

# San Mateo Foster City School District

Listening Session Listening Session Data Presentation  
Equity Task Force  
November 2020

# Listening Session Background

## **SMFC School Board Resolution (School Safety/SRO)**

- Concerns around school to prison pipeline and systemic racism concerns
- Focus on restorative practices, community based services
- As of August 17, 2020, SMFCSD contract with SMPD terminated/redefined (SRO on campuses)
- Conduct listening sessions
- Examine interactions with community, students, and police department
- Revise safety plan

## **SMFC Equity Task Force**

- Host listening sessions
- Examine data and research around school safety
- Make recommendations around school safety and safety plans/discipline matrix for Dec. 5 board meeting

# Listening Session Recap

## **Community Listening Session, November 2, 2020**

- Purpose:
  - Provide safe space for students to be heard and heal alongside district leadership
  - Listen to and learn about the needs of students around school safety
  - Redefine school safety and the role of police in schools
- Format: zoom meeting platform breakout room discussions, public
- Process: establish safe space, panel discussion, 3 guiding discussion questions, share out

## **Student Listening Session, November 9, 2020**

- Purpose:
  - Provide safe space for students to be heard and heal alongside district leadership
  - Listen to and learn about the needs of students around school safety
  - Redefine school safety and the role of police in schools
- Format: zoom meeting platform, breakout room discussions, private
- Process: establish safe space, provide context, 5 guiding questions, staff facilitation, share out

**Staff Listening Session: Dec. 2, 2020**

# Listening Session Data Collection Methodology

(no conclusion findings available with current data)

## Data Gathered:

- **Experiences/feelings** and impact on lives of **target stakeholder groups** impacted by inequities around school safety
- **Policies, practices, and resources** that impact inequities around **school safety**
- **Sample of groups** based on **diverse** ethnic/gender representation and power structures (students, parents, police, educators, community, etc)
- **Qualitative and quantitative data** must be available, high quality, reliable, and timely
- Data can be **measured over time** to calculate trends and patterns that indicate inequities amongst target stakeholder groups

## Data Informs:

- Future qualitative methods: Surveys, listening sessions, observation, interviews
- Action steps in **equity impact action plan** (**System change framework-6** levels: policy, practice, resources, relationships, power dynamics, and mental models)
- **Context of data must be understood** prior to collection and analysis by stakeholders to yield interpretation that provide indications of inequities and impact on marginalized stakeholder groups
- Data collection and analysis is focused on **identifying the root cause** of inequities to inform response by power structures



# Community Listening Session

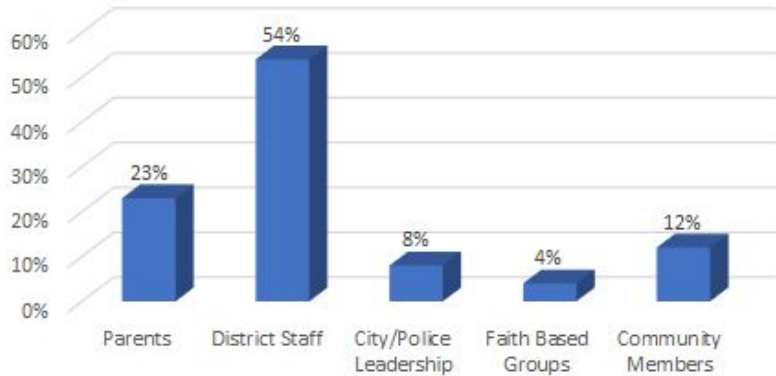
November 2, 2020

# Community Listening Session Panelists

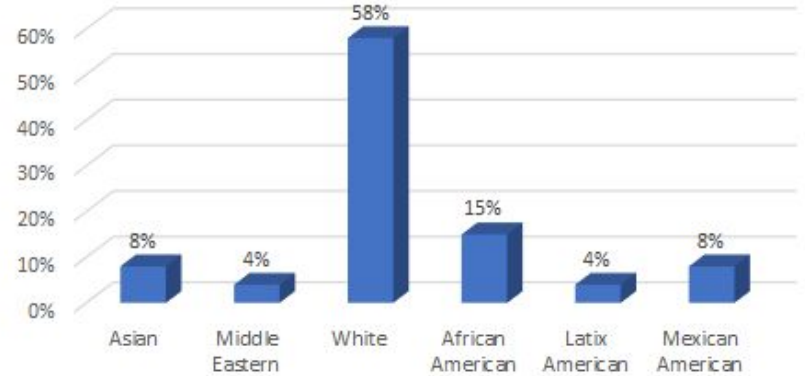
- John Cosmos-Bayside Academy Principal
  - Kenyetta Cook-Borel MS Principal
  - Evelia Chairez-Peninsula Conflict Resolution Center
  - Rosie Rivera-Equity Task Force/Parent/Formal Student
  - Daniela Relaford-Parent
  - Julie McArthur-5th Grade Teacher (Baywood ES); San Mateo Teachers Association President
  - Rev. Dr. Marlyn Bussey-Pastor of St. James AME Zion Church
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# Demographics: Community Listening Session

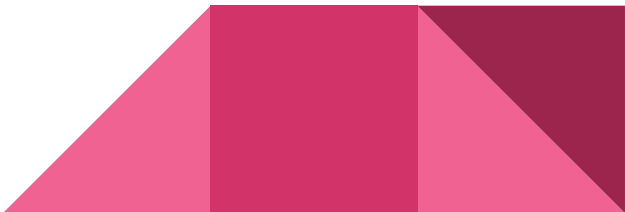
Community Attendees by Role  
(26 total)



Community Attendees by Ethnicity/Culture  
(Self Identity: 26 attendees)



# Community Discussion Questions about School Safety

- How do you define educational equity?
  - What are the challenges to school safety?
  - What strategies can schools use to effectively address issues of school safety?
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# Key Themes: Community Responses


## Equity Definition Themes:

- **Support/Access/Opportunity:** performance is not predictable
- **Staffing/Training:**
  - teachers being prepared and comfortable to support and address equity challenges. Staff need safe environment to learn and grow.
  - Parents needs support to address issues of equity in their homes and community
- **Safety:** students feel supported and safe; free of harassment of peers or adults



# Key Themes: Community Responses

## Challenges to School Safety:

- Implicit Bias of staff, parent volunteers
  - System has inherently racist practices (i.e. testing)
  - Social media is a source of stress for students
  - Clear communication and understanding of school safety procedures needed for parents/students
  - SRO assumes poor/brown students need gang prevention; should address need for mental health/depression
  - Lack a warm classroom environment that addresses social-emotional well being of students
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# Key Themes: Community Recommendations

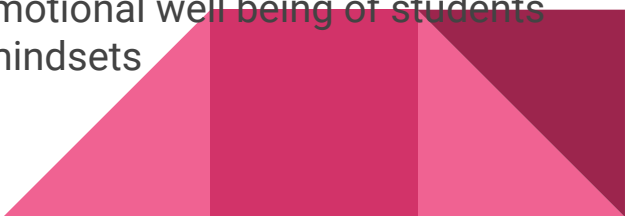
## **Policy:**

- discipline policy calibrated with belief systems across the school

## **Practice**

- expand use of tools like GREAT, PAL
- address early learning needs in Pre-K through 3 grades
- use teachable moments/restorative practices not just discipline/consequences
- staff building positive/trusting relationships with students
- deliberate and strategic opportunities to build relationships within and between students, parents, businesses and leadership to shift power dynamics

## **Resource Allocation:**

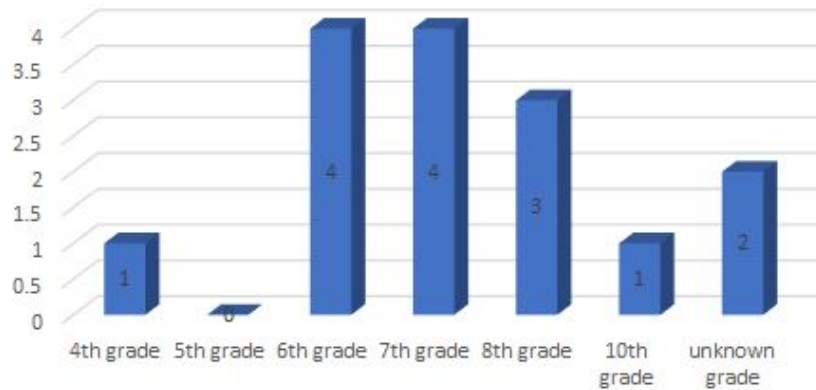
- need more staff at recess support for students with special needs
  - additional social workers/counselors and resources for social -emotional well being of students
  - provide ongoing professional development to address bias and mindsets
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# Student Listening Session

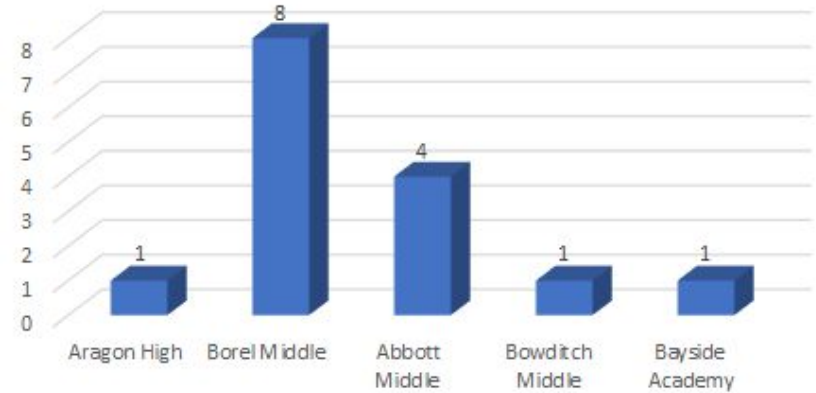
November 9, 2020

# Demographics: Student Listening Session

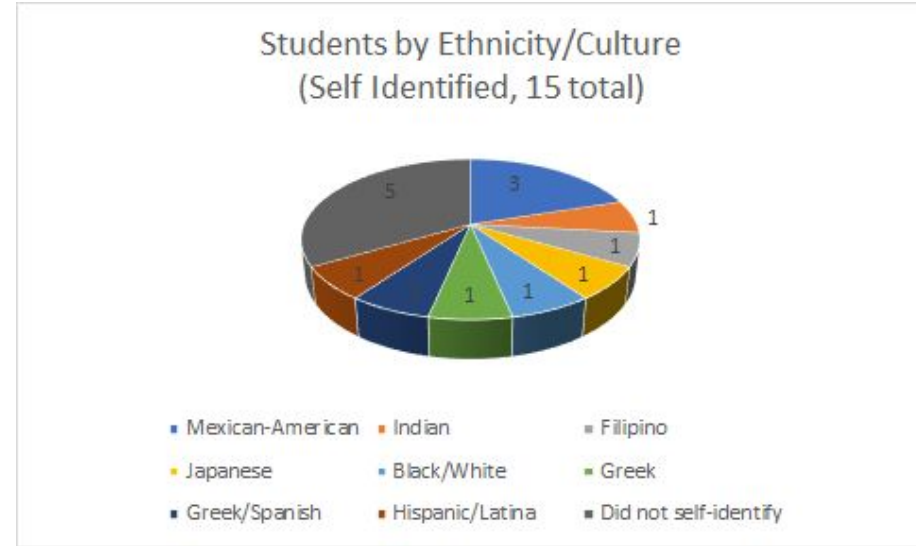
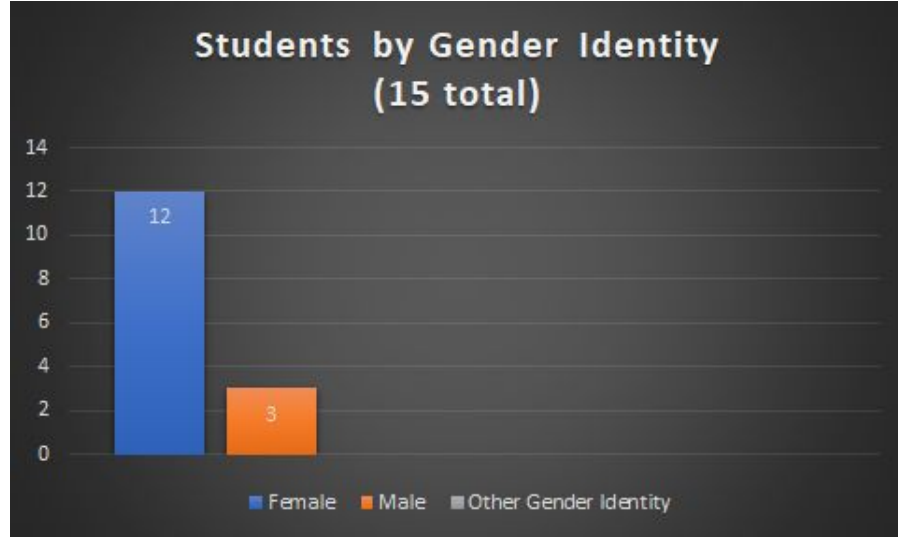
Students by Grade  
(15 Total)



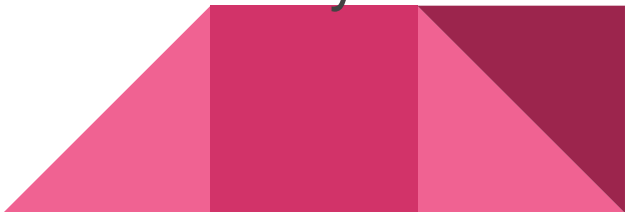
Students by School  
(15 total)



# Demographics: Student Listening Session



# Student Discussion Questions about School Safety

- How do you define educational equity?
  - Do you feel safe at school? Why?
  - What are the challenges to feeling safe at school?
  - What role do police play in your school? Give an Example.  
How does this make you feel?
  - What can school leaders and teachers do to make you feel safe in school?
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# Key Themes: Student Responses

## 1. Educational Equity Definition:

**Every** student receives fair and different **support** based on what they **need** to learn and be successful.

## 2. Feelings of Safety at School:

See chart on next slide

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# Key Themes: Student Responses (15 total)

(no themes found based on race/gender)

## Challenges of School Safety:

### a. Emotional:

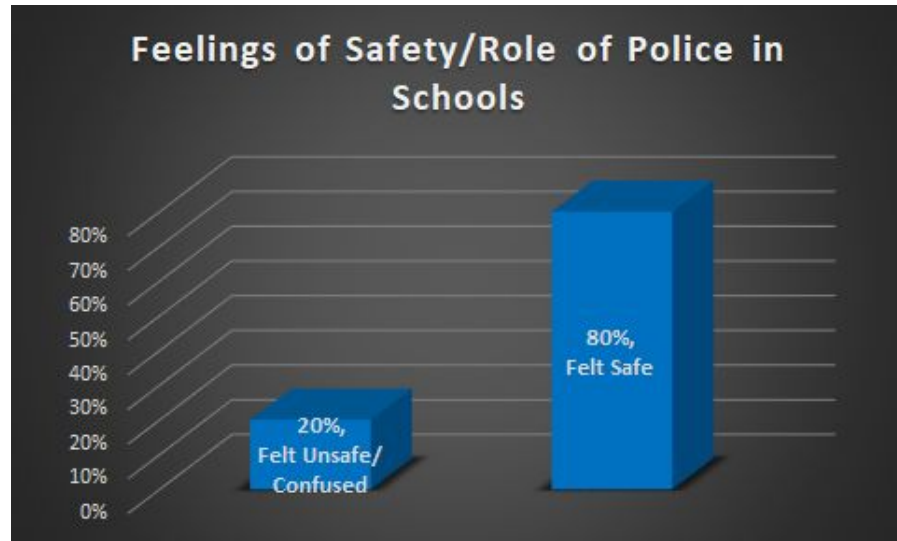
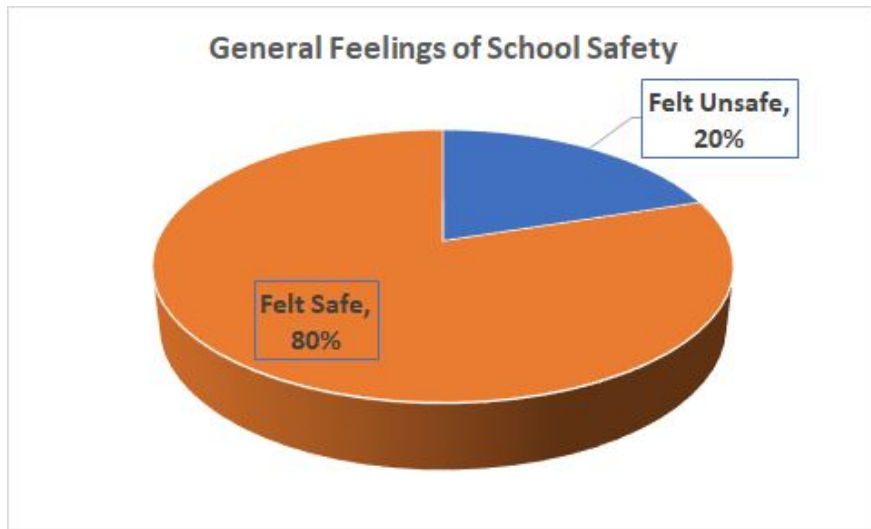
- Bullying based on race/skin tone
- Peer Pressure
- Rumors
- Competitiveness around grades
- Teasing based on making mistakes/getting in trouble
- Intimidation of students with special needs
- Hide self-identity

### b. Physical:

- Being tripped by students
- Fear of someone bringing a gun to school



# Student Responses to School Safety (15 total)




## Role of Police in Schools Responses:

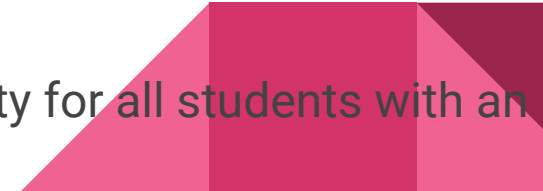
- GREAT Lessons help students emotionally and physically (bullying, peer pressure, drugs, violence)
- PAL Program
- The majority of students felt safer when police are on campus
- Confusion about why police hurt people based on the color of their skin which creates nervousness when police are on campus (3/15 students-female, Black/White, Mexican-American, Greek)

# Key Themes: Student Responses

## Teacher/Leaders Recommendations:

- a. **Policy:** Leverage homeroom structure to create safety and a feeling of community
  - b. **Practice:** Listen to students' side of the story, check in with students often after experiencing bullying, and give support to students who have problems with bullying
  - c. **Resource Allocation:** spend more time helping students solve problems and provide more counselors to give help to students
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# ETF Recommendations for Board Consideration:

- **Conduct ongoing listening sessions** (follow up and share data with all stakeholders)
  - **Outreach to diverse stakeholder groups** to engage in school safety work
  - **Provide professional development** and support for staff, teachers, and leaders
  - **Examine data, policies, practices, and resource allocation** that impact student safety
  - **Leverage Equity Task Force** to examine, recommend, and monitor data, policies, and practices that impact school safety (sub committee) during the 2020-2021 school year
  - **Redefine the relationship of the district and police department** to ensure optimal school safety
  - **Revise district discipline matrix** to ensure school safety for all students with an equity lens
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# Final Reflections/ Student Quotes

“When I think about what happened to George Floyd, a person should not be defined as different or treated differently because of the color of your skin. That should not have happened at all”-6th grade Student

Police officers make me feel safe. Sometimes I feel uncomfortable because of the color of my skin. But I know that they’re supposed to be there to protect us.”  
-Female Student of Multi-ethnic Identity

“No one should be stereotyped. We are all human and should be treated the same.”  
-7th grade Student