

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting of October 20, 2022

This meeting included closed captions which required the Board to provide a break, for the stenographer's benefit, after approximately every 1.5 hours.

OPEN SESSION - 6:00 p.m.

A. CALL TO ORDER

B. ROLL CALL

Board Members:	Mr. John Baker - Present Dr. Chialin Hsieh - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Katrina Oller, Student Board Member - Excused
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Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present Mr. Ted O, Assistant Superintendent, Business Services - Present Dr. Jay Spaulding, Assistant Superintendent, Human Resources and Student Services - Present
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C. PLEDGE OF ALLEGIANCE was led by President John Baker.

D. LAND ACKNOWLEDGEMENT STATEMENT

We acknowledge that the South San Francisco Unified School District is located on the unceded ancestral homeland of the Ramaytush Ohlone peoples who are the original inhabitants of the San Francisco Peninsula.

We wish to pay our respects by acknowledging the Ancestors, Elders, and relatives of the Ramaytush Community and by affirming their sovereign rights as First Peoples.

F. PUBLIC COMMENTS

President Baker moved the public comments up in the agenda so speakers would not need to wait until after the presentations.

Amanda Fehoko, a second grade teacher at Los Cerritos ES, spoke about her concerns for the school and the students and families they serve. She referred to a fellow teacher who displayed unacceptable behavior while at another site, which she thinks administration has not documented. This teacher was moved to another Title 1 school, Los Cerritos ES, where excessive tardies and absences and triggering a fire alarm occurred. Principal McLaughlin is now serving dual roles by taking over the first grade class of the absent teacher in addition to her administrative duties. Ms. Fehoko said “It is not a principal's role to cover the negligence of a teacher.” She spoke about frustrations and her site’s need not being met, but change is not happening and the Board and Superintendent must be held accountable. “I cannot be in an environment where concerns for the welfare of my students are not valued.” She said, “If things do not change for my site, many teachers, along with myself, will leave SSFUSD for a district that is supportive of their students, families and teachers.”

Cody Jang, a Los Cerritos ES parent, thanked Dr. Shawnterra Moore for her Zoom meeting with parents after the hoax at SSFHS. He said, “...the parents, the students, teachers, and the staff at Los Cerritos feel very forgotten and very overlooked. And we really want that to change, because the kids deserve it.” The incident raised a lot of varied issues and the response from his school was not the best it could be. While serving in the classroom, Principal McLaughlin is not able to do her job fully since she does not have the needed resources. There is no replacement for the absent teacher, which is making things worse. He asked the Board to ensure Los Cerritos ES receives everything that the other schools get since every kid and family matters.

Heather Burns, a Los Cerritos ES teacher and SSFCTA President, said there is some anger at the site that stems from caring about the students, the school, and the community. She said the Board is hearing of the situation at her site and believes that change is coming. Frustration comes from caring and seeing things which need to be changed right away. She said this is the Board’s community along with the residents and they are all in it together. “And if we don't voice these concerns, change won't happen. Thank you very, very much for everything you do...” “It's for the kids, for the staff, it's for the community.”

President Baker noted that as this issue is not on the agenda, the Board cannot comment on it “... except to say that we are aware of the situation.”

INFORMATION/DISCUSSION

E. COMMUNITY FORUM

a. Introduction by Superintendent Moore

Superintendent Moore explained the format for this Community Forum.

The purpose of the meeting is for the Board to hear from both staff and community members regarding two specific topics. She explained that on September 8, the school board decided to discuss the topics of safety from the lens of facilities and infrastructure needs in the District, and emergency protocols. The goal is to provide the Board and community with a brief overview of the facility needs and challenges and The Big 5 preparedness in the District and across the County. After each presentation, the Board could ask any clarifying questions and community members would have an opportunity to also ask questions and engage in a dialogue with the Board members.

b. Facilities Needs and Challenges presentation

Assistant Superintendent Ted O said Director Wazi Chowdhury could not participate due to a family emergency. But he and Bill Savidge, the District's Facilities Consultant, co-presented at this meeting.

District LCAP Goals

Facilities is primarily aligned with **Academic Achievement** (LCAP Goal 1) and **Staff and Professional Development** (LCAP Goal 2)

CAR (Communication, Achievement, Relationships)

The SSFUSD car metaphor is a journey to excellence, providing students a superb learning experience. Mr. O said their work gives students a healthy, safe, and secure environment, while coming to learn at the schools.

District Overview

- SSFUSD was established in 1936.
- The District operates nine elementary schools, three middle schools, two comprehensive high schools, one continuation high school, an Adult Education program and two preschool programs.
- Current enrollment is around 8,000 students.

Facility Needs and Challenges

- Updated Facilities Master Plan (FMP) presented to the Board of Trustees on June 23, 2022.
- Many aging buildings and deteriorating site infrastructure are in dire need of improvements and/or replacement.
- Systems are beyond their useful life leading to possibility of failures, which may disrupt the operations of the schools.
- Last bond, passed a decade ago, mostly addressed the replacement of old dilapidated portable buildings with new modular buildings.
- Most of the oldest, permanent buildings and the infrastructure that supports them were never touched.

- Total District facility needs exceeds \$850 million.
- Insufficient funds from the State
- School Districts are limited in funding options to address their facility needs.
- Districts must rely on local funding sources, which include bond measures.
- The SSFUSD Board of Trustees placed “Measure T”, a school improvement bond measure, on the November 2022 ballot.
- It could generate up to \$436M to address the District’s facility needs.
- The following areas have been identified as high priority needs.

School Safety and Security

- Most schools were built 60 to 70 years ago and no longer meet the current needs to keep our students safe.
- Critical safety and security improvements are needed at the schools. These include gates, fencing, additional security cameras, and door locks.

Mr. O stated that a challenge, when looking at various potential points of entry and different opportunities for fencing and gates, is creating a single point of entry for a secure campus, but with a welcoming environment for students, staff, and the community.

Campus Accessibility

- Most of the schools have deficiencies that make it challenging for students with disabilities to easily get around campus.
- The accessibility building standards in schools have changed since the schools were built without ramps or elevators.
- Where the buildings are set on separate terraced-tiers makes it challenging for students with disabilities to get to every part of the campus and every room in every building.
- District needs to update its school campuses to be consistent with the new accessibility building standards which are ADA-required.

Fire and Life Safety

- Mr. Chowdhury has been focused on the fire suppression systems located at the kitchens which are a huge safety concern and need to be replaced.
- These systems are so old that they are no longer serviceable.
- They need to be replaced with corresponding hoods to be compliant with current fire safety codes.
- The Fire Marshal is asking to make immediate repairs to ensure safety on campuses.
- Upgrades and replacements of the equipment would be included in the modernization of the facilities if the community supports the upcoming bond measure.

Facilities Infrastructure

Mechanical

- Heating, ventilation, and air conditioning (HVAC) is the use of various technologies to control the temperature, humidity, and purity of the air in an enclosed space.
- COVID-19 has made everyone aware of the importance of well-functioning HVAC systems.
- In the last two years, the District has done a complete Facilities assessment of every HVAC system and prioritized them in the FMP to be addressed with upcoming modernizations under a new bond program.
- Many of the aging HVAC systems are as old as the schools and are not working at optimal levels.
- HVAC systems need to be replaced to provide a healthy learning environment for students and staff, which is very costly.
- In addition to the above, the existing units and fans of the remaining systems are corroding and are also in dire need of replacement.

Electrical

- The electrical systems are as old as the main structures of schools and have never been touched.
- They are starting to break down and no longer meet the needs of today's modern classrooms, computer labs, and other areas of the schools.
- There are insufficient receptacles/outlets in each classroom, library, and other areas of the school.
- The electrical panel does not supply sufficient power needed, resulting in blown fuses.
- The District needs to replace these electrical systems to better meet the needs of 21st century classrooms

Plumbing

- Almost all of schools have not had any work done on the distribution of the original domestic water service from point of service for the past sixty plus years.
- Many of the old domestic water lines in buildings are embedded in concrete, which makes it very costly to replace them.
- The overhead gas lines at some schools are showing wear and tear and need to be repaired or replaced very soon.
- The underground site sanitary sewers, storm sewers, and remnants of gas lines are starting to break and are past their useful life.
- Many sewer pipes are VCP (vitreous clay pipes) and are past their useful life and may break. Alta Loma MS had a few such breakages which were very costly emergency repairs needed to prevent sewage backing into the school and causing a shutdown.

Building Envelope

- A building envelope is everything that separates the internal building from the external environment, including the roofs, doors, windows, floors, and walls. Good insulation in walls, high-efficiency windows, and sufficiently sealed gaps increase the effectiveness of the envelope.
- Many of the components in the envelope no longer meet building codes, are past their useful life, and need to be replaced.
- This barrier is no longer effective in preventing the transfer of heat from inside to outdoors.
- Many windows are single pane and some are inoperable, walls don't have insulation, walls and systems are deteriorating causing issues related to water penetration and thermal comfort in many buildings related to deteriorated envelopes.
- Roofs are a critical component of the building envelope and many of them are passed their useful life and no longer ensure a dry environment in classrooms and other spaces.

Building Structure

- The building structure includes the foundations, floor/ceiling slabs, roofs, exterior walls, exterior glass and mullions, columns, beams, shafts (including elevator shafts), stairwells, elevators, building mechanical, electrical, and telephone closets, common areas, public areas, and other structural components in the building.
- Building Codes in California have been updated every three years. District buildings were built to a specific version of code applicable to the time of construction and they now require a much higher performance in the event of an earthquake or any seismic event.
- There have been over twenty cycles of code changes since these buildings were built, without recorded structural upgrades made.
- The first priority of buildings requiring upgrades would be the ones with non-ductile concrete frames, especially at ECHS and SSFHS.
- The second priority for upgrades would be the steel structures with welded connection and lack of lateral bracing. These include several elementary schools.
- The smallest seismic project is anticipated to cost \$2M per building, and the high schools anywhere between \$5M and \$10M per building based on size.

Conclusions

- The needs for facility modernization of most of the school sites is urgent.
- The micro-climate of this area is hard on exposed systems.
- The Maintenance Department's lean crew is fighting against time to keep some systems functioning.

- The District will have to address some of these urgent items immediately or face possible disruption of operations at a few sites, including closure.
- The State does not have adequate funds to assist districts with their facility needs.
- Funds may need to be shifted from school programs to address these critical facility needs if the District does not receive additional funding.

Vice President Mina Richardson asked Mr. Savidge if he agreed that many items in the presentation are Band-Aids and how long some repairs would last. He replied that "...we need a complete modernization, and gutting...of the space and installation of new systems that meet current standards, and that are professionally installed and comprehensively integrated into a District-wide program...when we have adequate funding for full replacement, meeting current codes, and upgrading the systems and all of the support that go with it, those would not be Band-Aids." She asked again, "How long will this last until the next time? Because you're talking about the envelope and you're talking about the electrical, and to me, since these structures are so old, when is the time to consider rebuilding from the ground up?" Mr. Savidge shared the State's advice related to replacement. Their guiding recommendation is that if the cost of rehabilitation of facilities exceeds 50% of the replacement value, it may be appropriate to consider replacement of a building. He said "...we look at that in the context of what's the scope of work in the project, what's the overall cost of that, and does it make sense to do this or does it make sense to replace buildings." He added "...I've worked in several facilities bond programs where we did...full replacements of buildings, and it's a really great way to go. The problem is that it's much more expensive than just modernizing facilities, and so you end up having to focus your dollars on fewer projects at fewer sites." Vice President Richardson noted that some projects have no dollar amounts so the public cannot see the costs. She said that adding some items to schools would not necessarily make them safe. "This is like a scare tactic for parents, that if you don't vote for this bond, that your children are not safe in our schools." "I've got to be very clear that we do take care of the critical needs, and some of this is just a little bit sensationalized and I just don't agree." Mr. Savidge clarified that each project included in the FMP includes dollar amounts. That information has also been included in summaries presented to the Board of several occasions. He said several buildings in the District exceed the 50% rehabilitation costs and would likely be candidates for replacement. The FMP proposes a building be replaced based on its age, building type, and the level of deterioration.

F. PUBLIC COMMENTS *(continued)*

Heather Burns, a Los Cerritos ES teacher, stated that SSFCTA believes the money is needed for Title 1 schools and other District buildings so, the association is endorsing Measure T. She invited Vice President Richardson to visit the site and see what improvements are needed so she can make an informed decision on what would benefit the students.

Vice President Richardson said there is a need for a bond, but the problem is that taxpayers will be paying for it for the next 30 years.

President Baker asked to return the conversation to the topic of infrastructure.

Trustee Daina Lujan thanked staff for the presentation which emphasized the importance of technology items, and proper electrical, plumbing, and gas systems. The critical needs were highlighted in the FMP and are still necessary for staff, students, and families. She wants to make sure every District student has what they need while at school.

Dr. Chialin Hsieh said she appreciated the excellent presentation, which emphasized the facilities needs to provide a safe and secure learning environment which is conducive to student learning.

President Baker asked Mr. Savidge to elaborate on the fire marshals' information for immediate upgrades in many schools. Mr. Savidge replied that Director Chowdhury has been working closely with the fire marshal on many long term problems with the fire suppression systems at the various campuses. He said the District is in the process of responding to several repair requirements in the schools. An example is replacing the old fire suppression system inside a hood with a newer system that is properly set up and serviceable. "Mr. Chowdhury has been drilling down and focusing on student and staff safety needs...he's been working with Mr. O to come up with the limited funding that we have available to be able to address those critical needs and high priority safety needs to ensure that we're in compliance and that we have safe campuses."

President Baker also asked if an ADA complaint against the District was made, would telling the federal government that there is no money in the construction fund be an acceptable excuse. Mr. Savidge replied that the District would be advised to find the money. He said, "We have a requirement for access for all of our students with disabilities, and the District is in the process of addressing identified issues in a very appropriate fashion to try and ensure that we're taking care of that in the short term." President Baker asked Mr. O how much money is in

the District's Capital Facilities Fund for ADA and/or fire marshal requirements. Mr. O noted that SSFUSD receives only \$3M to \$4M per year to address these issues and the current ADA bridge project at ECHS is costing up to \$600K alone. President Baker questioned whether those specific sorts of repairs/upgrades would need to be resolved at the expense of other construction projects in the District. Mr. O confirmed that they would need to pick and choose among all the infrastructure items and address the more critical ones using their limited funds. President Baker added that if those funds were depleted, they would need to "...dip into the General Fund, which we use for students, books, paying our teachers, paying our staff, etc." This would mean either letting teachers go or not giving them a raise.

President Baker surmised that since the school year now begins earlier than it did in the 50's and 60's, there are more hot days and a greater need for air conditioning. He said upgraded HVAC systems are necessary for the increased amount of wildfire smoke and to provide clear, filtered air such as what was needed during the pandemic.

Vice President Richardson referred to workforce housing and rumors that if the bond passes this would mean free employee accommodations. Mr. O said the rental amount would be determined once the bond passes and would be below market. She asked how long the employees would be able to remain in that housing. President Baker said the model has not yet been developed and the Board would determine both the rental cost and length of stay. Superintendent Moore added that it would not be zero, since the housing is affordable, but not free.

c. Emergency Preparedness in Schools and Communities

Director Ryan Sebers provided the Board with information on the Big Five: Emergency preparedness in the schools and communities.

Background and Purpose

The Big Five for San Mateo County were developed for the following reasons:

- 23 school districts, 20 law enforcement agencies
- Approx. 94,000 students across 20 municipalities and unincorporated areas
- All agencies involved would be sharing a common language and understanding of immediate response protocols in an emergency
- Standardized response system adopted by emergency services agencies in San Mateo County Provides immediate action steps to protect the school communities

- Result of a year-long stakeholder engagement process involving educators, law enforcement, fire departments, public health, government agencies, and the community at large

“The Big 5 states of readiness” - emergency response protocol developed by the San Mateo County Coalition for Safe Schools and Communities in 2014. It has been adopted by the San Mateo County Office of Education, as well as police and fire departments within San Mateo County. Based on individual situations, those in charge can switch between the different states of readiness as needed.

1. Drop, cover and roll (earthquake or explosion)
2. Evacuation (outside building is safer than inside)
3. Lockdown/barricade (immediate threat)
4. Secure campus (potential threat in surrounding community)
5. Shelter in place (isolate students and staff from outdoors)

District and Site Emergency Response Plans

- Included within each school site plan.
- The Big Five response protocol is at the core of the District's Emergency Management Handbook.
- Each school develops an annual Safe School and Emergency Management Plan, which includes the District handbook.
- All site plans comply with the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).
 - This helps agencies be able to read what the District is doing.
 - Experts are able to look at District plans to help refine our practices and procedures because we follow these systems.
 - Everything is in writing.

Emergency Drills

The District needs to regularly practice the states of readiness and is required by the State, to hold emergency drills at certain intervals. Mr. Sebers reviewed the frequency for the Big 5 drills, by elementary, middle, and high school levels on an annual basis.

To confirm drills are happening, administrators provide Student Services with the proposed drills for the year as well as the actual documented dates and times of these drills and what occurred. They also submit a log with site leader reflections and input on room for improvement of the drills.

Improving practices for difficult campus situations requires identifying and learning how to do things differently, incorporating information from the County and law enforcement agencies and fire departments. The District is working on:

- Utilizing trauma-informed drill strategies
- Addressing mental health needs in various forms
- Performing evacuations with the possibility of obstacles, power outages
- Refining parent-child reunification
- Quick, reliable lockdowns and secure campus - taking into account non-regular staff and visitors on campus

Training, Support, and Partnerships

- Ongoing Emergency Broadcast System Tests (1 per semester)
- Development/improvement of communications processes, crisis communication messaging
- Partnership with Via Heart for AED devices at all sites and AED/CPR training
- San Mateo County Coalition for Safe Schools and Communities
- SMCOE Big 5 Training Series for school teams
- SMCOE Safe Schools Framework

Director Sebers said the following support in terms of mental health and counseling services in schools are also taken into consideration.

- Youth Services Bureau (YSB) of the YMCA
 - School Safety Advocates program at middle and high schools
 - Elementary Counseling program, all elementary sites
- San Mateo County Human Services Agency (HSA)/StarVista
 - Family Resource Center, on site clinician
 - Family, clinical, community services, suicide prevention hotline
- Daybreak Health
 - Comprehensive online counseling support for ages 11-19
 - Anxiety, motivation, academics, concentration, depression, and more
- Care Solace
 - Online resource with a live 24/7 concierge
 - Assists students and families with finding local mental health related programs and counseling services.
- SMCOE Safe and Supportive Schools
 - Provides several resources to support school safety and wellness

Emergency Preparedness for Families at Home

Director Sebers reviewed the following recommendations which provide valuable information on resources available to families in the community.

- SMCOE Safe Schools and Communities
 - The Big Five - Community overview and packet
- Checklist and resources for building a family plan (Ready.gov)
- How to Create a Family Emergency Communication Plan

- Steps and template for managing family contacts and meeting places (Ready.gov)
- COVID-19 Prevention for Families
 - Household Checklist

Director Sebers concluded his presentation by saying, “We hope that this gives you a clear understanding of the route of how we prepare for emergencies in our District and how we will continue to move forward to get better.”

Trustee Patricia Murray asked who would call the action for a Big Five State of Readiness. Director Sebers replied that it depends on where the incident is originating. When police are the first people to be aware of a situation, they begin directing resources to a school site and initiate with that administration, and it is then communicated to the District to disseminate the information. If anyone becomes aware of an immediate situation directly at a site, they can initiate that procedure.

Vice President Richardson asked how to handle students when a school is in lock down and they call their parents, but the District is not aware of the incident. She also asked how it reconciles with the Big 5. Mr. Sebers acknowledged that cell phones are very prevalent, but students can only use them for instructional purposes when given permission. Since they tend to have them on all the time, students can be taught when they should not call someone during an incident to avoid putting a strain on the processes that are in place. If a parent is calling and a Trustee is not aware of what is happening, it means those in charge are dealing with the incident are getting all the details straight, to have the proper response. “We have to still be addressing the issue first and then from there, information is disseminated.”

Trustee Hsieh asked about the different time frames for emergency drills and whether individual schools decide this or it is centralized. Mr. Sebers said the intervals are District-determined, but schools can choose the time of day, or part of the month within the set time frames.

The Board recessed at 7:30 p.m. for a break and reconvened at 7:40 p.m.

Dr. Hsieh questioned how the District communicates the resources for emergency preparedness for families at home. Director Sebers said the various websites are located on the District website, but a cohesive parent resource section is being created.

Trustee Lujan noted that parents receive messages through many communication platforms now. She asked, in the event of an emergency, which platform should a parent be looking for. Mr. Sebers

said School Messenger is the most effective resource and the District's current go-to.

Trustee Murray thanked Director Sebers for the presentation and acknowledged that a common language is used among all the agencies.

Vice President Richardson asked if the District has a policy for major incidents on campuses which were never anticipated. Mr. Sebers said the Big 5 includes planning for huge scale issues. But if something very serious, such as a takeover situation or a violent situation occurred, the protocol would be activated and the District would engage with a law enforcement agency and utilize existing governance structures such as the penal code, Board policies, California Ed Code, etc.

President Baker stated that during the SSFHS hoax there was confusion or miscommunication regarding the distinction between a lock down and secure campus, including within the community. He said this has happened previously in the District and asked how often staff members are taught the differences in terminology and also whether there has been consideration to use a numbering system. Director Sebers replied that staff are reminded of the differences in terminology annually at the beginning of the school year, but it can be done more than this standard, such as at the start of each semester. "Some are doing them during their staff development days that precede the first day of school when they're initially giving out staff information ...and going over the emergency procedures at that point." "...the Big 5 is part of the general review of the District Emergency Handbook. At the same time, schools also have to go through the other components of their actual safe school plan." In addition to staff getting the review, District administrators need a refresher during an upcoming administrative team meeting. Mr. Sebers responded to a different naming convention by saying it is possible. "But we have an underlying name convention of each of the law enforcement agencies, while they recognize these larger categories, they have some different structures, and what they consider readiness levels." He said the idea could be further discussed.

President Baker appreciated the discussion about trauma informed drill strategies. "We have heard from...students in the past that the drills themselves and the implications of why they're having those drills can be stressful." He asked what the strategies are. Mr. Sebers replied that when conducting lock down drills, only adult staff, without students, is the biggest change. Mental health needs are equally as important, so this is how lock down drills will be held from this point on.

The recent hoax that resulted in a large drill among multiple agencies, is unfortunate but provided a silver lining in additional preparedness since students were on campus. “To duck cover and hold type situations, students might not feel comfortable...under a desk...so there's recommendations about physical space. Also, not rushing through drills or creating panic, but being thoughtful and intentional about the information that you want students and staff to understand and learn. So allocating the appropriate amount of time.” He added that on the handbook drill page, there are between 15 and 20 different bullet points of what are considered trauma informed strategies.

F. PUBLIC COMMENTS *(continued)*

SSF resident Amanda Anthony asked if the handbook is available in multiple languages. Director Sebers said SSFUSSD also distributes a Spanish version, but the County has many languages in their public version. President Baker suggested distributing a version in Tagalog in some areas of the community.

ADJOURNMENT - 7:58 p.m.