Re-Imagining the SRO

Berkeley Unified School District
# Re-Imagining the SRO Steering Committee

<table>
<thead>
<tr>
<th>Members</th>
<th>Roles/Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Phillip Shelley</td>
<td>Director of Student Services</td>
</tr>
<tr>
<td>Gabriel Fredman</td>
<td>Culture &amp; Climate TSA</td>
</tr>
<tr>
<td>Le’onny Buckley</td>
<td>BHS Student</td>
</tr>
<tr>
<td>Jessica Levin</td>
<td>BHS Counselor</td>
</tr>
<tr>
<td>Marc Staton</td>
<td>BHS Parent</td>
</tr>
<tr>
<td>Matt McGee</td>
<td>City of Berkeley Police Officer</td>
</tr>
<tr>
<td>Dr. Thomas Reinhardt</td>
<td>BREA Coordinator</td>
</tr>
<tr>
<td>Claudia Gonzalez</td>
<td>BHS Vice Principal</td>
</tr>
<tr>
<td>Anneleise Tann</td>
<td>BHS Student</td>
</tr>
<tr>
<td>Heidi Weber</td>
<td>BTA Principal</td>
</tr>
<tr>
<td>Michael Smith</td>
<td>Community Member</td>
</tr>
<tr>
<td>Nafeesah Muhaammed</td>
<td>BTA Parent</td>
</tr>
<tr>
<td>Cornelius Smith</td>
<td>BHS SSO</td>
</tr>
<tr>
<td>Dr. Tolani Britton</td>
<td>Community member</td>
</tr>
</tbody>
</table>
The Process

- Outreach to BHS/BTA community
- Creation of the Survey Instrument
- Survey distributed to BHS/BTA students, parents, and staff
- 5 Meetings between February 11 - April 12
- Examine the survey data
- Guest Speakers
- Presentations
- Articles and Reports
- Visioning Exercise
- Recommendation presentation
- Dialog on presented recommendation
- Votes to accept or deny recommendation
Students and Staff Opinion of the SRO

7. What is your opinion of the SRO? (Check all that apply.)

569 responses

- Thoughtful: 107 (18.8%)
- Fair: 132 (23.2%)
- Someone who solves problems: 204 (35.9%)
- Disciplinarian: 116 (20.4%)
- Unclear on the role of the SRO: 306 (53.8%)
- Unapproachable: 75 (13.2%)
- Unavailable: 32 (5.6%)
- Hostile or mistrustful of kids: 0 (0%)

98 responses

- Thoughtful: 45 (46.9%)
- Fair: 42 (42.9%)
- Someone who solves problems: 47 (48%)
- Disciplinarian: 14 (14.3%)
- Unclear on the role of the SRO: 48 (49%)
- Unapproachable: 5 (5.1%)
- Unavailable: 4 (4.1%)
- Hostile or mistrustful of kids: 0 (0%)
## Participate in the SRO Program

### BHS/BTA COMMUNITY SUBGROUP OPINION

<table>
<thead>
<tr>
<th></th>
<th>LATINX</th>
<th></th>
<th>WHITE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Student</td>
<td>27%</td>
<td>73%</td>
<td>38%</td>
<td>62%</td>
</tr>
<tr>
<td>Parent</td>
<td>40%</td>
<td>60%</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Staff</td>
<td>29%</td>
<td>71%</td>
<td>54%</td>
<td>46%</td>
</tr>
</tbody>
</table>

|                | AFRICAN AMERICAN |          | ASIAN       |          |
|                | NO           | YES      | NO           | YES      |
| Student        | 28%          | 72%      | 23%          | 77%      |
| Parent         | 27%          | 73%      | 17%          | 83%      |
| Staff          | 25%          | 75%      | 14%          | 86%      |
1. Goals & Data Collection

- Create measurable goals for SRO program to be reviewed annually.
- Yearly survey and focus groups to capture student voices.

**DATA Collection**

- Calls specific to the SRO.
- Arrests made by the SRO with outcome of arrests.
- Internal calls for service on campus (reasons called, responses/actions taken, etc.).
- Track which cases went to RJ or informal diversion.

*System to develop goals, measure outcomes and review effectiveness of program.*

2. Outreach & Mentorship

- Visit all U9 seminar classes.
- Regularly visit other classes as guest speaker/participant.
- Yearly outreach to 3 BUSD middle schools to build relationships with students.
- Visit BHS student clubs with focus on clubs that feel targeted for harassment or have been historically marginalized.

*Make personal connection and have SRO proactively offer themselves as a supportive resource.*

3. Staff & Site Training

- SRO is a full member of the educational team and participates in PD alongside other staff members. (i.e. restorative practices, cultural competency training, unconscious bias training, etc.).
- Facilitate trainings with staff and students to include rights and due process for students.
- SRO “roles & responsibilities” training: staff and administrators.

*Ensure that everyone has clarity on roles, responsibilities and boundaries.*
# Recommendations - Require Additional Planning

## BUSD & BPD Partnership/Liaison

1. BHS SRO conducts training for the other BPD officers on harm reduction and deescalation when working with teens and young adults.
2. Serve as point person for the BHS admin team to connect with BPD when need for BPD involvement arise
3. Support a partnership between BHS and BPD as a whole to facilitate student focus groups having conversations with BPD officers (intention will be that this will help educate BPD on issues students are facing and also shed light on personal lived experiences of our students)

## SRO Integration into School Systems

1. Partner with OCI, RJ department, and intervention counselors to serve in mentoring role for students when appropriate.
2. Participate on COST when appropriate
Recommendations - Long Term Considerations

● Create a diversion program for students who would otherwise be involved with the juvenile justice system; To divert students from the justice system into mentoring, counseling, and support programs.

● Include BHS community in vetting of SRO prior to assignment (advisement role)

● Investigate, in conjunction with BPD, possibility of SRO wearing modified uniform - Something less intimidating, while still serving the needs of a law enforcement officer. Example: BPD Bike Patrol uniform.

● Consider expanding to 2 SROs
THANK YOU