



NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

NEW HAVEN BOARD OF EDUCATION MEETING

Monday, April 12, 2021

INFORMATION ONLY

1. Amendment #1 to Agreement with Sophy Abreu to decrease funding of \$16,800.00 by \$3,870.00 to \$12,930.00 due to limited access for School Readiness Programs during Covid19.
Funding Source: Quality Enhancement Program **Acct.#** 2513-5385-56697-0442
2. Amendment #1 to Agreement #95385593 with Michelle DellaCamera to decrease funding of \$16,800.00 by \$6,600.00 to \$10,200.00 due to limited access for School Readiness Programs during Covid19.
Funding Source: Quality Enhancement Program **Acct. #**2523-5385-56697-0442
3. Agreement with New Haven Ecology Project/Common Ground School to provide makerspace design, development and technical support a school yard learning program at Bishop Woods School from April 12, 2021 to June 30, 2021 in an amount not to exceed \$10,825.00.
Funding Source:
16/19 Magnet – Bishop Woods Carryover Program **Acct. #**2517-6234-56694-0043
4. Agreement with EastConn to provide 7 days of instructional coaching for the leadership team at Clinton Avenue School, from April 12, 2021 to June 30, 2021, in an amount not to exceed \$9,250.00.
Funding Source: Commissioner’s Network-Clinton Avenue Program **Acct. #**2547-6211-56694-0006
5. Agreement with Area Cooperative Educational Services (ACES), to provide professional development and school development for staff at Wexler Grant School, from April 19,2021 to June 29, 2021, in an amount not to exceed \$16,605.00.
Funding Source: Commissioner’s Network –Wexler/Grant Program **Acct. #**2547-6293-56694-0032



NEW HAVEN PUBLIC SCHOOLS

ESSER II GRANT: Finance and Operations Meeting

Elementary and Secondary School Emergency Relief Fund (ESSER II): Coronavirus response and Relief Supplemental Appropriates (CRRSA) Act, 2021

Keisha Redd-Hannans

Assistant Superintendent for Instructional Leadership

Board of Education

April 12, 2021

Stakeholder Engagement

Group	Date	Number of Attendees
Planning Committee	Weekly Meetings during February	90
Administrators	February 10, 2021	130
Teachers	February 10, 2021 and February 11, 2021	200
Support Staff	February 11, 2021 and February 17, 2021	70
Student Council	February 17, 2021	20
Paraprofessionals	February 17, 2021	20
All NHPS Employees	February 17, 2021	60
Parents & Community Members	February, 23, 2021	60
Parents & Community Members	February 25, 2021	40
Parents & Community Members	March 2, 2021	50
Parents & Community Members	March 3, 2021	30
State Delegation	March 5, 2021	5
Total Participants		775



NEW HAVEN PUBLIC SCHOOLS

ESSER II Priority Highlights



Priority 1: Highlights



Academic Supports, Learning Loss, Learning Acceleration and Recovery

87 Co-Teachers Grades 1 – 3*	3 College and Career Coordinators*
Multi-Tiered System of Supports	K-12 Summer Camps
Twilight School	High School Credentialing Programs
Promising Practice Grants	College Before College Opportunities
Extended Day Academies	Leadership Institutes

*The position expires June 2023

Priority 2: Highlights



NEW HAVEN PUBLIC SCHOOLS

Family and Community Connections

6 Care Coordinators*

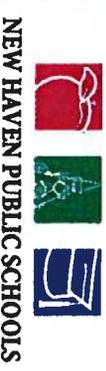
2 Restorative Coaches*

Family Academies

Professional Development on Restorative Practices

*The position expires June 2023

Priority 3: Highlights



School Safety and Social-Emotional Well-being of the “Whole Student” and School Staff

3 Counselors*

3 Social Workers*

3 Psychologists*

SEL Curriculum Materials

SEL Institutes

Wellness Opportunities for Staff

Water Bottles

Filters

PPE

CO2 Sensors

Control Systems Upgrade

Conversion of Water Fountains to Water Bottle Filling Stations

*The position expires June 2023

Priority 4: Highlights



Remote Learning, Staff Development & Digital Divide

Data Dashboard

Google Advance

Teacher PCs and Monitors

Headphones

Document Cameras

Chrome Tablets

Professional Development for Remote/Blended Learning

Application Timeline



<u>Activity</u>	<u>Deadline</u>	<u>Progress</u>
Meet with stakeholders in focus groups to listen to ideas	March 5, 2021	Completed
Meet with Planning Committee to make recommendations to the Executive Team	March 5, 2021	Completed
Discuss and finalize recommendations from the focus groups and Planning Committee for the Superintendent with the Executive Team	March 19, 2021	Completed
Submit recommendations to the Superintendent	March 22, 2021	Completed
Present ESSER II highlights to the Board of Education for feedback	April 5, 2021	In Progress
Submit ESSER II grant for review and approval by the Connecticut State Department of Education	April 19, 2021	In Progress
Submit Abstract for Board of Education approval	April 26, 2021	In Progress



NEW HAVEN PUBLIC SCHOOLS

Thank you!

NHPS extends a heartfelt thank you to everyone for sharing their ideas and time to improve the educational opportunities for our entire learning community.



New Haven School Security Taskforce
FINAL REPORT
To The
New Haven Board of Education
New Haven Public Schools

Prepared by:

Dr. Carlos Torre, Professor of Education Southern CT State University
Michael Pavano, Teacher and Union Steward at Riverside Academy
Edith Johnson, Principal of Wilbur L. Cross High School
Omena McCoy, Office of Mayor Justin Elicker
****Carolyn Ross-Lee, Former NHPS District Title IX Coordinator***
Lihame Arouna, Student Member of the Board & Coop High School Student
Dr. Paul Whyte, New Haven Public Schools Assistant Superintendent

February 19, 2021

Members of the Committee

Dr. Carlos Torre, Committee Chair; Professor at Southern Connecticut State University

Dr. Paul Whyte, Committee Co-Chair, Assistant Superintendent

Cameo Thorne, Committee Co-Chair, Project Director for NHFT Restorative Practices Program

Michael Pavano, Committee Co-Chair, NHPS Teacher and Union Steward at Riverside Academy

Lihame Arouna, Student member of the Board of Education & Coop High School student

Carolyn Ross-Lee, District School Climate Coordinator, Assessment and Research

Edith Johnson, Principal of Wilbur L. Cross High School

Addys Castillo, Executive Director of City-Wide Youth Coalition

Omena McCoy, Office of Mayor Justin Elicker

Michelle Cabaldon, High School in the Community

Maciel Filpo, Social Worker

Nancy Hill, Social Worker, Cross High School

Alfred Meadows, Teacher and Union Steward at Wilbur L. Cross High School

Derek Stephenson, Principal of Riverside Academy

Acting Chief Renee Dominguez, New Haven Police Department

Assistant Chief Karl Jacobson, New Haven Police Department

Sergeant Ronald Ferrante, School Resource Officer Supervisor

Stephen Ciarcia, Assistant Principal of Career High School

Daniel Bonet-Ojeda, Principal on Special Assignment: Hillhouse High School

Jene Flores, Dropout Prevention Specialist/Truancy Officer

INTRODUCTION

Purpose of Committee:

In the wake of the death of George Floyd, cities across the country erupted into a series of protests calling for the U.S. to wrestle with its complacency and utter silence regarding systemic racism, police brutality and racial injustice. Cities here in Connecticut, including New Haven joined that call, unapologetically challenging the lack of accountability for law enforcement officials who err on the wrong side of justice, furthering the perpetuation of injustice that predominantly plagues Black communities. On June 5th, 2020 New Haven's Citywide Youth Coalition and Black Lives Matter organized and led a march for racial justice that drew 5,000 people. As part of their call to action, the Coalition presented a list of demands, one being the disinvestment of School Resource Officers (SROs) from New Haven Public Schools. In addition, the Coalition asked that the disinvestment and termination of contracts for SROs be followed through with an investment in school counselors.

Per the request of New Haven Board of Education student representative Lihame Arouna, Board of Education President, Ms. Yesenia Rivera, appointed a School Security Design Committee, with additional nominations from Governance Committee Co-Chair, Dr. Tamiko Jackson-MacArthur, Superintendent Dr. Iline Tracey, and Police Chief Otoniel Reyes. Chaired by Dr. Carlos Torre, Professor of Education at Southern Connecticut State University and former Board of Education member, the Committee was composed of community members, school administrators, teachers, and members of the New Haven Police Department (NHPD). The Committee was charged with holding a series of meetings to deliberate whether or not the district's SRO program should be dissolved. In their meetings, the Committee examined the role of SROs in New Haven Public Schools, reviewed a plethora of articles, videos and reports (national, state, and local), engaged stakeholders, consulted pending legislation regarding SROs (state and federal), all for the purpose of making a sound decision about whether or not New Haven Public Schools should continue its utilization of the SRO program.

In this report, the School Security Design Committee highlights it's process and outlines its reasoning for recommending that the New Haven Public Schools continue its relationship with School Resources Officers, albeit, with a number of major transformations.

Overview

The School Security Design Committee met bi-weekly from September 17th, 2020 until January 21, 2021. Its efforts included: reviewing data from New Haven Public Schools (NHPS) and the New Haven Police Department (NHPD); administering a public survey (1,624 responses); hosting a public forum (approx. 200 participants & 24 testimonials); disseminating, reviewing, and deliberating on twenty-eight (28) articles, studies; videos, a podcast, and the like; and inviting four recognized professionals (in the fields of Education, Security, and Social Policy and the Legislative process) to present their professional perspectives to the committee (see "Findings", below for more specific details). The examination of this wide variety of pertinent sources allowed for a deeper understanding of the intricate complexity regarding the question of SROs in the public schools and of how these issues apply, specifically, to the needs of the New Haven Public Schools, though our needs may not, exactly, reflect those in other parts of the country.

Main Activities:

- Bi-weekly meetings.
- Public Forum titled: “New Haven School Security Taskforce Public Forum.”
- Review of Department of Justice School Resource Officer established guidelines.
- Three sample MOUs for overall comprehension of the issues involved in such an undertaking.
 1. Memorandum of agreement between the New Haven Department of Police Service, New Haven Family Alliance, Inc. & Community Mediation, Inc.
 2. Memorandum of agreement by and between New Haven Public Schools and New Haven Police Department.
 3. Memorandum of understanding between the Fauquier County Sheriff’s Office and the Fauquier County School Board.
- Senator Christopher Murphy Fact Sheet -The Counseling Not Criminalization in Schools Act.
- State Statute for School Resource Officers. SROs statute CGS § 10-233m.
- Feedback results from the two SRO surveys.
- School Security Redesign Data - New Haven Police School Arrest Data.
- School Security Redesign Data - NHPS Arrest Data 2014-15-2019-20

Articles

1. [The Prevalence and the Price of Police in Schools.](#) (UConn NEAG School of Education).
2. [Warrior vs. Guardian a Paradigm Shift in Youth Policing.](#) (Tow Youth Justice Institute)¹.
3. [A Guide to Developing, Maintaining, and Succeeding with your School Resource Officer Program.](#) (U.S. Department of Justice).
4. [School Cops: Few Arrests? Too Many Calls?](#) (New Haven Independent).
5. [Forum Call- Boot Cops From Schools.](#) (New Haven Independent).
6. [Consensus: Reform, don’t abolish SROs.](#) (New Haven Independent).
7. [New Haven Public Schools Arrest Data 2014-15 to 2019-20.](#) (NHPS).
8. [SRO Supervisor Sal Torelli, Notes From Discussion.](#) (Fauquier County Schools).

Videos

1. [The School-To-Prison Pipeline Debate: SROs & Why Student Arrests Are Increasing.](#) (Rogue Rocket).
2. [Police Release Body Cam Video Showing SRO Handcuffing Student.](#) (WFMY News 2).
3. [School Resource Officers.](#) (Sioux Falls Schools).
4. [The difference Between a street Cop and an SRO and the benefits.](#) (Mylifemypower).
5. [Controversial video raises questions about role of school resource officers.](#) (Sinclair Broadcast Group).
6. [A day-in-the-life of a Boise police school resource officer!](#) (Boise Police Department).

• **Podcast**

1. [Why there’s a push to get police out of schools.](#) (National Public Radio).

• **Presentations by:**

1. Otoniel Reyes, New Haven Police Chief.
2. Sal Torelli, School Security Officer Lead Supervisor, Fauquier County Public Schools. Retired SRO Supervisor, Fauquier County Sheriff’s Office.
3. Michael Nast, Educational Alliance (Brown University) and the Center for Education Redesign, at the NEAG School of Education (University of Connecticut). Former member of the New Haven Board of Education for 12 years (2006 – 2018).

• **Interviews**

1. Gary Winfield, [Connecticut State Senate](#) since 2014. From 2009 to 2014 he served as a [State Representative](#) and as Deputy Majority Leader. Interviewed by Dr. Torre.
2. Sal Torelli, School Security Officer Lead Supervisor, Fauquier County Public Schools. Interviewed by Mr. Michael Pavano.

FINDINGS

To identify whether New Haven's SRO program supports our students, effectively, this committee compiled a diverse selection of information to disseminate, review, and deliberate through professional discourse.

School Arrest Data

Using School Security Redesign Data from both the New Haven Public Schools (NHPS) and the New Haven Police Department (NHPD), we identified a total of 230 student arrests from 2014-2020. Of those arrests, 147 were for battery/assault (48), fighting (39), physical altercation (16), weapon only (24), and threat of violence (20). Drugs / alcohol / tobacco (37) arrests were also one of the highest figures. The remaining 34 arrests were spread across 22 other categories including bomb threats, robbery, sexual offenses, disorderly conduct, inciting a fight/riot, harassment, and other serious school code violations. Of note, between the 2014-2020 school years, there was one arrest for skipping class and one arrest for insubordination/disrespect. According to assistant police chief Jacobson, these two arrests were made in order to refer the student to the Juvenile Review Board (JRB)² rather than introducing them to the criminal justice system. In 2014, Black and Latino/Hispanic males faced the most arrests, with a 4-1 arrest rate of black males. By 2020, arrest rates were uniform between Black and Latino/Hispanic students. Female arrest rates began with 1 in the 2014 school year; however, by 2020, females comprised almost half of the students arrested, identifying a marked increase. We have no data regarding the race of females. It is important to note that the majority of the NHPS student population of 20,043 is composed of minorities. The racial breakdown includes 47% Hispanics/Latinos (9,484), 37% Black/African-American (7,073), 13% White (2,224), Asian (536), Native American (40), Pacific Islander (11), and two or more races (510).

The Surveys

In the ten schools currently assigned an SRO, survey data captured both staff and students' perception of SROs, yielding 1,044 responses. Of respondents, 84.3% were students, 15.7% were NHPS school employees. After these results were examined, further discussion established the need to expand the survey and its reach.

The second survey included identifying respondent's race, including parents, and encompassing all New Haven Public Schools. In this survey, a total of 580 responses were received. Respondents were 96.3% parents, 2.6% students, 1.1% NHPS school employees, and included representation from 41 schools. Respondent's race consisted of 38.3 % Whites (210 ppl.), 30.1 % Hispanic or Latino (165 ppl.), 28.6% Black or African American (157 ppl.), 2.7% Asian (15 ppl.), .01% American Indian or Alaskan Native (1 person), and .01% Native Hawaiian or Pacific Islander (1 person). Thirty-one participants did not self-identify. It is unknown whether they chose not to identify their race due to there being no appropriate race classification from which to choose.

Through the use of both surveys, we received a combined total of 1,624 responses from parents, students, and NHPS staff. Of the total respondents, 34.2% were parents, 55.3% were students, and 10.5% were NHPS staff. There were 17 people who did not self-identify whether they belonged to either one of the three groups.

A Likert Scale was utilized with a range from 1 to 5:

1 = Strong "NO"; 2 = "NO"; 3 = "NEUTRAL"; 4 = "YES"; and 5 = Strong "YES"

In response to survey questions:

“Do you think it is necessary to have an SRO assigned to a school?”

Survey #1 Student/ staff (1,037 responses)

60.2% (624) YES to strong YES.

28.2% (292) remained NEUTRAL.

11.7% (121) NO or strong NO.

Survey #2 Parent/Student/ staff (567 responses)

66.7% (378) YES to strong YES.

9.5% (54) remained NEUTRAL.

23.8% (135) NO or strong NO.

“Do you think SRO’s should be removed from schools?”

Survey #1 Student/ staff (1,033 responses)

67.2% (694) NO or strong NO.

22.7% (234) remained NEUTRAL.

10.1% (105) YES to strong YES.

Survey #2 Parent/Student/ staff (566 responses)

66.8% (378) NO or strong NO.

9.9% (56) remained NEUTRAL.

23.3% (132) YES to strong YES.

“Have you ever been in a meeting, place, or situation in which an SRO was needed?”

Survey #1 Student/ staff (1,034 responses)

32% (331) – Yes 68% (703) - No

Survey #2 Parent/Student/ staff (564 responses)

26.1% (147) - Yes 73.9% (417) - No

The first significant finding from this survey is that one-third of our students found themselves in a situation where an SRO was needed while attending our schools. Even more revealing is that one-quarter of our parents, while at our schools, found themselves in a similar situation. Thus, highlighting the importance of making our learning environments as conducive as possible. The high percentage of situations needing an SRO in which our parents and students found themselves, testifies to the need of not removing SROs, abruptly, from our schools. Rather, it sheds light on the need for their continued presence on school campuses. Further, the high number of incidents requiring the presence of SROs, compared to the low number of arrests, demonstrates the use of multiple strategies to resolve conflict rather than entering a student into the criminal justice system. The use of effective strategies utilized further strengthened our decision to maintain SROs for the foreseeable future.

The second significant finding from both surveys was in response to the question, “What do you believe is the role of a police officer placed in the school?” All responses provided were from a personal point of view. Positive Responses varied from enforcing the laws, providing safety and security, an extra person for students to talk to, and inspiring children. Negative responses encompassed the beliefs of “criminalizing children,” “harming the black community,” “adding fear into schools,” and providing a “force of control and imminent violence towards students.” These varied responses identify a complete absence of clear and concise communication and education regarding the mission, vision, and role of an SRO in the New Haven Public Schools.

The Public Forum

The New Haven School Security Task Force Public School Forum was held, virtually, on November 24, 2020. Of the approximately 200 participants in attendance, 24 actually gave testimony, mostly, against the need for SROs. Participant testimony consistently referred to the school to prison pipeline as a reason for opposing the SRO program. Regardless of whether the contributors were for or against the SRO program, none wished for the program to continue in its current form.

State and Local Data

State and local data has identified grave concerns regarding the school to prison pipeline. The committee also considered this evidence. However, NHPS statistics do not align with Connecticut state data. According to the most recent data from the National Center for Education Statistics, during the 2017-2018 school year, 58% of public schools in the US had either school resource officers (SROs) or other sworn law enforcement officers. New Haven has 30%. Further, the CT Post (18 Sept. 2020) reports that during the 2017 and 2018 school years, Waterbury (18,847 student population) had 222 and 287 arrests, respectively (“18 percent of the arrests made statewide”). In contrast, during this same period, New Haven had 30 and 35 arrests, respectively.

From 2017-2018, neighboring school districts were found to have the following number of arrests: 209 in New Britain; 175 in Danbury; and 88 in Norwich Academy. The CT Post reports that “Elsewhere last year (2019), the numbers varied. In southwestern Connecticut, there were 92 in Danbury, 41 in Ansonia, 36 in Stamford, 35 in New Haven, 33 in Stratford, 28 in Norwalk, and 16 in Greenwich.” In the last school year, Bridgeport had 12, a number that Bridgeport Police Lt. Paul Grech questioned.

According to NHPD statistics from 2015 through 2019, on average there were approximately 1,254 calls per year for service city-wide from school locations. It must be noted that not all of these calls are school-related. Given NHPD practices, a school’s address may be used as a reference point when any incident occurs in a nearby location. Thus, it would appear to be data affecting the school directly. Notwithstanding, on average, SROs may have responded to an average of 801 calls for service, per year, between 2014-15 and 2018-19 school years (full-year data sets for the 2019-20 school year are smaller because they represent the 6, or so months before the pandemic shutdown).

In line with NHPS school data, there were 51 and 53 arrests, respectively, in the 2014-2015 and 2015-2016 school years. In contrast, arrests of students from the 2016-2017 - 2019-2020 school years identified a low of 26 and a high of 35, respectively. Thus, there was a 39.4% decrease in arrests between the school years 2015-2016 and 2016-2017. Even after this decrease in arrests, the City of New Haven has averaged an approximate 3% arrest rate (Number of calls versus number of arrests) since the 2016-17 school year. This arrest rate identifies New Haven as an outlier, thus, as noted previously, we do not align with Connecticut statistics.

Despite the fact that there was no clear data presented as to why the arrest rate changed so dramatically in a downward fashion, it would be in our best interest to continue exploring further positive measures to reduce these numbers. In relation to calls to police, 98% of the calls were dealt with effectively by an SRO without an arrest. Generally, this may be attributed to diversionary measures and meaningful work to remedy transgressions outside of the criminal justice system. In this way, such situations can serve as teachable moments that help our students acquire indispensable diplomatic and non-violent conflict resolution skills. Therefore, we make several recommendations below that we believe will further reduce our student arrest rates within our public school system.

Additionally, results of the two data surveys identified that approximately two-thirds of parents, students, and NHPS staff believe it necessary to have a School Resource Officer (SRO) in the schools, and they should not be removed. These responses are meaningful because students were 84.3% of respondents in the first survey while parents were 96.3% of the second. The troubling result identified almost 32% of students and 26% of parents found themselves in a situation in which an SRO was considered necessary while on school grounds. A final meaningful result from the data survey identified an overall lack of understanding as to the role and responsibilities of the SRO in the school environment. Ultimately, data and survey responses provided insights that did not align with national statistics nor the larger narrative throughout the city regarding the immediacy to remove SROs from NHPS.

Finally, A vital concern identified for this Committee by the police department is that removing SROs from the schools results in a loss of student/police relationships. Results would include patrol officers responding to schools without any knowledge of its student populations and, most probably, making arrests rather than de-escalating situations and using other remedies to resolve conflict. Foreseeably, this could increase our students' arrest rates and decrease the consideration or use of other more conciliatory approaches to student conflict in our schools.

Distinguished Guest Testimonies

- *Mr. Michael Nast graduated from New Haven Public Schools. He was an NHPS teacher, principal, and sat on the New Haven Board of Education. Mr. Nast was also Superintendent in several Connecticut school districts. Currently, he is with the Educational Alliance (Brown University) and the Center for Education Redesign, at the NEAG School of Education (University of Connecticut).*
- *New Haven Police Chief Otoniel Reyes was born and raised in New Haven. He is a 21-year veteran who started in patrol before working his way up the ranks to Chief. He has extensive training in criminal investigations, leadership development, critical incident management, labor relations, media relations, and policy development. Chief Reyes attended the prestigious FBI National Academy and the Senior Management Institute for Police.*
- *Mr. Sal Torelli is a retired Fauquier County, VA Sheriff with 30 years of law enforcement experience. He spent 14 years as a supervisor of the School Resource Unit and SRO. He is currently an armed school security officer at Fauquier High School. In addition to his in-person testimony to the Committee, Mr. Torelli was interviewed by Committee Member Michael Pavano. This interview is available in the “References” section, below.*

Interviews

- *State Senator Gary Winfield was interviewed by Committee Chair Carlos Torre. Senator Winfield has served in the [Connecticut State Senate](#) since 2014. From 2009 to 2014 he served as a [State Representative](#) and as Deputy Majority Leader. Senator Winfield was the lead sponsor of a bill to abolish the death penalty in Connecticut. He sponsored a bill to put in place protections for Transgender citizens in public accommodation. Senator Winfield, further, was the force behind the [TRUST ACT](#) (the first statewide passage of such a bill in the country), several police accountability bills, the first in the nation [racial and ethnic impact statement on demand](#) without restrictions, and prosecutorial transparency bill along with several other progressive wins. Currently, he is proposing a bill which would eliminate SROs. Senator Winfield commented that New Haven’s efforts to address*

the issues surrounding SROs in New Haven schools, would become part of the State-Wide conversation as his proposed bill progresses in the State Senate.

- *Sal Torelli, School Security Officer Lead Supervisor, Fauquier County Public Schools. Interviewed by Mr. Michael Pavano. (see additional background in the section titled: “Expert Testimonies”, above).*

All distinguished specialists voiced their appreciation for and concerns regarding the SRO program. Individually, they recognized three areas requiring attention:

- a. The need to have appropriate personnel in place with proper training and effective policies guiding their actions;*
- b. That the key to an effective program is the quality of the relationships developed with students, staff, and the community; and*
- c. That the world in which we live, currently, requires an increase of individual human vigilance, the building of caring relationships, support personnel, in order to effectively address and respond to ever increasing delinquency, mental health issues, violence, and societal trauma.*

In the process of our deliberations, the following issues also emerged:

- 1. The Budget for school resource officers does not come from the NHBOE budget or the federal budget.*
- 2. Eliminating the SROs does not free up money to hire more social workers, school psychologists, or counselors.*
- 3. New Haven has Limited financial resources to ensure that adequate mental health supports are available for students in need.*

The Committee’s Process

Committee activities involved professional discourse, including discussing the relevant articles, videos, and a podcast that were made available. The activities encompassed various media, current research from the TOW Youth Justice Institute, available data, and an opportunity to understand how a different area of the country, Fauquier County, VA, employed their SRO model. All information presented provided an opportunity to understand the SRO question from multiple perspectives to ensure an informed outcome.

An analysis of the Memorandum of Understanding (MOU) between NHPS and the NHPD revealed this agreement had not been updated since May 2011. Similarly, the MOU for the Juvenile Review Board has not been revised since June 2007. Mr. Torelli provided a copy of the MOU between the Fauquier County Sheriff’s Office and The Fauquier County School Board for review. The Fauquier County MOU provided not only recent language for an adequately updated MOU, but this document was also founded in the recommended protocols established by the Department of Justice’s A Guide to Developing, Maintaining, and Succeeding with Your School Resource Officer Program. (n.d.).

Conclusions and Recommendations

In summary, this Committee accepted the charge of determining whether the SRO program should be dissolved or continue its partnership with the New Haven Public Schools. Members are deeply aware of the impact of systemic racism, the school to prison pipeline, and the significance of racial injustice, which initially called for the SRO program review. The last five months of professional discourse amongst ourselves and stakeholders have revealed that not a single person wishes for the SRO program to continue in its current design. Similar to everyone interviewed in the process of information gathering and everyone who testified at the public forum, all but one of the committee's members agreed that the SRO program should not continue to function in the same way it had functioned previously. The one contrasting member was opposed, vigorously, to maintaining the program in any form. The remaining members favored having NHPS continue its relationship with the New Haven Police Department and keep SROs in school buildings until a number of adoptions for transformation of the SRO program can be implemented.

After much listening, discussion, and review of the information referenced in this report, it became clear that the indispensable requirement for NHPS students is to develop emotionally, socially, and academically effective schools; with a deep-seated commitment to building a more just, generative, peaceful and conducive learning environment. Thus, New Haven and other public school districts' responsibility is to protect and provide for the social-emotional needs of our children, as well as safeguard their physical well-being, as a way of allowing them to learn and engage cooperatively with their studies. The survey data suggests that students, parents and staff equate the presence of SRO's with safety and security.

*Those who hold opposing views have articulated that the presence of SRO's equates to policing, harassment and victimization that they have either encountered personally or in some way or another, have been impacted, negatively. There is no doubt that many of our students have been forced to wrestle with racialized trauma, inflicted upon them and others who look like them, by those in uniform. The district needs to commit itself to affirming this trauma. **Thus, we recommend, urgently, that the New Haven Board of Education consider a strategy through which the district explores all means to increase the number of school psychologists, school social workers, counselors, and other such support personnel, as a way of phasing out the SRO program.***

Accordingly, the Committee proposes that the Board consider the following actions:

1. Identify how [S. 4360, Counseling Not Criminalization in Schools Act](#), introduced by Senators Chris Murphy (D-CT) and Elizabeth Warren (D-MA), can aid in acquiring funding to hire counselors, social workers, school psychologists, and other support personnel. This legislation would prohibit the use of federal funds for maintaining police in schools. However, it does not ban or remove police from schools. Federal funding for school safety has many uses that do not include maintaining police. This legislation would divert any existing federal funding for school safety to these other uses. ... (and) would help districts ... by establishing a \$2.5 billion grant program to hire the counselors, social workers, nurses, school psychologists, and other personnel they need to support students and create safe schools without police. The grant program would also support school-wide positive behavioral interventions and supports, as well as trauma-informed services and professional development.
2. Identify additional funding sources to secure additional social workers, trauma counselors, and social-emotional support partners to support our students.
3. Allocate additional supplemental funds to fortify the work of, current, social workers, trauma counselors, and social-emotional support partners as they sustain our students.

4. *Conduct a thorough review and implementation of policies and procedures identified by the Department of Justice's A Guide to Developing, Maintaining, and Succeeding with Your School Resource Officer Program. Practices from the Field of Law Enforcement and School Administration. This should include recruiting, screening, training, retraining, and supervising SROs.*
5. *Articulate clearly, the role and responsibility of an SRO in the school environment.*
6. *Ensure SROs have a seat on each school's administrative/management team to become an integral part of the building's climate.*
7. *Identify, clarify, and present to students and their families how an SRO adds value to the school community.*
8. *Require schools to give SRO presentations to staff and students regarding areas of safety for educational purposes (e.g., domestic violence, harassment, appropriate social media use).*
9. *Consider mandating that SRO, School Security, and NHPS schools' Administrative Team hold daily/weekly meetings (debriefings) to update and communicate issues/incidents occurring in the city that affects our students.*
10. *Mandating that SROs be called to intervene with students only for serious emergencies (including identification of what constitutes a serious emergency).*
11. *Establishing formalized mentorship programs between SROs and students in the specific buildings where SROs are assigned.*
12. *Identify appropriate clothing for SROs to wear other than the standard police uniform.*
13. *Require that, for routine visits, police cars be parked in a school's employee parking lot and not in front of school buildings to reduce visibility to the public and potential apprehensions on the part of children and parents.*
14. *Update the Memorandum of Understanding between the New Haven Public Schools and New Haven Police Department to comply with the above considerations, as well as meet new requirements identified by the State of Connecticut and the Department of Justice protocols.*

Closing Thoughts

We would like to thank the Board of Education for the opportunity to work on this most crucial issue. We trust that it will contribute to the future safety and continued student engagement in the New Haven Public Schools.

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¹ The Tow Youth Justice Institute is the only organization in the State of Connecticut and one of a few organizations in the nation that is solely dedicated to youth justice issues based on a comprehensive, multi-disciplinary, research-driven model to address this important subject. It is an academic-based institute (Henry C. Lee College of Criminal Justice and Forensic Sciences; University of New Haven) dedicated to the training and education of state and local officials, policy-makers, and future leaders. It is designed to promote, monitor and evaluate the effectiveness of evidence-based practices, programs and policies related to youth justice, focusing on the needs of youth up to the age of 21.

² Juvenile review Boards (JRBs) are diversionary and prevention programs designed to help local police departments deal with juvenile offenders. They are usually composed of representatives of local youth service agencies, police departments, and the juvenile court. <https://www.cga.ct.gov/PS94/rpt/olr/htm/94-R-0908.htm>