

Mateo-Foster City School District
Minutes
CLOSED SESSION/REGULAR MEETING~BOARD OF TRUSTEES
November 05, 2020, 6:30 PM

Teleconference Meeting via Zoom
Closed Session Begins at 5:30 pm - <https://zoom.us/j/92831227017> - Zoom ID:92831227017
Regular Board Meeting Begins at 6:30 pm - <https://zoom.us/j/91651797368> -- Zoom ID: 91651797368
To listen to the meetings: One tap mobile +16699009128,,91651797368# US (San Jose)

1. CALL TO ORDER: 5:30 P.M.

2. RECESS TO CLOSED SESSION

2.1. GOVT. CODE 54957.6 CONFERENCE WITH LABOR NEGOTIATOR(S) Agency Designated Representative: Dr. Joan Rosas. Employee Organization: SMETA, CSEA and/or SMEAA.

2.2. GOVT. CODE 54957 - PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE.

2.3. GOVT. CODE 54957 - Public Employee Performance Goals/Evaluation. TITLE: Superintendent. If these discussions are not completed before 6:30 p.m., the Closed Session will continue following the regular meeting.

3. RECONVENE TO REGULAR MEETING

The Regular Board meeting was called to order at 6:33 pm.

3.1. Report out of Closed Session

None.

3.2. Flag Salute

The Flag Salute was led by Trustee Chin

3.3. Roll Call

All Board Members were present:

Kenneth Chin
Noelia Corzo
Rebecca Hitchcock
Alison Proctor
Shara Watkins

3.4. Approval of Agenda: November 5, 2020 (v)

Motion Passed: Passed with a motion by Shara Watkins and a second by Kenneth Chin.

Yes Kenneth Chin
Yes Noelia Corzo
Yes Rebecca Hitchcock
Yes Alison Proctor
Yes Shara Watkins

3.5. Approval of Minutes:

3.5.1. October 27, 2020 - Special Board Meeting - School Visitations (v)

Motion Passed: Passed with a motion by Alison Proctor and a second by Kenneth Chin.

Yes Kenneth Chin
Yes Noelia Corzo

Abstain Rebecca Hitchcock
Yes Alison Proctor
Yes Shara Watkins

3.5.2. October 22, 2020 - Regular Board Meeting (v)

Motion Passed: Passed with a motion by Alison Proctor and a second by Kenneth Chin.

Yes Kenneth Chin
Yes Noelia Corzo
Yes Rebecca Hitchcock
Yes Alison Proctor
Yes Shara Watkins

4. STATEMENTS

4.1. Public Statements Related to Non-agenda Topics:

Marcella McCollum requested that the Board meetings continue virtually even if the Board decides to meet in person, adding that virtual Board meetings help increase attendance. Parents who need childcare or don't normally attend the meetings are able to attend from their own homes. Is not wise to encourage families to come to Board meetings during the pandemic even in small groups. She thought that in the same way that we're making smart decisions by considering middle students differently from elementary school students, Board meetings should have the same consideration.

Vy Vo has two children in the District. She expressed respect for other families who are voicing concerns with District Learning. She shared that her family is managing Distance learning and that her children like certain aspects of the program. Whenever there are issues, teachers are there offering their support. She supports Distance Learning because we are in a pandemic. She still doesn't have confidence in in-person classes based on the behavior she has seen in her neighborhood with wearing masks and following social distancing. She thought it was not safe to return in January.

4.2. Public Statements Related to Agenda Items: Persons will be called on at the appropriate time

4.3. Foundation/Committee Reports

Trustee Chin reported that the Sanctuary Task Force met last week where they discussed ways to serve newcomers.

Trustee Watkins shared the great news that the San Mateo-Foster City Education Foundation GALA event that took place last October 23 raised \$140,000. She expressed her gratitude to the sponsors, families, and the community who donated and were involved in outreach. She was appreciative for the Education Foundation Board and the GALA Committee. She announced a Culturally Relevant Literature Night. Stay tuned for more information.

Trustee Hitchcock reported that the SEDAC will meet on December 1.

4.4. Announcements

Trustee Chin announced that the County of San Mateo is offering free testing for children from 5-18 years of age at the Event Center. Entire families can also be tested at once.

Trustee Watkins took a moment to honor and recognize the work of Tom Mohr and his passing. Mr. Mohr's work involved education, community and family in the County. He will be remembered for his kindness, equity efforts, and for his leadership in the community. He served on the San Mateo Community College Board and as superintendent.

4.5. Superintendent Report

Dr. Rosas shared the sad news of the passing of Tom Mohr as well. She said that he was a fine man and devoted educator. He had served as the Superintendent of the San Mateo Union High School District, President of Canada College and a Trustee of the Community College District. The Community College District sent out a message and Dr. Rosas read, "Tom's life was filled with family and friends who loved and cherished him and who he loved and supported, including so many within the SMCCD. He was a mentor to countless teachers and educational professionals throughout the county, an advocate for equity,

diversity, fairness and social justice, and a man of deep integrity and compassion; he was a true humanitarian. Tom had unwavering principles in protecting and promoting the needs of underserved, disadvantaged and marginalized people throughout the community and he never lost sight of the need to have tough conversations and make difficult decisions in order to do the right thing to help people." He will be missed.

Dr. Rosas also stated that Measure T appears to be passing and that this Measure would support much needed infrastructure work in our District. She thanked TBWB, Trustees Chin and Proctor, Katherine Goodman, Patrick Gaffney and the hundreds of endorsers and supporters who lent their time, money and vote to support the Measure. She felt that in these difficult times our community has shown strength and a commitment to one another and our children for which she was very appreciative.

5. PROPOSED CONSENT AGENDA (v)

The Board removed Item 5.1.1. - Non-Public Agency (NPA) Services to allow questions and comments.

Motion Passed: The amended Consent Agenda Passed with a motion by Shara Watkins and a second by Rebecca Hitchcock.

Yes Kenneth Chin
Yes Noelia Corzo
Yes Rebecca Hitchcock
Yes Alison Proctor
Yes Shara Watkins

5.1.1. - Non-Public Agency (NPA) Services

The Trustees wanted to hear more about the listed Non-Public Agency contracts, specifically how the District is utilizing staff. They thought the information would be helpful to the community. Dr. Sarah Drinkwater, Assistant Superintendent of Student Services, stated that the District reviews all open positions as well as ways to attract more Classified Para-educators. Human Resources is working closely with the Special Education Department to reduce the number of agency contracts by creating in-house positions that are currently agency positions. Dr. Drinkwater explained that there are positions that need to be filled, such as SLPs, Occupational and Physical Therapists. She also shared the news that for the first time in ten years, the District has been able to hire two SLPs. The District plans to continue its partnership with San Jose State University and the student/teacher mentoring program. Dr. Drinkwater also addressed the question from the Board about the cost of the contracts, which totaled \$1.48 million dollars and how it compares with hiring our own staff. She explained that it is preferable to hire our own staff.

Motion Passed: Board Item 5.1.1 Passed with a motion by Shara Watkins and a second by Alison Proctor.

Yes Kenneth Chin
Yes Noelia Corzo
Yes Rebecca Hitchcock
Yes Alison Proctor
Yes Shara Watkins

5.1. EDUCATION/STUDENT SERVICES

5.1.1. Non-Public Agency (NPA) Services

5.2. BUSINESS/FINANCE

5.2.1. San Mateo County 4R's Grant

5.2.2. Contracts & Consultants \$45,000 and Under

5.2.3. Listing of Payments to Meet District Expenditures

5.3. HUMAN RESOURCES

5.3.1. Assignments Noted for Individuals Listed

5.3.2. Resignations, Releases, and/or Retirees

6. SUPERINTENDENT SERVICES/BOARD

6.1. Update on Learning Support Hubs and Reopening Plans

Staff reviewed the status of COVID-19, in-person student programs currently in place such as the Preschool, Annex Childcare and Learning Support Hubs. They shared the reopening timeline for grades TK/K/1 and Special Day Classes which is planned to start on January 19, Grades 2-3 on February 1 and Grades 4-5 on February 16. Information was also shared about the Paired-Days Hybrid Model, class assignments, social and emotional support, family resources and Special Education.

Dr. Rosas noted that the date for on-campus community activities for middle school students is in process. She spoke about starting with the added Learning Support Hubs and middle school SDC students.

During the presentation, staff reminded everyone that the County is in the Orange Tier, which means that the infection rate is moderate; however, we still have to follow the four pillars: Health and Hygiene, Face Coverings, Physical Distancing, and Limiting Gatherings and that most meetings will continue to be conducted virtually. Signage and physical distancing markings will be completed prior to winter break with ingress and egress at site levels, office and common areas, hallways, restrooms, playgrounds, and classroom configurations. Regarding filtration, the filters will be changed every four months. The District has also purchased 700 stand-alone HEPA filters which will arrive early November. More filters are being ordered so every classroom that will be in use will have one. Contact tracing protocols are already in place.

The Board asked various clarifying questions.

Public Comments:

Julie MacArthur described what the Hybrid model will look like and how it would affect the most vulnerable students, adding that currently students in Distance Learning see their teachers every day and can reach out to them when they need help. She acknowledged that Distance Learning is not perfect but offers more support on a daily basis with small groups and student/teacher interaction. It concerns her and her colleagues that for three days that students wouldn't be getting instruction in the Hybrid model and that the Learning Support Hubs wouldn't offer connections with the teachers during those days. In her opinion, it is not worth sacrificing two days of instruction for five days of full connection with teachers. She reminded everyone that the Hybrid program will not bring normalcy but will negatively affect our most vulnerable students.

Randi Paynter stated that she has steadily attended the Board meetings for over three years and that she considers herself an engaged parent; however, she felt that she has not received enough information to make a decision whether it is safe for her child to return to school. She sees a problem for families whose English is not their primary language or for those who do not frequently attend the Board meeting having to choose on a model. She wondered how to encourage her child to choose a model if she doesn't have all the information, especially for the magnet schools. She asked for more data and a COVID-19 dashboard.

Anise Graham, a parent of a middle school child, stated that the transmission rate of COVID-19 has decreased and that she has not heard of infections in schools that are opened. She asked for clarification as to why the District has not considered a Hybrid model for middle school students.

Marcella McCollum found the information provided by Dr. Rosas and Dr. Drinkwater helpful; however, she still had concerns regarding the return to school during cold and flu season. She stated that equity continues to be an issue and that Distance Learning doesn't ensure that students are learning. She also expressed disappointment about the plan for middle school students. She worries that six graders would not have community meeting spaces or a safe outdoor space and that her child may finish the year without human interaction. She felt that physical interaction is important for middle school students for social emotional.

Samantha Peterson, a parent and a former teacher, stated that Distance Learning is failing her children. She shared that virtual classes does not work for her oldest child and daily screen time is not healthy for the younger one. Her sixth-grade child has not met any of his classmates in person. She wants to see her children in school as soon as possible and not wait until January. She wanted to know why the delay in between grades and why any of the Hybrid models or in-classroom instruction are not in the plan for middle school students this year.

David had questions about the AA/BB model and the three remaining days of the week that the students are at home. Will they meet with the teacher at least in the morning?

The Chard Family had questions about the Spanish and Mandarin Immersion programs. She wanted to know what would happen with the assignment of teachers and the option for language. Would students keep the same teachers when they transition from Distance Learning to Hybrid?

Danielle Combs appreciated all the work put into the plan but had concerns with the AA/BB schedule. She thought that parents have unrealistic expectations as to the amount of instructional hours that the student would receive in the Hybrid schedule. She noted that the Hybrid model would only offer a fraction of the hours. She agreed with Julie McArthur that students who are already struggling in Distance Learning would fall behind even more without the small group instruction from their teachers. She fears that losing three days a week would be detrimental to the students' learning, especially in the younger children.

Pamela Fishman agreed with the previous callers adding that she is concerned about the academics of the children. She appreciated the information presented, specifically about logistics and the work that went into the planning. Julie McArthur's comment resonated with her about the fact that students in Distance Learning at least are seeing their teacher, getting live instruction in small groups, and with all their peers, something that they wouldn't get in the Hybrid model. She thought that that is something that needs to be taken in consideration. She felt that there should be a FAQ available to parents to avoid speculations and misunderstanding.

Julia Kholodenko, a parent at Audubon, asked to consider live stream classes during the three days that students will be home. She had questions about the curriculum, if the classes would be repeated to the two different groups. Will teachers be able to cover the curriculum through the year? She also asked if there will be an option for a four-day week similar to STC classes?

Asma Hameed shared that she has three children in the District. She felt that she didn't have enough information to decide which model to choose. For her it was not much about health as it was about the amount of education that her children would be receiving. She would like more details in the plan for the Hybrid model.

Alli was appreciative for the work that went into developing the plan. She agreed with previous comments about not having enough information for selecting a model. She understands the District's reasons for not releasing premature information until the plan is worked out; however, she would like to know the details to plan accordingly with her family. She asked the Board to release a thought out plan and to provide a robust program for students in both models. She too liked the idea of live streaming classes. If they teach in the mornings, they can do small groups in the afternoon.

Sandi Arata also requested more information about the three days that students will be at home and how the time will be structured. Could students meet with their teachers in the afternoon on Wednesday? She felt that a 15-minute reading could still fit in the schedule. She would like to see small groups in the Hybrid model to be still an option.

Tara Clark asked about having live inclusion in the Hybrid model since the model would no longer be a bubble or a stable cohort. She felt that ICT students need more face-to-face inclusion time.

Kevin Peterson acknowledged that we are living in difficult times; however, he felt that Distance Learning is a failure. He commented that other districts are reopening and that the state and local health authorities support the reopening of schools. He asked the Board to accelerate the plan starting with bringing students back in the Hybrid model and then back to full time in the classrooms. He felt that the District is not doing enough for the majority of the students.

Rahu Kulkarni was appreciative of the District's efforts in reopening and asked if it will be possible for parents who chose the Hybrid model to switch to Distance Learning if Hybrid doesn't work for them. He agrees with teacher and students bonding for proper development. He asked if students would be able to get the same teacher when they switch models.

Amy Platz was dismayed to learn this evening that middle school students would not start in-class education until spring of 2021 and that the Hybrid was not offered as an option. She would like to see middle school students back in the classrooms. She suggested starting bringing middle school students on campus in Hybrid and for social activities to help them with their social wellness.

Darcy Weir shared that she is enjoying supporting middle school students in the Learning Support Hubs and added that most of her students need one-on-one assistance. She asked for a rubric that includes short and long-term goals. Adopting the Annex Program to support Learning Support Hubs made sense to her; however, she noted that expectations vary and best practices are unclear for the students as well as for the support staff. Teachers are great and encourage students to do their work, they help them with technology and guide them through the entire session but teachers need clear expectations and objectives to help students with the entire day of instruction.

Chelsea Yuan has a child in elementary and another one in middle school. She asked for community activity even if it is in small groups. She felt that the students need face-to-face contact with their teachers. She would like to see something done for the middle school students before the end of the year. She also requested live stream education for elementary students. She explained that there are other districts that have screens in the classrooms and students are with the teacher five days a week, hence, doing a full curriculum.

Danielle McCarty wanted clarification on the full week scope in the Hybrid instruction. She was under the impression that there would still be online instruction on the days that students stay at home. She would like to see students return to classes in person soon as she is skeptical that the Hybrid schedule would benefit her children or other students who are also struggling.

Robin Barrientos expressed appreciation for the effort and consideration put in during these challenging times. She is hoping that the District postpones the date of the survey as she felt that there isn't enough information yet and there are a lot of things for parents to consider before choosing a model. She shared that her daughter is thriving in Distance Learning but admitted that she doesn't have enough information about the Hybrid model. She asked that the District produce a video explaining, concisely, what Hybrid education would look like for the students and parents.

Jessica Wideman spoke about the survey sent out to parents and concerns she had about the timeline. She also felt that in terms of the children's education during Distance Learning, the majority of the responsibility has fallen on the parents. She thought that with plenty of PPE and following the Safety and Hygiene, staff could safely return to schools. She shared that her three elementary children are not performing well in Distance Learning in spite of having all the needed resources. She asked to prioritize the students' needs.

Tevi Hardy has two children in the District. She explained why Distance Learning is not working for her children in spite of how hard they work. She favors the Hybrid model, as it's her hope that students would eventually return to school full time. Keep Distance Learning as an option for parents who wish to stay in that model.

Jen Kawakami spoke about returning in January and how different it will be from a regular academic year. Currently, in Distance Learning students have four hours daily of connection and learning. In Hybrid model, the students will get less of what they are currently getting. She also pointed out that there are teachers that need to stay in Distance Learning because of medical reasons. She is concerned that parents are not fully aware of what the Hybrid model will look like in January. She thought that the District should increase the number of Learning Support Hubs.

Karina Wilhelms has three children in the District. She shared her experience with Distance Learning noting that her children are not learning. She feels that younger children are not meant to be learning on the screen, as they need the personal interaction with their teachers. She also described her twin sister's experience with the Hybrid model in Orange County saying that is working well for her family. She wants her children to have that contact with their teacher for social emotion and in-class participation even in social distancing.

Cynthia Zhu has two children and is a staff member of the District. She commented on what previous callers had said about needing more information in order to make a decision on a model. She would like

to know what the curriculum would be for students in Hybrid, specifically for the three days that they will spend at home. Not having enough information about it concerns her. She felt that staff and parents have the right to make comments as far as what is working for them and what is not.

Diana Harris is a parent of a third grader in the District. She shared that she is also very involved with the school PTA. She expressed her appreciation for the teachers who are working hard during these challenging times. She said that teachers are not well compensated for their jobs and if we don't treat them with respect they may opt for leaving the District. Teachers teach and they provide love and support to students, she added. She asked to be considerate of those who might be risking their lives to go back.

Leya Leydiker asked the Board to consider longer days for the Hybrid model. She was interested in hearing if more days would be implemented or if the plan presented is for the entire year.

Yolanda Matinhos was appreciative for the time and effort put into presenting the plan and shared that she would need more details to make a decision. She had questions about the assignment of teachers and schedules. For example, families with more than one student and each student want to keep the teacher and retain the same schedule. She also had questions about coordination of staff with site leaders and more information about the three days that students would be home. She wanted to make sure that the District considers these key points for the Hybrid model.

Debbie Melamud has a child in 5th grade. She was appreciative of the work that the staff is doing and reported that her children are doing well in Distance Learning. Her main concern is that her children keep the same teacher as they already have developed a connection with the teacher and classmates. She worries about switching to the Hybrid model, especially because it only offers two days of in-class learning.

Board Comments:

Trustee Watkins addressed the need to reimagine what schools would look like for students that need the most support for a better outcome. She would like this to be the focus of discussions while planning for the reopening of the schools. She acknowledged that there is a lot of planning happening behind the scenes at the sites and at the District level but she would like to see it happening at the broader level. She also thought that a communication timeline and more information are needed to help families and staff make a decision.

Trustee Proctor asked that families need more information about the Wednesday schedule as well as information on Health and Safety protocols. She also would like to see more information on Language Immersion programs. She reminded everyone that the District has a dedicated page on its website about Distance Learning and COVID-19 with all the updates and she would like to see an FAQ. She wondered if middle school principals and parents could meet to gather ideas in bringing students back on campus in some fashion. She thanked the District staff for their hard work and commitment to Health and Safety protocols.

Trustee Chin thanked the callers for their feedback. He reflected on the work done during spring and early summer and the long Board meetings and how hard the District worked hard to improve Distance Learning. He realizes that Distance Learning is not perfect but in some ways, he felt what we are going through is reminiscent of that time. We are again in that position where the District has set the date for reopening and now is working out the logistics. He too asked the District for a timeline. He also asked to focus on middle school students and offer them community building programs to deal with the social emotional aspect because they need to build connections. He liked the idea of producing a video with instructions on what Hybrid will look like. He appreciated the public comments and emails. The situation is complex and teachers, staff, and administration are working long hours on the logistic part of reopening but Trustee Chin was optimistic that we will overcome obstacles just like we did in Distance Learning.

Trustee Corzo acknowledged that parents have voiced different opinions through their comments but agreed that the District is working hard on refining the plan. She also agreed with having a timeline. She would like to see adding an infographic on social media, such as the District website, Facebook, and Instagram. She asked for information to go out via text with a link to the District website for everyone to access it in different languages. She acknowledged that parents have many questions but reminded us all that we are in a pandemic and things are not moving fast as we all would like to but the District is making steps for a safe reopening. We need to be cautious and put the health and safety of the students and staff

first. She hopes that everyone makes their own decision based on their specific situation and comes together for what is best for their children and all the students. She thanked everyone for their input.

Trustee Hitchcock thought that there are still some unknowns and expressed feeling the frustration from the families and staff who are seeking for more information. She was appreciative of the hard work from the staff and educators. She asked for more communication to parents and staff about the plan, letting them know that the District is continuing working on the logistics of the plan.

Dr. Rosas stated that she gathered all the feedback. She will discuss it with her staff and bring back information to the Board.

7. EDUCATION/STUDENT SERVICES

7.1. Magnet Schools - Neighborhood Priority for College Park Elementary (Mandarin Immersion) and Fiesta Gardens International School (Spanish Immersion) (v)

Dr. Sarah Drinkwater, Assistant Superintendent of Student Services, shared that four magnet schools in the District don't have an assigned attendance area. Recently, the Board approved 12 spots set aside for Kindergarten students who live in the neighborhood of North Shoreview Montessori and Parkside Montessori. Fiesta Gardens International School and College Park Elementary are also magnet schools that don't have an assigned attendance area but do not have a neighborhood priority. She shared an update on transfer priorities and enrollment for the current year for each of the magnet schools. She asked the Board if they would like the District to align enrollment procedures across all four Magnet programs without an assigned attendance area, should the District establish a neighborhood priority of 12 seats for the incoming Kindergarten classes at College Park and Fiesta Gardens International School?

The Board asked various questions.

Public Comments:

Yaou Liu, teacher at College Park, described how for the last five years she has witnessed students being bussed to other schools; however, she noticed that the CP students were being driven to school by their parents from different areas in the District. It never felt right to her that a school that is in an economically and racially diverse neighborhood does not serve the students who live in the same neighborhood. She commended the Board for taking steps toward a more structural systematic change and urged them to address the needs of a diverse student community.

Sandi Arata voiced her support for having neighborhood seats set aside as she believes it's good for community building; however, she didn't think Fiesta Gardens needed 12 seats as it's a smaller neighborhood but a few spots would be beneficial for the community.

Karina Wilhems shared her opinion about Fiesta Gardens adding that she is on the PTA Board and has served on the HOA Board. She felt that there is a neighborhood desire to get into the school and that there are also some parents that do not desire to enroll in the Spanish Immersion program. She would like to see more neighborhood enrollment as PTAs always support neighborhood engagement.

Marcella McCollum is a Fiesta Gardens parent who doesn't live in the school neighborhood. She stated that supporting and addressing diversity is important and that one of the challenges during the pandemic is recognizing inclusion that is why inclusionary strategies are crucial. She brought up the fact that Fiesta Gardens is different from the other magnet programs in the District and that from an equity standpoint her school is different. She thought that we need to consider more than just issues in the neighborhood and that other priorities should be considered. Setting numbers does not seem to address the discussion about neighborhood priority, increasing diversity, or addressing issues of equity.

Grace Ang stated concerns about the set aside seats for neighborhood students. She added that by offering a preference, the District is encouraging families to apply. What would happen if families choose a magnet school based on proximity and not based on the program? She described the requirements for the Mandarin curriculum and expressed concerns with retention rates and drop outs. She shared that she struggles with her children in the program. Students don't only fall behind in math and science but also in English. She requested the District to get teacher input to hear the effects and not to sacrifice education for equity.

Charlene Ho, a teacher at College Park, provided her perspective on the neighborhood priority, which is a concern to her school, adding that she has seen neighborhood students lining up to be bussed to other schools and that doesn't seem fair to her. She noted that College Park has many Latino families in the neighborhood whose children are English learners and need extra support in English. She described the requirements of the Mandarin curriculum and thought that Latino students tend to struggle more learning in that setting. She asked to use the empty lot next to College Park for a neighborhood school or look for ways to provide additional support to the students.

Mago Lums did not agree with numbers, percentages and neighborhood boundaries. This caller would like to see the District focus on the needs of the students not every child has the same needs.

Katherine Goodman is a parent at Fiesta Gardens. She thought that is a good idea for the District to offer neighborhood seats at Fiesta Gardens. She suggested expanding the boundaries of the neighborhood and having a Safe Route to Schools program as there are many families living in apartments in the area and traffic is difficult around Fiesta Gardens; is not safe for pedestrians.

Julie MacArthur, teacher at Baywood Elementary and SMETA President, advocated for a single magnet policy across the District. It was unsettling to her as a teacher to have heard assumptions made that North Central neighborhood students have more challenges learning Mandarin. She added that they should have the same neighborhood priorities that Fiesta Gardens families have in choosing the Immersion program.

Karen Chao agreed with previous comments made about needing to see more data to understand the current enrollment rates, families from the neighborhood versus families who are not local in order to make an informed decision. As a College Park parent, she finds the program difficult and her child struggles at times. Her family has Chinese heritage and she still finds Chinese to be challenging. She believes that families who enroll in the program have to be fully informed what they sign in for.

Connie (ipad) agreed with Ms. Ho's comment. She felt that there is a responsibility to inform families whether they live in the neighborhood or not what the program entails. She is an American Born Chinese but didn't grow up speaking the language. She has a hard time helping her children with the curriculum. She thought that a parallel track might be a way to support the students in the program and have a neighborhood school for children who may not be interested in the Mandarin program.

David Kyo was interested in understanding the data that drove the decision. He felt that diversity is important for a child's experience; however, in touring the school, he learned that the curriculum is very competitive. He also felt that families who sign up, they do it because of the Immersion program. He agreed that dual track should be considered.

Richard N. asked what the timeline is for building the New North Central School. Would that be a factor on a decision? He felt that more data is needed about the demand from neighborhood families to attend the school.

Kimberly Chu also thought that additional data is needed. She agreed with other speakers about the need of informing families about the competitiveness of the program before they enroll in College Park. She too favored a dual track program for families that chose the Immersion program.

James McCollum felt that some of the comments came across as if we were dealing with private schools and reminded everyone that we are serving the San Mateo and Foster City children.

Ashley Leia agreed that the program is very challenging and there isn't enough support. She suggested that the Annex offer support in Mandarin. She spoke about the retention rate in the school and how some students struggle in the program. She thought that additional support would be needed for non-English speaking children that enroll in the program.

MJ also finds the program challenging. She agreed with Leia about offering more support to the families who chose the program because of vicinity. MJ supports diversity and thought that offering additional support such as the Annex may be a solution. MJ supports the space set aside policy.

Aurore Wu is a College Park parent. She said that there is a serious commitment enrolling in a Mandarin Immersion program and families who participate in the program have to be fully aware that learning the

subjects in Mandarin is challenging. The program is difficult even for families that have the heritage. She also agreed with basing the decision on data as well as the needs of the children in the neighborhood.

Paul W would like to see the Immersion program expanded by having more spaces available.

Jessica Wideman felt that enrolling in a Language Immersion program requires commitment but also felt any child has the ability to thrive in any program. Offering additional support would be optimum but families already know the necessary commitment when they enroll their children in an Immersion program. Every family should be able to choose for themselves. She found some of the previous comments to be insulting.

Randi Paynter agreed with the previous speaker and added that many of the students in the North Central area would love to attend their neighborhood school. She said that not even the New North Central School when it gets built would be able to accommodate the demand of the neighborhood. Currently, most of the neighborhood children are bussed to other schools in the District and she did not feel that was right. She has a hard time understanding why the Knolls facility can't house the Mandarin program.

Mary Lynagh is a teacher who shared that she has worked in several San Mateo schools and has been appalled at the way North Central students have been treated. She described seeing students from the neighborhood waiting to take the bus in the rain. She commended the Board for supporting equity. She has heard from families that are bussed to Highlands how difficult the transportation is for them. She thought that we need to rethink the plan as a new school of 250 students won't accommodate the demand. She found some of the comments made about Mandarin being too difficult for students to learn to be insulting.

SLP – Stephanie is a parent at College Park. She shared that Chinese is a level 5 language and very difficult to learn. She wanted to clarify that many of the speakers were trying to convey that Chinese is one of the most challenging languages and that families should choose to enroll in the program because they are committed to learning the language not because of proximity. It would be fantastic if families enroll for both reasons, convenience and buy-in. She found the comment made about College Park being a private school masquerading as a public school to be unfounded. She supports the idea of parallel tracking as College Park supports diversity, equity, and inclusion.

Jessica felt that some of the previous speakers spoke from their own personal experience. She shared that she speaks the language but doesn't read it or write it. She had to get a tutor for her daughter to help her with the language. She noted that Mandarin is a very difficult language to learn and that College Park welcomes students from different cultures. She agreed that there should be some support for the students who have difficulties learning in the Mandarin program.

Megan W. has nieces and nephews who attend College Park. It seemed to her that Mandarin is a difficult language and that perhaps parents need more support. If that is the case, she felt that maybe these concerns should be agendaized and presented to the Board as a separate topic. She agreed with other callers in terms of some parents being judgmental of the students who live in the North Central neighborhood.

Lisa Warren is the PTA president at San Mateo Park. She shared that the school gets a good number of students from the North Central neighborhood. She spoke about the demographics of College Park, pointing out that in the North Central area, the school only has 6.4% socioeconomically disadvantaged students. Park Elementary on the other hand, which is in an affluent community, has about 70% socioeconomically disadvantaged families. This is concerning to her. She shared an unpleasant incident with a former PTA president of College Park where she and her children were asked to move off of the grass area because they didn't have the right to be there. Based on the comments made this evening and her own experience, she is concerned about equity in the North Central neighborhood and other schools.

Julia is a Mandarin teacher at College Park liked the idea that her colleague presented about a dual path in Mandarin and English. She wanted to make the Board aware of the need of a mentoring program such as a TOSA. A TOSA would be instrumental in helping Mandarin teachers teach at different levels, thus, providing support to students according to their academic level.

Board Comments:

Trustee Corzo reflected on the issue and noted that the North Central neighborhood deserves more than just a small school on a corner lot. She felt that we have a program that is allowing students to sink or swim and is not welcoming to diversity. It was sad for her to hear comments made about the inability for some students to succeed in the program. She said that the Board is committed to equity so they need to review and explore the issue more. As a Board member, she said that it is her job to advocate for all the students. She hears that there are students who are struggling in the program and thought that we should be offering support for them to succeed. She found some of the comments reflected racism in education and felt that we all need to do better in supporting our students.

Trustee Watkins built off of the comments of President Corzo. She was appalled by some of the comments made but it wasn't the first time that she has heard these thoughts. It reflects a racist system as these are all of our kids and if the students struggle and leave then we need to be accountable for that. The rhetoric is toxic as we are a public school system and responsible for educating every student in every school. The comments made her rethink about whether we should keep the program as it is not what the Board stands for. She didn't think that additional data was needed to be fully aware of the needs and said that we should move forward with the third neighborhood priority and bring back for discussion socio-economic and racial diversity. She concluded by saying that our schools need to be a place for all students to learn.

Trustee Hitchcock agreed with the comments made by Trustees Corzo and Watkins and added that she believes in neighborhood schools. There is the need to set the percentage aside for neighborhood students to attend their neighborhood school whether it is a magnet program or not.

For Trustee Proctor this was the first time engaging in this type of conversation. It was surprising to her to hear some of the comments made this evening. She believes that all students should feel welcome at their school. She is not in favor of bussing students to other schools so she would like to prioritize the conversation of the magnet program and set aside spots for neighborhood students.

Trustee Chin asked clarifying questions and admitted that it is a hard discussion but he supported the recommended motion.

This item passed with the condition that further discussion is needed to address priorities and that the priority be a third of the incoming kindergarten class at all 4 magnet programs instead of a set number of 12. Socioeconomic and racial diversity would be a part of the upcoming priority conversation.

Motion Passed: IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES RECEIVE INFORMATION ON MAGNET SCHOOL PRIORITIES AND APPROVE A THIRD OF THE SPACES FOR INCOMING KINDERGARTEN STUDENTS AT COLLEGE PARK ELEMENTARY (MANDARIN) AND FIESTA GARDENS INTERNATIONAL SCHOOL (SPANISH) AS A NEIGHBORHOOD PRIORITY. Passed with a motion by Shara Watkins and a second by Noelia Corzo.

Yes Kenneth Chin
Yes Noelia Corzo
Yes Rebecca Hitchcock
Yes Alison Proctor
Yes Shara Watkins

8. HUMAN RESOURCES

8.1. Defined Ed Code-Local Assignment Option (v)

Assistant Superintendent of Human Resources Sue Wieser reviewed the Defined Ed Code-Local Assignment Option and asked the Board approval as presented.

Public Comments:

Song, parent at College Park, asked what defines success in terms of this measure and what triggers the review, whether this is the appropriate course of action. He wanted to know how it would be refined moving forward.

Motion Passed: IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES APPROVE AUTHORIZATIONS USING DEFINED EDUCATION CODE FOR THE INDIVIDUALS LISTED IN THE RATIONALE DESCRIPTION.

Akram Saber

Stacey Sierra
Stephanie Silvers (Marcone)

Passed with a motion by Kenneth Chin and a second by Rebecca Hitchcock.

Yes Kenneth Chin
Yes Noelia Corzo
Yes Rebecca Hitchcock
Yes Alison Proctor
Yes Shara Watkins

9. BOARD MEMBER STATEMENTS AND REQUESTS FOR FUTURE AGENDA ITEMS

Trustee Chin was happy about Measure T as it seems that will pass. He thought that the District should start bringing back the conversation about Bowditch Middle School.

Trustee Hitchcock asked about offering virtual tours especially for new families that are joining the District.

Trustee Corzo noted that in the spirit of discussion and conversation in this forum and looking at where we are at the national level, we could all do better. She emphasized that this is a pivotal moment in our nation with much division and people not willing to compromise, unable to value other people's perspectives. However, she understands that our opinions are based on different factors such as our experiences and is hopeful that we can all move forward in spite of the hard conversations in order to continue further discussions.

Trustee Hitchcock wanted to make sure that we still provide Zoom access and translation services when we go back to in person meetings.

10. FUTURE MEETING DATES

November 10, 2020	9:00 AM	School Visitations
November 16, 2020	7:00 PM	SMFCSD Education Foundation
November 17, 2020	7:00 PM	Equity Task Force
November 19, 2020	6:30 PM	Regular Board Meeting

11. ADJOURNMENT

11.1. Adjournment (v)

The Regular Board Meeting adjourned at 11:26 pm

Motion Passed: Passed with a motion by Kenneth Chin and a second by Shara Watkins.

Yes Kenneth Chin
Yes Noelia Corzo
Yes Rebecca Hitchcock
Yes Alison Proctor
Yes Shara Watkins

Board Secretary
