

**\*\* DRAFT UNTIL BOARD APPROVAL \*\***

Diversity, Equity and Inclusion Committee Meeting Minutes for 1/15/2019

In attendance

Commissioners: Monika Ivancic, Jean Waltz, Liz Curry

BSD staff: Henri Sparks, Karyn Vogel

BPD staff: Brian DiFranco, lead SRO, Nancy Stetson (data person)

Public: Tyler Doggett, Infinite Culcleasure (PYC), Mark Hughes (Justice for All), Christine Longmore (PYC), Fabiola Mujomba (PYC)

1. Meeting called to order at 7:10pm

2. Approval of agenda

MI requests moving of MLK tribute prior to public comment

5. In celebration of MLK's birthday (today), MLK quote sharing by attendees

3. Public Comment

no public comment;

**Jean:** Christine Kemp Longmore is getting an award at the annual MLK event at UU Church, 3pm Sunday, January 20th.

4. Review and Accept Minutes for Dec. 18th, 2018

on web site and up to date

6. Visit from BSD SROs (Safety Resource Officers) Brian diFranco, lead SRO and Nancy Stetson at BPD, data person

A. tracking of arrests made in vicinity of schools

B. role of SROs at our schools; number of SROs at which schools

C. other pertinent discussion to SRO's role

**Liz** talks about MOU that was updated roughly 1.5 years ago to address arrest data; Agreement between BSD and SROs who work at high school and middle school

**Sparks:** Annual arrest reports; presentations in classrooms and with parents; and or teachers; annual report about work of SROs and SROs function all included in MOU; four years ago BSD decided didn't want to fund a policing program; then city picked up the funds; have been through 3 different SROs since then

2 years ago concerns in inaccuracies in numbers; couldn't tell if arrests were students at the schools; also hours were 6am to 6pm, not 24h

**Liz:** arrest data is within one mile radius of schools, but didn't track if it was associated with school/students

Nancy requested list of all students to be able to match them up with, but this is not possible because of confidentiality; interested in just arrests or any SRO contacts specifically with students by race/FRL/gender/EL/ability

**Brian diFranco (BdF):** What do SROs do in the schools? Based in schools for relationships; not there to discipline, can't enforce school rules, unless safety issue; work with admin, parents, kids, follow NASRO (National Association of SROs) model, counselor safety and mentor model; SROs teaching about civil rights issues, etc.; do a lot of things in community, kids with special Olympics, climb mountains; main goal totally different than regular police officers; main goal is building relationships; community bridge builders

SROs cover BSD and private schools, youth centers, 2 day cares (15 different buildings) that SROs assigned to; Mike Hemond assigned at BHS; Jessica Norris assigned to both MS; the two divide up the elementary schools AND cover the rest of the 15 buildings

Lockdown: each school has to do 5 lock downs per year; SROs are present for those; totally funded by police department (BPD)

**Infinite:** asks about truancy; if kid misses too many days, comes thru school district, BSD staff monitors this, eventually gets dealt with by courts if District can't resolve

**DiFranco:** our officers don't look for arrests; getting referrals by admin, parents, then investigate; an arrest is a harsh term for what it means in Vermont; an arrest is any time you get invited to go to court (don't need hand cuffs); citation is same as arrest in VT; alternative justice referrals; 1<sup>st</sup> time offender might just be handled by the school;

**Nancy:** 3 categories of arrests

**Jean:** some dismissed, so they don't end up in court, or diverted to alternative justice

**diFranco:** refers to presentation called 'Juvenile Arrests', by year varies from 60 to 110 breakdown by race (see slide 3)

common charges given for juveniles (slide 6): simple assaults means it includes pain inflicted on someone else;

**Christine:** demographic info in schools?

**Liz:** we don't track this by school, just by total number and equity report categories

**Sparks:** if we want this to change, we would have to come up with another agreement

**Liz:** point is to look at disparity of arrests in BSD

**Jean:** trying to address climate at different schools, but doesn't want to get off track

**Liz:** this is a process, to develop strategy that lowers disparity district-wide

**Mark:** is this the data that Sparks reports to OCR (Office for Civil Rights)?

**Sparks:** some of it; we don't report data directly to OCR, we report to police then that goes to state of VT; OCR probably gets data from state

**Mark:** OCR data stops at 2015 delineating folks by disabilities and race data; arrests; transfers to alternatives (ocrdata.ed.gov)

**Liz:** data until recently didn't track if arrest was corresponding to District so wouldn't have accurate data in OCR

**Sparks:** numbers were incorrect, because it tracked **anybody** at that address; wanted to make sure we capture data on our students

**Liz:** let's find out procedure for reporting data to OCR; keep track at next meeting

**BdF:** data doesn't always get reported; happens with any citizen; Ms. Kirk was good about entering data

**BdF:** anytime we work with kid, 1<sup>st</sup> call involved with certain kid, gets case number; distinguishes the case

**Sparks:** we want to know how many kids that are being arrested have negative interactions with SROs on campus; don't want these kids mixed up with ones that don't necessarily have negative interactions

**Mark:** what are those critical things that could have adverse impact on disparities; a few points: arrest, citation, track and make data available

**Liz:** helpful in connecting dots in what we're trying to accomplish

**BdF:** slide 8; arrests done by SROs vs. non-SROs (any juvenile arrested, but not by SRO at any time in the city)

**Sparks:** if a kid arrested at mall on Saturday, that doesn't end up in school data?

**BdF:** it could, if it's Feb break at noon for example; we would have to do each individual school during the school day

**Liz:** park this: receiving data during school breaks, what do we do with this data

**Sparks:** we want info on arrests on our campuses separate from other juveniles

Slide 10 has spike in it for 2014; had to do with iPad distribution by BSD and money return by Apple or ? for iPads; district lost at least \$20k since students got money for the turned in iPads  
Summers not included in data points

Summer 2014: and next school year a lot going on in high school (Michael Brown and Ferguson, MO incident at that time)

Slide 11: various call types

Question about home visits – if social worker doesn't feel comfortable going to a home

**BdF:** if relationship already exist, will accompany social worker to home visit

Call types not only from school admin (slide explanation)

**BdF:** community outreach is a 'self' call

**Liz:** is there an expectation that RP will have a bearing on number of calls that a school makes?

**Sparks:** hopefully we get to zero negative interactions with SROs; if so goes directly to CJC; trying to eliminate the school-to-prison pipeline; trying to get to not kicking kids out and reducing negative interactions

**BdF:** starting CJCs at schools 5 years ago; kids need direct consequences; Kelly would come and have office hours at BHS; do have referrals and data

**Sparks:** have meeting with SRO tomorrow, how do we have all interactions go directly to CJC; we really want to know work that we're doing with RP, how do we know it has an impact, keeping males out of the criminal justice system

**Mark:** wants to go back to data; none of this means anything unless can see data; this data should be made publicly available; a couple conversations I'm hearing here; I would implore you to make the data public

**Sparks:** it is public! All suspension data is public on BSDVT website

**Sparks:** broader Q is to create new data partners: UVM's Bernice; we didn't have collective data on processes of RP; putting systems in place to know if RP really working; suspensions down; we would like to not separate students from an education by creating a safe space for such kids; school to prison pipeline starts in the classroom; create different systems of collecting data

**Mark:** wants to see all data in one place and publicly available

**Liz:** data is not there yet, it has been an evolving conversation; we would like to see it all in one place; if we want to see alternative suspension place, we need folks to come and advocate for it; asking for \$275k to create such a space

**Mark:** if info all there 3-4 years ago, why can't we do it now

**Liz:** wouldn't believe that data; wouldn't trust state to give OCR right data

**BdF:** did this a few years back in collaboration with B and G club (creation of safe space)

**Sparks:** it's about building relationships with students; schools shouldn't be in the business of punishing kids

**Liz:** aspirational goal needs to be stewarded

**Infinite (IC):** as community organizer it will be difficult to turn people up to advocate for something that wasn't their idea; alternative space idea came from leadership team  
Sparks doesn't talk about work that PYC did; we've had a hard time accessing data from BSD, just basic stuff; you may not have capacity as organization to crunch, but PYC does

**Sparks:** there was a request?

**IC:** several requests

**Sparks:** there was a response;

**IC:** would like to come to full board; wants everyone in conversation

**Liz:** board is worst place to expose this, difficult to have conversation with entire board

## 7. Equity and Inclusion Report review

A. closer review of report by Director of Equity

Sparks and Karyn don't want to dive into report, since that was done at Nov. board mtg.

**IC:** what is missing from report if want to talk about AG graduation rates, drop outs

**Liz:** explains how they created what was going to be in the Equity Report

**Sparks:** we do know that there are missing pieces; looking at it to see if there's additions that we should be adding

**IC:** I thought graduation rates are available; more granular, talk about aligning RP with PBIS; please explain

**Sparks:** a lot of similarities around student supports, some interactions between students and adults; perfect fit for creating a foundation; PBIS doesn't speak to adult behavior; RP was not just for kids, it was about negative climate around adults; strategies around interventions

**Jean:** PBIS is a mandated thing?

**Sparks:** not a 'have to', about 10 years ago BSD decided to do PBIS; elementary schools mandated to do this; not in MS or BHS

**IC:** how is RP being aligned with it, if there's infidelity in this district; nothing in report addressing adult behavior

**Sparks:** If adults have issues with supervisors, we're trying to do RP interventions; report is for tracking and monitoring students; foundation and tenets of RP is to build relationships: student to student, student to adult, adult to adult; when have grievances need to go thru arbitration etc., but RP gives opportunity to continue relationship

**Liz:** combining arrest data, where is bias and in which school, creates condition to change school climate

**Jean:** I see beginnings of practices between adults and students; having more accountability; feels more reciprocal

**IC:** wants explanation of Appendix F; has to do with absences; Appreciates report; critical of BSD; have a different perspective of constituency who are going at it on a daily basis; talk about relationships and trust; here we're talking about black and brown kids, low income families not a protected class; we don't know how to create supports

**Jean:** BSD not good at communicating; we've had harsh feedback

**Liz:** has no idea how to get BSD to that point; I look at BSD job descriptions and what people do, I used to be a community organizer, but I don't know how BSD could do that

**Sparks:** willingness on our part to sit down and build relationship; I don't think it's something we can't do, but we need the willingness to sit down and talk

**Liz:** I can't be present during the day, I only have evenings available, I have very few tools to be able to advocate for this; I don't know what happens during school; I think you all did that with the Alternative Report Card (PYC)

**IC:** I feel privileged to be paid to be a community organizer; since we started doing this work, I'm going on 6 years, it has evolved into how district relates to us; originally PYC changed and PYC feels marginalized by district; I have concrete examples, which makes it difficult to come out and be more visible and to feel like our work is being respected; coming here tonight as a courtesy before coming to Feb board meeting; try to get MOU so that we're not adversarial; what are we left with?

**Monika:** what is alternative report card

**IC:** Designed for EL students, only at BHS; politically it was something we can experiment with; vs AP students that are fine the way they are; illuminates where EL student is; not only student has A, but reading at a 9<sup>th</sup> grade level (really are 11<sup>th</sup> graders)

**Liz:** model for proficiency based learning; my perspective is that we left off with certain people in position and then got a whole new group of people; continuity team with board is impossible!; I'm asking for a clear and simple agenda from PYC; hope we can shape an outcome based realistic goal; we have visions of where we'd like to be

**IC:** teachers have a lot to do with how our work played out over the years, BEA have role to play; it's not just a board thing, not just turnover in admin;

8. Meeting adjourned at 8:55pm

Respectfully submitted by Monika Ivancic