

San Mateo-Foster City School District

Minutes - Draft

SPECIAL MEETING~BOARD OF TRUSTEES

July 09, 2020, 6:30 PM

Teleconference via Zoom: <https://us02web.zoom.us/j/84387743442> --Zoom ID: 84387743442

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1. CALL TO ORDER: 6:30 PM

The Special Board Meeting was called to order at 6:30 pm.

2. ROLL CALL

Board Members were present:

Kenneth Chin

Rebecca Hitchcock

Alison Proctor

Shara Watkins

Trustee Noelia Corzo was absent

3. APPROVAL OF AGENDA: July 9, 2020 (v)

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

Yes Kenneth Chin

Absent Noelia Corzo

Yes Rebecca Hitchcock

Yes Alison Proctor

Yes Shara Watkins

4. STATEMENTS

4.1. Public Statements related to agenda item(s). Please limit statements to three minutes.

None.

5. PROPOSED CONSENT AGENDA (v)

Motion Passed: Passed with a motion by Shara Watkins and a second by Rebecca Hitchcock.

Yes Kenneth Chin

Absent Noelia Corzo

Yes Rebecca Hitchcock

Yes Alison Proctor

Yes Shara Watkins

5.1. BUSINESS/FINANCE

5.1.1. Borel Middle School - Districtwide Security Fencing - Change Order #1 - American Asphalt

5.1.2. Borel Middle School - New Gym and Classrooms - Increment 3 - Change Order #2 - Beals Martin, Inc.

5.1.3. Foster City Elementary School - Interim Housing for Beach Park Elementary School - Cumiskey Construction Corporation

6. SUPERINTENDENT SERVICES/BOARD

6.1. Fall Reopening Plan - Alternating Weeks and Paired Day Hybrid Model

The Trustees receive an update on the Fall reopening plan for Alternating Weeks and Paired Day Hybrid Model including information from the recent Staff/Family survey.

Dr. Rosas stated that we are still under the guidance of the San Mateo Public Health Department and the San Mateo County Office of Education following the four pillars. She noted that at the last meeting, the Trustees approved the Distance Learning model for middle schools and received information on hybrid models for Distance Learning

David Chambliss, Assistant Superintendent of Educational Services, presented information about the two Hybrid models, Alternating Weeks and Paired Days noting that staff was more interested in the Paired Day model because it offers more regular connection with students. He shared the results of the Hybrid Schedule survey that was sent out stating that 64% of families and 57% of the staff voted for the Paired Day model. As a result, the District recommended the A/B Student Cohorts: Paired Days model. Mr. Chambliss addressed the plan for cleaning days and the concerns raised about the holiday calendar. He explained that schools will work to assign siblings to the same cohort.

Board Clarifying Questions:

The Board asked various clarifying questions.

Public Comments:

Lois Weithorn, a parent, was concerned with Fall Reopening and the higher risk for infection due to the multiple groups around in an extended period of time. She thought that masks only protect partially. She asked that the District prioritize the welfare of families, teachers, and students.

Julie MacArthur appreciated the decision of Distance Learning for middle school students as it's safer for teachers and staff. She asked to be cautious in creating cohorts with too many students. She thought that an ABC model is needed in the elementary level for proper social distancing given the space availability in the classrooms. She also thought that in person teaching is not safe for teachers and students and to consider Distance Learning for elementary students as well for everyone's safety.

Pjcczoom4, Shara, a parent, asked that if the Hybrid model is the one chosen to please share information about A/B schedules so parents can arrange for childcare.

John Farrow agreed that cohorts of 150 students are too big for middle school. He thought that the Hybrid models don't offer childcare solutions and would leave students unsupported for most of the week. He recommended the District go entirely Distance Learning instead, so teachers can be available and will have more time to supervise student's work. He asked to replicate Distance Learning with what students get in the classroom.

Alexander N asked everyone to look at the science data when making decisions. He made a reference to information recently released by the Santa Clara County Public Health and American Academy of Pediatrics about the spread of disease, especially in young children, noting that children are less likely to get infected or spread the disease. He stated that child to child transmission is almost nonexistent. He commended the District for increasing in-class instruction for smaller children.

Rachel Roach asked the District to consider having a different hybrid model for the Dual Immersion program in Mandarin and Spanish because the students in these programs may need more support.

Anise Graham, a parent, asked if the middle school teachers in District are considering teaching from their classrooms as the San Mateo High School District will do.

Randi Paynter had questions about the 6, 10, 14 week check in. She wanted to know what kind of time is required to pivot, what kind of County Framework requirements have to be met for the reopening of school reopening and how many COVID-19 cases would need to be decreased by before the schools start? Is there a date to decide if the school will reopen? Will it be decided by date? Regarding the County Framework, do changes get approved by the County Superintendent and are the changes based in response to the guidance and orders given by Dr. Morrow? She was glad to see that there is an acknowledgment of the need for parent input. She noted that she was more interested in

answering surveys about school reopening instead of Bond measure. She asked the Board not to underestimate the interest in parents about fall reopening.

Marcella pointed out the socioeconomic disadvantage that exists in four schools in the District. She stated that Newcomers and English Learners are also groups that are struggling and she wanted to know what the plan is for supporting them with Distance Learning. She expressed dissatisfaction with the survey that was sent out as only 40% of the families responded. She thought that families that didn't respond are in the underserved category. She asked if middle schools will be given the choice of electives and if ergonomics would be included.

JS Balestrieri supports full time Distance Learning and asked if the schedule can be more flexible or mirror a charter school system. She noted that families are stressed, particularly the ones where both parents work.

Michael Shpizner was concerned about the reopening of schools for the elementary students. He thought that the reopening was feasible only if the Health and Safety protocols are followed and asked for metrics that the District will follow for reopening.

Rena Korb, a parent, was not in favor of a large cohort of students and thought that the cohorts should be smaller. She felt that time is fast approaching and would like to have information on the fall reopening. She can only trust that the District will do what is best for the students.

Trine Real, parent, asked for clarification on the programs. She was glad that Distance Learning is available as teenagers also risk being infected.

David, a teacher, had concerns about the ventilation system in the classrooms since it's been said that the virus can linger in the air for some time. He commended the District for including in the plan cleaning and social distancing protocols; however, he thought that proper ventilation should be included in the plan.

Judith Alderman is a nurse practitioner and a parent. She stated that Distance Learning puts a burden on families and advocated for childcare in the Annex for families that need it.

Erin Chow asked for more clarity on the schedule for younger students. She thought that Distance Learning is not for small children. She also thought that there are ways to get creative about space and to consider outdoor classes. This approach would allow having more students on campus and safely. She also asked if families could chose their cohort.

Maria G, a parent, also asked for outdoor classes in the Hybrid model. She was concerned about the safety of her child, teachers, and grandparents.

Colleen, parent, was interested in the Hybrid model. She shared that she is an essential worker and that Distance Learning is not an option for her as it was a difficult experience for her family last spring. She asked if teachers will be ready for the first day of school. She shared that she has two children in different schools and wants to have them on the same schedule.

Leya asked about a cleaning plan and the associated cost. She noted that cleaning has to be efficient to optimize student's class time. She also asked for more class time for TK/K as they need more adult supervision. They have less attention span for Distance Learning classes. She wanted to know when this item will be presented for vote and how equity and the disparity in education will be handled once students go back to school.

Karen was concerned about the Hybrid and Distance Learning models and wondered if the District has teachers to support both models. She also asked about the Annex and the ability to take students during the two days off. She noted that all these programs require additional resources.

Kristl is a teacher. She sang her comment describing what teaching in a TK classroom is like and in a Hybrid environment during COVID-19.

Melissa Larue, agreed with the previous caller about giving families enough time for the cohorts. She shared that she has a child in SDC. She asked to include resources for learning and socialization in the program. She would love to benefit from those resources.

Sarah Holmgren shared that she has two students in the District and that her entire family was infected with COVID-19. She described her situation and how painful it was getting through the infection. She stated that no one would want to go through something like her family went through. She asked for clarification on the requirements for schools to reopen and on state funding.

Rosanne Wong, a teacher, expressed her disappointment with the survey that went out as she thought that it did not address her concerns. She felt that it was not safe to return to school. She wanted to know that PPE and all the health and safety protocols are in place before going back to school. She was concerned with the high amount of students in Foster City Elementary due to temporarily housing Beach Park ES. She thought that the Hybrid program will double the workload for teachers. She requested training for teachers in the new curricula.

PH, a parent, found Mr. Chambliss' presentation helpful and recognized the difficult job of the Board. She asked that middle school students have teachers from their own schools and would like to know if that is not the case.

Joy S, parent, also expressed concerns with Foster City ES being a double campus. She spoke about the domino effect and the high risk of getting the virus when being in big groups as some people can be asymptomatic. She reminded everyone that we are in a pandemic and teachers are not daycare providers.. She preferred that more time to be spent in preparing for Distance Learning.

Sandi Shorago, a teacher and a parent, agreed with concerns raised from teachers and parents about Distance Learning and safety. She noted that teachers need to protect themselves and the students and thought that it is not safe going back to school yet.

Dianne Clarkson, a parent, offered support regarding evolving science. She believed that we need to continue to look at the science and recommendations. She cited the American Pediatric Society and stated that it is important to look at the science and data to make a decision. She asked for information about the cohorts, class schedules including online, as soon as possible to plan for work schedules and childcare. She shared that in the spring it was difficult for her family having to juggle with school and work.

Pearce, a science teacher, spoke about the Hybrid model and his concerns for the students' safety, the social emotional and well-being, and their academic growth. He shared that Distance Learning lessons require a lot more work than teaching in person. He described the work involved and his experience teaching in this model. He asked that parents and teachers be given explicit expectations about teaching in the Hybrid model.

Yana Kriseman, agreed with comments made earlier about TK-1. She thought that Distance Learning for them is difficult to engage, and that her child has trouble concentrating in the assignments. She asked for support for the younger students as they need socialization with their peers.

Karen Kenny, a music teacher, asked for the opportunity to teach music lessons remotely. She spoke about her concerns on cleaning, not enough buses and bus drivers, aerosol in the air inside the buses, and not having enough time to reconfigure her classes. She was also concerned with the high number of cases in the County and asked what would happen if someone tested positive on campus and how soon would the results be available?

Carmen Choy agreed with some parents and teachers about the concern on the Dual Immersion program, specifically the Mandarin Immersion program. She had questions about how the program would be supported in Distance Learning as students have different needs. She also had questions about the protocol that will be followed if someone tested positive. She suggested reaching out to the Friends of Mandarin for more teacher support.

Maria Avina, a parent, shared that she has a child in middle school and that she was concerned about the safety of teachers and students. She asked the Board to prioritize the health of teachers and students. Going back to school would only create a domino effect.

Nick Goodman, a parent, thought that he didn't have enough information this evening and asked the Board to follow up with a survey. He asked for equity. He was concerned with the effectiveness of Distance Learning and requested more information about the Annex program.

Stuthi, parent, was concerned about the lack of discussion on testing for teachers. She shared that she is an essential worker and had the opportunity to be tested every two weeks. She noted that teachers are considered essential workers if they teach onsite. She asked to have a plan in place in the event that someone tested positive, ability for tracing, student testing, and frequency of testing.

Jessica Boydston, a parent, thought that Distance Learning would work if it is engaging and personal. She shared that she supports Distance Learning if her son can interact with other kids.

Christina Cabrera, a parent, shared that she is a Mental Health Therapist. She thought that Distance Learning failed the students at both elementary and high school level. She saw students struggling with reading and math, sharing that it was confusing and difficult for her children. She wanted to know how the District would provide and monitor quality education and what type of support would be provided for students who are in most need.

Andrew, an 8th grade student, asked that student's comments be taken in consideration. He thought that a survey would be helpful asking how safe they feel coming back to school and as what would be more efficient for them.

Peggy Lim, a parent, shared that Distance Learning was an adventure for her child. She suggested looking into a couple of tools for student interaction such as SeeSaw. She didn't find that Google Classroom offered that level of engagement. She also suggested supplementing Distance Learning with online tutoring and shared that she liked applications for singing songs, matching games and vocabulary.

Carlos Diaz hoped that this is temporary as he thought that there isn't enough time to implement a Hybrid model and that there are too many variables around it. He was in favor of Distance Learning.

Mrs. Schnier agreed with previous speakers about the importance of schooling. She suggested outdoor classes and to think about HVAC and air quality in the classroom. She recommended changing filters frequently. She also recommended that the District offer tutoring for kids that are in the same cohort, in the same classroom. She asked about the ability of switching between models as the year progresses.

Mario Zinzi, shared that he was in favor of the models but is afraid to go back to school. For now he favors DL full time.

Julee Flores agreed with some speakers to start the school in full Distance Learning as it is not safe to come back to school. She cares about the students and the staff.

Hannah Whiteside, had concerns about kindergarten students that haven't been assessed. She worried about children that may have reading needs and the effects of Distance Learning. She stated that this is an education and equity issue. She also worried that students may need an IEP, won't be able to get one, and will fall behind as a result.

Robert Hanson, a parent, shared that his children participate in the Parks and Recreation program and wear their face masks and that he hasn't heard of any reported infection. He advocated for a full in class program offering AM and PM schedules. He too thought that is an education issue for him.

Jill Lang, a teacher, was excited to hear earlier that we were going back to school, but the rising number of cases was a concern to her. She wondered about the high risk that poses being in a classroom, especially because teachers have high contact with children. She was empathetic for the parents and stated that starting with Distance Learning and transitioning into an AA/BB schedule might be a better plan.

Rodney Lam, was thankful for the options presented but was concerned with the quality of learning. He asked if the teachers are already training on the new platform. For him is crucial that his child receive quality education. He thought that we need to be ready for quality Distance Learning.

Wendy, a parent, wanted to know what protocol the District has in place if a COVID-19 if a case is identified and also if a case of a student's household member is infected.

Shannon asked if a simple survey can be sent to find out the parent's comfort level of returning to school. She shared an exercise she did with her child on how comfortable was wearing a mask for four hours. She thought that perhaps another survey could be sent asking how students feel about wearing masks in school.

Amy Taylor, a parent and a teacher, shared that her husband is an essential worker. She also shared that she is nervous about sending her children to school and being a carrier as she is not willing to risk her family's health. She wondered if this is an education or a health issue. She offered ideas to free up time for teachers, one being that the District assigns teachers in grade levels to lead Zoom calls; she worried about the social emotional part for the students and the gaps that exist for children that are struggling.

Brandy, a parent, felt that there is not enough information to make an informed decision and was worried about the lack of building of social skills. He asked the District to consider having a separate class for Pr-K – 2nd grade students that would include the building of social and mental skills as well as educational.

Ben had questions about teacher absenteeism because of illness. He worried that there is already a teacher shortage. He was concerned with the increased number in the social bubbles and thought that classes should be smaller. He also thought that the Hybrid model is not safe for anyone.

Susan stated that Distance Learning requires parent supervision and engagement and almost becomes a full time job for the parents. She implored the Board to recognize the importance of making the program a success. She asked to have an intervention system in place for poor progress and a timeline for measuring success. She also asked for more communication with parents and more information on the testing and grading system.

Amina shared that parents want to help and are interested in learning about the milestones for the year. She asked for transparency in the milestones and curriculum to help students succeed in their grade level.

Maggie Yeh Talked about fundraising and asked if the District can identify the areas that need more support. She thought that it would be helpful to inform the community what the District is capable of offering with the funds available, in order to understand the actual needs.

Trustees Comments:

Trustee Hitchcock verified that there would be a presentation on Health and Safety at a future Board meeting. She had questions about the survey addressing choice of models and about the school calendar with modified breaks. Dr. Rosas responded that the calendar break remains the same and to be prepared to switch to Distance Learning at any time.

Trustee Proctor acknowledged that parents are nervous about not having enough information so they can choose a model. She requested that more details be provided as soon as information is available; however, she reminded everyone that we could end up in Distance Learning. She wondered about when is time two move to the next phase and when to switch from models. Dr. Rosas confirmed that the District now follows the California Public Health and CDE guidance and that information would be shared on those phases. Trustee Proctor also wondered how students would be supported with extracurricular activities. She wanted younger students to be back in school and was concerned about teachers not having enough time to prepare. She asked for the protocol when someone tests positive or when a teacher reports being sick.

Trustee Watkins noted that input from parents and staff is shared with the different task force groups and that these groups will present information at the next Board meeting. She advocated for having separate work groups for SDC and inclusion, equity, strategic support for cohorts for elementary school, including for K-1st grade. She asked for monitoring of the 6, 10, 15 week check-in. She asked what about any changes needed and how the changes would be monitored. She would like to see teachers' input. She also asked about potential schedule adjustments and reading assessment for students. She acknowledged the parent's desire to offer help and provide feedback. She thought that teachers' input would be helpful as well as having communications updates embedded in the presentations for parents, including communications. She asked if there is a way of collaborating with the County to provide frequent testing for COVID-19 on site.

Trustee Hitchcock asked additional questions about the Hybrid program and the possibility of starting the year with Distance Learning districtwide.

Trustee Chin asked if classrooms would be used to teach Distance Learning and for more information on the middle school model. Dr. Rosas shared that the classrooms and materials are available to staff but it hasn't been decided on whether they would utilize that setting yet. She then described what preparing for the two models entails stating that

the details are still in the work. Trustee Chin thought that having cohorts of families would be beneficial for families. He asked to consider surveying parents for volunteering in the District as parents have expressed the desire to engage in different capacities. He asked about the type of outreach and media used for the survey. Dr. Rosas confirmed that information was provided to the parents at the time of distributing meals. He reflected how information changes from week to week and that we try to plan with the information that we have at hand, adding that we may end up in Distance Learning. He asked to consider a soft opening, moving PDs to the beginning of the school year, allowing TK-K families and middle schools a head start. He also thought that we needed to be flexible.

6.2. Hybrid Learning Model for Fall Reopening (v)

Dr. Rosas noted that the Hybrid model has been provided and that a good amount of parents responded to the survey that went out. She brought forward the recommendation of the Hybrid Paired Day model for approval as presented.

There were no clarifying questions by the Board

Public Comments:

John Farrow, asked to clarify what they are voting on specifying that the model for MS will be presented at the next meeting.

Board Comments:

Trustee Hitchcock favored the Two Day Paired Day Hybrid program acknowledging that that is what the parents voted for.

Trustee Watkins approved the AA/BB Hybrid Paired Day Model for the elementary schools and Trustee Hitchcock seconded the motion. .

Motion Passed: IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES APPROVE A HYBRID LEARNING MODEL (AA/BB) FOR THE FALL REOPENING. Passed with a motion by Shara Watkins and a second by Alison Proctor.

Yes Kenneth Chin

Absent Noelia Corzo

Yes Rebecca Hitchcock

Yes Alison Proctor

Yes Shara Watkins

6.3. Distance Learning Curricula and Learning Management System (LMS)

The Board took a five-minute break

Dr. Rosas introduced this topic by saying that choosing a curriculum is an enjoyable task. She noted that this item is for information only and that it will be brought back at the July 16 meeting for vote.

David Chambliss presented information on the Distance Learning Curricula and Learning Management Systems (LMS).

The trustees asked various clarifying questions.

Public Comments:

Karen BH was concerned about children having too much screen time and not having books and writing materials. She noted not all students have printers at home. She also wondered about the financial impact Distance Learning will have in the District and for families. She asked for a robust internet system to support teaching staff and families.

Julie MacArthur was appreciative for bringing the curricula forward and for allowing teachers to review it. She thought that the curricula offered good choices. However, she was also interested in a better management system for elementary schools as Google Classroom seemed problematic for elementary teachers. She thought SeeSaw might work better for the younger students.

Maria G. shared that initially she had chosen Distance Learning for her kids but after hearing comments about it, she questions the full integration of Distance Learning into the classrooms. She wondered how students will integrate and wanted clarification about it. She asked about training for teachers in technology.

Randi Paynter thanked the District for empowering teachers with tools to teach. She shared that she is an engaged parent but is unclear whether the curricula adoption this evening is permanent or temporary. Will it change when we go back to normal? She specifically asked about the math curriculum, as she liked the Envision math curriculum.

Marcella appreciated the thoughtfulness of the curriculum. She had a question on how performance will be assessed. She asked that any data sharing agreements be available for parents' review. She commented on ergonomics and asked the District to provide tech support.

John Farrow asked if Distance Learning students would have the same hours per week as Hybrid students. He suggested using synchronized and prerecorded instruction. He asked for live interaction with students for social emotional support and proposed cohorts of 15 students. He also wanted a schedule as soon as it is available.

Paul Drobot stated that he would like to hear about accelerated programs, specifically about compacted math. He wanted reassurance that the District will continue offering programs at all levels and wanted to hear more about it.

Fernando Figueroa, a Teacher on Special Assignment was concerned with the change of LMS for the middle schools. He thought that students are already used to Google Classroom. He agreed that SeeSaw is more beneficial for younger students because it is visual. Google Classrooms offer synchronization into a single platform. He was concerned that switching to a new system will make it difficult for everyone.

Yasuo Hirao was happy to hear about the recorded and live instruction opportunities. He stated that he would like to have the option of switching between Distance Learning and Hybrid models. He was concerned about assessments and how the English Development program would be implemented. He had questions about how and when the District will switching programs and if the cohorts will change.

Susan was not happy with Google Classroom and was glad to hear about other options. She requested orientation for parents and testing of the Hybrid model to learn of any gaps. She agreed with having hard copies of textbooks in addition to screen time. She asked for less screen work and wanted to know if the classes would be recorded as an added tool.

Colleen H agreed with Julie's comments about creating one common LMS. She described an unpleasant experience with Google Classroom. She asked if there is an agreement with SMETA about the number of live hours of instruction for the models. Also, how would 504s and IEPs be done and how will teachers be able to provide feedback? She also asked about communicating with school counselors about class schedules for the students.

Debbie Chin also had a question about IEPs. In addition, she was concerned with excessive screen time. She shared having difficulties with Distance Learning due to the fact that her child has learning disabilities. She asked that if she chooses Distance Learning would her child still receive the services needed via Google Classroom?

Dawn Kasten echoed John and had questions about live interaction and cohort sizes. She had some clarifying questions before choosing between models: who the teachers will be since there is an opt in opt out option and also will the school year be on a trimester basis.

Pearce was curious of the reasons as to why the District wants to switch the LMS and thought practices need to be changed instead of systems. He wanted to know how the committees were formed and if there are more opportunities for engagement. He also addressed privacy concerns and asked for structural support for students.

Leya thought that regardless of the platform used, students will require supervision. She also thought there should be a privacy agreement, cyber security protocols and share and data protection.

Wing NgaYan is a middle school science teacher. She was concerned with the recommended LMS. She worried that parents won't be able to see students' work. She felt that Altitude doesn't address the problems that parents have. She asked for more training in Google Classroom.

Karina Wilhelms asked for more family connections and have families be engaged with their PTAs. She asked to address the funding allocation. She also asked about an online use agreement and to teach students how to manage

their time, especially in younger students. She shared how her child had difficulties focusing on school work during spring Distance Learning.

Judy Yee, a parent, shared that she had a good experience with DL. Her child had live instruction in Mandarin and English every day. She had questions about Distance Learning and how the program will be executed Districtwide, especially with live instruction and Mandarin. She wondered about teacher availability. She would like to have more details about it.

Stacy Stoveland is a middle school math teacher. She explained that she was part of the committee that discussed the various Learning Management Systems and noted that they dedicated a length of time exploring options. The committee found that this LMS was robust especially for Distance Learning. She spoke about the need of student engagement, the need to teach math problems live and teachers will need to rely on a program that offers those options. She added that teachers will also need training.

Sandi Arata agreed with Judy about the importance of learning Mandarin, whether it is taught via Hybrid or Distance Learning. She shared that Fiesta Gardens didn't have daily instruction in Spanish during Distance Learning but heard that College Park students had Mandarin. She was also concerned about the lack of live instruction with English Learners.

Board Comments:

Trustee Hitchcock was curious about what other districts are using for Distance Learning curricula. She also wanted to know the financial cost for adopting the system.

Trustee Proctor spoke about the importance for students to have books. She agreed with Julie MacArthur about having an analysis presented at the next Board meeting of the reasons for switching to LMS. She also agreed that teachers would need time to learn the system and asked if the LMS would be a permanent adoption. She asked for clarity around the Immersion programs. Mr. Chambliss stated that the math curriculum is a one-year adoption.

Trustee Watkins asked about teaching materials and the possibility of creating kits with the materials, including manipulatives by grade level. She would like to know the cost of this. She also asked for training for students and parents. She would like an update on the Professional Development program and felt that staff needed ample time to prepare. She asked for more clarity about the Distance Learning option and to have consistency between the Distance Learning and Hybrid models including the hours and level of interaction. She would like to engage community partners for additional support. She wanted to make sure that the Immersion programs continue and that the Special Education program is included when thinking about a curriculum.

Trustee Chin agreed with comments made about printed materials made available to students. He reminded everyone that not everybody has printers at home. He listed concerns and questions that parents and staff had addressed during public comments, such as the LMS for lower grades, digital citizenship for students, videos for Spanish speaking families, purchase of additional Chromebooks and hot spots, school schedules, concerns with the new curricula and teacher training as well collaboration among teachers. He liked the idea of teachers collaborating on material for other teachers to use.

7. ADJOURNMENT

7.1. Adjournment (v)

The Special Board meeting adjourned at 12:13 pm.

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

Yes Kenneth Chin

Absent Noelia Corzo

Yes Rebecca Hitchcock

Yes Alison Proctor

Yes Shara Watkins

Board Secretary

Date