

nsba
Equity
ONLINE
SYMPOSIUM



JULY 13-14, 2021

Full Transcript
Questions and Answers/Additional Comments/Resources

Day 1 – July 13

Keynote: Aspire to Heal Ericka Ellis-Stewart QUESTIONS AND ANSWERS/COMMENTS	
Questions/Comments	Answers/Responses
Will we have access to pdfs regarding presentation content?	Hi Lana! I typically do not distribute my deck slides. You are welcome to reach out to me with any follow-up questions via email or telephone -- QueenCityEricka@yahoo.com or 704-412-8565.
How do we identify these students better than RTI?	These tools are not mutually exclusive. They can be used in tandem with each other. I believe that having a trauma-informed approach and culture allows districts to catch everyone.
Thank you.	My pleasure!

Keynote: Aspire to Heal Ericka Ellis-Stewart QUESTIONS AND ANSWERS/COMMENTS	
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As a board member, do you feel that the board can direct the superintendent to eliminate or reduce practices that compromise a student or staff member's physical, mental, social-emotional health? What is the board's role in this work?	I do, but it takes intentionality. One example from my service on the board: I realized that our district's EAP (Employee Assistance Program) only provided staff members/educators with three visits with a mental health clinician. Also, most of the clinicians used by the vendor didn't have late-afternoon, evening, or Saturday appointments. This was a barrier for classroom teachers who cannot drop things in the middle of the day to go to therapy. Once we realized this reality, board members directed the superintendent to address and solve this issue. This is just one example. I'd be happy to discuss other ways offline if you wish.
https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf this is a great quick resource for trauma-informed approaches	Thank you for sharing!
How can a local board member impact this? Often the board is only there to make policy but is not able to influence the implementation of the policy.	A both/and approach is needed. Often, families and communities are dealing with trauma individually and collectively. As districts do this work, they can serve as a partner to help break stigma around these topics.
Do you suggest getting the public involved, or should the district be able to work internally towards a common goal?	They also can help raise the community's mental health literacy in ways that help provide safe spaces to discuss mental health, trauma, and suicide and break trauma that keeps children and adults suffering in silence.
Do you see the benefit of a COMBINATION of mental health professionals and school resource officers that work in coordination to address ACEs across the entire school population? This would allow all students to see the same actions and policies and not have any one group of students categorized.	My advice is to approach the work as if everyone in the building (adults and students) has ACEs to prevent labeling and to create a culture where resilience is foundational for all students and staff. This work should not just fall to those whose primary job functions are mental health or those with badges. Every adult in the building and within the district needs to have the knowledge, skills, and ability to recognize mental health concerns and suicidal ideation. Great ways to create this foundational learning and toolbelt is through courses like Mental Health First Aid and QPR Suicide Prevention training. Also, have districtwide education regarding trauma, vicarious trauma, and work to create a culture of emotional well-being. Happy to talk more offline.
Can we have a list of resources for the Board of Education?	Yes, I will send a list of resources to the NSBA/CUBE staff that they can post online to the Symposium transcript.

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YES...the board can direct the superintendent to eliminate or reduce practices that compromise a student or staff member's physical, mental, social-emotional health. The board can create policy and budget the initiative with periodic follow-up to measure progress.	Thank you for your comments, Paul!
That is wonderful. I am from a very rural, socioeconomically challenged school system. We need all the assistance we can get. Thank you so much.	Check out the Cabarrus Health Alliance's Healthy Cabarrus Community Assessment and Strategic Plan. I think you'll find helpful info and learnings.
Thank you so much. Very informative.	My pleasure! Please don't hesitate to stay in touch. https://www.linkedin.com/in/erickaellisstewart
Thank you so much. I look forward to reading additional materials.	My pleasure! Please don't hesitate to stay in touch -- https://www.linkedin.com/in/erickaellisstewart Happy to be a resource or provide training for your board of staff. I am a nationally certified Mental Health First Aid Instructor and a Master Trainer for the QPR Institute.



General Session: Rethinking the Role of the School Resource Officer Panelists: Mo Canady/Kelly Vaillancourt/Ashley Frazier/Judith Browne Dianis Moderator: Devin Del Palacio QUESTIONS AND ANSWERS/COMMENTS	
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Our SROs are role models, coaches, and intercessors on the children's behalf. They are coaches, and they are Black and Brown, and from the community.	Thank you for sharing, Paulette.
Concerned about the statement that 'officers free schools' so that students can be nurtured and loved... If the true sense of a school resource officer is utilized in a local district, then that sense can be provided by all those in the building--counselors, administrators, educators, AND officers.	Many students of color throughout the US have voiced that the presence of SROs on their campuses is far more disruptive than supportive. Data demonstrates that increasing SROs leads to an increase in arrests and criminalization for minor, age-appropriate offenses. So yes, it has been considered, but we must also consider the experiences and viewpoints of students of color who are disproportionately funneled into the justice system by SROs.
Has it been considered that officers can be part of the solution and not seen as a part of the problem?	

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<p>We have so few Black and Brown teachers, 9%, while the student body is 85% Black and Brown. We have few African American men in our schools. Our all-Black and Brown SRO team provides a strong presence for our African American male students -- father and big brother figures. SROs de-escalate situations and can relate to and talk to our young men.</p>	<p>Thank you for your perspective, Paulette!</p>
<p>If SROs are not present as disciplinarians, how are they better suited to address ACEs behaviors than a social worker or therapist?</p>	<p>Rather than have SROs respond to behaviors associated with ACEs, we need to fund professionals who are better trained to address students' needs without the threat of criminalization.</p>
<p>I am interested to learn from Devin how the role of the SRO was changed in his school district, including not wearing police uniforms.</p>	<p>Devin is unable to join us for today's Q&A. Please reach out to me at alustig@nsba.org, and I will work to make a connection so you can discuss further.</p>
<p>What do research and studies say about basic, entry-level security guards? What are the training credentials for security guards and SROs?</p>	<p>In most cases, credentials are established by the district. That is why it is essential to have a strong memorandum of understanding (MOU) in place that clearly outlines roles, expectations, training, etc.</p>
<p>To follow up on our Keynote speaker: Can seeing a uniformed, armed police officer in the hall right before walking into a tough calculus test be traumatizing for a Black student who has had negative interactions with police outside of school?</p>	<p>There is research that demonstrates that Black and Latinx students from heavily policed communities are more anxious and fearful in the presence of police. The educational atmosphere must be one in which students feel free to be vulnerable, creative, and curious -- not one in which they feel the same threat of criminalization that they feel in their over-policed community.</p>
<p>Perhaps SRO training should be part of Police Academy education or at least part of Administration of Justice courses in universities.</p>	<p>Similar to the research on training traditional street police officers, more trainings for SROs have not demonstrated a decrease in unnecessary arrests or excessive force in schools.</p>
<p>Imagine showing students that not all law enforcement officers are about violence. There are several incidents that could be highlighted to bring the entire country together. It is unfortunate that there is a narrative that all cops are bad cops.</p>	<p>It's not about what students are shown, it is about what they experience. When they experience police violence in their communities and within their schools, they are going to carry those experiences with them into the classroom.</p>

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What do you replace SRO with?	There are several recommendations, all based on the needs and demands of students and parents within those districts. You can refer to “We Came to Learn,” by the Advancement Project (https://advancementproject.org/wecametolearn/), or the Youth Justice Project’s report (https://southerncoalition.org/liberatetoeducate/). Also, many of the districts that have removed police are implementing alternatives to policing that focus on prevention and support, not criminalization.
Thank you, Judith...Here from Charlottesville, Va.	Hi Lisa, I will share your thanks with Judith. Tyler Whittenberg from the Advancement Project is answering questions in her place.
There are other ways police can get involved. If a cop shows up to a student’s/families’ house, a warning or alert protocol to notify the school would be appropriate. Not too many details but enough for schools to get a heads-up to better respond in a proactive manner.	There are surely many other ways to proactively promote student safety than the reactive practice of school policing.
Not a question, I just wanted to thank you for your incredible work, Judith and team. You can add Hopkins Public Schools (MN) to your list of districts that have ended their SRO contract.	Thank you, Jen!
How many school resource officers exist across the country as compared to the 51 million public school students?	According to some NASRO estimates, between 14 and 20K.
Can you identify any large, urban school districts that are “officer-free?” Our enrollment is about 50,000. What level(s) of success have they achieved?	I would refer to the list Judith presented in the beginning. Oakland Unified School District may be the biggest police-free school district, but there are certainly others of roughly that size.
Please share the data and source of the number of students with SRO but not social workers, nurses, etc.	The referenced ACLU report can be found here: https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline/cops-and-no-counselors
What is the proper/ ideal number of total mental health professionals per 1,000 students?	The National Association of School Psychologists recommends 2,527:1 ratio of students-to-psychologist.
Parenting class is critical. Financial literacy and managing credit. Homemaking-cooking-house cleaning is what students ask me, “WHY don’t we have these critical skills?”	Thank you for sharing!

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I love the idea of Care Assistants.	I love the idea that many kinds of professionals with varied skills can come together as a team to serve children.
Charlottesville's model will have CSA's (Care and Safety Assistants) within the buildings.	Thanks, Lisa!
How do we address the gap in funding? Sometimes our finances have to be solely focused on instruction due to limitations. It's hard to take resources from those efforts. But maybe this is a bigger priority? How can we tell the state leaders our focus is on mental health and less about instruction due to the barriers?	As Devin mentioned, our budgets must reflect our priorities. It is also essential for decision-makers to understand the fact that students cannot learn and get the benefits of instructional programs and initiatives if they do not feel safe, supported, heard, valued, etc. This idea must be foundational to any discussion around funding decisions.
So, when serious illegal activity occurs on school property, is there evidence that SROs with student-focused training still respond with the same severity as a non-trained police officer?	NASRO reports that SRO programs that include careful selection, specific training, and clear roles increase student reports about safety, the connection of students with mental health needs to assistance, and the reduction of student violence and death. The events that shock our conscience are uncommon.
All kinds of training can be offered, and people can take advantage of said training. However, the question is whether the trained person is internalizing the good training and whether that person carries out the best practices.	Great point, Sandra
If school achievement is important to a district, there needs to be a balance between spending dollars on instruction and mental health professionals. Achievement will not improve if students are traumatized, so instruction may not be working.	Great point, Amy!
Even though one assault is too many, I want to know how many assaults by SROs have occurred per school facility nationally compared to the positive influence/ support /mentoring provided by SROs per school facility nationally.	I am looking for statistics about that now. It's a great question for Mo Canady at NASRO, and I am not quite as quick with the SRO research as he would be. I will respond if I can find that for you.
I like the language of 'reimagine,' but everyone has to be on the same page: universities, police academies, school districts, and the people participating. It should be consistent in a larger context. Can we truly reimagine SROs if people still deny institutionalized racial practices?	Great point. Recognizing that these issues are rooted in institutions and practices, we cannot look at reform in schools in a vacuum.

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Thank you for this opportunity. Will we be able to view again the recorded session?	Yes, the recording will go out to all attendees the week of July 19th.
Great symposium!	Thank you for joining us!
Thank you all!	Thank you for being a part of the program!



Stories from the Field: Building Community to Promote Safe and Inclusive Schools Presentations and Panel Discussion Panelists: Dr. Benjamin Williams/Dr. Mara Schiff/Tanya Franklin Ortiz Moderator: Adam Lustig QUESTIONS AND ANSWERS/COMMENTS	
Questions/Comments	Answers/Responses
What school is he speaking of?	Ron Brown College Preparatory HS in Washington, DC
What was his name?	Dr. Benjamin Williams
Can the speaker provide the title of the book she referred to in her presentation? Thank you.	The Little Book of Restorative Discipline for Schools: Teaching Responsibility and Judy H. Mullet
I need to get material on an equitable funding formula.	Hi Paulette. Tanya isn't available to answer questions due to being in an all-day school board meeting, but she said that you can email her your questions at tanya.franklin@lausd.net
Thank you, Adam and Mara.	You're welcome!

**Stories from the Field: Building Community to Promote Safe and Inclusive Schools
Presentations and Panel Discussion**

Panelists: Dr. Benjamin Williams/Dr. Mara Schiff/Tanya Franklin Ortiz

Moderator: Adam Lustig

QUESTIONS AND ANSWERS/COMMENTS

Questions/Comments	Answers/Responses
<p>Do you find that the entire system needs to make the shift rather than just one or two schools?</p>	<p>Not necessarily. Depends on the structure of the district. I have seen it work both ways. At first, I strongly advocated piloting in one or two schools to work out kinks first. But then I had the experience of training in a district that implemented RJ throughout all middle schools in a very large district (38 middle schools) because they did not think it was fair that only some students would have access and not others. It worked better than I expected. I will say, though, that careful and comprehensive planning is absolutely essential.</p>
<p>Thank you. We are a smaller district and had been doing some of the parts of restorative justice (RJ) at our 8/9 building but nowhere else. So kids started to get into the process, and then it went away when they moved to the 10/12 building.</p>	<p>Some districts build “feeder” systems where implementation may occur at a couple of middle schools that feed into a high school so that kids come into the HS with some experience to help build capacity in the HS. That way, the work at the HS already has some foundation with the students.</p>
<p>Dr. Schiff and Ms. Ortiz, can you say more about how to discern when to use the “head or the heart” based approaches?</p>	<p>That’s a tough question. After doing this work for a while, the best facilitators learn to “feel” their way through a situation/conflict. Some RJ training models rely on scripts for how to address a conflict. Personally, I am not a big fan of that model as I think a script is not always right for a particular situation. Facilitators can learn to rely too heavily on the script and not enough on their own capacity. I argue a heart-centered approach is always important for facilitators.</p>
<p>Thank you for smiling. Your behavior tells me what you are talking about works.</p>	<p>Thank you kindly. I really do believe in the work.</p>
<p>I am doing well. I am so very glad you talked about your school. I worked at a Psych hospital in Milwaukee with adolescent boys and found that punishment was the way of treating them. Some of the boys did end up in prison. But during the time I worked there, I found that the first thing in relating to children was to sit in a rocker, with that child on a couch, and talk to them. Tell them about yourself, ask them about themselves, during playtime play with them. Do homework with them. Know that your experience with them is a blessing to both of you.</p>	<p>It is heart work.</p>

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This was terrific. Thank you so much to all the panelists! Joanna Tobin from Anne Arundel County, Maryland BOE	Thanks for being here, Joanna.
Great informative session. I totally agree with the points that were addressed.	Thanks for being here, Conception.



Day 2 – July 14

Keynote Presentation: No BS (Bad Stats): Using Data for Equity Dr. Ivory Toldson QUESTIONS AND ANSWERS/COMMENTS	
Questions/Comments	Answers/Responses
As a person of color who continually has had assumptions made about me, I interpret your message to be that if we the educators hold the premise that students are not deficient -- the onus for lack of achievement is on the educational system. Is this correct? If so, I agree.	Yes, this is correct. I'd add that the data that we use contribute to our negative assumptions. Educators need to understand the limitations of data and use students to get the best context of the data.
Is this deck available offline for us to download?	Hi Kevin, this presentation is already on our website for this event. If you go there, you can access the slides under the description for Dr. Toldson's session. https://nsba.org/Events/Equity-Online-Symposium-2021-Summer
Awesome -- Thank you! I joined late, so I missed when they said it.	No problem at all!

Keynote Presentation: No BS (Bad Stats): Using Data for Equity Dr. Ivory Toldson QUESTIONS AND ANSWERS/COMMENTS	
Questions/Comments	Answers/Responses
Located your book on Amazon.com. It's now in my shopping cart. Thank you!	Thank you so much!
I just came off of a discussion about the movie "Coded Bias," which talks directly about data and its biases. Have you seen this, and if so, what are your thoughts on it and how it is affecting school systems?	I haven't seen it. I'll check it out. Sounds fascinating!
This is awesome! Can we have contact information for this session?	You can reach Dr. Ivory A. Toldson by email at itoldson@howard.edu Recordings from Equity Online Symposium July 2021 will be available to attendees on the week of July 19th. Please be on the lookout for an email from NSBA!
Thank you for reminding us of how to use data.	You're welcome. And thank you!
How can school board leaders use this information to make changes to improve student achievement? Boards govern by policy.	Lot's I can say, but start with talking to students and educators to get a better understanding of the data you're using. If you find that a school is underperforming, bring students in from the school and ask them to help you understand the data. You'd be surprised by the level of insight and useful information.
What's the book title again?	No BS (Bad Stats) by Ivory A. Toldson
No. Thank YOU! I'll have it Friday!	Thank you so much for participating and for buying the book!
As a teacher and board member, I totally confirm your assessment that students achieve more when the parent(s) and teachers provide students with positive reinforcement and motivation. I have witnessed students in Intensive Math obtain level 4 and 5 on the Florida Math FSA assessment.	Thank you for the information and validation. Let's continue to push for positive learning environments for all students.
What is your assessment on why some African American males have low reading scores?	Hi Marvin, Ivory had to hop off but feel free to email him your question directly at itoldson@howard.edu



General Session: Unfinished Learning: A Crisis With a Solution Kayla Patrick/Terra Wallin QUESTIONS AND ANSWERS/COMMENTS	
Questions/Comments	Answers/Responses
Is this presentation available for future reference?	Hi Kristen, yes, this presentation is already on the event page for this Equity Symposium below the description of the session, "Unfinished Learning." You can follow this link to that page: https://nsba.org/Events/Equity-Online-Symposium-2021-Summer
What are suggested ways to measure how well we are fostering effective relationship building?	At the school level, we suggest using climate surveys. There is also the Copilot-Elevate survey that can be used at the classroom level. https://www.perts.net/copilot/stories-biddix
Thank you. Yes, we use the climate surveys as well but wondered about other measures. Thank you for the response!	
Someone said that community-based tutoring efforts were tried and failed. They did not work. Do you agree?	It is really important that tutoring efforts meet the evidence-based guidelines we write about in the brief. If tutors are not well trained, or groups are too large, for example, the tutoring likely will not be effective. That is too often the case, so we are working hard to remind folks that we should stick to the evidence-based strategies as much as possible.



Stories from the Field: Actions for Inclusion Panelists: Diana Parente/Jee Shim Deogracias, PhD/Dr. Shavonna Holman Moderator: Dr. Steve Gallon III QUESTIONS AND ANSWERS/COMMENTS	
Questions/Comments	Answers/Responses
What about children who don't make the teams?	Hi Joan, Diana isn't available to answer questions right now. Please feel free to email her directly as she's happy to answer any questions. Her email is dianaparente46@gmail.com
Thank you.	No problem!

Stories from the Field: Actions for Inclusion Panelists: Diana Parente/Jee Shim Deogracias, PhD/Dr. Shavonna Holman Moderator: Dr. Steve Gallon III QUESTIONS AND ANSWERS/COMMENTS	
Questions/Comments	Answers/Responses
How can I reach out to Dr. Holman?	Hi Carolyn, you can email Dr. Holman at shavonna.holman@ops.org
Would Dr. Holman care to share the administrative training program she developed?	Hi Stacy, Dr. Holman isn't available to answer questions today, but you can email her directly at shavonna.holman@ops.org with your questions.
What are the metrics we should be looking at? Sometimes state test scores are not enough. What can we use as improvement predictors?	Good question. I think it depends on what your strategic goals and priorities are. There are lots of excellent examples out there depending on what your local priorities may be (e.g., SEL, climate measures), and more and more tools are being developed as we all are moving forward in this work.
How do you see "good" grades as a necessity to participate in sports...? is this a barrier, as grades are "subjective"?	Hi Pete, Diana isn't available to answer questions. Please feel free to email her at dianaparente46@gmail.com. I know she would love to hear from you.
Another example is being part of a team but sitting on the bench for most part of the game. :)	Good point, Gunin
The quote is from Verna Myers.	Thank you for that citation!
Thank you all for these important conversations!	Thank you for your participation, Jill!
Please post the contact information of the speakers this afternoon.	Dr. Shavonna Holman shavonna.holman@ops.org Diana Parente dianaparente46@gmail.com Jee Shim Deogracias, Ph.D., jshimdeogracias@gmail.com
Great conversation my CUBE members -- Dr. Gallon; Dr. Holman	

ADDITIONAL RESOURCES
The Things We Carry Video
The Biology of Toxic Stress Video
3 Bold Steps for School Community Change: A Toolkit for Community Leaders – Safe Schools Healthy Students
Equity in Mental Health Framework – The Steve Fund & The JED Foundation
Frequently Asked Questions About Shortages in School Psychology – NASP
Standards for School Social Work Services – NASW
Trauma-Informed Care Resources Guide – Crisis Prevention Institute
5 Questions to Ask Districts About How They Will Use New Federal Funding to Support Students
Copilot: Teacher Stories
Let's Not Forget About English Learners: Targeting Resources from the American Rescue Plan for Their Needs
Strategies to Solve Unfinished Learning