

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
December 3, 2019**

PRESENT: Board of Education: S. Marchese, J. Schumacher, J. Foster, J. Brodrick

Z. Ellis, M. Xiong, and M. Vanderwert were absent.

Staff: Superintendent Gothard, N. Paez, D. Ginther, K. Kimani, H. Kilgore, K. Randall, S. Howell, L. Olson, K. Thao, C. Long, D. Watkins, M. Doud, Y. Vang, A. Collins, K. Burns, J. Turner

Other: T. Lonetree, J. Verges, J. Matlock

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m.

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting by recapping his time at the CollegeBound Breakfast, which involved Mayor Carter's pledge to for a college savings account for every child born on or after January 1, 2020 in Saint Paul with a \$50 contribution to give them a strong start to their educational future and to establish lifelong pathways for the city.

Superintendent Gothard also noted that he was notified that the Saint Paul Federation of Educators has petitioned the Bureau of Mediation Services for mediation in their contract negotiations and provided a brief statement.

B. Security and Emergency Management Vision | SY20 and Beyond

Superintendent Gothard introduced Laurie Olson, Director of Security and Emergency Management, to provide information on the SEM Vision for 2019-2020 and beyond.

Purpose

Security & Emergency Management (SEM) overview

- Vision SY20 and Beyond
 - Our Mission and Alignment to SPPS Achieves
 - Our team of dedicated professionals
 - Staffing: Where we are and where we're going
 - Budget
- 2019 Year End Review
 - Arrest data
 - Level 4/5 Behavior vs Arrests
 - Use of force data
 - Highlights
- SY20 Contract
 - SY20 Contract approval

Our Mission

- In support of SPPS Achieves: Positive School and Culture
- SEM's Commitment: Students First. Always. Student-Centered Support.
- SEM believes supporting safe, warm and welcoming schools will inspire our students to think critically, pursue their dreams and change the world.
- We believe: "Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be." – Rita Pierson, Educator

Vision – SY20 and Beyond

- A team of dedicated professionals
 - The org. chart for Security and Emergency Management was reviewed, with 12 SEM staff, 5 community liaisons, 37 contract security staff, and 7 school resource officers.
- Fall 2019
 - Addition of a Restorative Practices professional to the team
 - Restorative Practices EA and CSL: Relationship-based work at Como Park Senior
 - Behavior support within the school-wide Positive Behavior Intervention System (PBIS).
 - Complete restorative behavior processing
 - Proactively working with students to resolve conflicts prior to higher level behaviors.
 - Support behavior intervention planning for Tier 2 needs
 - Restorative mediations
 - Access school-wide systems of supports
 - Significant reduction in fights and aggressive behavior as students are seeking out adult support to resolve conflict.
- Community Support Liaisons (CSLs)
 - Central, Como, Johnson, Murray, and American Indian Magnet
 - It's all about relationships
 - Highly visible
 - Positive interactions with all students
 - Trained in CPI-Non Violent Crisis Intervention
 - Vital member of the SEM team
 - Visible at busses during arrival and dismissal
 - Positive role models
 - Student advocates
- Mobile Supports
 - SEM and Contracted Staff
 - Highly trained
 - Non-Violent Crisis Intervention (CPI)
 - PBIS
 - Restorative Practices
 - Youth Mental Health First Aid
 - First Aid
 - Trauma Informed Care/Decision Making
 - De-escalation, Verbal Judo
 - Primary support to Federal 4 Sites
 - Hands on/restraint as last resort only
 - Safe transportation home
- 2nd Semester SY20
 - Begin Hiring Phase One: 7 School Support Liaisons (SSLs) while reducing contract guard services
 - 7 positions: Mobile and school-based supports
 - Contract security positions reduced to 30

School Support Liaisons

- Provide direct service to school and students by engaging in proactive security and emergency management initiatives to help create and sustain a positive school culture.
- Relationships are central to this work and will be built upon collaboration with staff, students, families and community members.
- These new positions are part of the AFSCME bargaining unit.
- Highly trained to work with youth
 - Examples of training include: Non-Violent Crisis Intervention/De-escalation, Restorative Practices, Positive Behavior and Intervention Support, Social- Emotional Learning, Trauma Informed, Racial Equity, Specialized Services, Adult and Pediatric CPR/First Aid
- Positive school culture and climate
 - The School Support Liaisons will focus on **building a sense of community and trust** with our students by working to understand the “pulse” of the building, initiate early interventions and seek out supports on behalf of students.
 - Restorative Practices, Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning
 - Work closely with building administrators, counselors, social workers, teachers and other support staff to reinforce supports and directives provided to our students through consistency and understanding.
 - Non-Violent Crisis Intervention
 - Effectively communicate with students and staff members during crisis situations. Techniques may include using verbal de-escalation and safe physical intervention. Post-intervention meetings or “fix-it’s” will be conducted to rebuild or restore relationships and reinforce communication, expectations and safe behavior.
 - Through Racial Equity and Diversity Training
 - Understand how their verbal and non-verbal interactions can affect the behavior of others; how unconscious and implicit biases can affect interactions; and how to conduct more effective and conscious conversations.

Security and Emergency Management: SY21 and Beyond

- Comprehensive student-centered model
 - Add a full Mental Health Support
 - Ride along with mobile SEM support
 - Vital addition to threat assessment team
 - Assist in creation of student success plans
 - Liaison to community mental health services and referrals
 - Advocate for students
 - Provide on-going training to all SEM staff on student mental health supports -time social worker to the team
 - Multi-disciplinary team of professionals dedicated to students-centered supports
 - Full phase-out of school based contract security positions

Budget Allocation for SEM – SY20

- Total SEM Budget - \$2.8M
 - \$1.4M is from the annual Safe Schools Levy
 - \$1.4M is from the District General Fund
- Allocations:
 - Staffing 17.5 FTEs - \$1.4M
 - Emergency Communications Center, Emergency Management, Restorative Practices, Community Support Liaisons, School Based Supports
 - Purchased Services - \$1.3M
 - SROs and Contract Security Guard Services
 - Materials, Vehicles, Fuel - \$100,000
- One-Time Safe School Monies \$1.2M
 - Replace radio communication system in every school – Including Discovery Club and Community Ed

- DMR Radios and Telex – System wide communications
- Radios – Moving to a District-Wide Communication Platform
 - Limitations of older radios
 - Current system has been discontinued and must be replaced
 - Many “dead spots” in our buildings
 - No connection to the District Emergency Communications Center (ECC)
 - No interoperability – building to building, building to emergency responders
 - Limited use on playgrounds and fields
 - Benefits of newer radios (DMR)
 - Improved range with 5 watt radio
 - Connectivity through district IP network
 - Ability to talk “school to school.”
 - Direct connection to ECC
 - Ability to “patch” emergency responders into school radio platform
 - Future expansion opportunities
 - Transportation
 - Distribution
 - Facilities
 - Anticipated radio infrastructure upgrade timeline – without using one-time monies
 - High schools - 2019-2020
 - Middle schools - 2020-2021
 - Elementary and program centered buildings - 2021-2023
 - The use of the safe schools one-time monies will allow us to bring all buildings on-line this academic year. This will provide another layer of safety and security through improved communication. Without the use of these funds, we would need to seek alternative funding (grants, etc.) SEM budget is unable to support the upgrade.

School Resource Officers

- 7 SROs; 5/7 Officers of Color; 1 Female; 6 Male
- The training for SROs was reviewed, which includes training from National Association of School Resource Officers, Beyond Diversity, Special Education – Non-Violet Crisis Intervention, Youth Mental Health First Aid, Restorative Practices, and PBIS

2019 Year End Review – SRO Data

- Data was reviewed, including arrest comparisons by year, level 4/5 offenses versus arrests, and use of force incidents

SPPS Student Voice – MN Student Survey Data – SROs

- Student responses from the survey were then presented based on statements and if a student agreed or strongly agreed, and were noted by grade level.
 - If I knew about something unsafe or illegal at my school, I would tell the SRO or police officer.
 - I would feel comfortable going to my school’s SRO or police officer if I was having problems or needed help.
 - I think it is a good idea to have an SRO or police officer at our school.

Annual Fall Food Drive for the Hallie Q. Brown Food Shelf

- 2265 pounds of food collected November 6, 2019

SRO Contract SY20

2019-2020 SRO Contract

- One year agreement for 7 SROs
 - NOT TO EXCEED \$775,000 per year
 - 90/10 Split of actual salary expenses
 - SPPD provides an additional .5 FTE SRO
 - SPPD provides full time Sergeant

- SPPS to capture potential savings within 2019-2020
 - Higher pay senior officers replaced by lower paid officers
 - Short term vacancy - 2 month savings

Looking Ahead

- Engaging student voice
 - SEM staff will consult with REA to develop a yearly survey for all High School students in buildings with SROs
 - Questions would be similar to those listed in the Minnesota Student Survey
 - Continued community work
 - JDAI and DMC

QUESTION/DISCUSSION:

- Provide more details to information on Beyond Diversity training, and what that material and curriculum is provided to the SROs? Response: It's about bringing everyone to the table and talking about how they show up as individuals in schools and understanding how to interact with students. This is not PEG though.
 - It was also noted that anyone involved in SPPS may be asking and thinking the same, and why we are staying with those terms that suggest a particular program. Why those names and labels? Response: We use some of the tenants of that work but not necessarily the curriculum. Some veteran officers did go through the training and know the verbiage and terms and grew from that. It could be changed to racial equity training. It does align with implicit bias training by the SPPD, and combine training and come together as a group and have those conversations. Both our city and county partners are in this work together and are using the tents of the initial training.
- More details on the Minnesota Student Survey. Response: It is a statewide survey that that 5th, 8th, 9th, and 11th graders answer on a range of questions. It's a voluntary survey that MDE makes available to districts and it is offered once every 3 years. The data is looked at for trends every three years. It's questions on school engagement, relationships with teachers, safety, and questions on SROs as well – do you have one, do you think there should be one, etc.
- The responses of the MN student survey were also discussed and explained further; it's divided by grade, racial group, and total based on responses of agree or strongly agree. In looking at the bar graph, not accurately represents. It is adding the groups for the total. It looks cumulative but is not.
- Is this at all schools that have SROs? Response: It is reflective of 7 traditional high schools that have SROs. It is within those particular grades, and are proposing to like ot go and work with REA to come up with similar questions to watch the data of all students in traditional high schools with SROs would be asked this question and given an opportunity to answer.
- Is the reason we don't have data on grades 9-11 Hispanic or Indigenous students because there were not enough responses or they chose not to answer? Response: Yes, or they may not have chosen to answer. The survey is voluntary, so all schools do not participate, We do have the actual number of students who take it. Sometimes with our American Indian students, the raw numbers are low and some does not show because it could be identifying information, so if there is not a large enough number of students, there will not be a number for the response. It may note "sample size too small" if there were not enough students within that group because the survey is anonymous.
- Is there a way to find an aggregate number of number of students who responded. It would be interesting to know the percentage of the pool of responses. Response: Yes, that can be provided.
- Not all schools participate in the survey, so it is possible a small amount of American Indian students participated, but of those that did, this is the data. A list of participating schools can be provided, and the actual data from SPPS students. This is not administered by the district, but receives information from MDE.
- There were questions on the value and validity on the survey by MDE. It is voluntary. The purpose is to provide trends over time, and we cull through the data and sent to schools so it is informational and helpful to them, but does not reflect every one of our students and every school.
- A board member noted that we need the data that shows information that is reflective of our student population to get a real gauge about what is needed, necessary and the impacts. Have heard about talking about how to do that down the road. This seems invalid because of schools picked out, and

number of schools, with numbers and responses triggered by things. If we value this, what are we doing to get more valid and accurate data. Response: We hear that and will take that into consideration. The overall guiding principle to show is that as a state, the data is similar, and in pulling out our data, it is stronger. There is a belief that sometimes students don't feel comfortable with SROs, and in fact, showing across the state, overall students who have SROs in their school feel positive with relationship, and in SPPS, that data is stronger when extrapolated. That helped to form our views on how students feel about safety and SRO relationships. Agree that we need to specific information and data from our internal survey.

- A board member noted that this information is helpful in showing views from our students, but not sure if this process and survey is the best way to gain this information, and look forward to hearing more in the future.
- In addition to the SROs, do we have police officers helping with traffic outside buildings such as senior highs? Response: In the past, there has been an off-duty paid officer to help with buses and traffic outside of some schools, however our staff and transportation team has helped to do that work instead. Transportation team members have vehicles with lights to help get buses in and out.
- In terms of the breakdown for student survey internally. Does MDE break it down by gender or other data? How do we take a deeper dive into the information? Response: The data is broken down by gender, school and race. Every school should get their results from MDE and it is broken down to look at their individual school.
- What do we do with that information? Then the staff at those sites talks about the implications of the survey research? Response: Ask that all schools participate and give students an opportunity to have voice. One thing known is that if asked, students will tell what they are thinking. It's important to hear from all students and work with Academic and provide time during the day where all students have an opportunity to take this survey, and then we take a hard look at the data and our work will be driven by that data. There may be pockets and help to better align our resources to that particular building or group of students and figure out why they are feeling the way they are and engage them on their thoughts. We want to hear and are okay with and feel it's important to hear all views, and important to engage that voice.
- How would you identify them to engage? Response: Through the survey – it would be set up similar. We would ask them to identify their race, gender, and still be able to quantify the data if they didn't want to provide that. The protocol is also sent to principals for review and implementation as well. It was available on iPads this year. One thing we can improve upon is how things are presented to young people and impacts how engaged they are in taking the survey. Don't know if it's a survey that we have historically used the data as well as we should have, and can impact the way principals and students feel and engage. We also had our cold weather days (5) during the window for survey. That may have impacted students that were going to take it as well, and impacted the response rate and thinking ahead about how we market the survey to our principals and for teachers so that they are engaging young people to take it. We used the survey format to hear from students on SRO act and dress and activities to engage in, and used that data for the current practices. Think that once we made the decision to survey youth, can quantify and model survey differently. We did receive valuable information the last time that was used.
- Ms. Olson noted that she and Chair Ellis were able to spend a day in the schools to see a day in the life of an SRO and great to see the relationships of students with the SRO, and happy to facilitate that with anyone else for that opportunity. Director Brodrick noted that as a product of community police work on Rice Street, he thinks our SROs – this is a wonderful opportunity for us to have that kind of community police work for our students. Our SROs are 100% dedication to our students.
- Director Marchese noted appreciation for the presentation and the bigger picture vision. This is helpful in thinking about this conversation. The conversation typically revolved around the contract, which is one aspect of the department and vision and picture, and this helps the community understand the bigger picture and vision. When we think about the cost of the SRO contract and the amount of the SEM budget, and the vision to expand SSLs, it seems like looking at the expanded SSL group to come from the contract security officers. Is it the vision that we would not be relying on contract security, and if so, what is the time horizon for that? Response: Yes, we are looking to all-school day events to be served by SSL. The money from contract security would be pooled into the SSL budget. We will still have contract security for sporting events, permits, games, events. Even with current 37 contract

security guards, there are events all over, and bring in additional contractors. Our staff directly working with students and impacting daily operations with students would be SSLs and CSLs, maintained by the SEM team, and our SROs. It's a multi-disciplinary team of folks working together.

- What are the job requirements for the CSL compared to the SSL, and compared to other staff? Response: A CSL is an hourly employee who we hire who is not within a bargaining group, but an hourly contracted employee. They are individuals who live in the same communities and go to same events, know families, and serve a great purpose with our students. Our SSLs will be trained to a level of a security guard and function in that capacity and trained in behavior interventions, de-escalation and mental health. Based on how SEM works, our contractors are working in that capacity and to meet a student where they're at, and more relational piece and we would be expanding on that. Chip and Selena at Como are doing that. They meet with 9th and 10th graders, and if a student is sent out or similar they are in the hallway to check and connect with them, tier 2 supports, and getting students back to class. There is a great relationship between SEM and students and counselors, and on the same page to keep students in class. The difference from last year to this year, they have saved 170 classroom hours of time of student not in class because of the great intervention and back to class. She also shared her experiences in seeing student engage with CSLs and SSLs, and critical to maintaining the safe schools atmosphere and is about relationships, trust, respect, validated and heard.
- It sounds like the Como experience is a pilot, and what are the outcomes to evaluate? Raising both data and qualitative data which is important, and will be helpful for the Board to understand in explaining the evaluation of the pilot. It sounds like this is a prototype of what want to see in other buildings, and having the resources to do that in other buildings – staff cost, building leadership, norms of expectations that this is direction of the district, and aligns with Positive Schools and District Culture. How do they all align? Response: Principal Collins at Como and Laurie Olson are in constant communication about collecting the data. In bringing on Selena as the RP EA and in knowing Principal Collins has perspective in working with the contract security guard. She has been an outside-the box thinker, and come together to develop expectation driven by the mission of SEM and our work – student-centered and student first. Always. She's helping to build that capacity, and Selena and chip critical factors in bringing on the SSLs. There is a training before they work in the school, and they will bring real-world experiences, scenarios, how to engage in situations, and things that went well, and didn't, and will be critical to that piece. We will still have the training in security function as well in how to still provide security service. It will be multi-functional. Would like an opportunity further in after 1st semester, and Principal Collins to co-present to our path and future.
- Want to see this not be a one-off opportunity, but for us to learn from this for perspective in other buildings and understand the opportunities in other buildings, replicability, new model to speak to the need and culture shift to have. As much as we can learn from that, but also to let the Board know in their role as a policy, or resource questions, how the Board can continue to do that.
- How do you see that intersecting with the role of SROs? Where does the SRO fit, and how will that change over time? Response: In the current vision, SROs will be a part of this team. Hoping to be able to see that our SROs are working under the same standards. They are a SPPD officer, but also trained in these areas and come together with team of individuals. The SSLs will become the Como model, and re-create that across the District. SROs complement, and are a piece of the pie to complement this whole group how beautifully the SRO works with the CSL, and RP EA, and security guard and function as a team. It is a model that will set SPPS apart from others. Our SROs have always functioned as part of that, and SPPD has that model and held our SROs to a high standard. As we continue this work in SEL and a part of a team, it is exciting.
- Think it's important to talk about the role of our SROs to talk in current terms, and not as folks have experiences historically, which is important, but not what currently happens. Our training is different and continuing to receive is different. The more this is tied into together as a building team, the less the SRO sits as an external force and becomes more integrated into the work of the buildings, and that is what we are hearing and the approach to move towards in the future.
- Are we in a place where we feel the relationship with the police department – presented contract, cost, training – are there long-term changes that will happen in that relationship, or this is as far as it can be negotiated? Response: SEM and the District have a great relationship with Chief Axtell and assistant chief, and they are committed to this and committed to dialogue about how we train, expectations. See us getting better and better. We're already great but see us becoming amazing.

- Superintendent Gothard also shared the importance of a school-based team, because if the SRO is not integrated, they may find themselves in a precarious situation of administering policy. This allows us to keep the appropriate distance of how an SRO functions. We cannot function in the silo-ed approach that was in the past.
- At any moment in time at any schools, we may want to have a licensed police officer, our SRO, in the building at that moment. Even though that police officer there who 99% of the time as a part of the integrated program, there may be a moment where we need a police officer for that crisis.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 5:55 p.m. The motion passed by acclaim.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk