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Robert G. Nelson, Ed.D.

## **BOARD COMMUNICATIONS – FEBRUARY 18, 2022**

TO: Members of the Board of Education  
FROM: Superintendent, Robert G. Nelson, Ed.D.

### **SUPERINTENDENT – Robert G. Nelson, Ed.D.**

S-1 Robert G. Nelson, Ed.D. Superintendent Calendar Highlights

### **BUSINESS AND FINANCIAL SERVICES – Santino Danisi, Chief Officer**

BFS-1 Kim Kelstrom School Services Weekly Update Report

### **EQUITY & ACCESS – Lindsay Sanders, Chief Officer**

EA-1 Kristi Imberi-Olivares The Collaboration with Fresno Police Department and Fresno Unified

### **SCHOOL LEADERSHIP – Kim Mecum, Chief Officer**

SL-1 Jeremy Ward College Application Submissions for Fall 2022  
SL-2 Ed Gomes California Senate Bill 328  
SL-3 Teresa Morales-Young National Board Certification Program and Recognition  
SL-4 Lisa Mitchell Update on African American Student Engagement Expansion through Black Student Unions

Fresno Unified School District  
Board Communication

**BC Number S-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Robert G. Nelson, Superintendent  
Cabinet Approval:

Date: February 18, 2022

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

The purpose of this communication is to inform the Board of notable calendar items:

- Site visits to surprise Excellence in Education winners:
  - Liz Torres – Health Services
  - Dawn Gardner – JE Young
  - Isabel Mayoral – Wilson
  - Kristen Cosentino – Sequoia
  - Eugene Renoir – Scandinavian
- Attended the Press Briefing with Dr. Ghaly, CalHHS Secretary, regarding masking mandate
- Met with Executive Cabinet
- Participated in weekly call with Fresno County Superintendents
- Attended Fresno City Council Meeting
- Gave interview with Tad Weber, Fresno Bee
- Met with labor partners
- Held Chief of Staff interviews

Approved by Superintendent  
Robert G. Nelson Ed.D. \_\_\_\_\_



Date: 02/18/2022

Fresno Unified School District  
Board Communication

**BC Number BFS-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Kim Kelstrom, Executive Officer  
Cabinet Approval:

Date: February 18, 2022

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for February 11, 2022

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Update. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues.

The SSC Weekly Update for February 11, 2022 is attached and includes the following articles:

- CalPERS Rates Projected to Decrease – February 08, 2022
- California School Board Members Don't Have Surety Bonds: A new CPRA Request Explained – February 09, 2022
- Lagging Vaccinations for Kids Between Ages 5 and 11 Prove Daunting for California Schools – February 08, 2022

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/18/2022



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[www.sscal.com](http://www.sscal.com)

DATE: February 11, 2022

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

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## **Governor Newsom Signs COVID-19 Supplemental Paid Sick Leave Bill**

At a signing ceremony in Oakland on Wednesday, Governor Gavin Newsom signed Senate Bill (SB) 114 (Committee on Budget and Fiscal Review, Statutes of 2022), which provides employees with COVID-19 supplemental paid sick leave through September 30, 2022. As a budget bill, SB 114 became effective immediately upon Governor Newsom's signature.

SB 114 effectively reestablishes the COVID-19 supplemental paid sick leave for employers with more than 25 employees. The bill entitles an employee to 40 hours of COVID-19 supplemental paid sick leave if they are unable to work or telework because the employee is:

- Subject to quarantine or isolation related to COVID-19
- Advised by a health care provider to quarantine due to concerns related to COVID-19
- Attending an appointment to receive a COVID-19 vaccine or booster
- Experiencing symptoms related to a COVID-19 vaccine or booster that prevents the employee from being able to work
- Experiencing COVID-19 symptoms, and is seeking a medical diagnosis
- Caring for a family member who is subject to quarantine or isolation
- Caring for a child whose school or place of care is closed due to COVID-19
- Attending a family member's appointment to receive a COVID-19 vaccine or booster
- Caring for a family member who has symptoms from a COVID-19 vaccine or booster

The bill also specifies that if a covered employee takes all of their COVID-19 supplemental paid sick leave to which they are entitled, the covered employee is entitled to an additional 40 hours of supplemental leave under the following conditions:

- The covered employee, or a family member for whom the covered employee is providing care, tests positive for COVID-19
- The covered employee is waiting for test results when required to end quarantine (the employer is required to make such a test available at no cost to the employee)
- The employer is not obligated to provide additional 40 hours of COVID-19 supplemental leave if the employee refuses to take a test or to provide test results required to end quarantine

It is important to note that the bill is now law and is retroactive to January 1, 2022.

### **Governor Newsom to Allow Indoor Mask Mandate to Expire**

Citing a 65% reduction in COVID-19 cases since the peak of the Omicron surge, the Newsom Administration announced on Monday that it would be ending its statewide indoor mask mandate for vaccinated individuals on February 15, 2022. However, counties can still impose stricter mask requirements and some counties may feel inclined to do so depending on their case numbers and hospitalizations.

During the Wednesday press conference where he signed SB 114 into law, the Governor said that the state would be unveiling a plan next week that will shift California from a pandemic strategy to an endemic strategy. While we won't know the specifics until next week, the Governor hinted that the new plan will likely allow for some level of local control. It is unknown whether the Governor will relax the school masking requirements, but there is some speculation that some of the school requirements may change.

*Leilani Aguinaldo*

## CalPERS Rates Projected to Decrease

By Charlene Quilao  
School Services of California Inc.'s *Fiscal Report*  
February 8, 2022

The California Public Employees' Retirement System (CalPERS) recently posted an addendum to the Schools Pool Actuarial Valuation report as of June 30, 2020, and corresponding employer and employee contribution rates.

The June 30, 2020, Schools Pool Actuarial Valuation report (including community colleges) sets the current year (2021-22) employer contribution rate at 22.91%, but it does not include projected contribution rates for the outyears beginning in 2022-23 because the CalPERS Experience Study and Review of Actuarial Assumptions were not completed prior to the release of the report. The projected contributions will be determined during the April 2022 CalPERS Board meeting (Schools Pool Actuarial Valuation as of June 30, 2021) with the projected future employer contribution rates beginning in 2022-23:

	2021-22 <sup>1</sup>	2022-23	2023-24	2024-25	2025-26	2026-27
Old Projected Rates	22.91%	26.10%	27.10%	27.70%	27.80%	27.60%
New Projected Rates	22.91%	25.40%	25.20%	24.60%	23.60%	22.50%

<sup>1</sup>Reflects the supplanting payment under Government Code Section 20825.2, which served to reduce the employer contribution rate for fiscal year 2021-22 by 2.16%

The new projected rates are a reflection of the 2020-21 investment gains of approximately \$11,086 million and the decrease in costs of new hires in the low-cost benefit tiers.

### Member Contribution Rates

Under the Public Employees' Pension Reform Act (PEPRA), new members hired on or after January 1, 2013, are required to contribute 50.00% of the total annual normal cost of their pension benefit as determined by the actuary. PEPRA school members currently contribute 7.00% of their salary; however, it is estimated to increase to 8.00% in 2022-23. The contribution rate for school members not subject to the PEPRA (i.e., classic members) is set by statute and remains at 7.00% of salary.

For additional information, the addendum to the Schools Pool Actuarial Valuation (as of June 30, 2020) can be found [here](#).

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*Note: Over the past several weeks a number of school districts have received California Public Records Act or Freedom of Information Act requests for copies of board members' "surety bonds."*

## **California School Board Members Don't Have Surety Bonds: A New CPRA Request Explained**

By Kimberly Sellery  
*California School Boards Association Blog*  
February 9, 2022

Multiple school districts and county offices of education have recently received California Public Records Act or Freedom of Information Act requests for copies of board members' "surety bonds." The request may claim that all public officials, including elected board members, are required to obtain a surety bond and may state that the district or COE is obligated to send a copy of the bond to the requestor. This has understandably raised questions for local educational agencies, who likely did not find any such requirement in their policies or practices.

### **What is a surety bond?**

Generally speaking, a surety bond is a guarantee under which a surety company promises to pay an obligee, if the person for whom the bond is issued fails to perform certain obligations stated in the bond.

### **Are school board or county board members in California required to have surety bonds?**

No. Some states appear to have surety bond requirements for governing board members, but California has no requirement for school board or county board of education members to file a surety bond. School districts in California must have a liability insurance policy to provide coverage in the event of a claim against a board member, instead of individual bonds for board members.

As noted in CSBA's model Board Bylaw 9260, the governing board must provide insurance necessary to protect board members and employees while acting within the scope of their office or employment in accordance with Education Code section 35208. Section 35208 requires governing boards to insure the district for liability for death, personal injury or damage/loss of property, and to insure the personal liability of board members and district officers and employees for damages caused by their negligent act or omission when acting within the scope of their office or employment.

### **Why are school districts receiving these requests?**

There appear to be ongoing campaigns in multiple states to influence school board decisions by claiming school board members will be personally liable and forced to pay complainants money from surety bonds for decisions the complainants object to. A website encouraging this type of campaign to oppose COVID-19 related restrictions, "Bonds for the Win," states that "[t]he Public Official is personally liable for each and every claim that is filed against their Surety Bond. He only has two choices now. Listen to our demands and change or pay us the full amount of his surety bond."

**Can boards be forced to change their policies in response to these requests?**

No. The threat to hold board members personally liable and recover funds against a surety bond is not a valid legal claim, and board members do not need to alter board decisions based on this novel method of public comment. Board members should review Board Bylaw 9260 for information regarding personal liability for their actions as board members.

*Please note that the information provided here by CSBA is for informational purposes and is not legal advice. Please contact your district or county office of education’s legal counsel, or CSBA’s District and County Office of Education Legal Services, for legal questions related to this information.*

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*Note: In most places in California, the majority of students at elementary schools are still not vaccinated.*

**Lagging Vaccinations for Kids Between Ages 5 and 11 Prove Daunting for California Schools**

By Louis Freedberg  
*EdSource*  
February 8, 2022

Even as the nation gears up to offer vaccines to its youngest children, a more immediate battle is how to get the existing pediatric vaccine to more 5 to 11-year-olds.

Although rates vary wildly depending on the county and school district, as of last week only 1 in 4 of these elementary school-age children had been fully vaccinated in California. That compares with just under two-thirds of 12- to 17-year-olds who have been fully vaccinated.

This means that in most places in California, the majority of students at elementary schools are still not vaccinated, even with one shot, complicating the challenge of keeping schools open for in-person instruction and putting more children at risk of contracting the disease.

That’s despite what Dr. Mark Sawyer, a pediatric infectious disease specialist at University of California San Diego, and past president of the American Academy of Pediatrics’ San Diego chapter, says is an “open and shut case” for administering the vaccine from a health perspective.

Unless the pace picks up considerably, it could sink efforts by Gov. Gavin Newsom and in the state Legislature to require students to be vaccinated to attend school in the fall.

If large numbers of children are still not vaccinated by then, keeping so many of them out of school and in remote learning will be an educational and political impossibility.

That’s why there is some urgency for California to use the next few months to figure out what the principal barriers are to vaccinating 5 to 11-year-olds, and more importantly, how to overcome them.

“Now would be a really good time for the state to look at what is driving the great variation in vaccine uptakes among children,” said Dr. Jeanne Noble, director of Covid-19 Response at the UC San Francisco Parnassus emergency department, and a parent of school-age children.

If it doesn't, she said, there could be a “terrible standoff” when schools reopen in the fall.

There were great expectations when the Pfizer vaccine for younger children became available last November that most parents would jump at the opportunity. But after three months, most are still holding off, despite aggressive efforts to overcome obstacles. That includes offering gifts to children who show for the vaccine, as well as \$50 gift certificates to their parents for groceries in some counties.

The slow pace can't be blamed simply on the fact that the pediatric vaccine is the most recent one to come on the market. After a similar amount of time, many more 12- to 15-year-olds had been vaccinated, indicating that the younger age group presents special challenges.

At least some of the lag is due to parents who are against vaccines, in general, or the Covid vaccine, in particular, like Kristy Llewellyn, a parent of a 4-, 10- and 13-year-old, in Temecula north of San Diego.

“I'm not an anti-vaxxer,” said Llewellyn, whose school-age children are in class in the Temecula Valley school district. “We just don't have enough information for me to feel safe about it.”

Nobody in her family has been vaccinated, and none intend to, she says. Her entire family was stricken by the virus last summer. All recovered, with relatively mild symptoms, and she now feels her family is adequately protected — bolstered, she said, by getting regular exercise, eating healthily and following standard Covid-19 safety precautions.

Beyond vaccine resistance, there are multiple logistical barriers that have disproportionately affected 5- to 11-year-olds. One is that there are simply fewer places where young children can get the vaccine than there were last year for teenagers and adults.

Take the experience of Ilene Guerrero in San Bernardino, who also initially was against her 11-year-old daughter, Celeste, getting the shot. “We knew people who had bad reactions,” she said. “We are worried about kids growing up without knowing exactly what the side effects will be.”

What settled the issue was her daughter, a middle school student, insisting on getting the vaccine. “Her fears were out-of-control,” she said. “She was more scared about getting the virus than the shot.”

To get it, Guerrero had to spend an hour finding an appointment online for her daughter a week later and then had to drive 20 miles to get the vaccine, offered by the county public health department in a local park.

Amid these difficulties, there is at least one positive development: Pharmacy chains like CVS and Walgreens have begun to offer the Covid vaccine to children — the first time they have provided vaccines of any kind to young children.

But vaccines for young children are available at only a small percentage of pharmacies. Of 1,175 CVS locations in California, only about one-fourth offer them.

Alameda County is way ahead of most counties, with 53% of its 5- to 11-year-olds fully vaccinated, twice the state average. Part of its success is linked to working closely with schools to educate and inform parents.

It has also offered a handful of vaccine clinics on weekends and evenings at some schools, like the one I observed at the Coyote Hills Elementary School on a recent Sunday in Newark. The goal: Make it easier for working parents to get the vaccine.

Another little-mentioned problem is that pediatric vaccines come in vials with 10 doses that have to be administered over a 12-hour period – compared to only six doses in vials for older children.

That makes it more difficult for some pediatricians to administer. It's especially the case for those who are sole practitioners or have smaller practices because it is rare to have 10 children showing up to be vaccinated on a particular day. Pediatricians like UCSD's Sawyer say it would help if Pfizer came up with vials with single doses.

The most immediate problem, says Jen Kates, director of global health and HIV policy at the Kaiser Family Foundation, is that "the very eager parents have already gotten their children vaccinated, and it has gone down since then." Vaccination of 12- to 17-year-olds also dropped off after an initial spurt, but not as rapidly with the younger ones.

"The last mile with any vaccination is hard," Kates said. "This is going to be really hard."

To remove at least one obstacle, the FDA should move expeditiously and do what it needs to do to lift the emergency use label and provide full authorization for the vaccine, says Dr. Monica Gandhi, an infectious disease specialist at UCSF. That will alleviate at least some parents' anxieties.

Parents must also be convinced that even though children are at low risk of becoming seriously ill from Covid, they can still die from it, said Gandhi. "Even though the rate of severe infection is very low in this community, if you have a safe and effective vaccine, why have any deaths at all?"

What's daunting is that all these challenges will likely be multiplied when California begins administering vaccines to even younger children, which could happen within weeks.

The scale of the challenge is evident in Los Angeles County, where only 25% of 5- to 11-year-olds have been fully vaccinated. Some 575,000 children in this age group alone have yet to receive even one shot.

Dr. Nava Yeganeh, medical director for the county's Vaccine Preventable Disease Control Program, is optimistic that with "a little more time and effort," many more children will be vaccinated. "It is early days," she said.

Let's hope she is right.

Fresno Unified School District  
Board Communication

**BC Number EA-1**

From the Office of the Superintendent  
To the Members of the Board of Education

Date: February 18, 2022

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.

- 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.
- 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.
- 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
  - 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

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JANUARY 28, 2022

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PREVENTION AND INTERVENTION  
EQUITY AND ACCESS

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# 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?

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# 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.**

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- **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***

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**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.

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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***

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**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.

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## Appendix A: Student Interview Questions

### Introduction Question

1. In your opinion, what is the role of a student resource officer (SRO) on a school campus?

### Exploratory Questions

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?

### Exit Question

6. Is there anything else you would like to share with us today?

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## 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

Fresno Unified School District  
Board Communication

**BC Number SL-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared By: Jeremy Ward, Assistant Superintendent,  
Tressa Overstreet, Executive Director and Nancy Witrado,  
Director Counseling and Guidance  
Cabinet Approval: 

Date: February 18, 2022

Phone Number: 457-7465

P Kim mecum (Feb 16, 2022 19:32 PST)

Regarding: College Application Submissions for Fall 2022

The purpose of this communication is to provide information regarding the Fresno Unified School District Class of 2022 college application submissions for California State Universities and the University of California.

Of the 2,201 seniors eligible to apply, 2,046 (93%) current seniors successfully submitted at least one application to a UC/CSU compared to 1,857 (81%) applications for the graduating Class of 2021.

Applications submitted to Fresno State also increased for Fall 2022 admissions, with 1,951 submissions compared to 1,787 for Fall 2021 for an increase of 164 applications submitted.

Fresno Unified continues to support access to a wide variety of post-secondary opportunities for its students. State Center Community College District applications submitted for Fall 2022 also increased from 3,390 submissions compared to 2,895 for Fall 2021.

The application window for Historically Black Colleges and Universities and Private/Independent institutions are still open, and data will be collected at the end of 2022 Spring Semester.

If you have any questions or require additional information, please contact Jeremy Ward at 248-7465.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/18/2022

Fresno Unified School District  
Board Communication

**BC Number SL-2**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Ed Gomes, Instructional Superintendent  
Cabinet Approval: 

Date: February 18, 2022

Phone Number: 457-3693

P Kim mecum (Feb 17, 2022 08:15 PST)

Regarding: California Senate Bill 328

The purpose of this communication is to provide the Board information regarding California's new law, Senate Bill 328 (SB 328), which requires all secondary schools to move their start times to later in the morning. SB 328 was created by legislators to address adolescent sleep deprivation. According to Governor Newsom, "science shows that teenage students who start their day later increase their academic performance, attendance, and overall health." This new law requires that the school day for middle schools begin no earlier than 8:00 a.m., and the school day for high schools begin no earlier than 8:30 a.m. All school districts must adopt these changes no later than July 01, 2022. Although the law specifies a later start time for middle and high schools, transportation, nutrition services, and bell and transportation schedules at elementary schools may also be affected.

To address and prepare for this schedule change, Fresno Unified has commissioned a steering committee made up of representatives from School Leadership, Student Engagement, Transportation, Food Services, Communications, and site principals. This committee has designed a timeline and process that will allow the district to gather input from all community partners including parents and students. When developing school bell and transportation schedules, this committee will ensure that schools meet the instructional minute requirements while being considerate of minimizing disruptions to existing schedules, families, and communities.

The timeline for implementation of this new schedule will be as follows:

- I. **February-** Communication to all community and educational partners regarding SB 328
- II. **March-** Release draft school bell schedules and transportation schedules for traditional and Special Education routes for review by the steering committee, site principals, and leadership.
- III. **April-** Communication of final new schedules to all stakeholders

If you have further questions or require additional information, please contact Ed Gomes at 457-3693.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/18/2022

Fresno Unified School District  
Board Communication

**BC Number SL-3**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Teresa Morales-Young, Administrator  
Cabinet Approval: 

Date: February 18, 2022

Phone Number: 457-6072

P K M I mecum (Feb 16, 2022 19:39 PST)

Regarding: National Board Certification Program and Recognition

The purpose of this communication is to provide the Board information regarding The National Board Certification (NBC) Program for teachers. The vision of the Teacher Development Department is to ensure that every classroom has a highly effective teacher who demonstrates the ability and desire to educate students at a high level. To fulfill this vision, Fresno Unified School District will assist teachers working toward completion and full certification of the four components for the NBC Program.

National Board is the most respected professional certification available in education and provides numerous benefits to teachers, students, and schools. It was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide.

Fresno Unified selects a cohort of candidates each year to pursue advanced certification through our NBC Program. Candidates select one of twenty-five certificate areas available from PK to grade 12. Once part of the cohort, teachers receive two years of support that include: a summer "Kickoff" session to understand certificate standards and build community with fellow candidates, monthly sessions with their certificate area cohort, and a support provider to provide feedback and technical support. Other benefits include fee assistance by Fresno Unified, paying each of the four components (\$475 per component). Upon successful completion, teachers receive a \$1,250 additive to their salary from the district. In addition, California recently announced legislation to reward successful completion with a \$25,000 incentive, paying \$5,000 each year, for five years if the teacher works at a "high needs" school.

Fresno Unified has partnered with The National Board Resource Center at Stanford University to support teachers. Support is specific to the four components teachers will be assessed on: 1) Content examination, 2) Differentiated instruction by analyzing student work, 3) Teaching practice and environment through video and portfolio work, 4) Being a reflective practitioner through: data literacy and planning, identifying their own professional learning needs, and professional learning communities.

The current program includes seven cohorts with a total of 85 participating teachers. 53 participants from cohorts 1-4 completed each NBC component prior to the three-year deadline. 44 of these participants achieved certification. The Fresno Unified pass-rate of 83%, exceeds the national pass-rate at 70% and is an accomplishment that will be recognized at a future celebration in April. The Teacher Development Department is working with the remaining teachers in cohort 5 that have one additional year to certify. Cohorts six and seven are currently in different phases of completion.

If you have any questions or require additional information, please contact Teresa Morales-Young at 457-6072.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/18/2022

Fresno Unified School District  
Board Communication

**BC Number SL-4**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Lisa Mitchell, Vice Principal on Special Assignment  
Cabinet Approval: 

Date: February 18, 2022  
Phone Number: 708-2628

P Kim mecum (Feb 16, 2022 19:34 PST)

Regarding: Update on African American Student Engagement Expansion through Black Student Unions

The purpose of this communication is to provide the Board an update regarding the Student Engagement Team's efforts to increase African American student engagement through Black Student Unions (BSUs). BSUs align with the district strategy of increasing student success by providing multiple engagement programs and activities for students to seek academic achievement and increase student leadership engagement.

BSUs are holding steady with all middle schools and all high schools with clubs that meet regularly. For the 2022/23 school year, the Student Engagement Department has included in its strategic and budget plans to expand BSU's at the elementary sites. Currently there are five elementary BSU clubs.

A two-hour virtual BSU retreat was held on September 20, 2021, for all BSU Advisors and Student Club Officers. Guest presenter, Dr. Chike Akua, award winning author and educator, and nationally known speaker "The Amazing Tei Street", spoke to advisors about culturally responsive practices and how to increase student achievement in African American students. Student Club Officers learned strategies around promoting student voice/empowerment and student leadership through cultural excellence.

All BSU's are part of the Black Students of California United (BSCU). BSCU membership grants students access to a library of cultural resources they can use in their club meetings, registration for regional leadership forums, and the BSCU State Conference that will be held on March 09, 2022, for middle schools and March 11-13, 2022, for high schools.

Supports continue to be provided to the BSUs through access to the Mobile Museum collection-50 displays of African American leaders in politics, entertainment, science, education, and many more areas. Each BSU advisor has been provided three book resources: *Reading Revolution*, *Words of Power and Honoring our Ancestral Obligations* and *African American Hall of Legend cards*. In addition, each advisor has received a license to unlimited online access to cultural resources, videos, and lessons to utilize for their club meetings.

If you have any questions or require additional information, please contact Lisa Mitchell at 708-2628.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/18/2022