

San Mateo-Foster City School District
Minutes- Draft
SPECIAL MEETING~BOARD OF TRUSTEES

July 23, 2020, 6:30 PM

Meeting via Teleconference

- <https://us02web.zoom.us/j/82478490442> - Meeting ID: 82478490442

To listen to the meeting: One tap mobile +16699009128,,82478490442# US (San Jose)

1. CALL TO ORDER: 6:30 PM

The Special Board Meeting was called to order at 6:34 pm

2. ROLL CALL

All Board members were present:

Kenneth Chin
Noelia Corzo
Rebecca Hitchcock
Alison Proctor
Shara Watkins

3. APPROVAL OF AGENDA: July 23, 2020 (v)

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

Yes Kenneth Chin
Yes 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. SUPERINTENDENT SERVICES/BOARD

5.1. School Calendar for 2020-2021 (v)

Sue Wieser, Assistant Superintendent of Human Resources, presented a revised School Calendar for 2020-2021 for Board approval. She shared that originally the start of school for students was August 12th and now it will be August 17th in order to allow for three days of Professional Development (PD) for teachers at the beginning of the school year. These days were originally on the calendar for September 18, January 4, 2021 and March 12, 2021. They have been moved to August 12, 13 and 14, 2020 in order to prepare teachers for long Distance Learning. The original three days will become instructional days to maintain the required 180 days of instruction. There was a teacher work day on January 5th that has been moved to January 4th 2021. Ms. Wieser asked the Board to approve the revised calendar and offered to answer questions.

There were no clarifying questions from the Board.

Public Comments:

Wei Ye stated that his family recently moved into the area and he tried to register his child in the District but was unsuccessful. He inquired as to how he can complete the registration process for his child.

Marcella suggested that due to all the unknowns related to COVID-19 that fall break be moved to just after the six or seven weeks to be aligned with the presentation by David Chambliss. That would be a good opportunity to look at what the situation looks at that time.

Karen appreciated the additional four days at the beginning of the year for PD as the new calendar would allow enough time for teachers to prepare for the next ten weeks of Distance Learning. She also felt that the faculty and staff will still need additional PD days to regroup and share ideas of what is working and what is not.

Svetlana, parent of a sixth grader, wondered if there will be some orientation for parents since middle school is very different from elementary school.

Board Discussion:

Trustee Watkins clarified that in addition to the PD days at the beginning of the school year there will also be additional PD days and opportunities for teacher collaboration throughout the year.

Ms. Wieser stated that PD opportunities are provided from August 3 through to the 10, and during the school year there would be PD on Wednesdays which are minimum days for students.

Trustee Watkins indicated that feedback from staff and families and reflections should be incorporated in the 6, 10 and 14 week markers.

Motion Passed: IT IS RECOMMENDED THAT THE BOARD OF TRUSTEES APPROVE THE PROPOSED CHANGES IN THE ADOPTED SCHOOL CALENDAR FOR 2020-2021. Passed with a motion by Noelia Corzo and a second by Rebecca Hitchcock.

Yes Kenneth Chin

Yes Noelia Corzo

Yes Rebecca Hitchcock

Yes Alison Proctor

Yes Shara Watkins

5.2. Learning Management Systems

The Board had a discussion at the last Board meeting about Learning Management Systems (LMS) and asked that this item come back with further information.

Dr. Rosas introduced Pam Bartfield, Director of Curriculum for Middle Schools, and Alicia Heneghan, Director of Curriculum for the Elementary Schools. Both of them work on many projects together and this is one of them. Both Mrs. Bartfield and Mrs. Heneghan presented information on the Learning Management Systems.

Board Clarifying Questions:

Trustee Watkins asked some questions around feedback on SeeSaw and the process for expansion TK-2. She also wanted to know if there is an opportunity for teachers who want to pilot Altitude and if there is a plan for training on how to support students and families for these systems.

Public Comments:

Sonia, a parent, spoke in Spanish. She had a question about Distance Learning, specifically how to obtain a new Chromebook because the one she received, the camera did not work. She wanted to know how to obtain a new one.

Dr. Rosas took the opportunity to remind everyone that the Board meeting setting doesn't allow them to answer to public comments but to contact the School District with questions they may have and she provided her work email address.

Vy was relieved that Google Classroom is the LMS being used in middle school. She asked that the Board consider implementing a teacher-backed LMS in the future. She also wondered why SeeSaw is not used in the elementary schools.

Lisa, a parent of three students in the District, found Google Classroom really challenging for the family and had to utilize a 3rd application just to turn in assignments. She advocated for SeeSaw as she thought that is an application that can be used up to 12th grade.

Pamela wanted to see the Board spend more time in services and support for the under represented groups in the community rather than on LMS. She felt that there is dialogue on equity and gave an example of the previous caller with the technical issues and that the only offer was a hotline. She thought that more work needs to be done to address equity and in improving basic services such as meals and technology support.

Robin was pleased that Special Education is being thought about and that can participate in the LMS conversations. She wanted to know if preschoolers in Special Education can utilize SeeSaw.

Brenda, a parent of a middle school student, had difficulties helping her child during Distance Learning. She shared that her daughter almost did not pass 6th grade due to lack of support. She asked if the Board considered having a tutoring program for additional support.

Marcella appreciated Mrs. Bartfield and Mrs. Heneghan for their work done in addressing the teachers' concerns and for access to equity. She also thanked the parent who reported having computer issues and empathized with her.

Karen requested access for kids and families. She asked that the District make sure that the files are age and device appropriate. She pointed out that many students may only have an iPhone and do not have access to other devices such as tablets or laptops, which makes a difference to the end user or students experience. She asked that all materials are differentiated for each of the grade levels.

Alicia, a 2nd grade teacher, shared that she has conducted research on SeeSaw and considers it to be a far better program for new students compared to Google Classroom. She also shared that colleagues, students, and families struggled with mastering Google Classrooms.

Susan expressed concern about Google Classroom's inability to provide feedback to students on assignments. Google Classrooms does not provide notification to teachers if there are comments from the students. She advocated for keeping School Loop to track progress and wanted definitive decisions on which platforms to use going forward to communicate and track student progress. She asked for more conversations on how to support students with social emotional needs and advocated for less screen time.

Cleo has a son in preschool and expressed concern about the additional screen time for younger students. He also mentioned the hardship parents face when trying to balance work and the needs of the younger kids.

Sylina, a parent of a middle school student, wondered how the students will learn this year. She didn't feel that her son learned last year. She stated that students in other school districts have been engaged with their teachers on a daily basis during Distance Learning and highlighted the difference between the District and others.

Angera shared that last spring was challenging for his family, adding that students were given assignments and had to learn content on their own. He wanted to see live learning lectures by the teachers as he believes that learning is done by interacting with teachers.

Cara, a Title 1 5th grade teacher, thought that SeeSaw is much better for equity. She provided examples on how SeeSaw offered more support than Google Classroom, such as translation and drawing or voice submission, which helps students who are struggling with reading or for students whose English is their second language. She asked the District to consider SeeSaw for all grades.

Board Comments:

President Corzo stated that the recommendations from the staff on the LMS are very clear and thought that that they are the right recommendations, especially for students that struggled with Google Classroom in the spring. They now have learned the system and they can build on that.

Trustee Proctor understood the desire to use SeeSaw beyond TK, and K. It appears to be versatile and the best solution for the younger students. She agreed with the recommendations from the staff. She thanked Mrs. Bartfield for her comments and shared her belief that we all are here to find solutions for everyone. She was open to ideas on how to get feedback from families that have trouble connecting through means currently used and stated that we need to hear from families that we are not hearing from. She acknowledged that there are challenges with Google Classroom but thought that having access to templates on Google Classroom would be helpful.

Trustee Watkins is in agreement with President Corzo and Trustee Proctor. The proposed plan seems to make sense given the timeline. She was interested in the recommendation for Altitude as there seem to be benefits to that platform. She hope that pilots would be an option. She asked to focus on integration with Special Education and to address needs of other groups such as newcomers and English Learners. She asked if modifications can be made to

Google Classroom to support these groups. In the long term, she is interested in a discussion that is grounded in principles of equity and access in the Hybrid models. She also asked if the community engagement sessions will continue and for a schedule as she would like to see Spanish speaking families and families with Special Needs be engaged in the process.

President Corzo reminded all that the work of the Board is important but to keep in mind that all Board members are liaisons to other programs, Boards, groups, task forces in addition to work done at the District. She shared that as the only Latina on the Board, she felt responsible for representing the community and noted that more members from the community are needed to be a bridge for connections and to build buy-in. The real work of equity has to happen at all levels; at the Board level, at the District level, in the school sites and in the classrooms. She reminded the public of the need for engagement and to volunteer.

Trustee Chin is a liaison for the Sanctuary Task Force that meets weekly. He shared that there is a Hotline that was created by the Sanctuary Task Force for families that need additional services such as food, translation, financial assistance, and housing. He pointed out that his experience with Google Classroom in the spring was not great but it was functional. He was happy to hear that there will be modules set up and teachers would be able to set up based on a template. He was also glad to see SeeSaw for TK, K as he thought that it is more intuitive than Google Classroom for grades 3rd grade and up. He was in agreement with the recommendations proposed by the staff.

Trustee Hitchcock thought that teachers should be surveyed to weigh on their opinion about changing to LMS. She also asked to consider using what the High School so the transition is easier for the students.

5.3. Facilities Master Plan (FMP)

Dr. Rosas explained that a team has been working diligently from last school year and through the summer to present the Facilities Master Plan (FMP). She stated that each school site and District Office staff had representation. Aedis Architects and District Office staff who have been closely involved in the FMP are: Tish Busselle, District Advisor; Joel Cadiz, Director of Facilities; Patrick Gaffney, Chief Business Official. They proceeded with the presentation of the FMP.

Board Clarifying Questions:

The Board asked clarifying questions about the prioritization list and requested the District to have a list of the projects that can be available so that all the schools will have access to the same information. Trustee Chin was particularly interested in energy efficiency and piloting solar systems. He was also interested in discussing public wifi. Trustee Proctor asked clarifying questions about projects for Borel, Bowditch and Fiesta Gardens. She also wondered about the need for turf in order to deter the geese and whether vape detectors should be included. Trustee Hitchcock was also interested in solar projects. Trustee Watkins wanted to ensure that there were spaces available for pull out programs and wondered if Bowditch should be a modernized or rebuilt. Trustee Corzo thought that the District should clarify for the public what all schools so have. She also felt that the Board had not had a full discussion on Knolls and North Central in relation to the FMP.

Public Comments:

Pamela wondered if the FMP has been reevaluated since the pandemic. She thought that these two questions should be asked: who is it going to serve? what are we going to do in the future? There is the need for reassessment of the plan and it needs to be timely so that everyone can provide feedback. She also thought that we need to create and prioritize a rubric before projects begin.

Rosanne, a teacher, appreciated that teachers are heard and that health and safety measures were in the plan. She urged the Board to look at the COVID-19 crisis and what it may mean for the District. She suggested looking into outdoor learning spaces and upgrading the HVAC at all the schools to ensure the health and safety of everyone, not just the sites that require modernization.

Marcella stated that equity issues needed to be incorporated into the FMP and that some schools do not know what to ask for. She pointed out that a school received PTA funding to build a new library yet it was not shown on the FMP as a completed item. She shared that Fiesta Gardens has a long wish list but is not listed in the FMP either, yet other schools' wish lists are. She also pointed out that the portables are being used for teaching, which will need better ventilation systems.

Robert was glad to see items listed that are from Measure X. He stated being confused by a survey he recently received regarding Distance Learning vs. Hybrid since on July 9 the Board voted for a Hybrid model and on July 16 we went on Distance Learning. He pointed out that the Governor said yes to in-person classes yet the District voted on Distance Learning. He wanted the Board to develop guidelines for when we can go to in-person learning.

Julie suggested that the Knolls site be used for equity groups or be surplus. She thought that Knolls should be included in the FMP since it's a ten-year plan.

Randi Paynter shared that she attends all the meetings and stays through the end. She stated that based on the presentation and agenda, she was not clear if the FMP was for a vote this evening or was just for information or for justification for the funding sought for the Bond. She was curious about the amount of the Bond, whether it was conveniently packaged or was it designed to be that way. About the binding nature, she asked if we are going out for a Bond, could things possibly change or would the rules of the game possibly change.

Lisa suggested gardens for outdoor space. She pointed out that gardens are important and are a wonderful way to engage students. She described how students at Park Elementary school learned from being involved in and how the school garden alleviates some of the stress for the families. She hoped that a garden would be added in the FMP for each school site.

Board Comments:

Trustee Chin stated that there are two sides of the FMP, one is for major goals and visions and input from the community, which is a 20, 30, 40 year plan. On the other end, there is a lighter list of projects (a project list). He acknowledged that the FMP presented this evening is practical and will help shape the Bond. However, he would like to see a plan that goes beyond 10 years. He thought that solar systems need to be incorporated, including for the D.O. building and the kitchens and to poll teachers to see if housing is a real issue among them. He talked about Bowditch having its own master plan. Additionally, he thought that the District should seek collaboration with the City of San Mateo and the City of Foster City for Wi-Fi service. He touched on Knolls and the need to explore options for that site. To address equity, he wanted to see Title 1 schools be listed on the FMP under Measure X items for the public to see the full picture.

Trustee Watkins asked if the approval of the Bond is contingent on the FMP. Dr. Rosas responded that the Bond Resolution language will reflect the basic projects in the FMP. The FMP is written such that it can continue to be refined but if a very specialized project came out that truly didn't fit with the delineated projects or the groupings for a bond, then there could be a problem. She would ask legal counsel. Trustee Watkins thought the Education Foundation could help fund smaller projects such as outdoor gardens so they wouldn't need to be tied to the FMP. She also recognized the importance of educator housing as Trustee Chin had mentioned; however with all of the other items that need to be addressed, she couldn't see how they can provide the attention and time that it needs. She wanted to have a sense of what the facilities look like, including parent funded projects, acknowledging that sites have substantial improvements based on parent donations. She stressed the need to develop a rubric for a baseline for the Board to have a clear picture of the projects at all the sites.

Ms. Busselle shared that AC will be added under immediate priority to all sites and all rooms that do not presently have it.

Trustee Watkins was concerned with spending money now and going back 5-10 years later with additional issues at Bowditch. She asked to consider a broader language. She agreed that Knolls needs to be addressed since it's an untapped resource.

Trustee Proctor noted that she looks at the FMP as being a list of immediate needs. There are additional needs that polled very high such as science labs for some of the elementary schools and health and safety. She was concerned with putting money into Bowditch as there may be the need of spending additional funds again. She agreed with prioritizing a conversation about Knolls and its future use as well as discussing the school in North Central.

Trustee Corzo agreed with trustees that spoke around the concerns at Bowditch. She clarified that a school in North Central School (corner of Poplar and Humboldt) was promised under Measure X. College Park students could move to Knolls so that College Park could revert back to a community school for the North Central community. Mr. Cadiz noted that \$22 M is set aside from Measure X for the establishment of the North Central School

Trustee Hitchcock acknowledged the need to move forward as there are serious infrastructure needs. She requested more research for a 10-year FMP that would focus on infrastructure. She would like to see North Central School and Knolls be included in the FMP before the approval but wanted to move forward with the Bond.

Dr. Rosas recognized that the immediate needs are important and stated that she heard that there is interest in some aspirational goals for the next decade. She will consult with the Bond Council so staff can start working on it. As for the North Central School, during Next Steps the District did listening tours to determine a plan. Since that had been done years ago, the Trustees requested that the District obtain a consultant who would put together listening tours for the North Central neighborhood to reimagine what is desired in the program for the school. Once the program is defined, the Board would determine whether or not the small school that was once imagined as a viable option would still be supported. COVID hit and that project was set aside. Staff will begin working on engaging a consultant and setting up the listening tours to come up with a plan.

6. ADJOURNMENT

6.1. Adjournment (v)

The Special Board meeting was adjourned 10:42 pm

Motion Passed: 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

Board Secretary

Date