

2-27-2019

Please note that the HW for next week is at the bottom of the minutes

- Relax Robert rules
- Based on last month's Restorative Circle, how did we each make an impact in our classes, our schools, or district, our community?
- A few highlights that members of the committee discussed were:
 - How we need a more diversified application process considering that some committees or boards are not very diversified
 - Incorporating restorative circles in classrooms and lessons even in department meetings (can actually become very emotional - in a good breakthrough way)
 - Sharing of Wicked the musical field trip - a boy was able to feel completely comfortable in wearing what he wanted (including heels) while struggling with his sexual identity
 - Speaking with Holocaust survivor
 - Planning a workshop on Hate (parent workshop)
 - Black History month event - support local businesses
 - Community Dinner Project - to knit people together and working on building a group where individuals would volunteer to host (Goal right now is two dinners per year)
 - LGBTQ community - gender identity and struggles with sexuality
- Will we have SRO's in our school district?
- Watch video on school that has implemented SRO in their school building in Rochester
- Purpose is to provide public safety and bridge community together and for students to utilize the officers hopefully as a resource
- Students would be able to see the officer as an individual/ a person and not necessarily a "scary" presence where police can be seen as a resource (not equivalent to a negative stigma -like arrest or getting in trouble).

- Topics of discussion that stemmed from video and SRO's:
 - SRO's and concern of guns
 - Are we conflating attitude and disrespect with public safety?
 - How, as a committee, do we want to unpack SROs as a community?
 - How well does the police force know the community?
 - There seems to be a disconnect between people and who is being policed. Police need to know who the members of the community are.
 - Alternate places, PBIS, restorative practices as pr-work prior to gaining SROs in school buildings
 - SROs could be a positive deterrent from outside threats if there is a police car outside the building - if this is everyday, it becomes "part" of the school (in a good way)
 - The challenge of an officer inside the building- we need an officer who engages with the school community and the students.

PROCESS	CONCERNS	PRESENTING PROBLEMS
<p><i>What are the steps to determine our values/needs for SROs?</i></p> <ol style="list-style-type: none"> 1. Climate survey: community and district 2. Define SRO/ firearms 3. Reporting- what info exactly is being shared and with whom? 4. Training for SROs? 5. Need to understand the current state of security already present in our schools 	<p><i>Concerns around SROs</i></p> <ol style="list-style-type: none"> 1. Conflating issues 2. SRO's have guns 3. Statistics around race and arrests 4. How many SROs would be involved? Per school? At the high school? Per House? 	<p><i>What are we trying to fix?</i></p> <ol style="list-style-type: none"> 1. Physical aggression 2. Destructive decision making 3. Schools as a target (attacks on schools; external vs. internal perceptions) 4. School to prison pipeline 5. Educate students to problem solve 6. Lack of connection to a role model (there is a need for positive/strong relationships) 7. Lack of pre-school and after-school activities to engage students 8. Lack of security guards 9. Disrespect 10. Inconsistent approach to discipline 11. Structures

HOMEWORK FOR NEXT MEETING:

Read the Code of Conduct. What is good? What does not speak to community/culture of the district?

Please put together a culture/climate survey by looking at other surveys that have been used before. What are effective tools/ time?