needs to be addressed.	Behavior classes for parents maybe.
Start educating them at kinder. Have counselors to talk to.	The counselors put the burden of proof that bullying or abuse is occuring on the victim or teacher. Teachers have to see the misbehavior happening in order to hold the bully accountable.	Teach their children that bullying and being mean to others is not acceptable.	More parents need to teach their children that bullying and being mean to others is not acceptable, and hold their children accountable for their behavior consistently.	Getting parents, schools and thw community as a whole to understand that consistency at home, at school and outside in the community is the only way things will change. Behaviors that are taught at home should also be taught at school. Children should be held accountable by their parents, the school and the community. All of this needs to happen constantly.	
We offer a lot of programs & ways of emphasizing character education. Having the Wellness Coordinator position is the best thing we do. It has been carried out with incredible respect for those that are struggling. It is what catches the kids that can fall through the cracks.	Digital Citizenship is the biggest void. But I don't think it can be solved by teaching proper online behavior. The more important piece is recognizing the "feeling" of anonymity & how we behave when we think no one knows. There is an incredible burden on our teachers to manage our children's technology. I am unable to do it perfectly in my home with one child. There is no way they can do it in a classroom. We must give our teachers more tools but we also must put more of the burden on the student. Learning to be mindful and practicing an awareness of self is going to be key for this generation. They have no time for daydreaming or boredom, which I believe leads to self discovery.	I don't think parents do any of it well overall. Some try more than others. Parents are easily fooled by their own child (believing their child wasn't involved in something). It shocks me when I realize how bold some of the lies are, so I assume my child has lied to me & I've been fooled as well. Of these 3 categories, I think parents are most focused on social wellness...we worry about emotional wellness but probably contribute to their stress more than we help them.	Parents need training or role playing. We need to practice empathy. We need to recognize our own inappropriate comments & judgement of others. I know I have hurt others. This community is especially judgmental and values their exclusive clubs more than most places I have lived. Sometimes someone from a foreign country will be more readily accepted than someone who is perceived as being the "same" but who doesn't dress well or behave in an expected manner. I have personally been excluded and my children have been excluded. It is baffling because you can't figure out what it is that you need to do to be "acceptable" in a book study group or within the PTO organization, etc. I have come to realize that there are some people that value their exclusivity more than anything else so obviously those people are not in my life. But the process of figuring that out is painful.	Character ed programs can be superficial & low impact. I imagine the digital citizenship programs would also be somewhat of a joke to the kids. Be VERY careful with all the programs out there. So many of them are humerus to the kids and are not presented in a language that is meaningful to them.	Please try to dig deep into the psychological, social, emotional issues. Address the developmental stages of students and find research on how the technology affects them as they grow. For example, why do junior school kids focus on things like Ask.fm but then let it go by about 8th grade? Why is sexting more of a problem at a certain age? Address this new realm of each of us having a digital presence/persona that can be quite different from our real world persona. The psychology behind this must be complex. Normal people behave very differently online. How does this behavior change as we grow? Adults do this too so it isn't just a phenomena of students. Why do we use such different language online than in person? Thank you for your time.

TASK FORCE | COMMUNITY INPUT

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Because my child is mostly in special education, I am not familiar with some of the above efforts, and their impact.	The campus could provide more community resources for all students and their families, regarding social and emotional wellness.		Parents need more education about cyber issues in general. They assume if their teen or adolescent is at home, and likely on an electronic device, that somehow this means he/she is safe. Just as parents hesitate in allowing their child to visit a peer who they don't know, they should also approach the Internet with caution. The implications of what is posted and exchanged on social media might be too much for a teenage brain to grasp. First, parents need to have conversations, learn what goes on, and what could happen. Internet access/social media accounts etc come with responsibilities. One can only pray that parents will enforce consequences when their children are not responsible.	As mentioned above, because the implications of social media can be very serious, parents have to know what is going on. Privacy and drawing boundaries are important, however, parents need to hear that it is ok for them to intervene, and they should. Mental health related issues generally are not discussed. The more people talk about depression and anxiety, the more comfortable people will feel, and as a result children and teens will be more likely to share their feelings.	
My children are very young in the school system. At this age, educators (and parents) seem less concerned with test scores and more concerned with behavior. At some point, that flip-flops, but I am not sure when that is.\n\nOur younger campuses do a great job empowering children to be who they are, to adopt beneficial behavior patterns.	Our educators must be empowered to draw hard, distinct lines when it comes to student behavior on campus. We demand excellent test scores...but not excellent interpersonal skills? Of those two, which is the better indicator of lifelong success? I would argue the latter.\nAlso, our younger campuses could do a better job of empowering students to not feel like victims, rather than to vilify "bullying." If nobody feels like a victim, bullies are powerless. Our children will face bullies at every stage of life, even as adults. We must teach them to not be victims.	Our parents are involved and well-intentioned as a group. We just need leadership as to what we are willing to do as a community to solve common problems.	Parents need to set tighter boundaries. Children will always push boundaries; the question is what from baseline we want them to start pushing. E.g., if parents allow alcohol, children will push and try recreational drugs.\n\nWhy do we expect excellence of our children when pushing for college admission, but we allow sub-standard social behavior outside the classroom?	Clearly define the school's role, and therefore explicitly instruct parents as to their own responsibility.	We should consider prohibiting the use of smartphones during times when students should be in class (e.g., between 8:35am and 3:30pm). If that is not an option, then perhaps prohibit the use of smartphones by students except in common areas out doors.\nWe limit the use of cars with children until they attain a certain age. If we are serious as a community about combatting cyber-bullying, we should do the same thing with smartphones. If we aren't willing to give up access to smartphones during school hours, then we are in fact not serious about combating cyber-bullying.
I have a child at Woodridge and one at the Junior School. I feel that the Woodridge does a nice job of consistently reinforcing the Woodridge Way and discussing the proper way to treat each other.\nI am not aware of anything that is done proactively in these areas at the Junior School. The JS does an effective job of addressing specific issues, but character develop is non existent. It feels that all that good foundation and values established at the elementary level just go out the window. I think the culture is very destructive and is not addressed because the kids are at a difficult age.\nI have attended several grade level discussions put on by volunteers at the JS. I appreciate administrators and counselors coming to these event and having a good discussion. They are always willing to answer questions.	As mentioned above, I think the elementary schools do a good job. As technology penetrates younger students, they will need to address issues with social media at an earlier age.\nThe Junior School needs improvements in all areas. There is no enforcement of even the most basic standards like dress code. Girls are allowed to wear short shorts, strapless dresses and visible undergarments. This creates a culture of oversexualization which leads to inappropriate behavior on social media. As a parent of a girl, I find that the school provides me no support in this area.\nI do not think my daughter gets any guidance from school about how to minimize "drama" and communicate with other kids in an appropriate way. Girls have gotten so aggressive and it is so pervasive that they think it is normal.	I am not sure what this question is asking. It is hard for me to answer as a generality. I know parents who are willing to do the hard work of parenting and some who are not.\nMany parents do a great job of buying their kids the latest and greatest and don't fully accept the responsibility of ensure technology is used properly. At the elementary schools, parents are involved and engaged in what is happening at school. They participate in parent-teacher conferences, support fundraisers, communicate with teachers and try to get to know other parents.\nI have not seen the same parent engagement at the Junior School.	I can't speak for other parents, but I can say what I could do better. First, I could resist the pressure to give my kids technology and apps before they enter high school.\n\nI already use Teensafe to track online activity, but I should dialogue more with other parents about the crass things I see and discuss strategies for addressing.\n\nI could move my child to a smaller school that is able to address these issues.\n\nParents must be more involved in the daily lives of their teens. So hard to do.	The bad behavior we are seeing online is just a reflection of the behavior that is happening in the halls of the school -- unregulated use of vulgar language, making out in the halls, repeatedly tolerating disruptive behavior from the same kids.\n\nI am not saying that we need to "police" the kids more. I just think the JS should outline another option for behavior and encourage the kids to rise to that standard. Some teachers do a great job at this based on their own personal code and I am so grateful to have their help.	A significant amount of work needs to be done at the Junior School to raise the standards of conduct, and learn to support kids who are making good choice in these areas. My husband and I feel that there is no proactive/preventative support coming from the school. We are alone in instilling values and many times the JS policies actually work against what we are trying to accomplish. In addition to the dress code issues mentioned above, the JS is too permissive in allowing the use of personal phones during classes time.
As parents of a child in special education, we feel that our campus (Cambridge) has done a good job of including students with special needs in the campus community and encouraging typically developing students to see those who are different as part of their community. The staff have strongly supported our child in developing appropriate social and emotional skills.			We are surprised to see some elementary school students with smart phones. This seems too young to us...but maybe we are out of touch.	Do the junior school & high school counselors talk to students about the importance of using social media responsibly? Are there avenues for students to report bullying and similar problems anonymously?	
use the 8 keys- I hear my children use them, words of wisdom on the morning announcements is a really nice message, they seem to deal with conflicts in a timely manner, social skills lunch bunch for students who need it, limit the use of mobile devices on campus- only teacher initiated use and it is supervised, as a parent I love the "buddy bench" on the playground for children who need a friend to play with.	lessons on social media use for students would be nice\nteam building and more class meetings throughout the school year\nThe classes do a great job of this at the beginning of the year, but it would be nice if it was revisited throughout the year for new students who join classes in the middle of the school year and to bring the rest of the class back together.	I think many parents are trying to be better at monitoring the use of technology/mobile devices at home. Encouraging children to be kind to others, how to deal with conflict appropriately, encouraging children to talk to their teachers and report incidents that happen at school (standing up for anyone who is being teased)	Even though many parents that I know are keeping an eye on their children's tech usage in the evenings, I believe that there are many parents who aren't. There are so many apps and ways for our children to use social media. Parents just aren't aware of what is out there and how to block or monitor their child's use better.\nMany adults in the community have been poor models of how to treat one another. We have to do better if we want our children to be kind to one another. Teaching manners	How to treat others/manners, conflict resolution, digital citizenship, building self esteem, social media information for parents	it is tough being a child these days. When you make a mistake it could be captured and shared in an instant.

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I love the 7 (or 8) character habits focus at the elementary schools. Those have been particularly helpful for our family.	I find that the the movement of the entire educational system feeds an unhealthy relation to technology. More and more online tools are utilized in the classroom. More and more attention is given to mandated testing (and therefore bit-sized knowledge). More and more group work instead of individual thinking. I suppose, I am swimming against the stream when I say that I would prefer activities that demand greater personal perseverance and decision-making - ie., longer writing, more demanding reading, greater emphasis on self-control and choices. My children struggle with all of these character-related areas and the environment at school seems to feed the distraction and reliance on technology.	Most parents I know have given their children unlimited access to devices far too early, in my opinion. We regularly demand visiting children leave devices outside of the children's rooms. We have rules about when and where the internet is permitted. This seems unfamiliar to many visiting children. Few other parents seem to value the public, monitored nature of devices, even at early ages. Children seem to be left completely alone in discovering games, social networking, and other media. I see little interaction from parents with children in deciding what and how these technologies ought to be stewarded appropriately.	Greater restraint and boundaries with technology seem necessary. This is very difficult in a busy family.	I honestly don't know. This is a very difficult task. I might consider a few ideas: district-wide recommended technology use guidelines; recommended monitoring software; recommended parental decisions/conversations to have with children. Perhaps some will object to the perceived intrusion on parental autonomy, but our children are being shaped every day in the classroom. We give up autonomy every morning when we drop them off at school. It makes sense that the school would suggest good, informed, and repeated guidelines as a help to the majority of parents. Those who dislike the intrusion can choose to ignore those guidelines. Frankly, either you (the district) decide that it is in the business of character formation or not. You can't have it both ways.	Thank you very much for your work.
It is my opinion that neither AHHS or AHJS does anything particularly well when it comes to any of these issues. It seems that as a district, we keep touting the impact the wellness coordinator has provided but I have seen nothing to back up those claims. Her focus seems to be on drugs and alcohol and not only do the majority of the students partake in such, there are very few repercussions or disciplinary actions taken when students are caught. Especially if the student is a talented athlete. In fact, my child has actually told me that certain coaches encourage such weekend behavior and turn a blind eye to it as if to say, "well they are going to do it anyway".	I believe that accountability of students, parents and educators need to come to the forefront in tackling these issues. At present, students are not being held accountable. I know this to be factual as my child was assaulted by another student, on school property, during the school day and NO disciplinary action was taken. Nor was any action taken by administration to discipline those who should've held the student accountable. We have failed on every level. The students lack respect for authority because of the lack of action taken by the teachers and administration. It starts from the top.	I think the only thing that parents in this community are doing well is talking about the issues.	Parents need to take action and get involved in holding their own children accountable to issues that are brought up. They need to know what their children are doing, where they are and monitor their social media and phone usage. I don't think any of us are doing a good job of that and we must take that on to help empower the authority whether at home or at school so they can become contributing members of society. Parents need to step up.	I believe the task force needs to focus on protecting all of our students from the bullying of other students, teachers and coaches. My children have been humiliated in one form or another throughout their years in the AH school system. Whether it is inappropriate locker room talk or actions, to being humiliated by teachers in front of other students, we need to come together to create an positive learning environment.	I think having a tougher stance on use of cell phones during the school day would be a great start. I do believe that they are causing a strain on the learning environment. Students do not need to use them during classroom setting if the school is providing all the educational materials that are needed. If we are not providing all of those materials, then that is a fault we have to own and take on.
	Curriculum is extremely important, but character ed, digital citizenship and social & emotional wellness should be a part of their daily curriculum. Keeping this in the forefront. Yes, we are here to academically educate our children, but the ultimate goal is to send them off into the world with as much support as possible so that they are as prepared as can be for adulthood.	It is often evident in the students which parents model these well. We have a good number of parents in the district who take the time (it can be exhausting) to be in the "know" of what their students are doing online, how they are doing in school socially and emotionally, and continuing to emphasize what positive character looks like.	Ownership of these traits, and an understanding of what their students are actually doing. It is our job as parents to guide them and lead them in the best direction possible.	These are key elements in the development of our children, as a whole. If we can find ways to connect with kids in these areas, and help them become "healthy" in these areas, I have no doubt that we will see an increase in their academics as well. Character, digital citizenship, and social & emotional wellness are key areas that students are struggling. And when they are focused on the challenges in these areas, they are not focused on the learning in the classroom.	
Incidental reinforcement by teachers, HUGE support from counselors! Programs for at-risk students.	Direct teach of character (not sure when...but specific examples, students provide reflections, role-play, character ed homework, etc.) Talk about "taboo" issues such as mental health disorders, racism, LGBT issues.	Talk to their kids, model appropriate behavior. I really believe it's just that simple :)	Continue to talk with their kids and model appropriate behavior. Communicate with teachers if there's an issue. Encourage kindness, always. (many already do all this!) Dan St. Romain recently hosted a week of parent training at Howard on behavior. It was well-attended and extremely well received. My husband attended and said such great things about it! Could we do something like that here? Do you think parents would attend?	A collaborative approach with parents. It's not something we can do just during campus hours...needs to be 24 hours, and consistently reinforced.	At the high school, the idea of a "zero" hour next year was mentioned. This is all still just brainstorming, but what if we used that time to somehow do some direct teach of these skills? Social skills instruction like they do at younger ages?
I don't receive enough information to state what AHISD does well.	Better communication on how you are preventing negative use during school hours. I hear kids talking about their teachers checking facebooks while teaching.	Listen. It's hard to do but, it will be everlasting.	Listen. Most stay home, do the pick up BUT, they talk in front of their children in negative manners and gossip. Children in High School are still NOT adults and seeing and mimicking is what a high school teen does.	How to minimize personal cell phones and other programs during school hours/classrooms.	Think outside the box. Listen to the world. See how technology is really used everyday and figure a way to understand the age your trying to help. PS the educational programs are great but, seeing is believing. If you do it, they will do it.

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	The campus must improve on addressing any and all incidents that they become aware of and or involved in. All parties involved should always be notified. No incident is too small or insignificant.		No one should ever allow their personal feelings or issues against another individual to make its way to their child's school. When a parent, teacher or administrator receives a questionable or inappropriate email they need to speak up and report it.	Bullying takes on many different shapes and forms. It needs to always be addressed regardless of how many times it happens, who is doing the bullying and who they are bullying. There has to be some form of consequences that can be enforced.	For the last 6 years AHISD has been a silent witness to a series of emails full of emotional and verbal abuse as well as social and cyber bullying. Numerous disturbing email messages and pictures have been distributed to parents, school staff and administrators using the AHISD network. These emails are often fueled by anger, resentment, bitterness and full of slander. This is cyber bullying. The district is involved as they have been included recipients in all of these emails all these years and no one to this day has been able to put a stop to it. Regardless of who the target is ignoring any type of bullying is accepting, entertaining, encouraging and tolerating it. The AHISD has lost total control of the situation and all of this has created a hostile environment. Questionable actions by an individual should never be underestimated. School is a place for our children to learn and grow, not an invitation for someone with privileged information to use it to harass, bully and slander another person.
Woodridge keys of character		Teach kids what not to do	Teach kids what to do with their time, words, bodies, friends, etc.	Acceptance of differences, volunteerism to people in need within and outside of our community.	
I have not heard of any of these topics being addressed from my child. I know some are covered because I have received emails of upcoming activities or speakers but they are usually after school and the majority of students and families do not attend.	There needs to be continual discussions of the topics during school hours with the students and meaningful rules in place for positive behavior with consistent consequences if violations occur.	Parents who talk to their children and train them in being sensitive and respectful human beings will treat others with the same regard.	Parents need to teach by example!	Daily reminders, a character ed program in place (not one that takes a lot of time but includes specific actions with positive reinforcements), a safe and easy way for students being bullied to notify administration (maybe an online school link and a physical site on campus with a designated contact), meaningful consequences for all students (zero tolerance is talked about as a district rule but it is a long standing believe that if a child from an affluent family is involved then they are not held to the same standards or punishment).	Teachers need to be given the tools and training to deal with behavioral issues. Also, it is crucial to have support from administration if parents refuse to believe their child is guilty of any wrongdoing. Alamo Heights needs to stop trying to hide the fact that there are serious issues and start holding the students and parents accountable! The drug and alcohol issue is a rampant issue too with parent knowledge and acceptance. I am an Alamo Heights alumni and a retired educator with my third and last child almost through the system and would like nothing more than to see a positive change with these issues. It is an honor to live in this great school district and community and we need to continue to protect and raise our children to be kind, productive and honorable citizens!
Integrated tech in academics and learning	Too much allowance in personal tech when not related to academics--difficult to manage--seems like either an allowed (as it is now) or not allowed policy (some parents may have a tough time with it now being used to direct contact to kids). My vote-no personal tech out but for projects.	Love their kids	No enabling (we are all guilty sometimes), honor school rules that kids are expected to honor, model what we say (again-tough!)	What is within control of district and what is not? What can district influence and what can it not influence? Go from there...	Love our district
I'm aware of the education and promotion of awareness that have been promoted at both Jr and Sr schools. I particularly appreciate the event's that include parental involvement.	I'd like to know more about which programs are being utilized in the promotion of compassion, not just anti-bullying. My research into this topic has shown that education, alone, is not enough. Rather the true demonstration of what compassion for fellow being's looks like.	Demonstrate and promote compassion and empathy for our fellow being. In our home, we discuss not only at an intellectual level, but at a heart level, how each of us has our own "internal battles', as well as how significant even the most subtle forms of kindness matter.	Actions. Words get lost on the teen brain (to a large degree).	Compassion. Kindness. Tolerance. Not accepting hurtful behavior. Advocating justice.	I'd love to be a part of such an important movement. Please invite as many willing people, as possible, to be a part of your task force. Respectfully, Melissa C. Pettit (830) 486-5426
I do think the school is aware of bullying and does take steps to prevent bullying. I think the district does a good job of teaching character education and citizenship.	I think we need to focus on teaching our kids the skill of resilience. Life is tough, and we have very involved parents who are quick to jump in and protect their kids. There is nothing wrong with that, but we do have to teach our children how to work through life's difficult times.	Our parents are very involved in their kids' lives, both at school and away from school.	Our parents need to look more closely at what their kids are doing and saying through social media and through text messages.	1. Teaching kids resilience 2. Equipping parents to be proactive in monitoring their kids' behavior online and on social media. (I have a hard time even writing that because that is so difficult to do.) But I do believe the parents need to be responsible for their children's behavior online and on social media.	

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Character education program through the eight character keys is very important. I also appreciate the work of the school counselors and their initiatives (Random Acts of Kindness Week, holiday giving, etc.).	I would love to see more direct attention paid to the overall climate of interpersonal relations at school- fostering calm, kind, generous, cooperative interactions and not competition, aggression, and teasing.	Parents who are physically and emotionally PRESENT with their children to discuss the importance of showing kindness, integrity, ownership and personal responsibility do the best. Parents must make time to connect with their children to determine the status of their children's mental health, their strengths & weaknesses, and their level of stress. If parents detect a deficit in any of these areas, it will undoubtedly show up at school. Parents who maintain close communication with the child's teacher (and even more importantly, with their child) set their child up for the best chance at holistic success: academically, emotionally, and relationally.	Over-scheduling is a significant threat to the mental health of our students. When students feel pressure to succeed in too many endeavors (academically, athletically, extra-curricularly, etc.), there is very little time left for family relationships. It is in the family that children have the best shot at processing events that take place in their lives (good and bad) and all of the various emotions that can result. When we raise the bar of success so high, our students feel tremendous pressure with very few resources to deal with the emotions associated with navigating these challenges.	We need to be emphasizing the true value of a person is NOT their SAT score, their GPA, their athletic statistics, their physical appearance, etc. We need to remind students that WHO they are, what they stand for, and who they are becoming in relationship to others is of utmost importance (i.e., character). Our students' mental health is the foundation upon which all of these other achievements rest. Without safe places, time and space to process the emotional journey of this journey toward adulthood, we are setting our students up for failure- even as they succeed academically and athletically. More emphasis on emotional health (and referrals to local family and individual counselors!) must be made.	
The band has been an amazing experience. The family feeling has kept my child engaged both emotionally and academically.	A little more attention on kids who aren't top of the class or stellar athletes.	Communicate with child Be involved in their education and personal life Keep in contact with teachers	Keep informed regarding social media, stressors for the child and academics. Help them to find their niche or thing they love.	Accountability regarding digital citizenship, kindness towards others and inclusion of all types of people. Everyone has something awesome and amazing about them and has a special gift.	
I believe thatcher do however it would be nice to know specifically how these areas are taught to the children so we can reinforce it at home and community wide.	Communication with parents about these topics.	Not sure about other folks but at home we talk about and act on the character traits. My kids are too young (3&5) to use social media. We do not allow it. We do talk about trusting you gut when you are approached by people you know or don't know. We have a secret code. We form a relationship and stay in touch with teachers, coaches therapists.	I have no ideas how other people address these issues.	There needs to be a strong message (preferably a contract) sent to students and parents that any bullying (which I define it as targeted and consist teasing of a child) or cyber harassment will not be tolerated. Period. The bully will not be given many chances. (And...no suspension which will put him back with the victim in a few days. This doesn't help the victim or bully.). It should be mandatory that that bully be removed from the school for the remainder of the year. In order to return to campus the following year, he and his parents need to attend and pass counseling provided by the district.	I'm hoping they've cyber harassment law will pass in TX which will help drive some of the districts policies
We have a wonderful wellness coordinator and counselors who are connected with our student body.	We need to do more to directly educate our students on the proper use of social media. It is obvious that our students are unaware of the legal and social implications with regard to their use of social media. We should devote a class period every year to educating them and allowing them to discuss and role play so that they better understand how to use it properly.	No comment.	Parents need help! We need to educate parents about social media as well. I would like to see the foundation pay for a nationally recognized speaker to address the various issues that our students face in today's world on an annual basis (like they did in the past). We need to bring our community together for open honest discussion on a host of topics. Perhaps a PTO/Foundation sponsored event with panelists.	I do not want the panel to give our students a list of guidelines and rules for them to abide by. This is the problem. We need to move beyond to address the heart of the students and the parents for that matter. We need to give our students and parents constructive steps to take both at home and at school to deal with the various issues. If your child is bullied, there needs to be a protocol for you to follow. There are too many parents who think their children have been bullied but do not take any action. Be engaged in a positive manner rather than resolving it through social media or gossip.	We need to develop a school district wide character policy and emphasize this at all levels from the athletic departments to the fine arts. It needs to move beyond the code of conduct (which most students and parents don't understand) and emphasize this from the top down every day. When you step on the campus of Texas A&M University the code of character is emphasized in a profound way beginning with the President of the university. If the nation's fifth largest university can establish an atmosphere of respect it most certainly can be achieved in our district. It needs to be emphasized across the board in all we do!
Howard - dan talk to kids Woodridge - counselors talk to kids in classrooms high school - social workers available to talk to students	Junior school - more personal watching kids at lunch, recess and in gym - this is when kids are mean and mistreating one another	attend breaking the silence, call counselors when concerned, ask for help	give kids phones later, 6th grade, not all social media till 8th grade, monitor text messages	helping parents know what to do, and encouraging them to parent their kids, not asking the school to do it.	that this is a parent problem too, not a school problem
I believe the character education (Keys to Success) is good at Cambridge and AHJS.	I really don't know anything about what Cambridge and AHJS do for digital citizenship. The same goes for social and emotional wellness. I would love to see a parent series on all three topics (character education, digital citizenship and social & emotional wellness) at all campuses. Most of the lectures given by the wellness director are geared toward AHJS and AHHS students with topics of addiction/sexuality/etc, which is great. However we need to start at Howard and provide parents with suggestions and resources on how to parent better and build strong relationships with their children. We all need help and reminders. The series that Mr. St. Romain lead about 5 years ago was amazing. I would love to see that happen every year.	Parents are pretty good at character education, and I believe the keys to success are very helpful. Parents are able to reinforce at home what the kids are learning at school and directly point to a particular key to success. I think emotional wellness is always at the heart of parents' concerns, and they strive to help their children out.	Digital Citizenship needs a complete overhaul at home. First, limit screen time. Children need a non-digital life. I'm constantly struggling to limit my children's screen time, and asking other parents how they handle it. Secondly, parents need to not allow their children on social media until they are ready to handle it and are at least 13 years old. All social media sites have a minimum age restriction of 13. However, I see a lot of children in 4th and 5th grade with Facebook and Instagram accounts. Please read this article. http://www.huffingtonpost.com/diana-graber/3-reasons-why-social-media-age-restrictions-matter_b_5935924.html	1. Digital Citzenship 2. Social and Emotional Wellness But don't let up on the character education.	Nothing else to recommend. Thank you for allowing us to provide this input. I wish the task force the best of luck. We're all counting on you.
I have two children at the high school. From my perspective, there are many educational opportunities provided for children and parents on these topics. (i.e. meetings, lectures) I also believe the campus counselors are a good resource for teens struggling with these topics.	I can't tell that there is anything missing.	Invest time, energy and money in their children.	It is difficult to keep up with where teens are online. It is the unsupervised place for many - and I don't think that is completely wrong. I tend to think modeling character and citizenship in the home extends to how we all interact online. However - it is true that teens make mistakes and engage in some stupid/risky behavior. So - the more checks we have on that - and the greater our ability to redirect the better.		I struggle with blaming a suicide on anyone or any person's behavior- child or adult - but especially a child or group of children.

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Hmmmm....the words are there, is it done well?? I am thinking of it and it doesn't jump out at me but what AHHS does well is have a variety of options to participate which in itself is wellness. Teachers are engaging with instruction which is social and emotional wellness in the daily lives of students. My student wants to be at school and that is a good thing that she wants to learn from her teachers.	1) Assemblies with specific information and expectations. 2) Full understanding and context of consequences. 3) Wellness that is engaging and related to high school, most efforts directed at lower levels. 4) Suggestion box/ hotline/ if in place then make it known. 5) Authority for all staff to do something when witnessed or notified. Too much turning the other way. 6) Hold all accountable, pursue correct action to completeness with students and staff. Fear of addressing and action is indifference and that is the current message. 7) Have more curriculum engaging tough discussions ie. writing and reading on ethics, right and wrong, for better understanding for all- adults and current perceptions of students. 8) Take teaching opportunities!!! Did you know...? 9) Be relentless- it's the right thing to do. 10) Acknowledge the good -- inclusion not exclusion, meaningful interactions for life.	Parents try to do the right thing and try to support AHHS and AHISD and do a very good job.	The support to the school and district policies. Hold their own children accountable for inappropriate behavior but also provide education to parents. They really do not understand the severity of issues and consequences. It's always after the fact when all are crying for disciplinary action or worse. Too often people say, "No one told me." Parents must be sensitive to other children, not just their own.	ACTION! At the highest level- state or even national legislation. There is enough evidence and other situations to use as examples. Texas is behind and must move forward. Take this step. Wellness must be more proactive- a position that should be visible and making a bigger difference at ALL levels. Listen to the students!! And act- do not blow off. A parent should not have to be the only advocate for their student when a situation is explained away by the district. Take action. Teach and reinforce the expectations. Make it meaningful, a life lesson.	AHISD has been described by a student as "in a fish bowl" as if many accept and understand this to be true. Step outside the "act with humility"- change that statement- act with courage. Humility permits others to not speak up but be quiet- no one will do anything- stay below the radar and keep quiet. The students are amazing, the families are amazing, the district is fantastic. Do the right thing to represent what is right action. Be bold and demonstrate the importance of teaching the state and possibly the US ethics still exist, not just brushing under the rug.
This year, when I reported a possibility that my child was being bullied at Cambridge, the specials teacher and the principal took the report seriously and immediately addressed the problem in various ways (separating the children and having a counselor come speak to the class about bullying). The issue was promptly resolved, without my child ever knowing that I had made the report.	When I reported bullying that I personally witnessed at Howard a few years ago to the teacher and the counselor, I was completely blown off. I was told that the child who was doing the bullying had a medical condition and there was nothing that could be done, and that my son should be able to handle it regardless. I was so frustrated, and felt like there were no resources for my child as a victim. At this tender age, someone should deal with the inevitable fear that builds up in a victim. Cambridge was a breath of fresh air when it came to a similar situation.	I'm pleased to see that there are ongoing trainings and meetings for parents to educate other parents on these issues. Unfortunately, they are always at times when working parents work. It does seem that the affluent parents have access to these resources, and those of us who work do not.	There are parents who come at life from a different perspective and obviously teach their children a different set of morals. For about a year, last year, I witnessed a parent, who lives a few streets over from me, demonstrate the "me-first" attitude, get all she (or her child) can get out of any situation almost always at the expense and pain of others, and defend her child's inappropriate conduct by accusing others of being unreasonably sensitive. I was in a position to mitigate some of the ill-effects on other children, and I did my best to mitigate those effects. But in the end, I have no idea what can be done when a parent demonstrates conduct that most likely fuels a bully mentality in their children.	The confidentiality and responsiveness at Cambridge (see above) should be mirrored across all campuses. An open-door policy would be highly appreciated (i.e., easy to find out who to go to at each campus, and knowledge that confidentiality will be protected as much as possible).	When bullying became a hot issue in our community, I immediately read the district's online bullying policy. I felt it was abysmal. It focused on a few of the characteristics of a victim, which in my opinion would likely fuel more name-calling and intense bullying. Bullying can happen to anyone for the craziest reasons (from being poor, to having acne, to having too light of skin, to having too dark of skin, too short, too tall, too skinny, too fat, much less sexual orientation). The district's policy needs to focus less (if at all) on victim characteristics, which solves nothing, and more on realistic solutions.
I think it is great that we have people dedicated to the wellness of our children and our communities. I also like the breaking the silence sessions.	I think a lot of the lessons have been taught to the kids in the same way, that it becomes white noise. Also, if feels a lot like we go through the motions and check off the box and not deal with each individual situation. Each child, each parent, each family is touched in a different way by their experiences and that needs to be taken into consideration in how best to reach and handle what is impacting them.	We are an involved community and stay in touch with each other.	Not enough parents check or monitor their children's activity on electronics.	Discovery of what is available for parents and students who are being bullied and helping the schools to be able to advise them. Developing a crisis management plan to be able to handle situations when they arise. Developing a system where the victim is not the one who has to leave and make the greatest changes in their life when singled out.	
As the parent of 2 high school students, I am not aware of anything being done to specifically address these issues with students.	My students were under the impression that the mule tip line was no longer in service due to students abusing it. Perhaps that could be a starting point, to reactivate the tip line or communicate more clearly to the students that it is still available to use, if that is the case.	We monitor our children's social and emotional issues well.	More parents need to hold their children accountable for their use of social media and their behavior on campus and off. In general, I feel students are lacking in empathy towards others. Empathy is something that can and should be taught and modeled by parents.	Digital citizenship!	Students feel so much pressure going to high school, from academics and preparing the college resume, SAT and AP exams to extra curricular activities to social issues. I feel this pressure has a negative effect on students which I think can lead to the misuse of digital media and other emotional issues. I feel finding a way to lessen the pressure at school that our students feel today would be helpful.
Our two older children had many more opportunities to learn about character education through the 8 Keys focus, technology sessions, Rachel's Challenge and Safe School Ambassadors. Our child at AHJS now has had basically no character ed/anti-bullying learning experiences at school in either elementary or middle school.	I think the task force needs to interview/speak with counselors and teachers who have been at AHJS for years. This committee needs to understand the history of efforts and seek input from those most knowledgeable. The culture and belief in the need for social/emotional programs is lacking in our school district. Our child will be at the high school next year, so what programs/efforts will be made there with a 9th/10th grade class that has obvious needs?	Parents are very engaged and involved. Parents may not have all the skills/tools needed in this new age of cyberbullying. More education opportunities for parents is needed.	Education and support through coordinated school district efforts.	Parents like me are really on edge and very upset over the loss of this child. The school district can and should be implementing targeted programs at the elementary, middle and high school levels. What is the disciplinary system when bullying happens and what do we do with the one who was the bully after he/she has consequences?	I hope that this plan will be shared with the community with an opportunity for input.

TASK FORCE | COMMUNITY INPUT

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My child is a junior school student. I am not aware of any sort of structured plan or curriculum for character education, digital citizenship, or social/emotional wellness at this campus. There is the occasional evening program through the AHSF wellness program, which we usually attend. They are generally informative.	Why not use one day a week during "flex" time to implement some sort of structured plan or curriculum for character education, digital citizenship, or social/emotional wellness? The counselors and administrators are caring, trusted individuals. They relate well with the students-- often better than parents do. The students at the JS need to hear about these issues from trusted adults at school AND at home. Students need to understand how seriously the school and the legal system take these issues. Spell it out for them!	There are many, many parents who regularly monitor their childrens' social media, discuss character and digital citizenship issues, and model social and digital citizenship issues, and model social and emotional positivity. Unfortunately, the parents who need to be doing these things (whose children are engaging in the negative behaviors) are either unaware or uninvolved. This creates a divide in our community that is acutely highlighted when tragedies such as the recent events occur. The parents are as much, or more, to blame as their children for bullying, indecency, unkindness, and promiscuity. Because we live in a "safe" community, parents are complacent and feel like their children don't need as much guidance.	PARENTS NEED TO MAKE THEIR CHILDREN TELL THE TRUTH AND OWN THEIR BEHAVIOR. It is not easy, but unless parents start standing up, admitting fault, assuming responsibility, and telling the truth, nothing is going to change. Kindness and respect for other human beings is learned at home. Parents should model this behavior.	Evaluation of the district's discipline policies and procedures, so that students with a pattern of bullying, violence, inappropriate behavior can be identified and appropriate interventions-- punitive and psychological-- can occur. Make sure the parents are notified and involved every step of the way. Assessment of the creation of a zero tolerance policy on campus for offenses involving electronic devices. For instance, one strike and phone is gone for the year. Period. Consideration of a district-wide policy of electronics being "off and away" during school hours. Creation of a method to Inform parents, without compromising student privacy laws, when offenses occur on campus or at school events. For instance, when a student is caught with drugs on campus, notify all parents at the campus. Explain the school's policy on drug possession and the potential consequences. Or if a student is caught sending explicit photographs or messages, notify parents and explain the school's policy (and Texas law) on distribution of explicit material. Take the "gossip factor" out of the equation. Get the facts out so parents can discuss these issues with their kids. Parents WANT to know what is going on.	The school district cannot be expected to solve the character problems of this community. But it can invoke policies and procedures to improve transparency and distribution of information, as well as take steps to curb the ability of students to engage in negative behavior while on campus.
Recognizing each athlete, and athletic team accomplishment. Good counseling center; good college counseling center.	The school climate is not friendly to all students; some are frequently and extravagantly elevated over others. What is missing is EQUIVALENT recognition of scholarly achievements (honor roll, honorable mention, spelling bee, essay contest winners, etc.), artistic (music, studio arts, other arts), science achievements, community service projects, club achievements/projects. I never see those achievements praised, encouraged, or supported on school email from administrators or school signage. Additional support for teachers in classroom management seems needed. More students, diverse students, and quiet students should be invited and urged to be involved in school climate change working side by side with administrators, teachers, and parents. Why weren't there several student reps on the task force? Why wasn't a student advisory task force created? CONTINUED BELOW	Parents are good about funding alternate graduation and supporting band and athletics.	Reach out to working parents, Spanish-speaking parents, parents of black children, and parents of children with disabilities to be more inclusive, offer more personal outreach, and allow for them to be involved in their own parent - teacher group (because the PTO will not alternate meeting times to accommodate working parents), and in activities where they can assist without having to donate money. A substantial part of the AHISD district is nearly always excluded from traditional AHISD events and school fundraisers, and viewed as unable to participate due to their financial status or a presumed low literacy rate. Some schools raise a lot of funds and a lot of goodwill through good, old fashioned tamal or chili cook-offs. Why can't we do some of that?	Changing the school climate to diminish the various "class/status" distinctions that create "powerful" student groups and "less powerful" student groups. Develop strategies to empower teachers to intervene in bullying since many teachers are themselves intimidated by students (and the "powerful" parents behind them). Increase community service opportunities for students, and have these students report back to their peers, as a way of increasing contact between students and others who are "different" from them, and using peer education to nurture tolerance. STUDENTS should be similarly surveyed--they are the experts on their community and should be involved in designing strategies. They might be able to offer really good suggestions about how to monitor social media, or how to negotiate bullying on the various platforms.	Including contemporary American literature that reflects the diversity in Texas and the US--even if it means that students must read more. Invite diverse community members to present on civil rights history, and their personal experience with various "isms." Grandparents can be a great resource for this type of speaker series. Our children are tethered to electronic devices: How Change the practice of elevating the athletic team members every week and over everyone else. Posting a sign for each athletic team member to encourage them in advance of an event is overkill, and may, ironically, work against team spirit and team play. Ditch all the signs, and post a simple encouragement on the old permanent sign, in addition to praise for other student efforts. CONTINUED BELOW
continued from previous...	Admin might be more proactive in providing reading material for parents to educate them about campus issues like cyber bullying, drug abuse, sexting, etc. These might be provided in Spanish, too. Even directing parents to on-line resources would be good. The high school is not good about recognizing racist microaggressions, and does not celebrate the various Texan ethnic groups and their holidays. It took too long for someone to put up a menorah, and there is no recognition of Ramadam. Parents shouldn't have to educate the school about these issues. Rather, the school district should take the lead on educating their student community about these different ethnic holidays and traditions as a way of teaching respect for others. Although the TEA sets up the English and History subjects/curriculum, the school could be courageous and include some short and important works of African American, Asian American, and Latino American authors. It is unfortunate that these books are only offered as summer reading--this only further sets them apart from the "canon."				Observations of children in their classrooms and of students in the cafeteria might inform the task force about the scope and nature of the problems as they manifest uniquely in AH. The lunch room and school grounds/parking lot tells the real story of the school's climate: Who sits together and is loud? Who sits together and is quiet? Who sits alone? Who avoids the cafeteria altogether? Who is walking, and who is running down the pedestrians?
	Following up and paying attention to seeing or being told that someone is being picked on. Yes, kids being kids but kids need to learn respect, fear of consequences can be a good motivator to the make good choices. I have heard my own child say she or another student was being picked on about something and the teacher did nothing about it, Kids need to learn consequences in life are made from good or bad choices every where in life. School should be NO exception. Kids that think that nobody is going to do anything to them then why stop. They then keep pushing the line more and more without fear.	I can't speak for other parents as to what they do or do not do well.	Spend more good quality time talking to their kids and asking about how the kids are doing, if anyone is bullying them and to set good examples for their children, Let children know excepted responsible behavior at a young age and learn consequences for bad behavior. Parents need to get more involved doing the same as mentioned above about the campus. Teach their kids consequences when they make bad choices about things they should not be doing, like bullying not showing respect to others, disobeying rules. Honestly, I wish the days when I was in school were still around when you could be spanked by the teacher or principal. Kids these days fear nothing because of the laws that are "protecting"them. Seems like too many kids are being left without enough constant parental guidance.	I don't know how it can honestly ever really make a difference. Every parent and every teacher has to participate and constantly monitor the children. All it takes is ONE student to do what happened already. You can have all the PEP rallies etc about NO Bullying, that isn't going to work on the kids that already have the bad attitude, they fear nothing already.	I wish the schools all the luck in trying to come up with a solution in todays world and laws as they are now. Until kids learn fear of punishment for their actions they will not stop. Kids need to know that there are going to be severe consequences for what they are doing at whether it be at school, cyber bullying anywhere, or anytime. We need a way to let them know they will be caught and if a teacher is told that it doesn't get "blown off" because the teacher is busy with the other kids or class. It needs to be dealt with

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I know the school does stuff, but honestly, not seeing anything that seems to be that effective.	I think that students do not really understand what bullying is because I do think that bullying in different forms goes on every day with many students and the kids who are being mean do not even realize they are bullying. I think it would be good to explain to all the students that just saying something mean to someone or about someone is a form of bullying. I think it would be good to have some role playing in classes for students to learn that bullying can be severe but also show them that it can be as simple as saying something mean or treating someone mean and also show other kids what to do when they hear someone saying something mean to someone as well as teach the student what to say back to the person who says or does mean things to them.	Many parents talk to their kids about all of these issues, but not all or enough.	I think parents need to tell their kids not to say mean things or do mean things to anyone, that it is NEVER okay and it is a form of bullying. There are groups of students who think it is okay to make fun of or treat other students in a mean way, it goes on daily. I see these kids post things on Facebook about not bullying and they must not realize that they actually have bullied others themselves. I really think education about this is really important. I think most parents think their kids aren't the "mean girls", when in fact, their kids really are mean at times to others. This happens even among the "good, popular" kids. It needs to be pointed out to these students, that yes you are in fact bullying and also pointed out to their parents. I could tell some parents right now who I think would be surprised to hear that their kid is a mean kid!	One thing is just Education of all ages of students on what bullying really is and giving them clear examples of it, so they can understand that even just saying "you are ugly" or "ew, she or he has pimples" is mean and a form of being a bully. Like don't say anything unless, it is a nice comment. I really think that most students do not think they are the bully or being a bully, they think it is something really bad that someone else does, many would probably be surprised to learn they are exhibiting "bully" behavior maybe on a daily basis with mean comments. Even if you only make one mean comment once in a while, that is not OK!	My student has told me of other students that are mean to them and even do things like bump into them hard when they walk past them in the hallways. My student does not feel safe in reporting this to anyone for fear of further retaliation from these mean students. It would be good if your task force could think of solutions to this problem along with just teaching all students to be nice to each other. Do not say hurtful things to anyone even small comments like "you are fat" or "you are ugly" or whispering to your friend about another student where that student sees you are whispering and laughing about them is hurtful, mean and a form of bullying.
Woodridge (1 Student) I love that the campus fosters a sense of belonging through its character keys. My second grader can come home and explain an event at school and takes it upon himself to identify if the "Woodridge Way" was exemplified. AHJS (4 Students) I've had at least one student at the junior school in the past five years. As a very involved parent in the PTO and volunteering each year, I've noticed the kids getting excited about their campus. The flex classes help the kids stretch into areas they would normally be afraid to tackle outside of school. The random acts of kindness campaign does foster a larger sense of strength among kids who really want to show how proud they are of their campus and of each other. In five years, social media has boomed and I've noticed that the counselors patience and willingness to work with parents to help show kids what is appropriate and what is pushing cyber-bulling has been much appreciated by parents. AHHS (1 Student) The honesty and genuine caring the teachers show the students throughout the year and especially during the recent tragedy was evident to parents. Keeping parents well informed allowed us to speak to our kids using common terminology that showed our kids that we are a well-connected community.	Woodbridge: Provide more positive reinforcement to kids when demonstrating good citizenship. Character keys are great but so many smaller good deeds could be acknowledged. A nice note from a teacher, a cool sticker, etc. Junior School: Speakers at PTO meetings help tremendously. I'd like to hear more about helping junior kids gain an awareness of self-worth and self-confidence. High School: Provide more information about different ways students can volunteer/participate in events or organizations surrounding our community. Keeping students "busy" outside the classroom especially those who are not involved in athletics, band, UIL, etc. should be a priority.	Woodridge: Parents do a great job of participating and staying connected with teachers. Parent's can easily work off of school initiatives and extend them to the home. Junior School: I've witnessed several parents taking staff's advice on how to monitor and limit their child's social media. High School: Parents pay very close attention to online communication from HS administration. I can only speak for our family, but we've placed strict social media rules on our high school student. Not as punishment but to allow our child to avoid the stress that we've witnessed that comes with maintaining a social media life. It's been very helpful and my child really does appreciate it...gaming, texting, emailing, calling take enough time.	Woodridge: Parents could participate more in classroom and reach out, in general, to see how they can immerse themselves in their child's world for a little while. Junior School: Parents should not be afraid to show kids alternative and more personal ways to socialize. If a child's is limited to socializing with friends online only then we are creating a negative social and emotional environment where kids can't confront real life issues face to face. Promote their child's participation in a club or program (theater, band, UIL, athletics, etc.). High School: Parent's tend to see our high school students as self-sufficient and forget they are still needing guidance. This also means that parents need to reach out to student's teachers if just to see how their child is doing in their class.	Regular communication with parents on initiatives related to the above whether they be student led initiatives at school or a parent-student events after school. A response team ready at school that students can connect to in-person or virtual to discuss a problem. Regular wellness events where kids can get access to services they can contact when confronted with a problem.	Show parents the work that has been done with the task force in fall. I saw only a portion of the work but the method of how input was gathered from individuals was very impressive!
I appreciate the attempt to weave the 8 keys of excellence into the kids' daily regimen. And there are also counselors available to the children. However, both of my kids attending Cambridge feel there is an obvious stigma about going to see the counselor. For some reason it seems that the kids think that the counselors are only there for "problem kids" and if anyone were to see them at the counselor's office they would be made fun of.	I'd like to see the counselors more of a part of every child's time there. (and without such a stigma attached) I hope to see the kids find a comfort and trust in the counselors because they are familiar with them and feel unconditionally supported by them. This way, if a problem arises it feels easy and comfortable to go talk with the counselor. I also think that the 8 keys of excellence could be used to focus specifically on interpersonal relations as well as learning how to deal with uncomfortable emotions. They need tools! Tools Tools Tools... I also feel that compassion for fellow human beings is an attribute that should be promoted.	I have only had kids in the district for a year and a half so I don't really know what the parents are doing well or not well. Thus far it seems that the parents can be involved in a few ways: 1) PTO, who seem to focus their efforts on fundraising for the school 2) home room parent, who helps the teacher at times and helps with class parties and 3) attendant, who comes to see the kids in their performances or at school functions and perhaps occasionally volunteers at functions. I'm not quite sure how the above might serve the character education, social/ emotional wellness or digital citizenship. I think what I am saying is that it hasn't been apparent to me how the parents are doing much to enhance any of the above. But, that could be merely my own ignorance.	Regarding social and emotional wellness and character education I feel Dan St. Romain at Howard is pretty right on with many of his approaches to children. I think that we as parents must acknowledge how important our role is in helping to encourage our children to 1) find simple pathways to feeling their own emotions and then finding words to express them. Emotional intelligence can be so helpful in building resilience. 2) have more compassion for the differences in people, 3) use our gifts and privileges to help the greater good. Perhaps an organization that involves parents and teachers alike that helps encourage self-awareness, compassion and altruism.	Helping our community, which includes the kids, the parents, the grandparents and beyond, to find ways to practice self-awareness, compassion and altruism.	I started kindergarten at Cambridge and graduated from AHHS. I then left Texas for about 8 years before moving to Austin. I moved back to SA about a year and a half ago. I am unique in that I grew up in the bubble, moved away and spent time in various developing countries as well as two major cities outside of Texas and then returned to the bubble to find that many people never left. They don't call it "the bubble" for nothing. I see so clearly now the narrow perspectives of people in our community that foster judgment among peers and "holier than thou" attitudes and behaviors. It's truly painful to witness. 1) because I was that kid that made fun of people who were different. And 2) because I have since had a wide variety of experiences that have shed light on my ignorance. Honestly I don't think that focusing our attention on the students will be enough. The issues run so deep. If we truly want to make a difference for the future of our youth then I firmly believe that a campaign for the entire community is in order. Perhaps a long-term community-wide project to foment compassion, self-awareness and altruism that meanwhile creates connection and meaning right here at home. Alamo Heights needs to adopt an entirely new focus, not on our outer beauty but inner. Perhaps capitalizing on our wealth and social prowess to do something to help a community less fortunate than ours. Maybe Alamo Heights adopts a village in Africa that is in drought, struggling to find enough food and clean water. Something to turn our privilege into altruism and that might help us to appreciate the beauty of differences in this world of ours. I believe that people are inherently good. But we are communal creatures that now live fairly isolated, disconnected lives. I think it is time that Alamo Heights steps up and reaches far beyond its boundaries in a way that will reach right back home to the hearts of our youth. This could be just what Alamo Heights needs to re-awaken meaning and connection in this beautiful community of ours!

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character education is something I believe the campus does well. I've seen signs on both woodridge and ahjs regarding "kindness" and the keys of excellence. act humbly model dignity at the bottom of emails. signs up at ahjs over the water fountain '"empathy is seeing with the eyes of another listening with the ears of another and feeling with the heart of another, " and gandhi "anger and intolerance are the enemies of correct understanding"	even a week after the suicide at the 6th grade parent meeting a group of boys- 3 older boys, was teasing another boy-well one boy spoke, the others laughed. all they said to him was "do you want some milk" but that must've been to give him a hard time about something that happened earlier, he told them to "stop it" but his body posture looked pretty upset (clenched fists) and he walk away. I don't know if the boy who actually made the statement is thinking this is NOT harmful? from the outside from my perspective it clearly didn't feel good. Is teasing just considered acceptable? there is so much of it on the media. how do teachers respond to this? how should I (as a parent not knowing any of these boys) have responded to this? do teachers even have time to address this and meet the educational needs of the students? I don't know. but I think the kids probably need to know --and be told repeatedly to really get that message across --that teasing is harmful. my guess is the boys teasing the other boy probably think they did no real harm. but that repeated behavior is harmful. and that is in the media- TV shows, you tube, that is just entertainment. it is not real. so much of what is shown on TV is teasing, it's cruel but in the shows no one's feelings ever get hurt. media/entertainment is a gross distortion of reality, and I think those messages really throw kids off. *** maybe the school could do an assembly reinforcing the incorrect messages in media. that people's feelings do get hurt. just like in video games where people get mortally wounded but do not die.*** what is portrayed is not real. words do hurt. verbally or typed.	parents try. I don't think I watch what my kids are watching as closely as I should I feel like I don't have time.. too many chores, etc, hw with one kid leaves me not watching the other. when a spouse works a lot of hours, then there is only one parent to do hw. we do co-view movies. and when I see something I think is cruel, I say so, when I see a character saying something that would result in a friendship ending in reality, I highlight it's just a show. when I see someone being physically hurt in a way that would kill them, but they just "walk it off" in the movie, I also highlight that' is not reality.	we need to spend more time with our kids and we need to highlight character more. we need to praise them when they are kind. and discuss it when they are unkind and the consequences of being unkind (permanent damage to a relationship they value) . they need to be taught how to care for themselves, relax and unwind. parents are good at showing working hard and being stressed, but we don't all do what we should in self-care and what we actually do is what they actually learn. also my son was involved in little league, historically it has been positive. but this last time it was not about "learning and having fun' it was about parents criticizing their kids, it was more about the parents wounded ego/embarrassment when kids missed a play. at times I felt like the kids should've just walked off and said "if you're not going to support me I'm not playing for you". parents were not usually encouraging and I was rather frustrated with this. prior years there was a lot of support and cheering. this time it was more criticism. and public criticism at that. just not good.	the difference between what's portrayed in the media and how it really feels when someone teases you. entertainment vs reality. speaking with good purpose, what the affect of teasing really is.	
I have children at 2 campuses: AHJS and AHHS. I believe the administration does a good job in the 3 areas mentioned.	The campuses could enroll the children more in the processes of citizenship, accessing feedback, and providing solutions. The children know what is happening on the campuses better than anyone else. The campuses could enlist students in a more cohesive way.	AH parents are very involved. They want their kids to succeed -- sometimes a blessing and a curse -- but they are active and engaged.	The culture of AH parents seems to be drinking at sporting events and believing that it is a rite of passage for our children to party through high school to "prepare" them for college. Parents in our community create the environment of facilitating their children's consumption of alcohol. When many of us were in high school, the drinking age was 18 so many did drink in high school. With the drinking age at 21, I don't believe we should encourage or facilitate our 16 - 18 year olds to drink. They may do it anyway, but not with our approval. And it would help if parents didn't show up to school events, sporting events, etc. with a cup filled with alcohol. Kids are smart. They know what is in the Styrofoam/red solo/Whataburger cup.	I have had 3 + years of my child being bullied at AHISD. There is an odd phenomenon that happens here. Kids get identified as the wrong kind of different. Some kids skate through being different and they are accepted or at least left alone. Some kids are the wrong kind of different. Those kids are generally known in their class as someone who it is acceptable to make fun of. They get targeted. It becomes a kind of movement where everyone in their grade understands that it is socially acceptable to pick on that kid . . . regardless of what group you are in. So, the targeted child gets it from all sides. Start by asking your kid this question: "Can you name a kid in your grade who, if someone made fun of, it would be considered OK?" I promise that every kid knows who is targeted in their grade. If we have kids on the campus, with that information, they are the ones who can stop it. Every kid is going to get picked on during their childhood by someone. It's when it feels like its happening by everyone that the big problems arise.	
The teachers at the JS generally seem to genuinely care about the students, and there are several who work the concepts of kindness and courage, and by extension empathy, into their daily conversations with students and into their curriculum. There are occasional opportunities for kids to connect with each other outside the sports arena and the chaos of "recess" (after lunch), including the library, which has been a real haven for both of my children, with inviting staff, book clubs, chess and checkers and other activities, and the Dr. Who Club, the cyber-elder club (kids helping senior citizens navigate the online world), Academic UIL. So there are opportunities for kids to feel connected beyond what is happening in the often draconian and brual social landscape of junior school. Until recently there has been a focus on only basketball, football, volleyball, and track. We are thrilled with the additions of cross country and soccer. The JS cross country team, in particular, for our child (who would never, ever consider trying out for volleyball or basketball and has no interest in those sports), has done more than any other program at the JS to make her feel connected to her school, to make her feel like she has friends in both seventh and eighth grade and from lots of different social groups, and to make her feel like an important contributor to the team (due to the coach's emphasis on rewarding hard work and team work over one or two stars). I cannot thank the JS enough for having the foresight to add a sport like cross country, which appeals to kids who want to be on a team but are less likely to choose something more organized, with a ball.	1. The cafeteria is a nightmare. Only so many children are allowed at each table, causing a frantic rush for table real estate and panic among kids that they will not be able to sit with someone they know or even someone who is moderately kind to them. The lunch monitors are unnecessarily strict, disciplining kids for getting up even to fetch a napkin, forcing them to finish their food and go outside even though they have just arrived from lunch bunch and have just started eating, and basically removing any sense of freedom (yes, with freedom comes responsibility, but I'm talking about an environment so locked down that there is never even a chance to try to learn independence; this environment is much, much stricter than last year's lunchroom). The monitors do not treat the students with respect , and that edge of meanness sets the tone. Please see Alexandra Robbins's chapter on JS cafeterias, especially pages 383- 393 in her book The Geeks Shall Inherit the Earth: Popularity, Quirk Theory, and Why Outsiders Survive after High School. 2. Along that vein, it's not enough to have a Mix It Up Lunch day once or twice a year, in which kids are forced to sit randomly with others they don't know or, even worse, alphabetically by last name. It's contrived, and the kids poke fun at the whole process, and since it's so rare and happens in a vacuum, and since it's an idea generated and enforced by adults, it has no social currency and does not yield the intended result, which is to get kids outside their cliques. 3. Kids feel that teachers look the other way in the halls when they see someone getting harassed or bullied, thereby perpetuating the feeling that the adults just don't care and in fact to some degree endorse the aggression. 4. Alamo Heights has the most open policy of any district we know of regarding cell phone use by students throughout the day. When kids could be talking to each other, especially at lunch, they are texting away and missing out on the opportunity to connect with actual, physical people. 5. The JS in particular could do a lot more to create a feeling of community among the kids, so that kids are not pitted against each other. CONTINUED BELOW	We can only speak for ourselves. We do a good job talking about showing kindness and compassion to everyone and remembering that you never know what someone else is going through, and about supporting people when you see them treated unkindly. We talk a lot about the digital landscape and digital citizenship, but we are one of the few families at the JS who have not provided our child with a smart phone, and it is often difficult for her (she tells us) to have one that only makes calls and does basic texting; we do this primarily to protect her from becoming overtaken by the online world that completely absorbs so many of her peers. We volunteer at the Animal Defense League, the SA Food Bank, and other nonprofits to help get our kids outside themselves and connect them to the larger community. We try not to emphasize materialism and consumerism.	We would like to create more time as a family to connect to each other and to the city, so that in that regard we would be more connected to who we are and what matters to us as a family. And, as a family, our impulse is often to walk away and cut off contact with someone who has been unkind to us, and I think there are probably better ways, in some cases, to resolve these kinds of conflicts or to model that for our kids, so that they are more resilient in letting things go. That is, we have really, really good emotional boundaries--maybe too good. Alamo Heights in general is so caught up in perfection, of its image, of its children's grades and achievements, in being the best, and maybe if we all let go of that we'd be happier. This also means that as a district we have to be willing to look unflinchingly at the secrets and shame caused by a need to appear perfect.	Zero tolerance for bullying and teasing, from the earliest years, and it doesn't matter how powerful the family of the bully is or how connected. Zero tolerance. Ways for adults to model true kindness to children and to model that they are advocates for kids and not either apathetic or in some cases sympathetic to the alpha kids who sometimes wield just the power of exclusion. A comprehensive program, not a band-aid. What that looks like, I don't know, but I do know that what's in place is not working.	

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continued from previous…	CONTINUED FROM COLUMN B ABOVE: 6. There is no meaningful training for students on how to move from becoming witnesses or bystanders in the face of cruelty or bullying, teasing, etc. done by their peers to becoming people who diffuse it, somehow stand up, extend meaningful kindness to the "victim," feel empowered to get help from adults (who then actually know how to help in a meaningful way without making things worse). The SAFE Ambassadors, handpicked for their alpha status with the idea that they will be peer advocates, do not always behave as peer advocates, and the program is viewed by some students as a bit of a failure. 7. We have been told by administrators at both the JS and the elementary school that there is a difference between teasing and bullying, and we do agree, but in a case where we contacted the elementary school about bullying issues, it was only because our child was undergoing repeated harassment, day after day, for months, and he needed the school (teachers, an administrator, someone) to intervene. It was beyond what he could handle. It was bullying, not teasing. It was happening during school hours, on school grounds. We were initially told that we should take the issue up directly with the perpetrators' parents. We could not imagine how that would be effective. Only after we submitted a log of incidents, with over ten events in the course of a few weeks, including dates, times, and specific details, did the elementary school take action. My point is, we should not have to work this hard to get the attention of the school. Our child should not have to undergo that many instances of harassment for the school to finally realize that this is in fact bullying. And because this environment is prevalent at the elementary school, it only worsens at the junior school, when it's that much more difficult to effect significant and lasting change. 8. The Eight Keys are a joke by the time kids get to fourth grade. No one wants to receive one, because by the kids have figured out that teachers mainly use them to reward kids who have consistently had behavior issues or other issues, and not the kids who are always behaving well, "even when no one is looking." So the Keys themselves have a stigma. And the savvier kids have realized that they are a kind of propaganda, presented in a condescending way. Finally, the metaphor "Live above the line" is problematic because it smacks of classism. I realize that in typing this I have probably lost any credibility the task force might have given me via this Google form, but that is a risk I will have to take.				
My perception is that Cambridge does a good job incorporating the 8 keys into daily learning. When we have teachable moments, the 8 keys are always used as a reference point. The counselors do a good job addressing character building, hosting 'lunches' with students to encourage good social growth/behavior/emotional wellness. The counselors also host discussions in the classroom to address social difficulties as they arise. They are attentive to social concerns we have had.	Character Education: This can be improved by properly addressing the students that need this behavior assistance more than others. Our community has a wide range of students students with & without parental involvement/discipline/support. It only takes 1 student in the classroom to create a toxic environment that concentrates on 'what is this student going to do next' rather than on learning/growing. As a District & as a community, we need to identify a separate place that students with special behavior/social/emotional needs can go in Elementary school and Junior School. These students need help, but they should not continue to be allowed to bring down an entire classroom of 20 kids that have the ability and desire to learn, but can't because the focus is on the behavior of one or two students. This District needs a 'Robbins' for Elementary and Junior School. The dynamic of our student body requires it at this point. Social/Emotional Wellness: The school administration doesn't seem to have time to proactively provide Social & Emotional Wellness training/help to students that would benefit from it. They seem to be in a constant state of 'reacting' to the day's events. It would be great if the person addressing issues that arise is a different person than the person in charge of developing proactive measures. It just seems that the staff is inundated with dealing with what is in front of them and they don't have the ability to get out of reaction mode. CONTINUED BELOW	It depends on the parents. Some parents do a great job of supporting their children by teaching and modeling proper Character Education, Digital Citizenship and social/emotional wellness. However, some parents want to do a good job, but don't know how. The parents that do a good job with this monitor their student's activities on devices, are involved in their children's lives and are in direct/constant contact with the teachers. They ask questions and know what their kids are doing. They provide accountability for their student's actions at home and have behavior expectations for them. They keep them busy and don't leave them unattended for long periods of time. They are in constant communication with teachers & other classroom parents to be aware of what is happening in the classroom.	Parents need to lean in. Parents need to talk with their kids to learn about what is going on with them at school, with friends and with academics. Parents need to monitor their devices and they need to know what to look for. The app/social media world is changing every day and parents need to do a better job with staying informed of what their children have access to and what they may be sharing with other students. Parents need to hold their children accountable and have behavior expectations of them at home. Parents need to model good character and provide clear and strict boundaries for their children. Parents need to care about how their inattentiveness is impacting children that are being monitored, but exposed to inappropriate material through the students that do not have oversight. The parents that do not monitor their children's devices and teach proper Digital Citizenship are hurting our District. Kids have access to things today that Adults today didn't see until they were adults. Kids have access to photos and videos of anything they can find on Google - and they can share this with their friends - and they do. This is a huge problem, that is bigger than just the school district. This is a Society/Community issue. Parents needs to monitor their students! CONTINUED BELOW	*Training families to be better equipped to monitor social media, computers, apps, devices, etc... (inbound and outbound) *Hold seminars for parents that do not understand how to monitor social media/devices. *Develop a plan to hold Parents responsible for their children's behavior *Educating families on ways to promote healthy social & emotional wellness for their kids. *Provide clearly identified consequences for Bullying, Harassment, etc... *Recruit a professional to help us address, manage and fix the Social/behavioral issues we are experiencing. Our community clearly needs help and we cannot rely on a task force only consisting of 'insiders' within our bubble. We need a completely unbiased, un-related task force member(s) that has a strong/respectable voice to make recommendations for our community/school. We cannot do this alone and we should be utilizing professional help in addition to the task force. CONTINUED BELOW	dramatically over the last 20 years and we now have many issues with our students that our District needs to address. The School is unfortunately having to serve as the Parental role in many instances. Right or wrong, this is the reality and the school needs to be prepared to address this for our community. One way, is to hold parents and students more accountable and with higher expectations. Our school district has taken a sharp turn South toward an environment of extremely foul language, poor behavior, bullying, harassment, etc... Two of my children JUST THIS YEAR have had to deal with a serious bullying situation. David Molak is not alone. There are students in AH today dealing with these issues. We need to hold to a 'no tolerance' of bullying, harassment and any action that just simply makes another person feel badly about themselves. In addition to students, the parents should be held responsible to some degree. Our District has had a great reputation in the past to justify the higher price it takes to live in this district. Lately, we are seriously questioning if we would get a better social environment for our children elsewhere. We love this area and feel confident in the academic abilities of the District, but don't know that it is going to be the best social environment for our children with the vast disparity between parental involvement/support. We need to keep our District desirable for good families! We want to attract good citizens and community members to keep our community a great place to live. CONTINUED BELOW
continued from previous…	Digital Citizenship: Can the school ban phones on campus altogether for Elementary school and Junior School? I know there would be a lot of backlash from some people, but think of how many problems would be solved! These devices have provided kids with a direct path to inappropriate photos, videos, information, etc... Google can be a tremendous resource when used for good purposes, but the Internet Access and social media has had such an incredibly negative effect on our students and their emotional well being. They have proven that Facebook causes depression and it is no different for children. If kids don't get 100 'likes' on their post, they literally get depressed and feel badly about it. I don't know how we address this for our students, but something can be done and it needs to be done.		The parents that are doing a good job raising their children have a tough time combatting the negative influences from school. My kids heard the "F" word in 1st grade at Cambridge. 1st grade! My 3rd grader's class has kids talking about having sex with each other. This is completely inappropriate and has no place in the classroom - especially in 3rd grade! If we are going to push for "Go Public", give good families a reason to! We chose AH public school because we want our kids to get a good education in a 'real world' environment. But, there are appropriate ages for kids to be exposed to 'real world' things and they are being exposed to negative influences WAY too young! The school also addresses the most pressing issue. They have to address the physical altercation over the foul language in the classroom. We need to be staffed to address everything that needs to be addressed instead of just the biggest issue at hand in a reactive manner.	*Focus on developing a place to house and provide the help needed to students that are causing most of the problems. We don't have a large number of students causing the problems - it seems to be a very small number making a Very large dent in our community. We need a place to house these students to separate them from the students that are truly here to learn and grow. When one student being removed from the classroom changes the dynamic 180 degrees, this means we need to provide the other 19 students in the classroom a positive learning environment rather than let the 1 student ruin the entire classroom/learning experience.	Thank you so very much for serving on the task force to address this very important issue in our community. We clearly have a problem that needs to be addressed as a Community. Parents need to do their part. Students need to do their part. The District needs to do their part. It takes a VILLAGE! We need to take our Village back and be great again.

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Great teachers who truly care. Great counselors. I think they do something on the five forms of mistreatment at AHJS but don't know if they have done it this year. Throughout the district, our wellness coordinator does an incredible job. The eight character keys are impactful. I think many of the counselors in the guidance office at the high school help the students to try and find balance in their lives in terms of classes and extracurriculars, which helps their stress levels. I really like the 6th, 7th, 8th and 9th grade parent groups that I have been a part of.	There is not much on digital citizenship except the PTO speaking to the parents about what apps are out there for the kids. I think most kids misuse social media and do not know how to limit consumption. It becomes like a job to them and adds a whole other realm of responsibility. I also don't understand how they can text and communicate with the parents so much during class time. If I send a text, I expect that it will be looked at during lunch. I also dislike the way college counselors conduct things like the STEM program for 8th graders with all this hype about college like you have to take the course, and the idea that the top schools expect your students to get 95s in GT and advanced classes, even though they are grade multiplied. It makes even the best students feel like their best won't be good enough. The whole individual ranking system needs to be re-examined in terms of social and emotional wellness. The top 10 and 5 percent can still be calculated. They come to AHHS with so much more pressure than I remember as a 9th grader. My child does very well in AP classes, but I think that too many are offered, and I don't know about freshman taking an AP class. Just because we can do so much with advanced classes, technology, etc. etc. does not mean that we always should. I believe in diversified education, but I think our kids are racing to nowhere and missing out on the HS experience sometimes. Authentic experiences like the engineering/rocketry program are incredibly exciting. I am glad my child is not giving up things s/he loves just because it might be a harder class and s/he might get a lower grade. Parents need to be educated and reminded that grades are not everything. If your child is suffering emotionally and turning to drugs and alcohol, who cares if their grades are solid? I would also like to see more service learning integrated into the curriculum---and I don't mean bringing in a t shirt for another kid who doesn't have one. I mean acts of service that do not revolve around money. Students feel good about themselves when they help others, even if they are forced to do so. Acts of service would be a great consequence for poor behavior too.	I can only speak for myself. I help my children navigate relationships and learn how to be their own advocates and accept responsibility for their actions. I tell them to go to bed and not stay up all night even if they feel they need to for school. I try to celebrate their successes and not overreact when they fail but rather use it as a teachable moment. I talk about texting and how it is a means of communication only and not for gossip, slander, etc. I talk about their digital footprint and how things cannot be taken back. I am doing better with my second child so that s/he is not exposed so early to things. S/he is at AHJS and is one of the few girls in her friend group who is not on Instagram. S/he doesn't feel left out, doesn't worry about that stuff. S/he does like to text her friends to communicate. I am intentional about being around and carving out time that if the kids want to talk, I am available. I also talk to a lot of kids while carpooling to keep in touch and put my two cents in.	I confess that I do not keep up with or monitor everything my child can do on the phone/web. It is overwhelming sometimes. I also need to debrief with my child in terms of what they hear in music and see on the television.	Cyberbullying and bullying, absolutely. A big campaign that is led by the students. Keeping the dialogue going and calling out those who continue to degrade others. Teachers being trained to address things that are happening in the classroom instead of ignoring them. Coaches putting out a zero tolerance policy regarding bullying and cyberbullying in terms of the student 24 hour code of conduct. Making social media less anonymous by a campaign which reminds students about the tip line and asks them to use it EVERY TIME there is cyberbullying and group texts, etc. One of the problems I see is how the youth culture has become so hard. It is a sign of affection to cut down your friends and make fun of them. Why can't they compliment each other?	How to integrate into the entire curriculum these issues of bullying and cyberbullying and to reward teachers who take the time to do so in terms of their own curriculum.
I don't know that what we're doing is effective, so I don't know that I can say we are doing it well.	In all three of these categories, we could be more effective by having smaller sessions with the students and require at least one parent to attend. It's not effective talking to them during school without their parent. These sessions could be before school, during first period and/or evening to accommodate working parents. The student and parent can sign a contract that they understand fully what they have learned in that session. In these sessions, it needs to be directly and plainly stated all the issues of what is or is not digital citizenship and what is cyber-bullying and awareness of laws that could be put into place regarding cyber-bullying. Student and parent should have a list of the facts and sign it. We might be surprised what they have not considered as cyber-bullying and their lack of attention to the overall topic. Ask the parents and student on paper--are you informed that if your child creates an account and puts another student's name on it that is cyber-bullying? Are you informed....et cetera Emotional Wellness could be better determined by what a student writes. Maybe at the end of each 9 weeks, we could require the students to write a paragraph about their last 9 weeks and include prompts that change each 9 weeks. Make it a writing exercise for them and a learning tool for us.	A parent is doing well if the parent is having a daily conversation with their teen other than what time do I pick you up and it's time for dinner--staying connected in their child/teen's daily life and creating a safe environment for the teen to share. A parent is doing well when setting phone boundaries and aware of their child's activity.	Parents could improve by taking responsibility for their mistakes and their child's mistake by bringing their child forward to take responsibility with their support. If the parent is making excuses so will the child. Parents should curb their social media time and expect their child to do the same. Parents should filter movies, video games. Parents should promote conversations about specifics, asking questions about a class or the teacher's humor, ask how they are feeling about school overall, how did the report go, how is so- and-so friend doing and what have they been up to. This will build trust in parent-child communication. Heart-to-heart conversations from parent to teen shows the teen the parent cares and the parent is still engaged in their life. A parent can improve showing they are present, staying off their social media at their child's events and show genuine interest. Parent's are distracted!! from their children/teens and even though teens show they want independence they are not telling the parents to go away. Parents lose site of giving the teen some safe independent space versus pulling emotionally out and letting the teen figure it out. The teens with the most problems are with emotionally and physically absent parents. Teens want their parents' approval, their involvement, their understanding and parents need to be encouraged with that information.	Educating students with parents on the characteristics of each category in smaller sessions. Talk about and list ways of how bullying starts and ask them to check off what they think it is or isn't and then show them. List how emotional wellness is affected through social media and teach them it is not a safe place to pour out their emotions--it makes them vulnerable. Ask them how they feel before getting on social media and afterward--provoked? jealous? depressed? What if we create a panel of rotating judges (parents) to listen to the bullying cases? Offenders need to attend, with their parent, a counseling group session with other offenders. Put the parents in the front seat with their child.	Provide a task team to receive tips on students that seem depressed, students that are on drugs/drinking, students that are bullying or being bullied--traditional way or cyber way. A way for parents and students to come forward with their stories of bullying that are very serious but go unheard because they didn't end tragically. A tip line that students can text and parents can text or email

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I currently have two children @ AHISD campuses - one @ Woodridge and another @ AHHS. I am aware of the character key program @ Woodridge and think that most children are conscious of what the various keys are. I am also aware of the visits that the Woodridge counselors make to the classrooms to discuss specific social & emotional wellness-related topics. My child will tell me about those visits and speaks about them positively. I am not aware of any formal character education at AHHS. I see the district motto displayed in various places, but I am not aware of specific programming at the HS that promotes the living out of that motto. I think that the district as a whole does a good job of providing seminar opportunities for parents & children to attend re: social & emotional wellness. I know that the Jr school has offered programming related to cyber-bullying and bullying in general, but I'm not sure how buy-in there was from students prior to this year's tragic events.	I was very concerned when the district made the decision approx 5 years ago to allow cellphones at all campuses. I heard teachers express their concern about now having to police cellphone use & the distractions they would cause. I had my own concerns about the social impact of allowing children access to phones at school, even if only during lunch & passing periods and as permitted by teachers. We did not give our children cellphones. We figured that our kids could use an office phone if they needed to reach us, that we could get a note to them if an emergency arose or schedule changed and that all of those laptops in the classroom that our taxes bought would be adequate. I also had concerns about the further divide that might occur between the have and the have-nots within our district based upon what technology a child brought to school with them. We decided to manage our life without introducing a cellphone into our children's young life. Once our children were in middle school, they told us that many kids played with their phones during class - sneaking them under the desk to play games & texting with one another during class - not using them for educational purposes, which was supposed to be the only reason they were allowed out in the classroom. It was clear that it would be very difficult for teachers to adequately monitor their use. Instead of enhancing the learning environment, our students reported that cellphones were very distracting and demoralizing b/c it seemed like several kids cared more about their phones than about learning. This wasn't a surprise to me - that is what I expected would happen when you allow a very addictive tool in the hands of children whose brains aren't developed enough to fully understand the consequences of their decisions. The lure of games & texting is incredibly strong. Adults have a difficult time being self-disciplined in the use of their phones - of course middle-schoolers would. CONTINUED BELOW	I believe that parents that model good character, demonstrate self-control & responsible digital citizenship and practice healthy social & emotional wellness both in front of their children and when they're not around have the greatest credibility with their kids. Talking about it, but doing something else does more damage than good.	I believe that parents give their children cellphones too early and then don't monitor their use and provide accountability. In some ways, it's like handing them the keys to a car without any driver's education or driving practice. Having a phone & driving a car are privileges, not rights. They are both tools that are incredibly helpful & dangerous. Kids need to be taught to use them with discipline, following established rules & with respect for others. I think that some parents put too much pressure on their kids to excel at everything, which stresses their kids out and robs them of their childhood & healthy balance in life. I think that some parents focus too much on giving their kids "stuff" rather than their time. I think that some parents talk too much and listen too little. I think that some parents worry too much about what their neighbors think rather than making some hard decisions that are in the best interests of their child/family. I think that some parents say one thing, but do another and that's why their kids don't respect them.	I think that the task force needs to step back and do a little soul searching - to see if as a district we are saying one thing, but doing another. Are we really willing to make some hard decisions - courageous decisions - about walking the walk and not just talking it? The documentary Race to Nowhere contains a lot to think about - to really confront - what are we doing as a district that promotes the mentality & the peer pressure as a community that drives so many to behave in the negative ways they do - to get so out of balance?	I think that cellphones at school are not a necessity - I think they are a convenience-driven decision - especially at the elementary & middle school level. I think they do more harm than good - especially at the middle school level when kids should be learning to interact positively with one another. They should be able to see face to face how their words & actions affect others. They need to learn to feel empathy. They need to learn to get along. Cellphones do not promote this - they do just the opposite and allowing them at school robs kids of those important social interactions b/c most won't choose them when they have the option of a phone - they simply won't. If they weren't allowed at school & it was strictly enforced - kids would have a little more time to mature before having that tool distract them in the classroom & on school grounds. Communicate with your kids face to face and do a little planning, parents. You can survive without having electronic access to your children during school hours! I recognize that doesn't prevent anything outside of school, but it does relieve some peer pressure if they weren't allowed at school. Maybe some parents would have the courage to delay that privilege a little longer if that convenience were not an option. Thanks for the opportunity to give some feedback.
continued from previous...	My kids reported to me that immediately upon entering the lunchroom at AHJS, kids got on their phones. Talking & interacting face to face ceased - it was all about the phone and what it could do to entertain them. They described it as being an odd social scene of a large group of kids together, but not really being together. I have since read articles by HS educators lamenting the fact that their classroom discussions are much more shallow, normal socialization has suffered, that kids no longer choose to hang out and just talk to one another like they used to - instead they're all hovering around a phone. Downtime to just wonder, think, imagine & discuss life with others has been replaced with the reflex to put their face in their phone & shut out the world around them. I think that character, digital citizenship and social & emotional wellness have all suffered b/c we've allowed technology to dictate our lives. Everyone talks about it as though we have no say in the matter - as though the genie is already out of the bottle - but I think as a culture we need to have more courage to say "no" - to unplug & interact - to not be so quick to jump on the bandwagon that more technology equals better results. Yes - technology can be helpful - yes, it can enhance learning - but it also can impede learning - it can be incredibly distracting & harmful. CONTINUED BELOW				

A: In terms of character education, digital citizenship, and social & emotional wellness, what does your child's campus do well?	B: In terms of character education, digital citizenship, and social & emotional wellness, what does your child's campus need to improve or add to / what is missing?	C: In terms of character education, digital citizenship, and social & emotional wellness, what do parents do well?	D: In terms of character education, digital citizenship, and social & emotional wellness, what do parents need to improve or add to their practices?	E: In terms of character education, digital citizenship, and social & emotional wellness, on what does the task force need to focus?	F: What else would you like us to consider?
continued from previous…	I found it interesting this year at the HS back to school night how many teachers mentioned the problems they face with cellphones. I know that some teachers encourage students to use apps for various purposes in the classroom, but I wonder if the teacher population as a whole were to be totally honest - how many wish they could go back to having a captive audience of students, without having to compete with phones. There are schools in this city - very high performing schools - that do not allow cellphones - not at the middle school level and some not even at the high school level. That might seem hard to believe - but it is the case. I know this b/c I have a student that attends a school like this. I also have friends with children who attend different schools that also follow the same policy. Guess what? Those students are not suffering - they are not behind technologically b/c they still have access to it after school. What is different, though, is that there is no gaming or texting in class & no interruptions from phones. Culturally, there seems to be a higher respect from the students for what occurs in the classroom at these schools - for the actual instruction given by the teacher. The classroom experience is rich enough to engage the student without any apps needed to supplement the learning. I recognize my comments may fly in the face of this whole new technological initiative that AHISD is about to embark on, but I hope that there is careful consideration given as to how we will gauge whether or not it should be fully implemented. How will we measure student engagement?				
I had 3 children at AHISD. In November 2015, I moved my child with special needs to a private school because he was being videotaped at the middle school and the videos were put on Instagram with derogatory remarks. I feel that the middle school did nothing to ensure my son's safety or to discipline the student that did this. I never received any followup calls from the Assistant Principal and I never received a call from the Principal at all about the incident. Even when I withdrew him, no one ever called. My youngest child is a student at Woodridge. She was teased and bullied by a "friend" during lunch one day and her teacher blew off the incident. She mentioned it to me, but never brought it to the "bullying" child's parents. So, I am probably not the best person to ask about how well the AHISD campuses do when it comes to character education, digital citizenship and the social and emotional wellness of their students. I feel that AHISD does the talk but doesn't "walk the talk" if that makes sense.	Everything! Follow through on all incidents of teasing, bullying and cyberbullying. Keep parents informed of things that happen at school, especially if they involve their child. I realize that names can't be revealed, but at least keep parents informed of the steps the school is taking as they are completed. Call the parents, email the parents, send them letters by mail. Parents need to feel that their children are safe and that their concerns are being met. When you tell a parent that the child who bullied your child is being "severely disciplined", tell them how this is being done and when it is being done, and keep in constant contact with the parent to make sure the situation has changed. Parents need to feel that the school district cares and is concerned about all children.	I feel that parents think that because this is a well to do district that there couldn't possibly be any bullying. But unfortunately, there is. And there's a lot of it. Parents get busy and don't have time to follow through on things their children share with them. But, I think that because of recent incidents and people are starting to hear more stories about bullying, more parents are getting involved.	Parents need to talk to their kids and take control of their phones, iPads and any and all technical equipment. We need to be checking everything our kids are doing. I recently learned from my high school niece that many of the AH high school students have 2 Instagram accounts, one they share with their parents and family, and one they only share with friends. Unfortunately, many of these second account names are derogatory. I was disgusted by some of the words these kids use for account names.	Focus on how to ensure parents concerns. How can you keep parents informed on the process when bullying happens? How or what can the school do to maintain contact with those parents? Or to check in with the parents and child to ensure that things are getting better for the child? Is there a website for parents and students to voice their concerns? Or a blog? Incorporate specific and ongoing training for parents and children and could this be something that's required in bullying incidents? Also advertise how parents can get help in the district and in the city for their child and where to go and what to do. Many parents are unaware that there is help out there.	See box above.
				FROM COLUMN F: More inclusiveness - I know this is not easy. I do get the feeling, not being from Alamo Heights or Texas for that matter, that there is some sort of "secret society". I feel this particularly in Athletics and even in little league baseball. There seems to be children of some well known parents that have an advantage over others though this is more of an undercurrent not something you see or hear outright. Tryouts need to be more open, announced at the school. This may not be what you are looking for but I do think it contributes to social and emotional wellness especially when kids are not chosen for a sport that they've worked very hard for. Digital citizenship is a very broad area that I think goes beyond what AH can do - we need a nationwide change in our culture. I'd just as soon give the internet back to the Department of Defense. AHISD, in general, does a good job with helping to build character but kids are bombarded with counter messages from many fronts. I don't believe kids will talk to other adults about bullying - perhaps some type of peer hotline will help. I'm glad this is being addressed and thank you for the opportunity to express my concerns.	
I think there are individual teachers who work diligently to imbed the above issues in their daily interactions with their students, but I can't say that the entire high school campus shares the same goals or even has the same vision of what character education, digital citizenship and social and emotional wellness mean for our student population. The formation of the Wellness Council this year at the high school was a step in the right direction, but unfortunately that group did not really have the opportunity to establish its mission and goals before it was sidelined by the administration's desire for the group to move in a different direction.	I think the high school staff needs to develop plans for the above issues, with specific actions that can be taken in every classroom. And then the plans need to be implemented consistently by every teacher and staff member on the campus. The Wellness Council needs another opportunity to have time to develop their purpose, and then to live into it, whether it is providing support for our students, our faculty or both. I worry daily about the mixed messages we are sending our students about the importance of grades and having "balance" in their lives. Our children are so much more than their grades, yet there is so much emphasis placed on grades, GPA, top 10%, etc. I feel like we are talking out of both sides of our mouth, and it disturbs me greatly.	This is a tough question to answer. Again I think there are individual parents and some families who try really hard to model good character for their children, set limits on their children's use of technology, and who are willing to address the social and emotional struggles of their children.	I think most parents can add a LOT to their own practices, and quit expecting the school to do everything. They can quit burying their heads in the sand about mental health issues that greatly impact a large number of our children. They can model tolerance, acceptance of diversity, and unconditional love, instead of hate, narrow mindedness and bigotry. The hard conversations they want the school to be having with their children, about bullying, suicide, social media, substance abuse, and the like, need to first happen at home. Parents need to be willing to monitor and limit use of their children's texting, social media, and computers. They need to model responsible use of alcohol , and not turn and look the other way when their children and their children's friends are engaging in behavior that is illegal and dangerous, or that preys upon other children.	Everything?! I don't think any of these issues can be properly addressed in the relatively short time frame between now and May. I applaud the district for its willingness to begin addressing these serious issues, instead of simply focusing on the academic success of our students, but I don't want the task force to come up with recommendations simply because they have a deadline in May. I wish staff members from individual campuses could have time to meet and discuss possible recommendations the task force is considering. Make the recommendations specific, concrete. And then give the district staff members, from Howard through the high school, the time, training and support needed to properly implement whatever plan the task force develops.	I would like the task force to consider the implementation of a social-emotional learning curriculum in our school district, as well as consider Mindful Education. Research is showing both practices can help children learn to regulate their emotions, to pay better attention in class, and develop neural linkages that foster a healthy life, to name three of the benefits. I

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digital citizenship	I'll teach my kids character education and social & emotional wellness, thank you very much!	I'm good. It's other parents who need work.	digital citizenship	**FROM COLUMN F:** The task force should work on pushing parents to get to know one another better - to make our tiny school district an even tighter community. When the PTO meeting is at noon on a weekday, it sends a strong message to parents who can't take off work at a moment's notice. If you're working 40 hours a week at HEB, it costs you money to come to a PTO meeting that is ruled by hens in their expensive yoga clothes with manicures and designer hand bags. Is the PTO only for stay-at-home moms? Parties and events at I've experienced at Woodridge are not good ways to meet other parents. You're supervising kids, not having adult conversation. You're there to supervise, not meet other adults and families. Until Alamo Heights ISD is better at teaching their overprivileged students how much better they have it than students at San Antonio ISD (for example), sheltered, coddled, spoiled kids with affluenza are going to off themselves when somebody says something mean on a social media site that exists only to push them to be little more than consumers of material goods. Good luck! Thanks for volunteering to be a force for change!	
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