Notes	Outcomes / Action Items
Group Norms (click for link) ● Reviewed and discussed proposed norms gathered and summarized from discussion in December. ● Avoid hierarchies of identity groups - this one group norm was discussed and a revision will be brought to the group at the next meeting.	Decision: Consensus reached on all but one norm. Action Item: Rashida, Sean, Courtney, and Juan will work with the facilitation team to identify an alternative.
Decision-Making Process (click for link) ● Reviewed the drafted decision making process based on the discussion at the initial meeting in December. ● Each member gave their thoughts and reactions to the proposed decision making structure. ● There was a request to review this if it doesn't seem to work after the first few times. ● It was suggested that the first round should be full consensus rather than consensus minus 1. ● Members requested a definition of consensus.	Decision: Consensus reached. Action Item: The facilitation team will revise the document to reflect the agreement and add in the definition of consensus.
Our Sandbox The group discussed the problems SRO's aim to solve and those they caused. During discussion it became clear that community members, parents, and students did not understand the roles of the SRO. Administrators had a clearer understanding. A request to understand more was made, including providing the contract. These are summarized below. Problems they may cause: ● Criminalization of minoritized population can tangle students in the legal system and contribute to the school to prison pipeline. ● Threat of armed officers in the building is traumatic for some. ● Confidentiality requirements can interrupt communication patterns. ● Bias from SROs against students. ● Escalating situations when not necessary. ● Staff might go to SRO prematurely rather than managing it at the classroom or building level. ● Repeat offenders, of any kind, seem to get on SROs bad side--"That kid shouldn't be here." Can be too judgmental. SROs might not fully understand that we need to educate all students. ● Role clarity is vague. ● Don't know which students are special needs and how to work with them. ● Lack of polices to ensure parents are informed, which can cause problems, especially with special needs students. ● When you are a hammer, everything looks like a nail. ● Not trained on how to do non law enforcement tasks they are asked to perform. ● Kids can get roughed up for no apparent good reason.	Action Item: Information on the SRO contract will be shared with the council.

- Racial profiling.
- Increase fear and mistrust.
- Violations of procedural and civil rights.
- Admin uses law enforcement for discipline, rather than focusing on other practices like restorative justice and transfer of power of law enforcement back into the hands of the community.
- There is an increasing need for mental health support, and we are turning more and more to the police to solve it, which would be better served by counselors.

Problems They Aim to Solve
- School safety.
- Immediate response time--already plugged in with emergency dispatch, can get an ambulance immediately, vs. uncertainty of a phone call.
- Backup support for interactions between angry / aggressive parents (some of whom are known to carry firearms) and school staff.
- Some situations they provide communication with other authorities and jurisdictions.
- Protections against outside threats--active shooter, protecting against threats among students.
- Principals don't always have the training needed to de-escalate situations.
- Mental health holds, well-checks.
- Investigation of criminal wrong-doing by staff.
- Some students are more comfortable talking to SROs than the school counselor.
- SROs may be the one driving students to the emergency room. Having someone that special needs students know drive them was helpful.

The Role of SROs in this Process (click for link)

SRO Evaluation Team Role:
The SRO evaluation team aims to institute a continuous improvement process around specific SRO:Student interactions in order to improve these encounters and understand larger patterns. Because of the pandemic, SROs have not thus far been active as there have been no incidents where SROs have needed to be involved. It is not expected that the group will need to meet this year.

SRO Participation in the CAC:
The council broke into three small groups to discuss to what extent, if at all, they would like the SROs to participate in the council. Each small group developed notes.

Most groups discussed what they would like to know from SROs. This included:
- What do SROs like; what problems do they see from their perspective? Learn their frustrations with the process.

- Would they like more training? Would be interesting to get a better understanding of training and approach - what is the training that prepares them to be a school resource officer?
- Are they prepared to handle mental health calls? Do they think that they are appropriate?
- Many are in the position for a long time - what do they think about that?
- What are SROs supposed to do? What do you need to become and SRO? What are their qualifications?
- What support do SROs need from the district? Is clear to them what their role is? How do we bring them in and let them know how we do business and what our philosophy is?
- Are certain schools more difficult?
- Do SROs self select into that job? Or are they assigned to that position?

While discussion was not had with the full group, a common theme emerged from each of the groups. In general, there was interest in having SROs come to the CAC for one meeting. They would have the opportunity to present and respond to structured CAC questions. After that, regular reports could be provided if there are incidents or they could provide answers to specific questions may be needed. There was some discussion about having SROs on the ground, not just supervisors.

Wrap up and Next Steps
Each council member identified what they hoped our work would result in. Below is a summary of the responses.
- Best environment possible for students / safe environment for every single students / safe space for everyone / comfort and security in learning environment
- Designing environment we want for all children / inform how we support our kids
- Shared understandings
- Just results for kids
- Consensus
- Change
- Transparency
- Access to information
- Making progress