

## **Diversity, Equity, and Inclusion Committee**

Champlain Elementary School

6:00-8:00 pm, 29 January 2018

Present: Commissioners Susanmarie Harrington (chair), Kathy Olwell, Ryan McLaren, Stephanie Seguino, and Jeff Wick; Superintendent Yaw Obeng; Director of Curriculum Stephanie Phillips; Director of Equity and Safe & Inclusive Schools Henri Sparks

Guests: Cpl. Eric Ratavelle and Lt. Jay Lawson, both of the Burlington Police Department

Eric Ratavelle, Corporal in BPD works on policy and special projects. Doing data analysis for BDP partners.

Jay Lawson, Lt with BPD, former SRO at BHS, supervisor of SRO program.

1. Call to Order
2. Approval of Amended Agenda
3. Public Comment (10 minutes)

Masha (seems to know Stephanie--get name). Makes a plea for more data that's accessible on equity issues. Recognizes much work has already been done to bring the administration due to produce data. In particular hoping for data regarding what's happening with honors courses at the HS and access to honors courses at the HS and AP courses and what impact there's been from earned honors courses at BHS and more access to improved data around equity and access in the school district. It's a subject that comes up a lot.

Meg Cline, parent of 3 kids at IAA. Former organizer with Parents and Youth for Change (worked on advisory, New American report card, major galvanizing efforts in changes in discipline system). Introduces Leslie, organizer with PYC. Wanted to bring SOBS into the room and hold it up as the biggest most accessible forum for discussion of how to improve student outcomes. Deepest places for conversations about race and class. She experiences it often as perpetuated tone policing, voices of color being removed, there are some flaws. Race has been such a tension point, it's had real harm. There is energy and a need for a structure to come together regularly as a community face to face. She has history around PFC and it engaged her with her family's education in a way that was very different, it was a paradigm shift. It's replicable. What it lacked was a real structure for moving to action, for getting data. She has started a doodle poll and wants to put together a planning team for some kind of education nights that could be an incubator for convening community work groups--people could self-select to work on reducing harm and building solutions.

Alex Roistra (?) who is a statistician who wants to offer help analyzing data around D&E. If there's a need he is offering help. Where is help needed.

Clare Wool spoke to a BHS sophomore who has been invited to state house to raise the BLM flag.

Alison Segar wonders about participation. Supports flying BLM flags at every school. Would be an important statement for the district to say we support.

#### 4. 6:15 Report on School Resource Officers (15 min)

Three years ago, the district started looking at police data: any students arrested on school grounds. Started annual report about what the SROs were doing: why students were arrested and what district would do about it and reduce negative contact with the SROs.

January 1, 017 Dec 31, 2017: looks at all contacts the SROs have with our students and how restorative practices is changing that.

We had board members who believed SROS should be on school grounds. Chief Shirling decided position was so important that BPD pays for it.

SROs are all volunteer positions; no one is forced to be an SRO. BPD doesn't want anyone in a position of such influence and discretion dealing with youth and adults who doesn't have a will to be there and an understanding of the purpose of the program.

Have finalized an updated MOU with new expectations. Communication is always a challenge regarding consistent messaging. Lawson works with Sparks on consistent role assignments and communication so that roles and outcomes are better understood.

Will SROs attend the upcoming implicit bias training? Yes: all 146 BPD employees will be at one of the sessions. For SROs specifically, as they design matrix of trainings they do annual work on cultural awareness and diversity as required for the policy academy. Asked BSDVT to keep BPD apprised of district training that would be useful for SROs, esp on de-escalation. BPD has always had a strong hold on de-escalation but now has new vocabulary for it--they are one of 6 agencies in the US to be designing curriculum on de-escalation for national police academy. (Facilities physical facilities and management that provides security through better environmental design, use of force, patrol procedures, first aid--sounds like policy academy does base block trainings).

Eric did report . Shows calls for service by school. Edmunds Middle has way more calls than EE. Might be confusing Edmunds Mid and Elem. Committee feedback: need to be clear whether EE or EM so that we can accurately view disparities.

Calls for service are any time the police are called and the officer responds. 911 call, officer driving down the road, adult in school requesting help with situation.

Outcomes: for most calls for service 298 of 336 had no action taken: 30 arrests and 8 tickets.

Question: can we get at reports filed by SROs? Valcor system (designed by BPD) looking to add a checkbox that says SRO-related or school-related. Need to figure out data collection. Committee is most interested in the actual school-related work.

Sparks: Report does take out evenings and weekends, which helps make the report more focused. Whole idea is to reduce negative impact of student-police contact. Working with police vs. administrative roles--SROs not involved in student behavior. SROs have been used to deal with de-escalating classroom behavior and that can lead to tickets. Creating admin clarification about what 3 offenses can involve SRO. SROs doing cross-training with admins on restorative practices to clarify admin vs police role. SROs want to be doing relationship-building, not dealing with low-level discipline.

Graphs on top 10 calls for service: Juvenile problem = not criminal behavior. Community outreach = proactive contact (e.g. classroom visits, talking about health/opiate issues) Suspicious event = possibly potentially criminal, 3d party crime, weird backpack in public place, 3rd party threat reports. Assist agency = helping another police force or DCF  
Arrest = full criminal justice system  
Citations = invitation to go to court to answer a charge or flash cites is a faster way of doing that

Arrests here 20 years old and younger.

BPD calls into question the value of the pie charts on different schools.

Why not sending more to reparative board than criminal justice system

SROs first stop is the reparative board. Sparks is working with reclaiming futures.

Demographic discussion: note that we could have spent a lot more time on this.

Stephanie: hopes no middle school student or elem is arrested for disorderly conduct, blacks/trauma no--how are BPD reflecting on discretionary choices? Deeply problematic racial discrepancy in disorderly conduct.

Could we read the narratives for the arrests? That might provide more context. Disorderly context narratives were b/c SROs were called by the school. Not officer-initiated.

Are we collecting the right data? : We will come back and make a list : **FUTURE AGENDA ITEM.**

5. 6:30 Planning for Achievement Gap 101 event (20 min). Stephanie produced a plan-get from her for minutes.. Leverage PTOs.

What about doing it in every school? Should we limit it to 50 people? Use NPAs. Designate space with link to post to recruit.

What is the purpose? To INFORM about AG and also to persuade that it is a solveable prob and that we can change practice, invest in change. Develop blurb and coordinate around outreach. Wide pbulic outreach.

6. Discussion of Diversity and Equity Report (attachment from Oct Board meeting). Commissioners present had no further questions at the moment. Committee chair Harrington will solicit questions from the committee and schedule again if warranted.
7. 7:05 Suspension Data review. Still hot spots with FRL and IEP overrepresented. Lower % of black students suspended in Dec than population: first time ever! Doing more restorative circles and restorative processes in the school. Attitudinal change so important! Signs of progress already. Attitudes of staff are what matter. Administrators are open to different ways of solving challenges. Excellent PD for all schools on RP. Good responses from staff. Without this work, we're not going to close the achievement gap. We have to have children in school in order to close the achievement gap. Monthly Colaborative Council to have monthly hal drainin
8. 7:20 Committee Charge (10 min): fine as is
9. 7:30 Furthering the Board's restorative practices work (will consider at a later date)
10. *Intra-board relations*
  - a. *Relations with teachers/BEA*
11. 7:50 Montpelier support (10 minutes)
12. Planning Future Agenda Items (10 min)
  - o Invite a school (February)

- Historical overview of the work to date (February)
- Teachers from Achievement Gap team

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