BC Number EA-1

From the Office of the Superintendent   Date: September 11, 2020
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares, Director in Equity and Access   Phone Number: 457-3896
Cabinet Approval:

Regarding: Student Voice Collaborative

The purpose of this communication is to provide the Board information regarding our newly formed Student Voice Collaborative. To further address the climate/culture of our district, a collaborative team of African American Academic Acceleration, Communications, English Learner Services, Equity and Access, Goal 2, Prevention and Intervention, Special Education, and State and Federal have begun a Student Voice Collaborative advance equity in our schools by elevating students' voices to create change and foster school site partnerships with students at the forefront. This collaborative aims to have representation across diverse student groups, with a particular focus on increasing student voice among historically underrepresented and marginalized groups to ensure all student groups have a voice and an opportunity to be heard.

Our collaborative effort will give students an opportunity to engage in the following ways:

- Meet with Superintendent Robert G. Nelson Ed.D. over five scheduled meetings throughout the 2020/21 academic year.
- Present to the Board of Trustees at regularly scheduled Board meetings.
- Submit written updates of their efforts and progress through scheduled Board Communications.

The Student Voice Collaborative will also give departments the opportunity to align resources and efforts as they continue to advise diverse student groups through their respective departments. We are not only helping students advocate for student-driven solutions, but this collaborative also prepares them to become lifelong agents of social change.

Included with this communication is a timeline of the scheduled meetings with Superintendent Robert G. Nelson Ed.D., presentations to the Board of Trustees, the Board Communications for the 2020/21 Academic Year and descriptions of the various student voice groups.

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date: ___09/11/2020___

Student Voice Collaborative

Superintendent, Board Meetings & Board Communication Schedule

Date	Meeting
August 19, 2020	Dialogue with Superintendent Nelson
August 26, 2020	Board Meeting
September 11, 2020	Board Communication
October 12, 2020	Dialogue with Superintendent Nelson
October 21, 2020	Board Meeting
October 30, 2020	Board Communication
December 7, 2020	Dialogue with Superintendent Nelson
December 16, 2020	Board Meeting
January 29, 2021	Board Communication
February 10, 2021	Dialogue with Superintendent Nelson
February 17, 2021	Board Meeting
March 26, 2021	Board Communication
April 14, 2021	Dialogue with Superintendent Nelson
April 21, 2021	Board Meeting
June 1, 2021	Dialogue with Superintendent Nelson
June 2, 2021	Board Meeting
June 18, 2021	Board Communication

Fresno Unified School District
2020-2021 Student Voice Collaborative Student Groups

Building and sustaining student voice is essential to creating a culture that promotes Diversity, Equity, and Inclusion (DEI). Student voice supports the DEI framework as it is aligned to Culturally Responsive Practices, Multicultural Education, and Social Action.

Captured below are planned district focused student groups for the 2020-2021 school year as part of our efforts to ensure student voice is a part of decision making for the Superintendent, the Board, and district departments. Groups identified in *italics* are still being established.

Student Voice Group	Targeted Student Audience	Number of Students	Targeted Schools	Objectives	Contact Department and Leads
A4 Student Voice	African American High School Students (no selection criteria for participation)	To Be Recruited-- 30 Students	All High Schools	• Engage in learning around leadership and design thinking • Provide input about students' lived experiences, with a particular focus on academics (Student Led) • Engage in learning around communication and collaboration before committing to an action.	• Robert Green
BSU	African American Middle and High Schools Students (no selection criteria for participation)	Recruited every year through club sign-ups	All High Schools, Middle Schools, and 5 Elementary Schools	• Engage in learning around leadership • Engage in learning about cultural history • Community service and academics	• Lisa Nichols
Communication Advisory Student Group	High School Students (application process)	To Be Recruited— 14-20 Students	All High Schools	• Learn about the education system in FUSD and its impact on students • Assess the culture and climate of FUSD from a student perspective	• Nikki Henry

Fresno Unified School District
2020-2021 Student Voice Collaborative Student Groups

Student Voice Group	Targeted Student Audience	Number of Students	Targeted Schools	Objectives	Contact Department and Leads
				• Identify, create, and facilitate projects that promote change and strengthen school connectedness • Explore outlets to implement communication strategies to address the needs and wants of the student body	
English Learner Student Advisory Council	*EL Students from various categories across all seven regions (Long-term ELs, Redesignated ELs, Newcomer ELs, Dual Immersion ELs from Spanish and Hmong DI)*	*28-30 Students*	*Intermediate, middle, and high school EL and RFEP students*	• *Engage in deeper learning about various EL populations in FUSD* • *Communicate to EL students about available services and programs in FUSD* • *Determine how services and programs have impacted EL student lives and educational experiences* • *Identify needs of EL students as they define them and determine how department goals and actions support their needs* • *Empower EL students to hone their leadership and advocacy skills toward improving support of their linguistic and academic needs*	• *Carol Padilla-Shaath* • *Jazmin Lujan*

Student Voice Group	Targeted Student Audience	Number of Students	Targeted Schools	Objectives	Contact Department and Leads
Foster Youth Advisory Council/Club	Foster Youth Students in High School	Recruited by Project ACCESS Clinical School Social Workers and student's willingness to participate/ sign-up	Comprehensive High Schools	• Engage in learning around leadership skills, advocacy, and educational rights for foster youth • Create opportunities for foster youth to be connected, empowered, and engaged in creating a supportive environment for youth experiencing common struggles in the foster care system • Collaborate with site administrators and students to allow student voice to inform and increase school connectedness and positive school culture for foster youth students	• Tumani Heights

Fresno Unified School District
2020-2021 Student Voice Collaborative
Student Groups

Student Voice Group	Targeted Student Audience	Number of Students	Targeted Schools	Objectives	Contact Department and Leads
Fresno Unified GSA Youth Voice Committee	Genders and Sexualities Alliances (GSA) Students High School Middle School	District Committee: 2 students per site that represent their own school site Superintendent Committee: 2 students that represent whole/larger committee with 2 back up students	High School Sites with Active GSA Clubs Middle School Sites with Active Clubs	• Identify and share needs of LGBTQ+ Youth and Ally Students to continue to create inclusive spaces where students are seen, safe, supported and empowered	• Erica Hasenbeck • Suzi Wallace • In Partnership with GSA Advisors
Local Control and Accountability Plan (LCAP) Student Advisory Committee	High School Students (no selection criteria for participation)	80 from each site (13 sites) To be Recruited—unlimited participation	All traditional and Alternative Ed High Schools	• Identify and develop opportunities for diverse student perspectives to provide feedback and input towards equitable utilization of Local Control Funding Formula (LCFF) resources with a focus on overcoming barriers for students living in disadvantaged circumstances in order to improve student outcomes	• Miguel Vega

Fresno Unified School District
2020-2021 Student Voice Collaborative Student Groups

Student Voice Group	Targeted Student Audience	Number of Students	Targeted Schools	Objectives	Contact Department and Leads
Principal Action Committee (planning phase)	*Intersection of members of the student voice groups plus principal discretion* *Possibility of Presidents of the Clubs, Representatives of Groups (no selection criteria for participation)*	*20 to 40 Students per site*	*All High Schools*	• *Provide a space for all student voice group members on a site to collaborate and advocate* • *Meet with site decision-makers and flatten the hierarchy so that student voice translates to site action* • *Foster a culture of teamwork within and between student groups on campus*	• *Campus Culture Manager (DO)* • *Principal and/or Designee - Must be a site Decision-Maker (Site)*
Race and Social Actions Student Advisory Council	High School Students (no selection criteria for participation)	To be Recruited—15-17 students	All High Schools	• Engage in learning around Race and Social Action and Cultural Proficiency • Develop objectives for the site council • Develop a plan for student recruitment and plan for social action at the site • Participate in Superintendent and Board feedback • Mission statement development	• Edgar Pelayo • Lisa Nichols • Teresa Zamora

Fresno Unified School District
2020-2021 Student Voice Collaborative
Student Groups

Student Voice Group	Targeted Student Audience	Number of Students	Targeted Schools	Objectives	Contact Department and Leads
Race and Social Action Student Council	High School Students (no selection criteria for participation)	To be Recruited—unlimited participation	All High Schools	• Engage in learning around Race and Social Action and Cultural Proficiency • Develop and implement a plan for social action to support a culture focused on Diversity, Equity, and Inclusion	• Edgar Pelayo • Lisa Nichols Teresa Zamora
SAB	High School Students (selected at the school site with various criteria)	2-3 Per School Site	All High Schools	• Learn about policy and procedures of the board • Engage in asking questions around policy and governance • Present updates on a rotation to board • Provide input to the Board on Agenda Items affecting students and sites • Collaborate with site leadership and students to initiate policy change and school culture • Evaluate Site/District/Community needs and develop an annual	• Campus Culture Manager (DO) • Campus Culture Director (Site)

Fresno Unified School District
2020-2021 Student Voice Collaborative Student Groups

Student Voice Group	Targeted Student Audience	Number of Students	Targeted Schools	Objectives	Contact Department and Leads
				unification project to meet a need	
SAB Board Representatives	High School Students (elected from SAB)	2 Students	Elected High School Students	• Participate in board meetings through the pulling of agenda items and engaging in board discussions • Present the Student Board Member Communication at each Board Meeting • Record advisory votes on all Board Action Items • Communicate with staff on Student Advisory Board (SAB) questions • Report back to SAB and school sites on Board business and discussion	• Campus Culture Manager (DO) • No Site Leads
Special Education Advisory Committee	*Students representatives from 7 regions (siblings of students with disabilities, student leaders, students with visible and invisible disabilities*	*30 students*	*All High Schools*	• *Engage students in discussions around inclusive practices (How are we doing?)* • *Develop and plan a campaign to educate their peers* • *Engage students in deeper learning and understanding of visible and invisible disabilities*	• *Dr. Ebony Hailey* • *Jeanne Butler*

BC Number EA-4

From the Office of the Superintendent

Date: October 30, 2020

To the Members of the Board of Education

Prepared by: Kristi Imberi-Olivares, Director

Phone Number: 457-3896

Cabinet Approval:

Regarding: Student Voice Collaborative

The purpose of this communication is to provide the Board an update of our Student Voice Collaborative. To further address the climate/culture of our district, a collaborative team of African American Academic Acceleration, Communications, English Learner Services, Equity and Access, Goal 2, Prevention and Intervention, Special Education, and State and Federal have begun a Student Voice Collaborative to advance equity in our schools by elevating student voices to create change and foster school site partnerships with students at the forefront. This collaborative aims to have representation across diverse student groups, with a particular focus on increasing student voice among historically underrepresented and marginalized groups to ensure all student groups have a voice and a platform to be heard. The team meets monthly to share resources, training opportunities and to continue to align efforts.

During this quarter, our collaborative met with Superintendent Robert G. Nelson Ed.D. on Monday, October 12, 2020 to discuss the focus of our Student Voice Initiative student groups and share current challenges and barriers being faced. We also presented to the Board of Trustees at a regularly scheduled Board meeting on Wednesday, October 21, 2020 to introduce our Student Voice Initiative student groups and provide them with the opportunity to share a little about their group's focus this year.

The following student groups met with Superintendent Robert G. Nelson Ed.D.: African American Academic Acceleration, Black Student Union, Communication Advisory Group, English Learner Student Advisory Group, Fresno Unified GSA Youth Voice Collaborative, and Race and Social Action Student Advisory Council. In the past quarter, our collaborative has had the opportunity to engage in training from "The Amazing Tei Street" sponsored by Goal 2, in addition to pro-bono training for our advisors from Youth Leadership Institute (YLI).

Included with this communication is a summary of updates from each of our Student Voice Initiative student groups that were presented at our Board Meeting on October 21, 2020 as well as additional materials on the two training opportunities that were provided to our students and group advisors.

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471.

Approved by Superintendent
Robert G. Nelson Ed.D. _____

Date: 10/30/2020

Student Voice Initiative: An Introduction to Our Student Voice Initiative Groups

Below are 2020/21 Quarter 1 updates from each of our student voice initiative groups' goals and objectives, actions being taken to obtain student voice from their targeted student group, celebrations that they have experienced this quarter, a description of challenges/barriers they have encountered, and what their next steps our toward moving this work forward.

<u>African American Academic Acceleration</u>

Quarter 1 updates on goals and objectives: Our goals are to have our group made of students from all our FUSD high schools. We were able to add students from a few more regions since the last communication. We were also able to hold a series of design thinking labs to allow the students to put their thoughts into written form.

Current actions implemented to gather student voice: We are holding group sessions/labs and building documentation from student led conversations for future board or superintendent meetings.

Celebrations: Our student group has launched an Instagram/lived experience project that will allow students to share stories of their academic experience and highlight FUSD students and staff. This group of students will meet weekly to review, edit and post the stories of their peers.

Challenges/barriers: We have been unable to keep our student group at the number that we hoped to have. Though we initially had a number that was up to our expectation, we lost many due to other obligations and virtual fatigue.

Next steps: We will continue to recruit students to add to the variety of student voices and to eventually acquire representation from all regions. After obtaining these new members we will transition into the next series of design thinking labs.

<u>Black Student Union</u>

Quarter 1 updates on goals and objectives: This is our first BC. We represent the Black Student Union Advisory Council. We represent all the high schools in FUSD and support the work of all the BSU's in the district. Our advisors for this student council are Ms. Lisa Nichols and Mr. Pat Riddlesprigger. We are developing those soft leadership/life skills that allow us to learn how to effectively interact and communicate with others.

Current actions implemented to gather student voice: We are currently brainstorming as a council, ways to gather student voice. We are creating a survey to capture student voice to gather their feedback and ideas.

Celebrations: BSU Social Hour, BSU Advisor/Club Officers Retreat with guest presenter and Dr. Akua *Award Winning Educator & Author*. We are currently in a book study and reading "The Mis-

Education of The Negro by Carter G. Woodson. We are increasing our knowledge of black cultural and history with our book study.

Challenges/barriers: Attendance to site club meetings, students not motivated to attend due to virtual burn-out.

Next steps: We are working with Fresno State Recreation Administration students to create a public service announcement (PSA) message. G2 in partnership with Fresno County Superintendent of Schools will be hosting a Screening of the Black will be hosting a screening of the *Black Panther Movie for all Black Student Union (BSU) members and African American Student Leadership Academy (AASLA) Cohort students on October 30th.* There will be a *Pre & Post Educational Discussion Webinar* with special guest speaker and educator Anthony T. Browder

Communication Advisory Student Group

Quarter 1 updates on goals and objectives: We are in the final stages of recruitment as we have recruited several students thus far. Our goal is 14 students spanning over all regions and representing all student populations. The goal is to provide training, learning and support in the following areas: Advocacy, leadership, communications and media, and engagement.

Current actions implemented to gather student voice: We are planning on meeting bimonthly with our group. These meeting will consist of working and planning projects. In addition to providing professional development, students will engage with different team members from the Office of Communications.

Celebrations: Our students are excited to be a part of a collective student group. They are eager to learn, participate and advocate.

Challenges/barriers: We are identifying how to integrate this work into their academic schedules. Many have expressed their workload and responsibilities continue to increase. We are in discussion of incorporating self-care and wellness into our meetings-to check in with how students are doing.

Next steps: We will begin working on projects. We currently are in the process of creating a PSA to recruit students for the LCAP Student Advisory Committee. We will then explore how to increase student utilization of online resources.

English Learners Student Advisory Council

Quarter 1 updates on goals and objectives: The EL Student Voice group is a group of students from grades 5-12 from throughout the district. Each is a second-language learner and values their home language. The group is small, about 10 active members who are either classified as newcomers, long-term, re-designated and/or heritage learners. Nearly twenty percent of the school population in FUSD is an English Learner with nearly 60 languages spoken.

Current actions implemented to gather student voice: The group of students meet weekly to check in, build new skills and to provide feedback on the vision for English Learners in FUSD. Currently, the group is reflecting on the academic programs and supports and highlighting the Glows and the Grows in these areas. During the second meeting, students went through a workshop on youth voice and learned how their voice can be elevated to bring about change.

Celebrations: The group has been celebrating that the EL group is growing in number every time they meet. The young people would also like to recognize all students district-wide who redesignate as RFEP and seniors who receive the Seal of Biliteracy. This celebration would include parents and families.

Challenges/barriers: This group was just formed this academic year so many of the structures are being developed. Current members are reaching out to fellow classmates to invite to attend. More outreach is needed; however, developing a presence at school sites is something that the group would like to develop. The thought is to have Global Ambassadors at many of the school sites (coordinated through the EL Site Reps) and then each site would send 1-2 representatives to the advisory group.

Next steps: We are looking at how we can improve our vision statement and we are looking on how to improve the outcomes for our EL students. Some suggestions are having afterschool programs for extra support, encouraging more teachers to become bilingual themselves, getting counselors to contact EL students to help them out by giving them the resources in their home language. Families need more information in their home language.

In conclusion: English learners come with assets, Value the fact that they bring different perspectives because of their language and culture. Promote more students to become bilingual, biliteral, bicultural. By learning a language, you learn their culture as well. Learning a language helps all of us to understand one another and to learn to embrace the diversity of our school communities.

Fresno Unified GSA Youth Voice Committee

Quarter 1 updates on goals and objectives: We are the Fresno Unified GSA Youth Voice Committee. GSA stands for Genders & Sexualities Alliance. We are a new group that is just getting started. Some of the goals that we have discussed in this group include: 1) to have a more LGBTQ+ inclusive curriculum, especially in history. 2) Change the introduction policy for students in a classroom environment to include pronouns, along with their names. This is especially important because when it is just trans students that do this, it is as if they are outing themselves to everyone; so, this should be implemented among allies to normalize introductions with pronouns. And finally, 3) inclusive coverage of same-sex relationships throughout all sex education classes.

Current actions implemented to gather student voice: GSA gathers student voice through coalitions between multiple FUSD school GSA clubs, social events, and surveys that collect data (such as bathroom policies, changing of names / pronouns, and experiences with gender or sexuality-based harassment or bullying) from individual FUSD GSA clubs. Before everything shut down, we had an LGBTQ+ focused Rainbow Prom planned, and we are currently working towards launching our large virtual meetings where students can meet from different schools and share their experiences.

Celebrations: We are celebrating that many of our schools' GSA clubs are finally up and running, and that not only are we excited to see kids attend but also really impressed because we understand that it can be hard sometimes to put ourselves out there being a part of GSA.

Challenges/barriers: A main challenge we face is spreading awareness to people about something they view as an "other" or experiences they believe do not apply to them. Information about LGBTQ+ people in school curriculum often treats LGBTQ+ individuals as subjects to be learned about rather than actual people (discussions about gender and sexuality in sex ed, for example). It is painfully clear that gender and sexuality education focuses more on the comfort of straight, cisgender people than on teaching acceptance and understanding of queer folks. Bunching a brief gender and sexuality unit in with sex education only perpetuates harmful stereotypes of hypersexuality of LGBTQ+ people – we are whole people, and we expect to be treated as such. Another challenge is that some students are not able to be fully themselves at home during distance learning and may not be able to join GSA and get support.

Next steps: Next, we are going to meet with other district leaders who can help us with our goals. We are also planning on meeting with an LGBTQ+ inclusive mentorship program that started in our district. We are going to work on developing as leaders and furthering our voices. Some of them are also graphic designers that want to help us make digital posters and flyers for awareness campaigns that matter to us.

Race & Social Action Advisory Council

Quarter 1 updates on goals and objectives: We will be hosting a virtual professional learning workshop for our RSAAC to support the learning around youth advocacy on October 13th, 2020. We will also be having a guest speaker the 'amazing' Tei street, who is one of the top motivational speakers in the country. afterward, all student attendees will be given a free copy of Tei street's book "I'm the amazing Tei street, wouldn't you like to be amazing too?"

Current actions implemented to gather student voice: As we move forward with our Site Student Groups, we plan to gather student voice through a needs assessment that our Advisory Team has created. The results of these needs assessments at each one of our high schools will help guide our action plans to address those issues and concerns. Our goal is that once we establish our site level student groups, we focus on the needs assessment early on.

Celebrations: McLane had their first principal meeting with their student leader Julio, way to lead Julio! The rest of our student leaders have contacted their principals and will be meeting with them soon to begin the process of establishing their school site student group.

Challenges/barriers: Some challenges have been finding group members, at least one representative from every FUSD high school. Another challenge has been creating meetings with our principals and school advisors to set up and start running the RSAAC club on a school wide level.

Next steps: Student leaders will have their first meeting with their principles and site advisors. Students will work with their advisor, their principle, and of course the district council to work on recruiting members for the site level groups. Once site level groups are made, the needs assessment will be pushed out. The data we receive from the needs assessment will be used to help guide our work for the rest of the year.

RACE & SOCIAL ACTION ADVISORY COUNCIL VIRTUAL WORKSHOP

(Student Voice Initiative)

WHEN
October 13, 2020
3:30 PM – 5:30 PM

WHERE
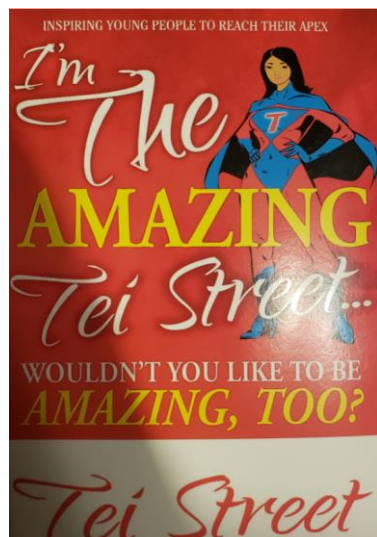Via Zoom
Meeting ID: 959 8014 6534
Passcode: 403437

CONTACT
Lisa Nichols
lisa.nichols@fresnounified.org
559-708-2628

All student attendees will receive a free copy of Tei Streets "I'm the Amazing Tei Street, Wouldn't You Like to be Amazing Too?" book. Please RSVP by October 9th.

GUEST PRESENTER
The Amazing Tei Street
National Motivational Speaker & Education Consultant

StreetTalk
with The "Amazing" Tei Street

INSPIRING YOUNG PEOPLE TO REACH THEIR APEX

I'm The AMAZING Tei Street...
WOULDN'T YOU LIKE TO BE AMAZING, TOO?
Tei Street

Fresno Unified School District

G2 TEAM

Youth & Adult Partnerships Training

- Learn the philosophy and practice of youth development and youth and adult partnerships

- Discover different approaches to working with youth, including your own style

- Gain a better understanding of adultism and how it stands in the way of authentic youth engagement

OCT. 27 • 10AM TO 12PM

Zoom Meeting ID: 345 208 0283

Passcode: Youthvoice

yli YOUTH LEADERSHIP INSTITUTE
Use Your Voice

BC Number EA-1

From the Office of the Superintendent

Date: February 26, 2021

To the Members of the Board of Education

Prepared by: Kristi Imberi-Olivares, Director

Phone Number: 457-3896

Cabinet Approval:

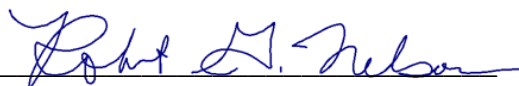Regarding: Student Focus Groups on Policing Summary

The purpose of this communication is to provide the Board information on the summary report that synthesized qualitative data toward our work to understand our students' perceptions and opinions of police on campus. Equity and Access, Communications, Operational Services, and the Office of African American Academic Acceleration partnered to conduct student focus groups with middle and high school students.

Seventeen virtual student focus groups were conducted with students in grades 7 to 12 from January 18 to February 11. Facilitators and note-takers were trained on January 12 and 13. Notification letters were mailed out in early January to the parents/guardians of selected students to inform them about this opportunity and we partnered with school sites to conduct outreach to chosen participants. Schools and classrooms were randomly selected to ensure a representative sample of the larger student population. In addition to partnering with schools, we engaged our Student Voice Initiative groups to lead focus groups as well. These students will represent mixed ethnic/racial backgrounds and include English Learner students, African American students, foster youth, homeless students, Gay Straight Alliance club members, and students with disabilities. A content/thematic analysis was conducted of the qualitative data gathered from these student focus groups to identify themes.

Included with this communication is the Student Focus Groups on Policing Summary report which provides more details of the methodology, findings, and recommendations.

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471.

Approved by Superintendent
Robert G. Nelson Ed.D. _____ Date: __02/26/21__
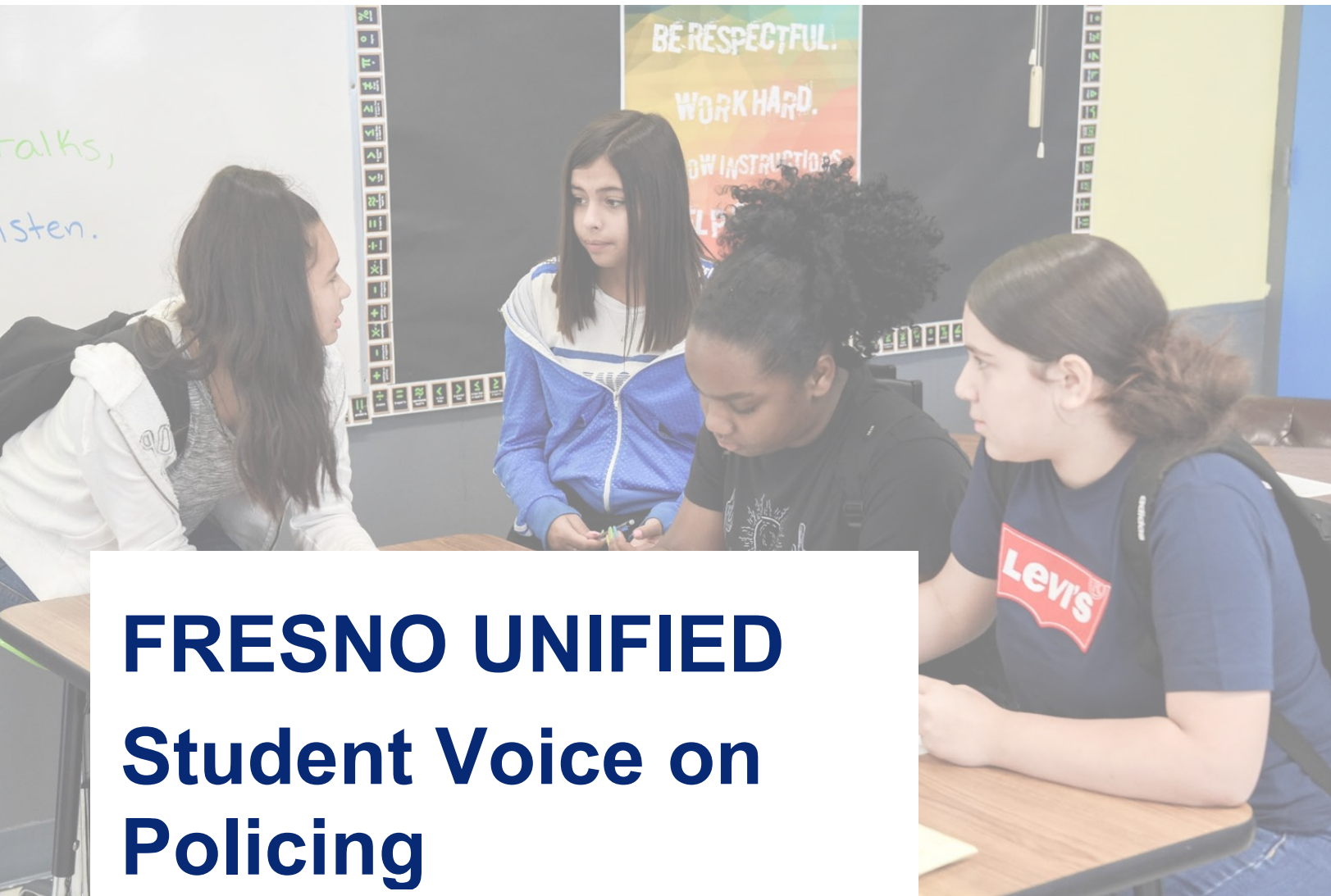
FRESNO UNIFIED
Student Voice on Policing

FEBRUARY 22, 2021

EQUITY AND ACCESS

Introduction

A movement to reform California public school policing and rethink school safety has been gaining momentum amid nationwide protest against police brutality. In recognition of our need to better understand the impact of police officers on our school campuses, Fresno Unified has put together a cross-departmental team to lead in a process to engage our students, families, and school site staff in a deeper discussion and gather their perceptions and opinions of police on our school campuses. Equity and Access, Communications, Operational Services, and the Office of African American Academic Acceleration collaborated to plan and conduct student focus groups with middle and high school students to address the following questions:

- How do students perceive police officers in their community and on campus?
- What factors influence how safe students feel on campus? What do students believe is working well and what may need improvement on a school campus in regards to safety?
- If police officers were to be removed or remain on campus, how would students feel?

Methodology

Seventeen virtual student focus groups were conducted with students in grades 7 to 12 from January 18th to February 11th. Facilitators and note-takers were trained on January 12th and 13th. Notification letters were mailed out in early January to the parents/guardians of selected students to inform them about this opportunity and we partnered with school sites to conduct outreach to chosen participants. Schools and classrooms were randomly selected to ensure a representative sample of the larger student population. In addition to partnering with schools, we engaged our Student Voice Initiative groups to lead focus groups as well, and conducted the following sessions:

- 8 Student Voice Initiative student focus groups
- 9 school-based student focus groups

In total, 114 students participated in these focus groups. Sessions were held with diverse students from mixed ethnic/racial backgrounds and included African American

students, EL students, foster youth, BSU club members, homeless students, GSA club members, and students with disabilities. A content/thematic analysis was conducted of the qualitative data gathered from these student focus groups to identify key and sub-themes.

Key Findings

- **Students perceive police in their community and police on campus differently, with students having more direct interactions with police on their school campuses and less direct experiences with police in their community.**
- **Students shared mostly positive experiences and perceptions of having police on campus**.
- **Trained police officers on campus and caring staff make students feel safe on campus, with student-adult positive interactions as the most influential factor.**
- **Students shared that there is a lack of consistency of police officers' interactions with students across Fresno Unified**.
- **If police were to remain on campus, students would like to see more positive interactions with students and a district-wide focus on trust building between police and students.**
- **If police were not on campus, schools would be more vulnerable to dangerous situations and students would not feel safe.**
- **All schools should hire more diverse staff that represents the racial and ethnic make-up of their student body.**

Students perceive police in their community and police on campus differently, with students having more direct interactions with police on their school campuses and less direct experiences with police in their community. Students shared mixed feelings about police in their community. Some students expressed feeling safer having police in their community, while others shared negative experiences with police in their own personal neighborhoods, leading them to feel less safe. Some participants shared how police in their communities make them feel more comfortable and protected, while other students discussed viewing police confrontations in their neighborhoods or hearing of incidents where police have used unnecessary force with community members. Students shared how they and most people stereotype police more now

based on what is shown in the media and that they recognize that their perceptions at times may be influenced by media experience rather than personal experiences. In particular, students cited the media's coverage of the George Floyd incident as instilling a sense of fear of the police and a belief that all police are racist. While the majority of the students who shared during these focus groups stated that they did not have direct experiences with police in their communities, a handful of students described their interactions with police in their communities. For example, one student shared how they saw a police officer while playing basketball at a community park and immediately felt fearful. However, to this student's surprise, the police officer brought them lunch and played basketball with them.

> *"I feel some sense of ease or safety when I see a police officer nearby especially where I live where there are occasional shootings."*
> *- Middle School Student*

Students shared mostly positive experiences and perceptions of having police on campus. Students shared that police on campus reassure them and make them feel safe, especially in regard to school shootings, bullying, and violence on campus. For example, one student recalled an incident where they had a shooter lockdown during one of their rallies and it was frightening, but they felt reassured knowing a police officer was on campus. One of our students with a hearing impairment shared an experience where a stranger came on campus and a lockdown was occurring, but due to their inability to hear the bell and announcement, they were stranded out in the hallway. A police officer found them and pulled them into the classroom. Students also stated that police support with suicide prevention, break up fights, reduce drug use on campus, de-escalate problems, and step in to support during emergency situations. One student shared that they had a friend who was feeling depressed and they were worried their friend might hurt herself. The student confided in their campus police officer about their friend and he stepped in to support and worked with the school social worker to get that student help. Students also shared that police officers on campus serve as role models or mentors to students and try to foster relationships with students. In fact, during one focus group session, students shared that they have observed their peers who have been suspended or often get in trouble, have positive,

close relationships with the police officer on campus. Some students shared that they purposefully engage police officers to build relationships with them.

> *"Even if I don't see police officers around campus every day, just the knowledge of their presence on campus makes me feel safer"*
> *– Middle School student*

A small portion of student participants stated that they try to avoid police officers and felt that police on campus made them feel anxious and overwhelmed due to their race/ethnicity. One student shared that they noticed police officers to be more visible around certain groups of students, mostly African American, which makes them feel uncomfortable. Another student shared that they witnessed a police officer breaking up a fight and he used physical force to hold the one of the student's head down which made them feel worried and unsafe.

> *"If I get in trouble and the security guard is coming, it's no big deal and I feel comfortable. But if I get in trouble and a police officer comes to me, I'm scared and don't want to be in the situation."*
> - **High School Student**

Trained police officers on campus and caring staff make students feel safe on campus, with student-adult positive interactions as the most influential factor. Adults who are positive, present, and available makes students feel safer on campus. Students shared that having police officers on campus makes them feel safe because they know there is someone trained to handle dangerous situations such as school shootings, fights, and someone bringing a weapon to school. One student shared that their school is being purposeful in holding rallies and providing communications about police presence on campus, which helps students feel safer on campus. Focus group participants also expressed that having staff on site who genuinely care and interact positively with students help them feel safe on campus. One student shared that teachers on their campus open their classrooms at lunch to let students come in and that helps students feel secure. Another student shared that when they can openly share negative experiences or when they feel unsafe, that makes them feel safe on campus. When staff communicate with students about a problem or when an emergency situation

arises, this also helps students to feel safe because they are aware of what is happening.

The majority of students cited that positive interactions with police officers and staff were the biggest factor in whether or not students felt safe on campus. While some students felt that merely the presence of police officers made students feel safe, more students cited that police officers who have good relationships with students and interact positively make them feel safe. In addition, one focus group session brought up the importance of having staff and police officers who look like the students at the school. For example, one student stated that they would feel safer knowing there is an African American police officer, male or female, on their campus. This student shared that it is difficult in general to make a connection with adults who do not look like you. Another student shared that at their high school, the police officer is White and some students feel he is intimidating and not approachable, just because he does not look like them. However, this same student recognized that the portrayal of police in the media may makes them feel more fearful of White police officers. A couple of students shared that they did not feel comfortable or safe with anyone on campus carrying a gun. Further, some students cited physical structures, such as gates and cameras, as influencing how safe students feel on campus.

> *"I want everyone to know that we can have a connection and we can talk to police on campus and not be afraid. As an African American student and everything going on in the world, we need to know that we can have a connection."*
> *- High School Student*

Students shared that there is a lack of consistency of police officers' interactions with students across Fresno Unified. The majority of students who participated in these focus groups discussed how most police officers are effective at protecting students, keeping the campus safe, and positively interacting with students. However, some students cited negative and inappropriate behavior of some police officers on their campuses. One student shared an experience where during a fight, a police officer accidentally took out their gun instead of the taser and it made the student feel

uncomfortable. Another student shared that a police officer on their campus stood idly and let a fight happen and did not intervene until the principal came out. Students cited the inconsistency in police behavior and treatment of students on campus speaks to a need for more accountability and district-wide retraining of police officers. Some students suggested that police officers need additional training on specifically treating and interacting with children. One student shared that the police officer on their campus was often "grouchy, moody, and mean." This spurred discussion of how police officers should have more positive attitudes especially when interacting with students. In addition, students shared that there should be standard expectations of how police officers should behave and interact with students. For example, one student shared that police officers should introduce themselves to students and conduct presentations in classrooms. Students also shared that some police officers know how to appropriately interact with students with mental health disorders, while others do not.

> *"Schools should make the officer more a part of the culture of the school instead of just being there on campus."*
> *- Middle School Student*

If police were to remain on campus, students would like to see more positive interactions with students and a district-wide focus on trust building between police and students. While most students shared experiences of positively interacting with police officers, some participants in the focus groups expressed that they felt that police need to do a better job engaging with students outside of discipline. However, some students stated that when it comes to mental health issues, there needs to be more social workers and counselors available on campus instead of having police officers handle it. Some students also felt that police officers need to be intentional in building trust with students and be more approachable. One student said that they would like to see "more visible police", going on to describe student contact that is positive and fun on their campus. Another student shared that there is a lot of tension between students of color and police, which negatively impacts how students view police on campus. Students in the focus group also indicated that providing students more opportunities to positively interact with police on campus would make them feel more comfortable and foster trust.

Once again, students stated that student perception of police are skewed by the media. One participant suggested that if students had more opportunities to positively interact with police and build relationships with them on campus while they are still young, then this would help students grow into adults who had more of an open mind about police officers and what they saw in the media. Similarly, students discussed that schools need to develop ways to get police officers in front of students more and not just when students misbehave or break the rules. For example, students discussed engaging students and police in fun activities, to give students opportunities to interact with police and help to foster trust. One student recommended that police officers go into classrooms to talk with students about safety or to answer questions students may have about their role on campus. Another student recommended police officers get involved in morning announcements and rallies. In addition, students cited that more school communication about police on campus is needed, as some students do not know what their roles are or why they are on campus other than to break up fights and for school shootings. Some focus group participants also discussed better concealment of police weapons as something they would like to see more of. For example, a student shared that when a police officer is trying to de-escalate a situation and calm students down, seeing their gun does not help to calm students and can create more anxiety. Lastly, a couple of students discussed an alternate approach to searching bags and felt this was an invasion of student privacy. These students suggested that schools should have metal detectors set up that students walk through when coming on to campus and student backpacks only be inspected when the metal detector goes off.

> *"Students not knowing the officers can be a barrier and they can't expect students to be comfortable with them."*
> *- Middle School Student*

If police were not on campus, schools would be more vulnerable to dangerous situations and students would not feel safe. While participants in the focus groups acknowledged that there are improvements to be made with police on campus, overwhelmingly, students expressed concern and feeling unsafe if police were

removed from their school campuses. While a couple of students expressed not caring one way or the other, the majority of students shared that if there were no police on campus, schools could become more of a target for dangerous situations, such as school shootings or strangers coming on to campus. However, not all students agreed that having police on campus was a benefit. For example, a few students shared that they believed police on campuses perpetuates the negative relationship between youth and police officers. Students also shared that this issue is not isolated to just school campuses – it extends to neighborhoods and communities - and that across the board, some students felt that police officers should be replaced with community workers and neighborhood watch.

While students recognized that there are other adults on campus to keep them safe and protect them, they questioned if teachers would be trained to handle an active shooter on campus or to step in to break up a fight. Participants also asked if Fresno Unified was planning on adding more cameras on school sites and teaching students and school staff how to defend their schools from school shootings or when outside people walk on campus without police. Students shared that police provide an additional layer of security, especially when the surrounding school neighborhood is unsafe. Some students stated that they would not want to attend school in-person if there were no police on the campuses, citing fights, weapons, and drug use on campus may increase as a result. For example, one participant expressed that students would feel more anxious and worried because anyone could come on to their campus and bring weapons without police officers there. In addition, students discussed that having safety procedures and gates were not enough to protect them and questioned who at their school would replace police officers, particularly for schools where there are no gates or fences. Lastly, students raised concerns of how fast city police would respond to a school incident or emergency if police were not already on their campuses.

"There's a big difference from having a safe campus and having students feel safe on campus. We all have procedures and drills and are prepared for a crisis, but that does not mean we would feel safe without police officers at school."
- High School Student

perceptions of police, students often discussed the importance of not only hiring police officers who look like students, but also ensuring that there are more diverse staff on campus. Throughout these discussions, students cited that school staff also contribute to how safe students feel on campus, and often spoke about the challenges students experience interacting with staff who do not look like them. Students felt that police officers and other school staff should be more racially diverse and believed that this may help in fostering relationships with students, particularly students of color. One member of the focus group shared that our district is made up of such a diverse study body, and yet the majority of school staff do not represent the race and ethnicity of the student population. At the end of most sessions, many students expressed their gratitude of police officers and recognition of their difficult jobs. Students also appreciated the opportunity to participate in these student focus groups.

> *"I just feel better with people who looks like me on campus, and that can be teachers or counselors or police."*
> *- High School Student*

Recommendations

Based on the findings of the student focus groups, there are five recommendations that emerged from synthesizing the cross-departmental team feedback for Fresno Unified to consider:

- SROs need to build intentional relationships with students by creating additional opportunities to interact with students outside of discipline.
- SROs should participate in ongoing student-centered and cultural proficiency trainings to better understand the populations they serve.
- SRO roles and expectations need to be consistently communicated and implemented across school campuses.
- SROs selection should mirror the diversity of the student population.
- SROs should limit the exposure of weapons while on our school campuses.

Appendix: Student Focus Group Questions

Introduction Question
1. What is your perception or experiences of police in your community? (Probing: What is your perception or experiences of police at your school?)

Exploratory Questions
2. What factors do you think might influence how safe students feel on campus? (Probing: What is your school doing to cultivate a safe campus?)
3. How do police on campus make you feel? (Probing: Do you feel more safe? Unsafe? Why do you feel that way? Provide examples. How have you observed interactions on campus with police? What are some positive interactions you've observed? Negative interactions?)
4. If police were to remain on campus, what would you like to see more of? (Probing: What could be improved? What are some actions your school could take to promote good police-student interactions? What are the barriers to good police-student relations? What steps do you think your school can take to eliminate those barriers?)
5. If police were not on campus, how would that make you feel? (Probing: What concerns would you have if there were no police on campus? What actions would your school need to take so that students feel safe?)

Exit Question
6. Is there anything else you would like to say about police on campus?

BC Number EA-1

From the Office of the Superintendent   Date: February 18, 2022
To the Members of the Board of Education
Prepared by: Amy Idsvoog, Ambra O'Connor, and Kristi Imberi-Olivares   Phone Number: 457-3896
Cabinet Approval: _____
Lindsay Sanders (Feb 17, 2022 13:07 PST)

Regarding: The Collaboration with Fresno Police Department and Fresno Unified

A three-year contract with the Fresno Police Department (FPD) was approved in June 2021. Some key revisions to the contract included improving the collaborative relationship to include ongoing cycles of review to increase better outcomes for students. The relationship will include developing clear roles and expectations as well as developing a data collection system to guide understanding and future practices for both School Resource Officers (SROs) and site and district safety teams. Data collection will include capturing responsive practices to deepen relationships with families, students, and staff as well as metrics related to disciplinary actions. Our initial meetings and collaboration this fall included analyzing and evaluation quantitative and qualitative data that was gathered from our educational partners during the 2020/21 school year and the Fall of 2021/22 school year regarding police on campus. Below is a brief summary of those findings, and a new report from January 2022 is summarized and included with this board communications.

Report Findings
- **Student Voice on Policing Report** by Fresno Unified School District's Equity and Access Department, February 2021
    - Students shared mostly positive experiences and perceptions of having police on campus.
    - Trained police officers on campus and caring staff make students feel safe on campus, with student-adult positive interactions as the most influential factor.
    - Students did, however, share that there is a lack of consistency of police officers' interactions with students across Fresno Unified.
    - Students would like to see more positive interactions with students and a district-wide focus on trust building between police and students.
    - Students also shared that if police were not on their school campuses, schools would be more vulnerable to dangerous situations and students would not feel safe.
    - Lastly, the focus groups revealed that students believed schools should hire more diverse staff that represents the racial and ethnic make-up of their student body.
- **A Report on Fresno Unified School District's Stakeholder Experiences with Student Resource Officers (SROs)** by Fresno State's Departments of Counselor Education and Rehabilitation, Educational Leadership, Liberal Studies, and Sociology, April 2021
    - Most educational partners have positive experiences with SROs and indicated that SROs presence on school campuses was important.
    - The majority of families and staff opposed removing SROs from schools while two-thirds of families, who reported direct experiences with SROs, had positive experiences.
    - Staff have a more nuanced understanding of the impacts of SROs, acknowledging that there are problems that need to be addressed in the interactions between SROs and students.

- o The family Focus Group Interviews had the largest array of viewpoints on SROs, with some groups seeing the positive attributes of having SROs on Fresno Unified campuses, while others were highly critical of the role and advocated for a change in how schools handle issues of safety and student discipline.
  - o Families, staff, and SROs viewed SROs as an asset in producing a safe school environment, providing positive perceptions through their conduct, and giving opportunities for positive relationship building with students.
  - o All educational partners see a need for greater communication between educational partner groups revolving around safety practices and responsibilities, and a need for additional training involving cultural sensitivity, unconscious/implicit bias, de-escalation, and conflict resolution.
- **Fresno Unified Student Interactions with Police** by Fresno Unified School District's Departments of Equity and Access and Prevention and Intervention, January 2022
  - o At a Board Member's request, to dig more deeply into student perception, a cross-departmental team planned student interviews with students who had direct interactions with police on campus (i.e. student neighborhood resource officers (SNROs) and SROs) to address how students experience interactions with SROs, and what students believe is working well and what may need improvement to foster better student-officer relationships. Fourteen one-on-one interviews were conducted with students in grades 9 to 12 during November and December 2021. A summary of key findings is below, and the complete report is included with this communication.
    - Students rated their interactions with SNROs and SROs mostly positively, with students reporting more positive interactions with officers at their previous middle school than current high school.
    - Student interactions with police in their community were mostly negative.
    - Most student-SNRO/SRO interactions occur in response to disciplinary incidents and students expressed the need for more opportunities to interact with SROs outside of discipline.
    - Students shared the biggest barrier to good student-SNRO/SRO relationships being community and negative public perception of SROs and how it impacts student perception.
    - Consistency in SNRO/SROs on campus is key for strengthening relationships between SROs and students.
    - Students expressed the importance and need of having SROs on middle school campuses to foster positive perceptions and improve student-SRO relations.

Next Steps

The new district Safety Team, Communications, and Equity and Access started work in November 2021 with the newly appointed leadership within FPD. Below are actions that will occur this spring:
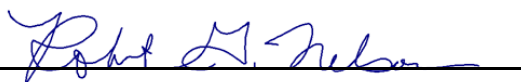
- Finalize SRO/student engagement data tool with FPD and identify 2-3 high schools to pilot tool.
- Deliver professional learning for SROs and Site Safety Teams to review roles, responsibilities and expectations, and launch pilot.
- Establish a student led safety task force at both the high school and middle school levels to capture ongoing student voice around school safety.
- Conduct listening sessions with SRO and pilot site administrators to garner feedback and make any revisions to the SRO/student engagement data tool.

- Hold drop-in sessions for all site administrators and SROs to review new data tool, review roles, responsibilities, expectations, and lessons learned from pilot.
- Implement and launch of SRO/student engagement tool at all high schools.
- Develop SRO/student engagement Power BI and reports to analyze the data collected.
- Facilitate a cycle of review utilizing the new data with FPD and District/Site Safety Teams
- Work with FPD to jointly identify areas of professional learning for officers in support of deepening relationships with students.
- Provide the Board of Education with initial data, roles, responsibilities, and next steps for the 2022/23 school year.

Included with this communication is the 2021/22 Student Interactions with Police Report.

If you have further questions or require additional information, please contact Amy Idsvoog at (559) 457-3498 or Lindsay Sanders at (559) 457-3471

Approved by Superintendent
Robert G. Nelson Ed.D. _____ Date: __02/18/2022__

FRESNO UNIFIED
Student Interactions with Police

JANUARY 28, 2022

PREVENTION AND INTERVENTION
EQUITY AND ACCESS

Introduction

In recognition of our need to better understand the impact of police officers on our school campuses, Fresno Unified developed a cross-departmental team to lead an ongoing process to engage our students, families, and school site staff in deeper discussions to gather their perceptions and opinions of police on our school campuses. Equity and Access, Communications, Operational Services, and the Office of African American Academic Acceleration collaborated during the 2020-21 school year to plan and conduct student focus groups with middle and high school students to better understand student perception of police officers in their community and on their school campus, to explore factors that impact student safety on campus, and to highlight areas of success and opportunities for improvements. Seventeen virtual student focus groups were conducted with a diverse representation of 114 students in grades 7 to 12 from January through February 2021.

The focus groups revealed that students shared mostly positive experiences and perceptions of having police on campus. Trained police officers on campus and caring staff make students feel safe on campus, with positive interactions between students and adults serving as the most influential factor. Students did, however, share that there is a lack of consistency of police officers' interactions with students across Fresno Unified. Students would like to see more positive interactions with students and a district-wide focus on trust building between police and students. Students also shared that if police were not on their school campuses, schools would be more vulnerable to dangerous situations and students would not feel safe. Lastly, the focus groups revealed that students believed schools should hire more diverse staff that represents the racial and ethnic make-up of their student body.

At the Board's request, to dig more deeply into student perception, a cross-departmental team planned student interviews with students who had direct interactions with police on campus (i.e., student resource officers (SROs)) to address the following questions:
- How do students experience interactions with SROs?
- What do students believe is working well and what may need improvement to foster better student-officer relationships?

Methodology

Fourteen one-on-one interviews were conducted with students in grades 9 to 12 during November and December 2021. School social workers were trained to conduct the interviews and notification letters were mailed out in early November to the parents/guardians of selected students to inform them about this opportunity. Prevention and Intervention also partnered with identified school sites to conduct outreach to chosen participants. One comprehensive high school and two alternative education sites were selected.

In total, 14 students were interviewed by trained school social workers. Interviews were held with students from diverse ethnic/racial backgrounds. Thirteen (93%) students responded that they had at least one interaction with the SRO/SNRO on their school campus during middle or high school, while 1 student did not have a direct interaction. Nine (64%) students had at least one interaction with police in their community, while 5 students did not have a direct interaction. A content/thematic analysis was conducted of the qualitative data gathered from these student focus groups to identify key and sub-themes.

Key Findings

- **Students rated their interactions with SNROs and SROs (police on campus) mostly positively, with students reporting more positive interactions with officers at their previous middle school than current high school.**
- **Student interactions with police in their community were mostly negative.**
- **Most student-SNRO/SRO interactions occur in response to disciplinary incidents and students expressed the need for more opportunities to interact with SROs outside of discipline.**
- **Students identified the biggest barrier to good student-SNRO/SRO relationships as being negative perception of SROs within the public and community and how it impacts student perception.**

- **Feedback from students stressed that consistency of SNRO/SROs on campus is key for strengthening relationships between SROs and students.**
- **Students expressed the importance and need of having SROs on middle school campuses to foster positive perceptions and improve student-SRO relations.**

Students rated their interactions with SNRO/SROs (police on campus) mostly positively, with students reporting more positive interactions with SROs at their previous middle school than current high school. On average, students who were interviewed rated their interactions with SROs as positive (Score of "4", please see Appendix B). Students shared how SROs treat them with respect and communicate with the students. Students also described SROs behaving calmly with them. A couple students also described how they have built a good relationship with their SRO. However, some students expressed a difference between their experiences with their middle school SNRO and the experiences with their high school SRO. Students shared they had more positive interactions with their middle school SROs than with their current SROs in high school.

> *"I feel like even the worst kid gets along with the officer on campus."*
> *- High School Student*

Student interactions with police in their community were mostly negative. The average ranking of all interviewed students who had experiences interacting with police in their community was negative (Score of "2", please see Appendix B). Students shared that they either experienced an interaction directly or observed an interaction between someone they knew and a community police officer. They rated these interactions negatively for reasons they described such as observing police in their community treating people poorly and being disrespectful. A few students shared experiences of seeing police officers demonstrate behavior such as holding a gun to a neighbor's head or speaking disrespectfully to their parents.

> *"All of my interactions with cops in my community are a 1, none of my interactions with them are good."*
> *– High School Student*

Most student-SRO interactions occur because of discipline and students expressed the need for more opportunities to interact with SROs outside of discipline. Students who were interviewed shared that almost all of their interactions with SROs were a result of getting in trouble. They stated that it would be helpful to encourage positive relationships with police officers if students had other opportunities to interact with them, outside of discipline. Some students suggested that SROs should walk around during lunch and have more of an active presence, interacting with students during the school day. Another student suggested that SROs should make more of an effort to get to know all students, one-on-one.

> *"Maybe start by trying to understand students."*
> *- High School Student*

Students identified the biggest barrier to good student-SNRO/SRO relationships as being negative perception of SROs within the public and community and how it impacts student perception. The majority of students who participated in these interviews discussed how most of the barriers to positive relationships between students and SROS are based off of how others view police on our school campuses. Students shared how their interactions with SROs are different than how people in the community talk about police on campus. Students stated that student perception of police are skewed by the community/public perception. One participant suggested that if students had more opportunities to positively interact with police and build relationships with them on campus while they are in middle school, then this would help students build a foundation early on.

Similarly, students discussed that schools need to develop ways to get police officers in front of students more and not just when students misbehave or break the rules. A couple of students suggested that schools could address this barrier by creating more opportunities for students to interact and get to know SROs to form their own opinions and perceptions.

In addition to negative perceptions in the public and community a barrier, one student identified another barrier as the way their SRO speaks to students. This student described that it comes off as aggressive because their SRO has their hand on their weapon when they talk to students. Another student believed an additional barrier was SROs not having relationships with teachers on their campus.

> *"It's all the bad stuff people say about the cops. You know kids, they hear one bad thing and they keep it in their mind forever."*
> *- High School Student*

Feedback from students stressed that consistency of SROs on campus and opportunities for non-disciplinary interactions are key for strengthening relationships between SROs and students. When asked how schools might strengthen relationships between SROs and students, students shared the need for consistency and opportunities to interact with SROs outside of disciplinary incidents. Some students discussed the importance of having the same SRO on campus year after year to build relationships with students. One student expressed the difficulty when a new SRO is brought in and how students feel as if they are "starting over" as there's someone new to get to know. Some students also felt that police officers need to be intentional in building relationships with students and interact more with students during the day, by participating in assemblies, presentations, and various activities.

One student said that they would like to see SROs help students with academics and suggested the development of a program to pair struggling students with SROs for support. This same student shared that their middle school had a successful SRO-student program in place that was effective in fostering positive relationships between students and SROs. Another student shared the need for consistency in how SROs interact with students and how they treat situations. This student expressed that clear expectations and training across all SROs might help with consistency.

> *"Showing how they're [SROs] actually helping our community and helping our schools be better."*
> *- High School Student*

Students expressed the importance and need of having SROs on middle school campuses to foster positive perceptions and improve student-SRO relations.
In addition to consistency and more opportunities to interact with SROs, students also described the need for SROs on middle school campuses as one way to improve student-SRO relations. Some students stated that introducing students to SROs at a younger age would help to build better student-SRO relationships as they got older. One student described how middle school prepares students for high school and if middle school students had more opportunities to interact positively with SROs, they would go into high school having a better mindset about SROs. A couple of students discussed their own experiences with SROs at their middle school and how those positive interactions helped them build relationships with their SROs in high school.

> *"I think middle school is where it starts cause high school you can't really change kids' minds unless you get at them with the positive stuff in middle school."*
> *- High School Student*

Recommendations

Based on the findings of the student interviews, there are three recommendations that emerged from synthesizing the cross-departmental team feedback for Fresno Unified to consider:

- SROs need to build intentional relationships with students by creating additional opportunities to interact with students outside of discipline.
- SRO expectations and responses to discipline situations need to be consistently implemented across school campuses.
- SROs placement should remain consistent and student-SRO relationship building should begin on middle school campuses.

Appendix A: Student Interview Questions

<u>Introduction Question</u>
1. In your opinion, what is the role of a student resource officer (SRO) on a school campus?

<u>Exploratory Questions</u>
1. Thinking back on your time in [middle school/high school], have you had at least one interaction with the SRO on your school site?
2. How would you describe your interaction(s) with the SRO on campus? On a scale of 1 to 5 with 1 = very negative to 5 = very positive, how would you rate your interaction(s) with your school's SRO?
3. What are some ways that your school could help to improve your experiences with your school's SRO? What would you want to see more of?
4. In your opinion, what are some of the barriers to good student-SRO relations? How do you think we can we eliminate those barriers?
5. What do you think are some strategies or things your school could implement to strengthen the relationship between students and SROs?
6. Outside of school, have you had an interaction with police in your community?
7. How would you describe your interaction(s) with police in your community? On a scale of 1 to 5 with 1 = very negative to 5 = very positive, how would you rate your interaction(s) with police in your community?

<u>Exit Question</u>
6. Is there anything else you would like to share with us today?

Appendix B: Likert Scale Data Table

Question	Average Ranking
How would you describe your interaction(s) with the SRO on campus? On a scale of 1 to 5 with 1 = very negative to 5 = very positive, how would you rate your interaction(s) with your school's SRO?	4 "Positive"
How would you describe your interaction(s) with police in your community? On a scale of 1 to 5 with 1 = very negative to 5 = very positive, how would you rate your interaction(s) with police in your community?	2 "Negative"

Likert Scale

1 = Very Negative

2 = Negative

3 = Neutral

4 = Positive

5 = Very Positive