

City of Keene
New Hampshire

AD HOC RACIAL JUSTICE AND COMMUNITY SAFETY COMMITTEE
MEETING MINUTES

Thursday, November 5, 2020

5:00 PM

Remote Meeting via Zoom

Members Present:

Richard Van Wickler, Co-Chair
Dr. Dottie Morris, Co-Chair
Tia Hockett
Julia Atkins
Aditi Saleh
Eli Rivera
Pierre Morton

Staff Present:

Rebecca Landry, IT Director
Shane Maxfield, Police Lieutenant

Members Not Present:

Gail Somers
Stacey Massiah
Councilor Catherine Workman

Co-Chair Van Wickler called the meeting to order at 5:04 PM. He read a prepared statement explaining how the Emergency Order #12, pursuant to Executive Order #2020-04 issued by the Governor of New Hampshire, waives certain provisions of RSA 91-A (which regulates the operation of public body meetings) during the declared COVID-19 State of Emergency.

1) Minutes of Last Meeting

Co-Chair Morris made a motion to approve the meeting minutes of October 15, 2020. Ms. Atkins seconded the motion, which passed by unanimous vote.

2) SAU 29 Discussion – Guest Speaker Robert Malay, Superintendent of Schools for SAU 29

Co-Chair Van Wickler welcomed Robert Malay, Superintendent of SAU 29. Dr. Malay thanked the group for having him and stated that he would be glad to come speak with them in the future as well. He continued that the schools have not been normal since March. The pandemic has completely upended the schools' day-to-day operations and all of the horrible acts that have taken place across the country have caused discomfort, discontent, and anger in the schools, amongst staff, students, and the community. If the schools do nothing, they are missing an

opportunity to make this a better community and make the schools better places. The procedures folks have to follow in the schools – everyone has to do their part.

Dr. Malay continued that something they are currently doing right now, although not as quickly as they would like, is inventorying what they are doing in the content areas, in the classrooms, with the curriculum, and how they need to reimagine, rebrand, and reposition some of what is being taught in the classrooms. He had a long meeting with building leaders. They recognize that going back about ten years there was a strong national effort to focus on English, Language Arts, and Math – the Common Core Standards. Five years ago there was a huge effort focused on Science, with the Next Generation Science Standards. During their discussion they recognized that Social Studies has been neglected, for lack of a better word. It has continued forward in a way that it has always continued forward. Their discussions have been very enlightening about the work needed in this content area. They also recognize that although they do a lot in their schools, they do not do enough. They try to instill the values they want in students, starting in elementary levels. This is primarily facilitated through morning meetings in elementary classrooms, where they are installing values about how to be a kind, accepting person. The middle school looks at inclusionary practices and it is not very illicit in any of the content areas. That is where they are struggling to bring that to surface. How do they make things more illicit? The adoption of an English program, Expeditionary Learning, has some value – the books are not all centered around a specific race or ethnicity. The main characters are different from story to story. There is value in that; it is more meaningful. In the high school there is a very broad curriculum and course offering, but no one is confident that it is enough.

Dr. Malay continued that a lot of what they are really trying to surface is: as the adults, the educators, the first step is for each person to recognize that they have biases, whether they realize it or not. They have to understand their biases. Every teacher has certain topics they are more comfortable teaching than other topics, and that is an obstacle to overcome. They have to realize they have biases and they are in a bit of a quandary as they are trying to do that inventory of the curriculum K to 12. How do they unpack that? How do they reimagine that? How do they put it back into practice in a meaningful way that will impact the students in the way they want them to be impacted? That is the hard work that needs to continue moving forward. They are not very deep into it at this point in time. But they want to be, absolutely.

Dr. Malay stated that one of the biggest things that happened in the last month for the Keene School District (KSD) is the goal the School Board adopted in October: “The KSD recognizes the need to create an environment that values diversity and inclusion in all of its forms. The Keene Board of Education commits to promoting professional development, educational strategies, hiring practices, policy review, and budgeting to foster a welcoming and safe place for all.” What is big about that is not just the goal itself, but the fact that it is the only goal. It is the one goal for the KSD, and that in itself speaks volumes about where their priorities and focus are as they start their budgetary process for the next school year, continue to reintroduce students into the buildings after being away for a long time, and reintroduce the social norms as students are interacting in the building. A principal told him that the hybrid model is a blessing in

disguise because teachers can zero in on behaviors as they are happening, more easily than before, due to the fact that there are not as many students in the classroom at once and they are able to quickly address that, educate, and help students understand what is not acceptable. That is probably universal amongst all the buildings.

Dr. Malay stated that he knows the committee has a list of topics they wanted to discuss. There was a question about “discipline structure” and he was not sure exactly what the committee meant by that, but he is happy to talk about whatever they want. Ms. Landry stated that the group had asked Dr. Malay to cover: curriculum, supports, disciplinary structure, staff diversity, and professional development.

Dr. Malay stated that discipline-wise, they have behavior expectations, through Board policy. Those are reiterated in student handbooks and parent handbooks so people know the expectations ahead of time. Infractions are dealt with on a case by case basis. He was looking at the data from the Office of Civil Rights, which is from 2017 but only released a couple weeks ago. He was looking at that report to see if there is a disproportionate number of students who, because of their race, are being disciplined more frequently than other students. It did not appear to be that way for the KSD. He looked at data for other districts, including one that was in a newspaper report in June or July, and the data showed that students of color – who made up about 8% of that district’s student population – were being suspended out of school 5.5 times more often than white students. In Keene, the suspensions for Black students was at a rate of .2% in comparison to the white student suspensions of 92% or something of that nature. When that report came out, even though that the data is old, it gives an idea of trends that might happen. What they are doing at the high school as a result of that is reviewing the files to look at all of the suspensions in the past three years and seeing if there is anything that was missed because of someone’s race, ethnicity, identity, or other reason that could have been discriminatory that might have led to that suspension in the first place. The high school principal is good at research and is looking at all of this to see if there has been bias in the disciplinary procedures. If there are, they need to know that, and come up with a plan to mitigate it, because that is not okay. He asked if anyone had questions with regard to discipline.

Co-Chair Van Wickler stated that he would like to know more about the School Resource Officer (SRO) and how they might interact with someone who is being harassed due to race or ethnicity. Is the SRO involved? What action can they take?

Dr. Malay replied that it depends. He continued that they might be involved, but he is not positive that they always are. At the high school there is more involvement with the SRO than in the other schools, because that is where the SRO is on site every day. Everything starts with a report; even if someone has witnessed or seen it, it is still initiated through a verbal report. In years past the report has gone to the assistant principals. Now they have a new model at the high school with a dean of students overseeing all student discipline so it is not inconsistent with two different individuals. Discipline is now centralized with one person for consistency on how discipline is approached. He does not like the word “discipline.” His Master’s degree focus was

on reinforcing appropriate behavior, as opposed to “student discipline,” so it is hard to talk about discipline. He would rather be reinforcing appropriate behavior. But when someone steps out of line with that they need to be held accountable. When that report is initiated, the dean of students determines what level of involvement there is or is not with the SRO. With regard to safe schools, they know they have to report certain acts to the KPD. They have a strong partnership with the KPD. He and Chief Russo have identified the need to revisit the original MOU between the KPD and the KSD, as it was signed and dated before either of them were in the roles they are in now. They have not done that yet but they know they need to, to make sure it is current. That way they are capturing all of the expectations for that level of involvement with the SRO. He asked if that answered Co-Chair Van Wickler’s question. Co-Chair Van Wickler replied yes.

Co-Chair Van Wickler asked Dr. Malay what he, as the Superintendent of SAU 29, would have this committee include in its report to the City Council that could assist him. Dr. Malay replied that he was not prepared for that question. He continued that he thinks the relationship between the City of Keene and the KSD has been getting stronger and stronger. He is still relatively new, with five years as Superintendent. The Police Chief has been on the job for four years. The Fire Chief has been on just a little longer than him, and the City Manager has been in her role for three years. The President of Keene State College (KSC) is not new to post-secondary education but is new in her position. They are looking at some critical people who are relatively new in their positions. He does not know what the relationship was between the KSD and the City of Keene prior to his arrival, but he can say there have been a lot of efforts with the City Manager, the Police Chief, and the KSC President, to align their interests and see how they can support one another. He has meetings with a lot of folks in the City and feels more positive about those meetings than he did in his first year or two. It is a work in process. They have similar interests, in that they are serving the public, and they are open to helping one another. He does not recall anything that would stand out showing they are not working toward the same goals and interests. He is not sure what he would ask of this committee; he would like to give that more thought and send his thoughts to them later.

Co-Chair Van Wickler stated that he and the committee are glad to hear that the SAU is not suspending students of color at a higher rate than white students, and that they have a good relationship with the SROs. He continued that he hears that the KSD is working hard to do the right thing. He asked if Dr. Malay thinks there is a systemic racism problem in Keene schools and the community, or if he thinks the committee is gathering here for no particular purpose. He is not hearing Dr. Malay saying there is a problem in the community. Dr. Malay replied that if anyone says there is not a problem, they are probably ignoring the obvious. He continued that there is no question that there are problems. There are some deeply rooted attitudes and behaviors that are generations old and have been carried forward across generations and still exist today. Co-Chair Van Wickler asked what the committee could recommend to the City Council that might help with that really challenging problem. He continued that he is not an educator.

Ms. Atkins stated that she can assist with this and let Dr. Malay know: some things this committee talks about are hiring practices, and looking at ways they can reach outside of the community and make sure they are bringing in diverse candidates, and for the City to be able to assist with that; and training in education as it relates to educating the community. Those are examples of where the committee is going with this question. They are looking for whether there is anything the City can do to assist the schools to meet those types of goals, if Dr. Malay has ideas about that.

Dr. Malay replied that he thinks it would start with a conversation where they are clearly articulating what their goals are, as a school system, as a City structure, and as a community. He continued that he has been working with the Chamber of Commerce for a few years on branding and rebranding this region of the state. It seems like they are not making a lot of progress on that. They do not have a very clear goal on the direction they want to move in. Once they do, he is confident that the players will work together to make that happen. It starts with that conversation. What are they looking to accomplish? What is the goal? There is probably more alignment of where people want things to go. In his world, he wants students to recognize the value of all human life and what people bring to the table. They have discriminatory practices based on race, and gender, and sexuality, and it is not okay.

Co-Chair Morris asked if there is a plan in place in the SAU to address some of those things. She continued that he mentioned that several things are being implemented. Is there a plan that is, say, on the SAU's website? Dr. Malay replied that to be transparent: they passed a policy in August that required a plan like that by mid-October. He continued that there was so much just trying to get the schools open that that has not been on the forefront. He has not made that happen yet. It is clearly an effort that needs to get accelerated, now that schools are open. He has to shift gears and get people involved to make that plan, with different stakeholders in the community so there is a plan that everyone can get behind and feels confident in. And then make sure that is put into practice. Co-Chair Morris replied that they understand the complexities; they know he was dealing with a lot of things. She continued that there could be some recommendation that the committee could make to support that effort, to get more people involved from the community. Like he said, it has to be multiple people and groups of people contributing. Dr. Malay replied yes, it would be a failed effort right from the get-go if they tried to create this plan without the community's involvement. That would be negligent and narrow-minded.

Mr. Rivera asked Dr. Malay if he thinks he has seen or that his staff is trained to recognize a biased act versus a bullying act. He continued that when he and Co-Chair Morris "went around the state" they found that some acts have been treated as bullying when they were really something else, and people were starting to realize the difference, and they were going to put an emphasis on that. Dr. Malay replied that as he mentioned earlier, one of the first things they have to do is help people identify and understand their biases so that people are more equipped to recognize discrimination, whether racism or some other kind of discrimination. He continued that regarding whether staff have been trained in this, Co-Chair Morris has been working in one

of the schools lately and could speak to this more than he could. It has not been more broadly targeted in terms of training. There was a district-wide training on Tuesday that targeted a number of things that were emotional and powerful, in a very unique manner, in terms of delivering that professional training in a virtual setting. They began with some light humor from a NH comedian. Folks' stress and anxiety levels have been through the roof. People have indicated that they are feeling that stress and anxiety as a result of multiple things, not just the pandemic. Leadership in our country has caused people to have reactions. It was a good opportunity to step back and have some comedy. Then they had two presentations – one was specifically on bullying and cyberbullying, and the other was on suicide awareness and prevention. They are heavy conversations. The suicide awareness one was a recent law in NH – all school districts have to provide two hours of training. They used that opportunity on Tuesday to document that they have been complying with that portion of the law, knowing full well that there are dozens of other things they want to be doing and providing on that one day.

Dr. Malay continued that the day ended with a keynote speaker. The 2000 movie Freedom Riders was about a group of students who were moved by their teacher to the point where they were able to accelerate in their schoolwork. The speaker was Manny Scott, one of the students from that classroom that the movie was made about. He shared how powerful teachers can be in the lives of students. His first book is “Even on Your Worst Day You Can be a Student’s Best Hope.” He told his story, which was very moving, and people were in tears. Mr. Scott talked about how it was not just teachers – it was administrators, cafeteria employees, bus drivers, and even a drug addict on a park bench helped him turn things around. The message was received by staff and it was a great opportunity to see that every person in the SAU, in the KSD, or any individual school, has that impact on students every day. What they say and do really matters. Back to Mr. Rivera’s question of whether staff are trained to recognize that, he does not think they are at this time. He needs to help them understand what their biases are so they will be better positioned to recognize and address bias when it happens. He has heard anecdotally from students that they were called this or that, or someone said [something biased] and a teacher or staff member was right there and did nothing about it. He does not know what the staff members heard or did not hear, but it has an impact on the students if they see a trusted adult there and they are feeling that they are under attack with whatever is being said. They are crying for that intervention. Whether or not teachers and staff would be able to identify if something biased has happened, he is not convinced of that. He knows the SAU can do more. This is one of those areas in which he knows they can do more and do better.

Ms. Atkins stated that she wanted to elaborate - one thing that was powerful about Mr. Scott’s presentation was he fit every category of a student, including being from a poor family and being displaced. She continued that he was probably one of the students people refer to when they say “You know, not all students go to college.” What was powerful about his presentation was that words matter. Not just the words of the powerful teacher who got him to the point where he is now working on his doctoral degree after dropping out and missing major amounts of school, but also the words of the teachers and other adults whose words pushed him in the direction to drop out. He and his classmates were able to regroup because of the “ordinary people” around them

who cared. Here they are talking about whether teachers are prepared. This gave them an insight to reflect on that. It was a good start. Now the SAU is at a point where they can start giving staff the tools to address those situations within themselves. Thus, she says bravo to Dr. Malay for having Mr. Scott talk to teachers and staff. The way something is presented makes a difference, and Mr. Scott presented it in a way that allows teachers and staff to reflect on themselves and now be ready to do the work.

Dr. Malay stated that he has actually seen some staff members comment, in response to the presentation, that they realize they are not doing a good job. This was a huge and important eye-opener. He continued that to expand on what Ms. Atkins was saying, is not just what is said that has an impact, but what staff members and teachers fail to say that has a significant impact, and had an impact on Mr. Scott's life as well. He talked about how it was not just what teachers and adults said to him, it was what they were *not* saying to him, too, that impacted his life and who he became. That concept is hard to grapple with. He wishes he had the recording to watch repeatedly; it was that powerful. Ms. Atkins is right that it was the beginning of the conversation. It gave them a nudge in the direction they need to be going in.

Co-Chair Morris stated that she was just in a meeting with some principals, and she heard from them, too, that they really got a lot of out that event. It had a major impact and they really appreciated the program. She wanted to give that feedback.

Ms. Landry stated that she wanted to carry forward some of the concerns expressed in the first public forum that the Mayor held before this committee had its first meeting. She continued that one was: if someone has a non-white child in the school system who comes home and says they were treated different or bullied or offended in some way because they are not white, or that they got in trouble and are being treated a lot more harshly than their white friends, how does the school handle that and how does the school track that? Dr. Malay replied that whenever there is an incident with a student they put log entries into the School Management System so they can reflect back on it if needed. Even if a student just meets with their counselor to do scheduling for the next year, they put those log entries in. If anyone feels they are being treated unfairly, it is not okay to do nothing or say nothing. If the answer is not what you thought or felt should have been provided, there is a mechanism in the school system where they try to address a problem at the level where it happens. If it is with a teacher, the concern should be brought to the teacher. If you feel that nothing is being done about it, you should let the principal know. If you feel that the Principal is doing nothing about it, you should let him, the Superintendent know. If you feel that the Superintendent is not doing anything about it, you then go to the School Board. No one should accept that type of behavior. His goal is to make sure it never gets to the school board and gets addressed first.

Ms. Landry stated that she is looking forward to what Dr. Malay was talking about actually taking place – the training, the identification of biases people may not know they have, and so on and so forth. She continued that one of the concerns people have had is that it can create an environment where people do not feel comfortable raising concerns because they do not want to

make things worse for their children. She is really glad Dr. Malay is starting to do some of these discussions and she looks forward to hearing where that goes.

Co-Chair Van Wickler welcomed public comment.

Mary Gannon stated that she lives in Winchester and her daughter is a Junior at Keene High School. She continued that she is grateful to be part of this conversation and to hear from Dr. Malay. She has a lot to say – this is a lot of the work she does herself and talks with her daughter about. She is happy that Dr. Cindy Gallagher is the new Principal at KHS. She was a colleague of hers in graduate school and brings a social justice and racial justice perspective to education and she hopes there are opportunities for Dr. Gallagher to showcase her approach and what she wants to bring to the high school. She is hearing a lot of language about implicit bias and prejudice. It is important that if they are going to have a holistic approach to the conversation about racial justice in schools, they have to understand all of the ways it shows up, not just in interactions or through bullying. They also need to talk about curriculum, recruitment, and retention of staff and faculty of color. There are a number of different aspects of schools that they can bring this conversation and lens to. Often what happens in predominantly white communities is people feel this conversation is unnecessary because kids of color are not present in the community. In fact there are kids of color in the KSD and even in Winchester. It is so important for adults to be given opportunities to figure out how to model for white kids how to engage with this conversation. She did a session today with teachers in Vermont who are really struggling around how to have these conversations in classrooms. She told them that is a lot of the work they have to do, because kids are ready to talk about – we need to, as adults, understand what gets in the way and what our challenges are and how we can support each other, as adults and folks with privilege to figure out how to bring these skillsets and issues to the classroom. It is so important right now to make sure we are engaging all students and white students around this conversation. Sometimes she hears from teachers in predominantly white communities say “We don’t really need to do this, because we don’t have kids of color here.” They really need to disrupt that narrative and make sure they understand how important it is for white kids to understand not just white privilege but also what their work is in disrupting racism and being involved in these conversations about racial justice. She is delighted to hear the Superintendent talking about systemic racism in this call. She and others in Winchester are also working on issues like this and trying to bring the Winchester kids into the conversation.

Dr. Malay thanked Ms. Gannon for her wonderful comments and contributions to this conversation.

Ms. Atkins stated that Dr. Malay is holding on to quite a bit. There are quite a few things they have done as well as the School Board. Whenever bullying is happening the report comes to the School Board. The School Board has requested that if there are any racial issues, that would also elevate to the level of the School Board. Because there are multiple schools. When there are incidents just here and there, it seems like it is just here and there, but by having those issues go

to the Board, the Board can see, if it is happening, how much it is happening and how often, and can address it, whether it is in the elementary, middle, or high school level.

Dr. Malay replied that that is a good point. He continued that one thing they talked about Tuesday in the bullying presentation is that “bullying” has been used as an umbrella term for many different misbehaviors, but an act of racism is not bullying; it is an act of racism. It is not okay, and it should not be lumped into a “bullying” category. Sometimes people have arbitrarily put that label of “bullying” over other acts of discrimination in years past. The high school is going back and reviewing all of those incidents that led to suspensions, and some of those might have been called “bullying” and need to be re-categorized as acts of racism or other discrimination. Calling it “bullying” is taking the easy way out because the hard conversations that need to happen, and the hard follow up and the restorative justice practices they are working to implement get lost when you put the wrong label on what happened. He appreciates Ms. Atkins mentioning that.

Mr. Morton thanked Dr. Malay for speaking with them. He continued that he wants to make sure he understands some things. It sounds like Dr. Malay is doing some good work. It seems like one of the recommendations Dr. Malay has is more money for bias training and for training faculty and staff. He also hears Dr. Malay saying he wants more support, such as money and/or community support, to do this report. He continued that also, he is looking all of the information community members have talked with the AHRJCS Committee about, and he appreciates Ms. Landry bringing that up. One of the topics was opportunities to development additional programs and data points so we know what we are looking at. He asked if Dr. Malay has a climate survey that is given to parents to find out what they are thinking about their children’s experiences in the schools. Not all parents are going to raise an issue due to fear for their children; they do not want to put students at risk of getting treated unfairly (or whatever that fear might be), but it would be good to know if Dr. Malay has a climate survey and how often it is done, to get an idea of what the parents are thinking. Mr. Morton continued that another constituent talked with the AHRJCS Committee about the diagnosis of disabilities. He asked if Dr. Malay has any data about that. He asked if he has data about how many students who are other gender identified, or students of color, are maybe put in Special Education classes incorrectly because perhaps they do not know how to teach certain students. Part of education is feeling safe, and supported, and part of that is food insecurity. What are they looking at here? For students of color is there food scarcity and needs not being met? They need to have some data, and for the data they do not have, start collecting it. They also need to start looking at the parents. Parents might say more via anonymous survey.

Dr. Malay stated that with regard to the climate survey for parents, they do not have one. He continued that that might be part of what comes out of that plan he talked about earlier and a way to collect data. Regarding disabilities, that is very well captured. It is a NH Department of Education database that the information gets put into, that the KSD can access and pull information from. The State’s system is that the KSD has to input information whenever a student gets identified as a student with a disability. There is a very long process involved before

somebody is identified as such. It is not just “Hey, I think this kid has a disability; let’s put him on an IEP.” There is a significant process, with evaluations, that takes some time to make that determination. The Department of Education used to do school report cards and now it is called the I Report. They have not done the 2019 school year yet. The information it gives about the district includes the total number of students and the percentages by race, although if a category is less than 11% they do not give an exact percentage for fear of identifying people inadvertently. The report shows that in the 2018 school year students with disabilities were 20.73% of the total student population and 36.33% of students were economically disadvantaged. The other information associated with this report includes student achievement data and then that is broken down by different categories. The biggest gap is where the students with disabilities are performing, not to say that there are not other gaps. In this report, the sample size of Black students was not large enough to report out on in the Science Proficiency data. The report gives information about the educational environment, including in-school suspension data, which is broken out by race, ethnicity, and other subgroups used in education.

Mr. Morton asked how a student who is in foster care, has disabilities, and is economically disadvantaged is counted when those are three different categories – would that student be counted three times? Dr. Malay replied yes. He continued that these categories are based on the entire student population. Regarding students that are receiving in-school suspension who are economic disadvantaged, that is coming in at a rate of 4.7%. This I Report is new and the KSD has not really accelerated the use of it, but he has been looking at it. Some other data points they like to draw from include the Youth Risk Behavior Survey (YRBS), which is not just about drug use, contrary to popular belief. It includes safety practices and safety habits and other topics and asks about bullying. Using these various data sources will help create a very efficient plan that they all feel good about. It all starts with the conversation. The I Report is available on the NHDOE’s website and you can look at specific schools and compare schools.

Ms. Gannon thanked Dr. Malay for that information. She continued that she was happy to hear about the YRBS data being used, because yes, it is about more than drugs. She asked if that data is disaggregated by race. Dr. Malay replied that he has not seen it disaggregated that way. Ms. Gannon stated that this is something she has been working on with folks in VT – they actually requested the folks who are gathering and analyzing the YRBS to disaggregate it by gender and race. Districts can ask for this. She encourages the KSD to do this, because it gives a different picture than some folks might imagine. Also, she thinks it is so important to keep food insecurity in mind when talking about justice in schools; she hears a lot of conversation about it in various places, including in Winchester. It is especially concerning as they move into winter and because of COVID.

She continued that it is important to keep bringing the conversation about race forward. In predominantly white communities it can be an uncomfortable conversation and people thus try to talk about different kinds of identities or marginalized groups. There is intersectionality and they can look at all the ways these topics are connected, but they also need to keep the conversation about race, racism, and white supremacist culture at the forefront of the conversation so people

are not ignoring what they know is a conversation our country has not been able to have for 500 years. They need to do some real repair and healing around that. Our kids really deserve that. It is important to not dilute the conversation about racial justice, and figure out how to hold it with the other identities people are speaking about.

Co-Chair Van Wickler thanked Ms. Gannon and thanked Dr. Malay. Dr. Malay replied that he is glad to be here and excited about the work and where it will lead.

Ms. Landry stated that she wants to remind Dr. Malay and the public about the Education and Schools public forum that will be November 17, 2020 at 6:00 PM. Dr. Malay replied that he wishes he could attend but has a family commitment. Ms. Atkins asked her to send the information to Dr. Malay so it can be added to the SAU calendar. Dr. Malay stated that he would be reaching out to the committee again as this work continues.

3) Updates on Laws, Policies, and Policing; Education, and Social and Community Topics

4) Laws, Policies, and Policing Public Forum Discussion

Co-Chair Morris made a motion to approve the meeting minutes from the public forum on October 29. Ms. Atkins seconded the motion, which passed by unanimous vote.

Co-Chair Van Wickler stated that the committee received the Online Enforcement Training for Leaders, from Jan Cohen, via email. Hopefully everyone had a chance to review that.

5) Upcoming Public Forums Discussion

Co-Chair Van Wickler stated that the next forum is November 17, 2020 from 6:00 PM to 8:00 PM. Co-Chair Van Wickler offered to facilitate it and Co-Chair Morris agreed.

6) Next Meeting – Agenda Items and Schedule

Co-Chair Van Wickler stated that it is very important to ensure a quorum is present at meetings, and thus important for people to reply to Ms. Landry's emails about upcoming meetings, to let her/the committee know whether or not they can attend. Brief discussion ensued about the next meeting date. Co-Chair Van Wickler stated that the next meeting is December 10, from 5:00 to 6:30 PM.

Ms. Atkins stated that she spoke with Ms. Landry and with the Mayor about the fact that she has to resign from the committee. Her family is moving out of the area. Her resignation is effective on November 18 so she can be a part of the forum the night before. Brief discussion ensued and the committee thanked Ms. Atkins for her work. Ms. Landry stated that the topics Ms. Atkins

brings up, and the way in which she challenges the committee has been very helpful and productive and she thanks her.

Ms. Landry stated that this committee has ten membership spots, and after Ms. Atkins leaves there will be two openings. They still have to get six for a quorum. Not having those spots filled does not mean they can take them out of the quorum calculations. They should think about whether to approach the Mayor about having those two spots filled. Co-Chair Van Wickler stated that that sounds like an agenda item for the next meeting.

There being no further business, Co-Chair Van Wickler adjourned the meeting at 6:28 PM.

Respectfully submitted by,
Britta Reida, Minute Taker

Edits submitted by,
Rebecca Landry, IT Director/ACM