

Public Comments Board of Trustee Meeting  
June 23, 2020

**General Comments:**

**No. 1:**

I would like to acknowledge Fullerton School Districts' exceptional response to the challenges brought on by the COVID 19 Pandemic. It has been evident our board, administration, and teachers have risen to the occasion as a team, providing our children and community leadership, consistent communication, and compassion. Our FSD family has acted as just that, taking it upon themselves to ensure students were fed and cared for. This would not have been possible without the generous contributions from our teachers & staff, that so willingly gave when the call to action was made.

In addition, I would like to thank you for your transparency and thorough communication as you understood the need for families to know how and what our schools will look like as we return to face to face instruction. It was moving to hear your comment at the last board meeting that the most important thing in addition to following suggested guidelines, is that our children are ensured a loving and caring environment.

Monica Torres

**No. 2:**

My name is Jonathan Sudduth and I have 4 kids in Fullerton schools. Please open our schools back up. I have seen the photos and plans in place to help with the spread of COVID 19 and I think they are good approaches.

In my opinion schools should be open normal hours for all who wish. If parents are concerned or afraid, they can choose a virtual learning option from home.

Offering both options will allow those who want their kids in the classroom to be able to send them. It will also allow those who want a home school option to stay home.

An additional benefit will be lower in person classroom sizes due to some students learning at home. This will aid with social distancing and crowd sizes.

Thank you for you attention.

Jonathan Sudduth

**No. 3:**

I am a professor and have served on curricular matters on the statewide Academic Senate of the CSU.

I can say that these requirements will make high school graduates more competitive at the collegiate level, and this curricula will bring the high school education more in line with the content of our area colleges.

Beyond that, it is apparent working with our incoming students, and especially those in technical areas, that their knowledge of culture, race, and privilege is sorely lacking. Our educational institutions cannot be inclusive and diverse if the content of our courses is not so, and I think this is an important and obviously correct move.

Jon Bruschke

**No. 4:**

I've asked this before but hasn't gotten answered. Since you guys have been saying you want kids who are feeling sick or showing any signs to stay home, will you be changing the way absences are counted? I've felt pressured to send my son to school when he's had a cold because he's not sick enough to go to the doctor on the first day of a cold (for instance) where you're watching the child to see if he's really sick or not. (sometimes it's not like an OBVIOUS illness where you know for sure you need to take them to the doctor) or we can't get an appointment for the doctor or urgent care (costs are high too to take them).

But I feel he'll have too many unexcused absences cuz you only allow for 2 a semester.

Are you going to change the rules to allow us parents to keep our kids home w/out getting penalized?

Joanna Lee (my son is a student at Fisler).

**No 5.**

I am a parent of a child going into fourth grade and a child going into kindergarten for the 20-21 school year at Golden Hill Elementary.

Thank you for the opportunity to express my two concerns over protocols being discussed on the reopening of California schools.

One... I am not comfortable with my children wearing a mask all day at school. I currently wearing a mask all day at work and continuously struggle with headaches, sore throat, and deprivation of fresh air. I don't think children have enough body awareness to realize how unwell it may make them feel or the self assertiveness to tell an adult if they do.

Two.... I am worried about the effects of continuous pushing of social distancing as a main focus at school. This especially worries me for my kindergartner, who is still learning social norms and being comfortable playing with others. In a time where we are wanting to be focused on being inclusive to all, I think building behavior rewards and consequences based on distancing from others is not healthy psychologically, nor realistic. If this virus was problematic and common in children, perhaps this feeling would be different.

I would much prefer to focus on handwashing and sanitizing, which are proven time and time again to be the best way to prevent germs and the spread of any virus.

Thank you for your time and consideration.

Juli Stockstill

**No 6.**

I am a parent of a child going into fourth grade and a child going into 2nd grade for the 20-21 school year at Golden Hill Elementary.

Thank you for the opportunity to express my two concerns over protocols being discussed on the reopening of California schools.

My first concern is the required use of masks for children all day. I do not want my children to be required to wear a mask all day. When I wear mine for just small outings and shopping, I struggle with the heat, breathing ability, and discomfort. I do not think children should be wearing masks for such long periods of time as they have an even more difficult time of paying attention to how their bodies are feeling.

My second concern is the type of environment my children will be in. I don't want them to go to school in fear every day over being around others because they are being bombarded with messages of social distancing all day. I would like them to be able to be in a somewhat normal environment, just using proven safety measures of hand washing and sanitizing.

Thank you for your time and consideration.

Julie O'Neill

**No. 7**

BLM itself is a racist remark judging from all minorities who faced hardship and inequality to establish, accept and adopt to the American Culture on this land. Why should Black Lives matter be resonated constantly in our ears especially that they had preoccupied on this continent for hundred of years longer than any other settlers and immigrants. It is not our fault if God made our skin black, yellow, brown or white. It is how you arise yourself and excel under the same privilege and law that this land had afforded you.

Before I say Black Live matter, I say Asian Live matter and White Live matter. You have a chip in your shoulder to believe that only Black Live Matters on this land.

Joany Chou

**No. 8:**

Our city, our county, our state and our nation is currently being racked by racial and political turmoil.

Our school board is non-political and must remain politically and racially neutral!  
It should not support Black Lives Matter (hereinafter referred to as BLM).  
African Americans comprise less than 3% of our district's student population; the lives of the other 97% matter EQUALLY AS MUCH!

According to the Pew Research Center, the BLM movement is supported primarily by Democrats.

Therefore, I beg you NOT to increase the polarization of this great school district with a resolution supporting - or even encouraging - the racial and political division caused by BLM.

From: Jay Campbell, Fullerton

**No. 9:**

Dear Fullerton School Boardmembers:

My name is David Jerome and I am a lifelong Fullerton resident, a graduate of the Fullerton school system, and a parent of 3 children who went through the Fullerton school system.

I am writing today to ask you not to pass Resolution #19/20-21 "Proclaiming that black lives matter".

Our school district doesn't need to be indoctrinating our kids into left-wing political causes. Teach them how to read & write, and think for themselves.

Please look closer into what Black Lives Matters stands for before shoving many of their terrible ideas (including defunding police departments) down the throats of impressionable little kids.

If you want to issue an "All Lives Matter" proclamation, I would wholeheartedly support that, because all lives do matter.

Please vote No on Resolution #19/20-21.

Thank you for your consideration.

Sincerely,

David Jerome

**No. 10:**

Hello,

I support the Fullerton School District's Black Lives Matter Resolution. The opposition appears to be overly politicizing this resolution, which is simply attempting to include and affirm Black Americans, including students. As an Asian American, I myself have

experienced the impact of ethnic studies. My reading comprehension and critical thinking skills improved considerably because I was able to relate to my class content. Studies have shown that attendance and grades improve when schools implement ethnic studies curricula. It is therefore imperative for the school district to declare that Black lives matter, especially during this time when we can't avoid the news. Imagine how Black students feel seeing footage of George Floyd, and going to class carrying this weight. Passing this resolution is a necessary first step that will help promote academic achievement AND a district-wide culture that values and supports Black students.

Thank you,  
Lucy Truong

**No. 11:**

I am in total agreement that this strictly a political move.  
We should not support any group that wants to single out one color race.

DONNA GOODMAN

**No. 12:**

I am writing to you today to ask that you DO NOT pass Resolution #19/20-21  
"Proclaiming that black lives matter".

While I want to assure you that I am saddened at the evidence of police brutality in the George Floyd death and in others, and stand firmly against any form of discrimination; I cannot support our school district utilizing a political movement as a method of teaching about diversity and inclusion. At the start of the BLM movement the notions and motivations were perhaps more pure, but I am sure you understand the ongoing politically charged and motivated changes that have happened over the past almost 7 years in the BLM movement. This is no longer a group solely intent on improving race relations in our country, but now one with very strong political agendas many of which stand opposed to other values that I would say are equally important to student safety, growth and development. How would our teachers be instructed to respond to a student inquiring about the "defund police" signs carried by BLM activists? Why would we put our teachers in the position of having to navigate the concerns of other activists?

Instead of following the crowd eager to jump on the #blacklivesmatter just for the sake of not being the one that doesn't, I would much rather see our schools actually teach the skills that it takes to help improve race relations and ensure true knowledge in regards to diversity and equity. How about some efforts around teaching early about implicit bias. It is NOT the place of our schools to bring in political agendas, but rather to teach our children how to evaluate issues from all angles, and to make solid decisions

for themselves. Schools should not be in the business of political indoctrination. Please do not give into the temptation to sign this resolution and just be done. Show that our district respects the families to choose their way of educating our children on this sensitive matter.

Please keep politics out of our schools and DO NOT PASS Resolution #19/20-21.

Thank you for your time and attention.

Beth Jerome

Parent of three former students of FSD

Current teacher in the FSD

**NO. 13:**

As a former FSD parent, I am writing you today to strongly urge you to NOT PASS resolution #19/20-21. Political agendas do not belong in the classrooms. Our teachers should continue their focus on teaching our children the proper skills to evaluate issues on their own. Children are innocent. They learn from others. Let's teach them about equality and justice and living in a wonderful diverse world where ALL LIVES MATTER. That is the best thing we can do for our children!

Thank you for your attention and please DO NOT PASS resolution #19/20-21.

Politics do not belong in the classroom!

A Very Concerned Parent of two former FSD children.

Valerie Schutz

**No. 14:**

I am equally horrified at the evidence of police brutality in the George Floyd death and in others, and stand strongly against any form of discrimination; I cannot support our school district utilizing a political movement as a method of teaching about diversity and inclusion.

“Children are not born to hate. It is something they are taught. We stand with those who want to change the world through teaching our children EQUALITY & JUSTICE FOR ALL”.

This is a statement devoid of political agenda and speaks the truth of the task at hand. I encourage the district to find other means to truly support this effort.

Please keep politics out of our schools and DO NOT PASS Resolution #19/20-21.

Chris Hajjar Brown

**No. 15:**

Thank you for providing this easy means of communicating to the FSD on an important issue. My name is Conrad DeWitte, a long time Fullerton resident, very interested in excellence in our schools and our city government, for the benefit of our entire community.

The Fullerton schools should not become tools of political parties or their biased-affiliated advocacy groups.

Our students should be taught pride in our nation based on our rights and duties as American citizens and the factual development of our nation through history from its founding to the present. Far more importantly, our children should be supported and encouraged in gaining understanding of their individual importance beginning within their own natural human families which their own parents created. Our school children are vital important members of our community, but their parents are the primary and decisive source of their life long process of education. Please do not act or vote to eclipse the expectations of parents by turning our schools into agencies of political advocacy.

I thank you members of the Fullerton School Boards for your dedication of time, energy, intellectual skill and just plain hard work for the benefit of our children and community.

Conrad DeWitte

**No. 16:**

I am writing to you today to ask that you DO NOT pass Resolution #19/20-21 "Proclaiming that black lives matter".

While I want to assure you that I am equally horrified at the evidence of police brutality in the George Floyd death and in others, and stand strongly against any form of discrimination; I cannot support our school district utilizing a political movement as a method of teaching about diversity and inclusion. At the start of the BLM movement the notions and motivations were perhaps more pure, but I am sure you understand the ongoing politically charged and motivated changes that have happened over the past almost 7 years in the BLM. This is no longer a group solely intent on improving race relations in our country, but now one with very strong political agendas many of which stand opposed to other values that I would say are equally important to student safety, growth and development. How would our teachers be instructed to respond to a student inquiring about the "defund police" signs carried by BLM activists? Why would we put our teachers in the position of having to navigate the concerns of other activists taking advantage of the BLM protesters like antifa and others? Are we really ready to have these conversations at school? And who's political bias will instruct those teachers on how to answer?

Instead of following the crowd eager to jump on the #blacklivesmatter just for the sake of not being the one that doesn't, I would much rather see our schools actually teach the skills that it takes to help improve race relations and ensure true knowledge in regards to diversity and equity. How about some efforts around teaching early about implicit bias. It is NOT the place of our schools to bring in political agendas, but rather to teach our children how to evaluate issues from all angles, and to make solid decisions for themselves. Schools should not be in the business of political indoctrination. Please do not give into the temptation to sign this resolution and just be done. Show that the district is actually prepared to make real change not just "shout loudly" as the resolution encourages. Take the real step in making our society a just society by doing the real work not just continuing to advertise for a political group.

Please keep politics out of our schools and DO NOT PASS Resolution #19/20-21.  
Thank you for your time and attention.

Greg Paddock  
Grandparent of 2 FSD students and Fullerton resident

**No. 17:**

As the parent of a former FSD student, I am appalled that the School Board has become, or trying to become a political mouthpiece for the Progressive agenda. You hold elected, non-partisan positions on the school board, and your job is to work on ensuring the best education possible for ALL students, not the roughly 1 1/2%. This community is made up of people from all around the world. This resolution ignores everyone except African Americans.

Stop using a terrible tragedy to promote hostility towards other races as well as the police.

How about you just demand that all people behave better than what we have witnessed in the last several weeks? How about you encourage people to build stronger families, stronger community ties, stop looking for places to blame others and focus on being the best each of us can be?

Leave the politicking to others, and do your job as School Board Trustees..... make our schools the best for ALL students, and teach our kids to respect laws and law enforcement. They surely will need them, someday.  
Sincerely, Gretchen Cox

Fullerton Resident

**No. 18:**

No on Resolution #19/20-21

We, the members of Fullerton Republican Women Federated have always been supporters of the Fullerton School District, all of its students and staff.

We believe that racism in the United States, California and Fullerton has always existed, and we abhor any racist behaviors, words, unkindnesses and that the District should always work toward ensuring that both codified, and behavioral racism be erased from our District, and that all children and staff should always be protected from it.

We additionally believe that all available data, supports the truth, that both institutional and behavioral racism has been on a consistent, linear decline in our country over the past several decades, and that particularly, legitimate, codified institutional racism has all but been eliminated from the Fullerton School District specifically. However, we are sensitive to the feelings of all families and staff, and agree that extra care and consideration should be given to taking steps to ensure a sense of safety and security for all.

We additionally believe that black lives in this country do matter, every bit as much as any lives, that human life is sacred, and that it is morally incumbent upon all of us to treat all human beings with dignity.

Having said that, the mission of the Fullerton School District is to utilize the resources allocated it by the taxpayers of this city, state and country, to well educate all of our children, without regard to race, creed, or country of origin. We believe there to be a difference between the important and truthful statement that black lives matter, and the political movement, characterized by [blacklivesmatter.com](https://blacklivesmatter.com), which is absolutely a highly political organization, which holds, advocates for, and propagates some beliefs with which we strongly disagree, including statements like the one on their website which states, “ We disrupt the Western-prescribed nuclear family structure requirement by supporting each other as extended families and “villages”.”

This organization immediately characterizes the death of any black American at the hands of a policeman as murder, prior to any investigation or due process, and rejects any conclusion other than murder as racism. It encourages the false notion, that all circumstances and challenges befalling black Americans are not only entirely caused by overt, institutional and subconscious white racism, but there is little black Americans can do about this, without government intervention.

We believe that it is wrong that the Fullerton School District would allow itself to be hijacked by a divisive political movement, by having a minority of its Trustees attempt to publicly shame a majority of Trustees into demanding a vote on highly charged, political agendas.

We ask for strength and courage from our Board member who believe that all forms of racism should be kept out of our schools, and that our District should not be used as a pawn of any extreme political movement. Do not negotiate middle ground concessions to extremes movements. Simply refuse to have our District drug into them.

I strongly urge you to not take action on the resolution before you.

Sincerely,  
Joyce Crilly

Fullerton resident and grandparent of 3 current FSD students

**No. 19:**

I am writing to you today to ask that you DO NOT pass Resolution #19/20-21 "Proclaiming that black lives matter".

While I want to assure you that I am equally horrified at the evidence of police brutality in the George Floyd death and in others, and stand strongly against any form of discrimination; I cannot support our school district utilizing a political movement as a method of teaching about diversity and inclusion. At the start of the BLM movement the notions and motivations were perhaps more pure, but I am sure you understand the ongoing politically charged and motivated changes that have happened over the past almost 7 years in the BLM. This is no longer a group solely intent on improving race relations in our country, but now one with very strong political agendas many of which stand opposed to other values that I would say are equally important to student safety, growth and development. How would our teachers be instructed to respond to a student inquiring about the "defund police" signs carried by BLM activists? Why would we put our teachers in the position of having to navigate the concerns of other activists taking advantage of the BLM protesters like antifa and others? Are we really ready to have these conversations at school? And who's political bias will instruct those teachers on how to answer?

Instead of following the crowd eager to jump on the #blacklivesmatter just for the sake of not being the one that doesn't, I would much rather see our schools actually teach the skills that it takes to help improve race relations and ensure true knowledge in regards to diversity and equity. How about some efforts around teaching early about implicit bias. It is NOT the place of our schools to bring in political agendas, but rather to teach our children how to evaluate issues from all angles, and to make solid decisions for themselves. Schools should not be in the business of political indoctrination. Please do not give into the temptation to sign this resolution and just be done. Show that the district is actually prepared to make real change not just "shout loudly" as the resolution encourages. Take the real step in making our society a just society by doing the real work not just continuing to advertise for a political group.

Please keep politics out of our schools and DO NOT PASS Resolution #19/20-21.  
Thank you for your time and attention.

Matt & Antoinette Brown

**No. 20:**

The Fullerton School District should not do a "special" proclamation regarding black lives matter. This district has a history of all children mattering no matter what their ethnic backgrounds or financial family status. To select one group of kids to celebrate and not others is political and unnecessary. The School District should not get involved in movements or submit to the demands of a group. The School District needs to stick to their core mission.

*Inspiring learners to leverage the arts and innovative technology to create, collaborate, communicate, critically think, and contribute as part of a global community*

Arlene A  
Fullerton Resident

**No. 21:**

We are residents of Fullerton and are writing to you today to ask you please DO NOT pass Resolution #19/20-21 "Proclaiming that black lives matter".  
ALL LIVES MATTER!

We want to assure you that I am equally horrified at the evidence of police brutality in the George Floyd death and in others, and stand strongly against any form of discrimination; we cannot support our school district utilizing a political movement as a method of teaching about diversity and inclusion.

Instead of following the crowd eager to jump on the #blacklivesmatter just for the sake of not being the one that doesn't, we would rather see our schools actually teach the skills that it takes to help improve race relations and ensure true knowledge in regards to diversity and equity.

"Children are not born to hate. It is something they are taught. We stand with those who want to change the world through teaching our children EQUALITY and JUSTICE FOR ALL".

Please keep politics out of our schools and DO NOT PASS Resolution #19/20-21.

Thank you.

Sincerely,

Barbara and Bill Kummert

**No. 22:**

Dear Dr Pletka, Superintendent, and Members of the FSD Board of Trustees,

My name is Dr. Angela Jones, and I am a long-time Fullerton resident, who is black. My children attended school and I actively participated in the Fullerton School District since 2008. I am writing to provide comment regarding the resolution presently being discussed.

Any affirmation to renew **our** resolve to mitigate the negative impacts of racial and social injustice must be active, not passive. Any such attitude seeks to build people as individuals, rather than prioritize our self-interests. Beware, however, the actions you take today or in the future, as elected officials, could do me and my family well, or compound a lifetime of injustices. Please allow me to explain why:

1. **You show a willingness to diminish me, my family, my children, and other black people as individuals, because you do not imagine us as unique individuals having unique thoughts, experiences, and perspectives.** I believe President Obama once commented: *'Women do not vote like "some monolithic bloc," and they don't necessarily like to be told that they should. Opinion on social issues doesn't shake out neatly along gender lines.'* If this is true for women, why do you think it is different for black individuals? There are as many viewpoints and perspectives amongst individual black people as there are amongst non-blacks, or women, or any other group. Therefore, realize, when you say you want to take action to express your solidarity with the "Black Community" I hear: "We want to take action to express our solidarity with 'the Blacks'", as if we are a monolithic bloc. I think it is telling that elected officials are so willing to diminish my relevance and views as a person, as well as my son's relevance and views as a person, to serve their own political interests. Simply put, you cannot make a "one-size-fits-all" statement to satisfy "the blacks".

2. **Passing a resolution on my behalf and for my well-being, without consulting me is merely lip service paid to serve people's self-interest.** From reading the proposed resolution, I gather that FSD plans to engage the community to determine the appropriate actions to pursue ongoing. I appreciate the FSD for taking steps *first* to engage with people, including with black individuals, who are an integral part of the FSD community. Taking up any concrete action absent such engagement shows no concern for me. The fact that the political environment is toxic does not excuse leaders' support of an ill-conceived plan. The key to remember is that outside people do not speak for me. I speak for me so you must sit down with me. My son speaks for himself so you must speak with him. We are quite capable of articulating a viewpoint without the "aid" of outside "experts", who can only assert (falsely) they know better than me or him. Please do not take steps that allow your political affirmations to carry more import than an effort to learn what comprises a healthy approach for educating and empowering my child.
3. **Should the Board of Trustees add to the proposed resolution and vote to align the FSD with the Black Lives Matter movement or establish "anti-racist" policies in the classroom, this will attest to me that elected Board members and the FSD are willing to sew division, rather than work to heal the divides.** Additionally, you will do more to tear down black individuals than build them up. Sadly, in an effort not to offend, members of the community might passively support these efforts because they are unaware of central tenets underlying various movements you may decide to support. Well, I offer a few examples that highlight what you would be prescribing for me and my child should you decide to add support of popular movements to your resolution:
  - **The BLM movement is very divisive even for black people:** Recently, a leader of a BLM chapter made the following assertion, and I quote: "*Joe Biden would be an idiot to put [Florida Congresswoman, and former police chief, Val Demings] on his ticket. People are already on the fence about him,*" Newsome told *The Post*. "**When black people become police officers, they are no longer black. They are blue.**" I do not ascribe to any such diminishment, whether among black people or anyone. I hope my children's teachers and school administrators would know better than to do so. Your actions, tonight, will show where you stand as elected officials.  
<https://nypost.com/2020/06/13/joe-biden-considering-ex-cop-as-veep-amid-calls-to-defund-the-police/>
  - **BLM is a Marxist organization:** Recently, a BLM leader said the following, and I quote: "*We actually do have an ideological frame.... We are trained Marxists,*" says *BLM Co-Founder Patrisse Cullors.*"  
<https://youtu.be/HqEUbSzOTZ8>  
While I believe any individual in society has the right to choose the ideal, or economic or political system they support, I do not think it is appropriate for a public institution, funded by everyone's tax dollars, to lend support to any one political ideology in favor of another. By its very construct, the FSD should be apolitical, working to serve everyone in the community. More critically, I ask, why would the FSD Board of Trustees lend support to an ideology that, historically,

has led to the death of millions of people to derive a standard for their fight against the historical injustices perpetrated against black people and other people of color? *“For those who have read history or lived through the 20th century, it’s hard to forget the tens of millions of people who starved to death under Mao Zedong; the tens of millions purged, starved or sent to gulags by Joseph Stalin; or the millions slaughtered in Cambodia’s killing fields. Even if Marx himself never advocated genocide, these stupendous atrocities and catastrophic economic blunders were all done in the name of Marxism. From North Korea to Vietnam, 20th century communism always seems to result in either crimes against humanity, grinding poverty or both. Meanwhile, Venezuela, the most dramatic socialist experiment of the 21st century, in a nation with the world’s largest oil reserves, is in full economic collapse.”* What real hope can you offer me as a parent, if you do not understand why I would recoil at a choice to establish **this** ideology as the framework by which you would fight for justice on my child’s behalf or to effect my child’s upward mobility?

[https://www.motherjones.com/kevin-drum/2018/05/what-made-marxism-so-deadly/.](https://www.motherjones.com/kevin-drum/2018/05/what-made-marxism-so-deadly/)

- **It is a mistake to assume that a movement or an "anti-racists" ideal adequately or even accurately captures the sentiments, or the thoughts and feelings of "black people" as a group.** Consider the latest calls to “cancel” certain brands with black faces on them. Never mind that many black individuals view some of these brands favorably, including Aunt Jemima syrup. Never mind that black people are intelligent enough to discern for themselves, regarding what they find offensive, and choose whether to buy or support a brand or product. Black individuals do not need “anti-racists” to dispense with everything **they** assert as offensive. Never mind the views of the family members, who’s relative was an ambassador for the brand. Why not, instead, hear their view rather than the view of people that only assert the right to speak for them: and I quote, “An East Texas family is not happy about the ‘brand changing’ of a popular pancake syrup: Aunt Jemima. The iconic ‘Aunt Jemima’ has long standing ties with the city of Hawkins, and a goodwill ambassador named ‘Lillian Richard.’ Living in Forney, Vera Harris is the family historian for the Richard family of Hawkins, and could hardly believe a big part of their family legacy, the ‘Aunt Jemima’ brand, was about to be erased from supermarket shelves.” The same is true with any adopted resolution. Take care that your actions do not erase my family’s legacy or make a mockery of it. <https://www.nbc15.com/content/news/Family-of-woman-who-portrayed-Aunt-Jemima-opposes-move-to-change-brand-571388961.html>
- **"Anti-racist" policies do as much harm to my child and family as overt racist acts, despite the cloak of serving my best interest:** After reviewing the proposed resolution, it seems you misunderstand or fail to acknowledge the destructive impact of broadly suggesting that **\*all\*** black people are marginalized and oppressed because of systemic racism. The implication is that the only way black children or people of color can succeed, is for white people to amend their attitudes and behaviors. The very notion suggests that my son **needs** a “rescuer” because the ills he faces are insurmountable without a white person’s help. I, flatly, reject this notion as posited in your resolution. It does not matter that you

make this broad claim in a statement that suggests you want to be “more sensitive” to black people. Again, we are not ALL the same and, more importantly, we are not helpless. Such constructs are wholly disempowering to my child, especially, since he is an individual, who actively guides his own life. Asserting such a perspective, proves to me that you are incapable, as educators, to positively impact my son’s mental health. Further, you show that you would supplant the focus from providing my child with the necessary skills to enable him to overcome any obstacle, with an emphasis on your need to demonstrate to others that you are not racist. And, yes, these goals are most certainly mutually exclusive, because you are affirming, presumptively, that you will treat him differently than every other student in FSD, thereby diminishing him further still.

While I appreciate the FSD’s commitment to black students, my hope is, instead of choosing a destructive path that sews division and requires families, teachers and staff to observe principles they don’t widely believe in, you will focus on doing the hard work to build quality educational systems as the primary tools to redress the negative impacts of racial and social injustice. Likewise, I hope the FSD will employ resources such as the “School Smarts Parent Academy Curriculum” to help empower parents so they can better advocate for their children *as individuals* and learn how to work together with the FSD to build a better school community to the benefit of all students. Resist prescribing perspectives and plans that are one-size-fits-all. Do not determine to instill in my child a perspective that is destructive to his self-confidence and long-term success. No doubt, the FSD community would offer wide support to such a resolution, especially one that reaffirms *our* stand against racial and social injustice through positive affirmations that build, empower, and unify the FSD community.

### **No. 23:**

Regarding agenda item 2.o, the resolution affirming the district’s anti-discrimination policy and supporting equal treatment for all, please avoid involving our kids in leftist political organizations like Black Lives Matter At School Week. Instead, focus on our district’s children at individual school sites. As parents, we recognize, as I hope you do, that all school sites can be improved by increased parent involvement, and that parents and guardians are in the best position to identify school site issues relative to racism and discrimination. Problems of discrimination or racism should be identified there and addressed collaboratively with the families and staff and administration at those school sites.

Unfortunately, mandating a curriculum that no parent has seen seems par for the course. This isn’t the first time this year that the Board President has dictated to parents what is good for our children.

Many of us take extra time and effort to be our school’s LCAP representative and participate in the Champions for Learning program. Earlier this year, the Board’s President came into one of our parent meetings to inform us that if specific elements weren’t included in our LCAP recommendations, then she and another Board colleague wouldn’t vote for the LCAP plan. The Board has every right to vote any way they

please, but to come into a parent involvement meeting and tell us what WILL happen, well that's just discouraging for parents who participated in LCAP and Champions for Learning. If the District wants parents to be involved, respect our freedom to form our own opinions and recommendations.

I believe the majority of this Board, who have raised or are raising children in this district, know that parents should be consulted. Please don't make pronouncements and implement school curriculum in which we parents have had no say.

We have a beautifully diverse student population and each one, regardless of ethnic origin, deserves to be treated equally. Each school site is uniquely diverse; one size will not fit all. Respect your parents, listen to us, work with us.

Jennifer Fitzgerald, Parent

**No. 24:**

Please see my comments regarding Resolution #19/20-21 "Proclaiming that black lives matter" and proposed BLM week at Schools. I believe ALL LIVES MATTER, including BLACK LIVES.

The BLM is a POLITICAL movement with a specific worldview that I DO NOT SUPPORT and has its own racist viewpoints, including documented Anti-Semitic history from its leadership.

Political indoctrination of ALL opposing views should be REMOVED from schools. Students should learn history from objective, non-partisan sources.

I have attached my statement asking for Resolution #19/20-21 to FAIL.

I am writing to you today to ask that you DO NOT pass Resolution #19/20-21 "Proclaiming that black lives matter".

While I want to assure you that I am equally horrified at the evidence of police brutality in the George Floyd death and in others, and stand strongly against any form of discrimination; I cannot support our school district utilizing a political movement as a method of teaching about diversity and inclusion. At the start of the BLM movement the notions and motivations were perhaps more pure, but I am sure you understand the ongoing politically charged and motivated changes that have happened over the past almost 7 years in the BLM. This is no longer a group solely intent on improving race relations in our country, but now one with very strong political agendas many of which stand opposed to other values that I would say are equally important to student safety, growth and development. How would our teachers be instructed to respond to a student inquiring about the "defund police" signs carried by BLM activists? Why would we put our teachers in the position of having to navigate the concerns of other activists taking advantage of the BLM protesters like antifa and others? Are we really ready to have

these conversations at school? And who's political bias will instruct those teachers on how to answer?

Instead of following the crowd eager to jump on the #blacklivesmatter just for the sake of not being the one that doesn't, I would much rather see our schools actually teach the skills that it takes to help improve race relations and ensure true knowledge in regards to diversity and equity. How about some efforts around teaching early about implicit bias. It is NOT the place of our schools to bring in political agendas, but rather to teach our children how to evaluate issues from all angles, and to make solid decisions for themselves. Schools should not be in the business of political indoctrination. Please do not give into the temptation to sign this resolution and just be done. Show that the district is actually prepared to make real change not just "shout loudly" as the resolution encourages. Take the real step in making our society a just society by doing the real work not just continuing to advertise for a political group.

Please keep politics out of our schools and DO NOT PASS Resolution #19/20-21.  
Thank you for your time and attention.

Signed,  
Matt Kagan

**No. 25:**

How about teaching our kids the importance of providing quality education to all citizens? Oh, that's right, teachers unions will never agree to endorsing school choice which is the answer to why black lives have not mattered to our country in the past. Poor education is what tells black lives that they do not matter to themselves, their children and their community. The root cause and cure for Black lives is school choice, so stop these silly bandwagon solutions that are designed to make us feel something was done and which never solves any problems for Black Americans. When educators start behaving like politicians it shows they're even dumber than the politicians. PS - "Black Lives Matter" has now degenerated into an anarchist group, which should be scaring the hell out of all of us watching what's going on in our country.

Patricia Wright,

**No. 26**

I am a Fullerton resident, mother of 2 boys in FSD and a teacher for FSD. I also grew up in this community, receiving an excellent education from the Fullerton schools. As a citizen, parent, and educator I am fully in support of a more thorough adopted curriculum for ethnic studies in our schools. We have some incredible partnerships already with professors at CSUF as well as many teachers and administrators, who are already researching and improving their own classrooms on these matters. I believe if we come together, we can greatly add to all of our schools. Modifications are essential

to meet the needs and cultural awareness of our Fullerton families. The time is now and there are many of us on board to help make this happen. I've heard various stories from family members in Fullerton, in which they were racially discriminated in our own town. I've heard stories from children on the playground hearing racist comments toward one another, causing social-emotional distress. I've even had to stop students of my own and redirect them from making inappropriate and racist comments during class discussions. I know we can make a positive difference with our youngest Fullertonians and provide them with the most well-rounded education we can, in order to support Black Lives Matter and bring new ethnic studies curriculum to our schools. Teachers, staff members and parents in this community would benefit from more education on these matters as well. I still have a lot more to learn too. I think the letter that went out to the community on June 11th was a start in the right direction with many important statements made. I found the theme within the letter is that we need to share our voices and take action because we have a lot more work to do. I know Fullerton is up for the challenge and the time is now.

Mrs. Blair Campbell  
3rd Grade Teacher  
Beechwood School

**No. 27:**

I am writing to you today to ask that you DO NOT pass Resolution #19/20-21 "Proclaiming that black lives matter".

While I want to assure you that I am equally horrified at the evidence of police brutality in the George Floyd death and in others, and stand strongly against any form of discrimination; I cannot support our school district utilizing a political movement as a method of teaching about diversity and inclusion. At the start of the SLM movement the notions and motivations were perhaps more pure, but I am sure you understand the ongoing politically charged and motivated changes that have happened over the past almost 7 years in the SLM. This is no longer a group solely intent on improving race relations in our country, but now one with very strong political agendas many of which stand opposed to other values that I would say are equally important to students safety, growth and development. How would our teachers be instructed to respond to a student inquiring about the "defund police" signs carried by SLM activists? Why would we put our teachers in the position of having to navigate the concerns of other activists taking advantage of the BLM protesters like antifa and others? Are we really ready to have these conversations at school? And who's political bias will instruct those teachers on how to answer?

Instead of following the crowd eager to jump on the #blacklivesmatter just for the sake of not being the one that doesn't, I would much rather see our schools actually teach the skills that it takes to help improve race relations and ensure true knowledge in regards to diversity and equity. How about some efforts around

teaching early about implicit bias. It is NOT the place of our schools to bring in political agendas, but rather to teach our children how to evaluate issues from all angles, and to make solid decisions for themselves. Schools should not be in the business of political indoctrination. Please do not give into the temptation to sign this resolution and just be done. Show that the district is actually prepared to make real change not just "shout loudly" as the resolution encourages. Take the real step in making our society a just society by doing the real work not just continuing to advertise for a political group.

Please keep politics out of our schools and DO NOT PASS Resolution #19/20-21. Thank you for your time and attention.

Signed by 5 Fullerton Residents that provided their home address and for their privacy their home addresses are being omitted.

**No. 28:**

Dear Trustees,

I am writing to you today to ask that you DO NOT pass Resolution #19/20-21 "Proclaiming that black lives matter." While I want to assure you that I am equally horrified at the evidence of police brutality in the George Floyd death and in others, and stand strongly against any form of discrimination; I cannot support our school district utilizing a political movement as a method of teaching about diversity and inclusion.

As a Board of Directors member for a local chapter of a national nonprofit, we made the hard decision along with our Executive Director to not adopt the national platform which had embraced BLM because their platform wasn't reflective of our population of clients we served. This corporation which is not a 501C3 Non Profit, and also not categorized as a Political Action Committee yet is operating as such with the co-founder referring to herself as "a trained Marxist".

Having worked as a Community Outreach and Engagement Coordinator for large social services nonprofit in Orange County, I know the importance of reaching diverse populations and encouraging inclusion, not exclusion. I feel that true change can only be achieved when programs and policies are created for our community, by our community. Serving months on the CHYA Advisory Committee, I saw firsthand how parents felt government over reach and intrusion of their parental rights were violated in the area of sexual education and feel the lack of transparency and timing of this resolution would spark a like response. One of the "Demands" listed on the BLM "What We Believe" states

*We disrupt the Western-prescribed nuclear family structure requirement by supporting each other as extended families and "villages" that collectively care for one another,*

*especially our children, to the degree that mothers, parents, and children are comfortable.*

I believe strongly that our diversity as a district is our strength, and equal treatment and inclusion for all is cornerstone. I implore the board to craft a resolution and reach out to parents and stakeholders to identify any school site issues and work to include them in the process of any needed change. It is NOT the place of our schools to bring in political agendas, but rather to teach our children how to evaluate issues from all angles, and to make solid decisions for themselves. . I encourage the district to find other means to truly support this effort and not be tempted to follow the crowd. Please keep politics out of our schools and DO NOT PASS Resolution #19/20-21 however I would support a resolution that embraces diversity and inclusion of all students FSD serves..

In Appreciation of Your Consideration This Matter,  
Lisa Wozab

**No. 29**

I am writing to communicate my unequivocal support for the black lives matter curriculum that is on the agenda for to the school board meeting.

I have two children in the Fullerton school district one entering fifth grade at Hermosa Dr., Elementary school and one entering seventh grade at Ladera Vista.

This is an incredible first step for the Fullerton school district!

Sincerely,

Pamela Fiber-Ostrow  
Professor, Political Science  
CSUF Moot Court Advisor

**No. 30**

Hello. My name is Darlene Lopez-Jones and I would like to address the board on Resolution #19/20-21 Proclaiming that Black Lives Matter.

We are a point in our history where the American community has had enough and is taking a stand against racism and the blatant discrimination and oppression of African Americans. I write to you because on your agenda you have a resolution proclaiming that Black Lives Matter. I've lived in this community for 25 years and continue to see so many acts of discrimination and racism in our city leadership, the police and in the community. This resolution is important, especially here in Fullerton, a city that has long history of racial oppression. I hope that you will stand up against racism by supporting this resolution and promote dignity, justice and respect for everyone. Just as important, I hope that you will do more than just adopt a resolution and ensure that the

education of every Africal American student in this district also matters. Thank you for your time.

Darlene Lopez-Jones

**No. 31**

Hello!

YES! Please pass Agenda Item for a resolution for Black Lives. I strongly support and applaud this agenda item. Thank you for listening to the community and moving quickly. All of us can help make change that's so urgently needed.

Please pass this item tonight, and please keep looking for ways improve like diversity in hiring, implicit bias training, spaces for students and faculty to dialogue about racial issues, and an Ethnic Studies requirement (it's so clear that all students, of all backgrounds, need to learn a lot more about our own history and diversity).

Thank you,  
Rachel Potucek

**No. 32**

Hello,

Thank you for taking up Agenda and resolution for Black Lives. I wholeheartedly support and cheer this direction, and thank you for your leadership to move quickly. Now is the time to lead and make change that's so urgently needed. Please pass this item tonight, and continue looking for opportunities to uplift Black lives and correct the generations of injustice that play out in all facets of our society, including schools.

**Ada F. Briceño, Chairwoman**

**No. 33:**

My name is Mike Rodriguez, and I am a parent at Rolling Hills Elementary and a social science history teacher as well. I am writing in support of Black Lives Matter week, and I believe that FESD should create more Ethnic Studies classes for students, as well as encourage schools to offer classes that are culturally relevant to the students and that are promote awareness of community issues and events. There is a wealth of research that shows the positive benefits of providing Ethnic Studies classes for students that promote social justice. Please move forward with the Black Lives Matter Week.

Thank you,

Mike Rodriguez, M.Ed.

**No. 34**

I encourage the Fullerton School District Board of Trustees to adopt Resolution #19/20-21. It is time for FSD to stand up for BIPOC students, staff, and teachers.

Educators cannot prepare children for the world without addressing what's happening in the world. The tragedy of the death of George Floyd is a teachable moment. Institutional racism and anti-Blackness are responsible for the death of Mr. Floyd. Research shows children are not too young to learn about racism. Encouraging participation in Black Lives Matter At School Week would send a clear message to all students that antiracism education in FSD is a priority. Doing nothing and staying silent is no longer acceptable. Now is the time for all school administrations to be open to much-needed changes related to the injustice and inequity of racism. Please vote in favor of Resolution #19/20-21.

With Regards,  
Angela Kim

**No. 35**

I encourage the Fullerton School District Board of Trustees to adopt Resolution #19/20-21. It is time for FSD to stand up for BIPOC students, staff, and teachers. Educators cannot prepare children for the world without addressing what's happening in the world. The tragedy of the death of George Floyd is a teachable moment. Institutional racism and anti-Blackness are responsible for the death of Mr. Floyd. Research shows children are not too young to learn about racism. Encouraging participation in Black Lives Matter At School Week would send a clear message to all students that antiracism education in FSD is a priority. Doing nothing and staying silent is no longer acceptable. Now is the time for all school administrations to be open to much-needed changes related to the injustice and inequity of racism. Please vote in favor of Resolution #19/20-21

**No. 36:**

Dear Fullerton School District Board of Trustees,

My name is Fernando Rojas, and I am writing to urge the Board of Trustees to adopt Resolution #19/20-21. I am a product of public schools (Valencia Park Elementary School and Parks Jr. High School) in the Fullerton School District and proudly stand by the education this district provided me. As a product of this district, I have benefited from the analytical tools my teachers gave me during the most formative years of my life. Being an alumnus of the district I am also equipped to see where my education was lacking. Those gaps must be addressed now. Racial inequality, white supremacy, and indigenous erasure are topics that every person in the United States experiences in one form or another--we all live in this nation that is fundamentally enmeshed in these violent historical legacies. The Fullerton School District has an obligation to prepare all of its students with the language, frameworks, and history to understand these difficult topics. I understand the apprehension that sometimes arises when discussing racial inequality and violence with children; however, we must believe in our students' capacity to encounter and process difficult ideas and emotions. Additionally, some students are already learning these concepts by simply

living in this world as black people. It is the duty of educators to ensure that all students understand the urgency of actively fighting racism and moving towards an equal and just society. We must move towards education that is equal parts inspirational and aspirational. I believe that Resolution #19/20-21 moves the Fullerton School District in that direction and that is why I urge the Board of Trustees to adopt Resolution #19/20-21. But it is crucial to remember that this resolution is only an initial step--it cannot be the end. The Fullerton School District must do more to actively counter centuries of violence. These tasks are difficult and the work will not be easy, but our children are worth that and so much more.

If you need to reach me for anything, then please do not hesitate to email me ([fernando.rojas@yale.edu](mailto:fernando.rojas@yale.edu)) or call/text me (714-726-7042).

Sincerely,  
Fernando Rojas

**No. 37:**

Open Letter to the Fullerton School District Board

June 9, 2020

Dear Colleagues:

The police killing of George Floyd and the response by young people has brought discussions about how African American children are educated and socialized in schools. Teacher organizations, school boards, the local news and community members have acknowledged the presences of systematic racism in the society and many have reached out to their African American colleagues, written blogs, or have taken to the street with their show of solidarity. It is time for teachers, principals, and public school stakeholders to engage in introspection regarding systematic racism in schools and classrooms.

African American students' struggle in schools has been well document and framed by barriers of systemic racism in schooling policies, pedagogical practices, and teacher-student interactions. African American students are suspended at higher rates (<https://www.brookings.edu/research/2017-brown-center-report-part-iii-race-and-school-suspensions/>), seen as adults and requiring severe punishment (<https://www.apa.org/news/press/releases/2014/03/black-boys-older>), and placed in special education when they reject the Eurocentric pedagogical practices and norms that dominate classrooms ([https://nces.ed.gov/programs/raceindicators/indicator\\_RBD.asp](https://nces.ed.gov/programs/raceindicators/indicator_RBD.asp)). In the face of this hostile context, many African American students go on and become extremely successful. I am an example of a student, who in the third grade was placed in special education, was suspended from school once, and was placed in a remedial

fourth grade course the following year. I went on to graduate high school with a 4.09 GPA, majored in cell molecular biology, received my doctorate at the University of Southern California, and currently hold the position as Secondary Science Coordinator at California State University Fullerton. There are many African American teachers, scholars and researchers with similar stories. This nonsense has to end.

It is time for districts, schools, teachers, professors, and colleges to take responsibility for what is not working and our contribution to the disenfranchisement of African American students. The systematic humiliation, dehumanization, and forced assimilation of students is hurting us as a country. The focus on policing Black bodies takes away from real pedagogical, community, and disciplinary literacy innovation. A review of the NAEP data on student achievement will demonstrate to you that systematic racism hurts ALL children (<https://www.nationsreportcard.gov/reading/nation/scores/?grade=4>). There is no demographic of student that reaches NAEP proficiency in reading or math. However, as a biology teacher of 14 I, along with some of my outstanding classroom colleagues, were able to get African American and Mexican American students proficient in biology and physical science.

I am proposing that we begin a serious discussion of systematic racism in school and classroom practices and that we take responsibility for our contribution to systemic racism in our society.

Thank you for considering my proposal

Antoinette S. Linton  
Associate Professor  
California State University, Fullerton  
[alinton@fullerton.edu](mailto:alinton@fullerton.edu)

**No. 38**

Public Comment No.

I am in support of the proclamation that Black Live Matter. The has been a educational not only for myself but for my kids. I hope that you as a School district can acknowledge your support in solidarity to both the historical and current injustice to African Americans. We as a district should welcome inclusivity and equality. Please adopt the proclamation being proposed.

Thank you

The Talavera Family,

**No. 39:**

Board President and Trustees,

Thank you for putting up for discussion the resolution on BLM.

If there ever was a time when you needed to assure our residents that you understand what is going, that you are willing to take additional necessary steps to make sure that all our students and residents feel safe, this is the time.

Please vote in support of the resolution.

Respectfully,

Jesús Silva

**No. 40:**

Thank you for your continued leadership for Fullerton students and district staff. I support your resolution to declare that: the lives of Black students matter and that the district participate in the National Black Lives Matter At School Week from February 3-7, 2021 AND in the first weeks of instruction of the 2020-2021 school year.

Thank you,

Jose Trinidad Castaneda

Fullerton Resident

**No. 41:**

My name is Juliette Fiber-Ostrow, I am 9 years old and entering the 5th grade at Hermosa Drive. I support curriculum that teaches racial diversity, I believe everyone as equals or should be equal. I think police brutality it cruel, violent, and unnecessary.

Sincerely,

Juliette

**No. 42:**

Hello FSD Board,

I am writing today to express my Support for RESOLUTION Proclaiming Black Lives Matter. Although it has be polarized as controversy issue, I believe now is the opportunity for FSD to take proactive role in healing our community.

We first must recognize that Black Lives Matter because African Americans in our communities have expressed to me they feel attacked. Let's make progress on this by acknowledging their voices are heard. Then let's make positive steps that FSD has started in education, African American studies, history seminars on civil rights, and Jim Crow, and slavery.

Together we can make Fullerton better.

Luis Huang

**No. 43:**

As a Fullerton resident and parent of children at Acacia Elementary, I am writing in support of the Fullerton School District's *Resolution Proclaiming that Black Lives Matter*. I recognize the effort made by institutional statements that denounce the murders of Black people at the hands of law enforcement and the attempt to empathize with the victims of racial violence. However, I also find it necessary to call attention to the shallowness of such statements when the lived experiences of persons within those institutions are fraught with negative racialized experiences and little or no support to address these and the adverse impact they have. I feel that the *Resolution* is an integral step toward constructive dialogue and action about structural racism and I ask that you give ongoing space for our FSD administrators, teachers, and students to learn with and through complexity and without fear of judgement. All schools in FSD should participate in the national Black Lives Matter At School Week from February 3-7, 2021 AND in the first weeks of instruction of the 2020-2021 school year.

To add to my previous comment: I am writing in strong opposition to the two proposed resolutions on tonight's agenda (the Resolution Calling for Solidarity with the Black Community against Racial and Social Injustice and the Resolution Calling for Solidarity with the Black Community). I firmly stand in support of the \*original\* *Resolution Proclaiming that Black Lives Matter*, proposed and tabled at the June 9th meeting.

Sincerely,  
Denise Butalid

**No. 44:**

As a resident homeowner of Fullerton (819 West Fern Drive) and a professor at California State University, Fullerton, I want to voice my strong support for RESOLUTION #19/20-21 PROCLAIMING BLACK LIVES MATTER. I can imagine that there might be some opposition to this resolution, but considering Orange County's historical and current connection to White Supremacy movements, I believe passing Resolution #19/20-21 would be an important step forward in racial healing.

An ever-increasing body of education and social science research suggests that the kinds of educational efforts noted in Resolution #19/20-21 are good for student and they can be done successfully very early in life.

So, please accept this email as a strong sign of my support for Resolution #19/20-21, Proclaiming Black Lives Matter.

James Ruby, PhD

**No. 45:**

I am a psychologist, professor at California State University Fullerton, and a mom of a 12<sup>th</sup> grader and an 8<sup>th</sup> grader. I urge you to support the resolution in support of Black Lives matter. Research shows that very young children begin developing ideas about race and racism but are offered very little education or opportunity to engage in constructive dialogues with others, particularly in school. This lack of education is harmful. Offering this kind of education is an important step in working to combat

racism. The Black Lives Matter at School curriculum is developmentally-appropriate for K-8 kids and used in school districts around the country. Please support the implementation of Black Lives Matter At School Week from February 3-7, 2021 and support this resolution.

Thank you for your consideration.

Warmly,  
Sapna Chopra

**No. 46:**

As a parent of children in the Fullerton School District, I strongly support the Black Lives Matter Resolution. I believe including Black Lives Matter curriculum will be beneficial to all students within the district.

Signed,  
Dr. Joe Carlin

**No. 47:**

Dear Fullerton School Board Members,

As an alum of Fullerton schools and long-time resident of the city of Fullerton, I am urging you to pass the resolution proclaiming that Black Lives Matter at your next meeting.

I also encourage the Fullerton School District to incorporate a Black Lives Matter week into the curriculum every February and at the beginning of the 2020-2021 school year.  
Sincerely,

Faith Forcucci-Morris

**No. 48:**

My name is Camille Heranandez and I have been a Fullerton resident & registered voter for a decade. I am sending this message in support of the education board adopting item *Resolution Proclaiming that Black Lives Matter*.

As a Black mother in Fullerton with children entering the FSD I am enthusiastically in support of educating future generations on the institutional, structural, and interpersonal racism within this country. The front of your website boasts "Great Schools, Successful Kids" however, those words fall short if FSD is not utilizing anti-racism within the classroom to equip the next generation. This resolution is the first step in a long journey of dismantling systems of oppression that are blatantly within FSD. (I'd be happy to provide examples upon request.) I strongly urge and hold FSD accountable to take this first step towards developing our young leaders to do better than the ones of the past.

Sincerely,  
Camille Hernandez

**No. 49:**

Public Comment by Sharon Kennedy regarding June 23, 2020 BLM Resolution

I fully support the FSD Black Lives Matter resolution as a Fullerton resident and a white grandmother of black, Korean-, and Filipino-American children, and with family members of Mexican decent.

I want to thank Trustee Jeanette Vazquez for her continued efforts to bring civil rights history, and inclusion to the Fullerton School District. Thank you also to Trustee Aaruni Thakur for your motion to at least continue the final decision to the June 23rd Board meeting where I hope all trustees will get on board and pass the Black Lives Matter resolution. It is certainly telling that these actions were taken by the two trustees of color on the board - though at least Thakur's motion to continue the decision to the next meeting was supported so that the board majority has another chance to do the right thing.

We are at another turning point where we have a chance to take a step in facing and ending racism - the BLM resolution is a start. As evidenced by the overwhelming majority of the 60 public comments from the June 9, 2020 meeting, racism is an ongoing issue in our school district. Please pass the BLM resolution and do not cut off public comments - in fact all trustees should read all the comments.

It was an embarrassment at the June 9th FSD Board meeting that the BLM resolution did not pass and that trustees Janny Meyer, Hilda Sugarman, and Bev Berryman were actually in favor of limiting public comments. This appears to make lip-service of the June 11, 2020 district letter that was signed by all trustees in support of the BLM movement.

Civil rights history is poorly taught in most school districts. In Fullerton, most residents are unaware of the institutional racism that occurred here or that we have important local civil rights heroes who stood up to end the then legal redlining housing discrimination, as in the Alex Bernal successful court case, and the Gonzolo & Felicitas Mendez successful court case which led to the end of legal school segregation.

It is unacceptable when the true history of local and nationwide civil rights heroes and movements to end racism are not honored. I was disgusted by the board majority action years ago in turning down recognition of civil rights hero Cesar Chavez as being too political. Let's not see a repeat of that poor decision.

Also please share with all district teachers the following link which provides excellent free anti-racist curriculum specific to many topics. <https://www.tolerance.org/>

And the following link which is specific to teaching about the Black Lives Matter movement:

<https://www.tolerance.org/magazine/summer-2017/why-teaching-black-lives-matter-matters-part-i>

Please make my comment part of the permanent record on this issue.

Thank you,  
Sharon Kennedy / Fullerton

**No. 50:**

My name is Madison. I am a born and raised Fullerton resident, and I love my city I attended Acacia, Ladera Vista, Troy High School, and now Fullerton College. I would love to see the Fullerton School District teach our students about the Black Lives Matter movement in great depth. I believe education is the greatest tool we can give out young people in order to achieve a more empathetic and kind generation. I look forward to the positive impact this change will bring!

Thank you for your time.  
Kindly,  
Madison Broussard

**No. 51:**

If we are looking at teaching the most valuable (valuable to their lives via earning potential) parts of history and it includes these things, then great. But time in the classroom is limited (which means adding 1 thing removes time to talk about another), and thus we must keep our kids focused on the most valuable learning materials possible lest our children be less educated than children from others places and fall behind.

Examples:

Inventions of the Improved traffic signals, or the zig-zag stitching pattern on sewing machines (still used widely today)...

If these "would be added" things are not as valuable as what is currently there then there should be no changes made. Changes to curriculum must always be to the greater benefit of our kids, and not due to political bias or political pressure.

**No. 52:**

Dear Fullerton School Board Members,

As a long-time resident of the city of Fullerton, I am urging you to pass the resolution proclaiming that Black Lives Matter at your next meeting.

I also encourage the Fullerton School District to incorporate a Black Lives Matter week into the curriculum every February and at the beginning of the 2020-2021 school year.

Sincerely,

Jennifer Forcucci-Marzluf

**No. 53:**

Dear Fullerton School Board Members,

My name is Brenda Price, and I have lived in Fullerton since 2006. As a white mother to a 3 year old daughter, it is very important to me that she is raised to be anti-racist and to love and embrace diversity. My husband and I are teaching her these values in our home, but it's also crucial she learns this in school. Please consider adapting The Resolution into the 2020-2021 school year, and the years following. I'm looking forward to my daughter starting school soon, and it would make me so proud to know our city is doing their part in ending racism and giving Black Lives Matter the platform it deserves.

Sincerely,  
Brenda Price

**No. 54:**

Dear Fullerton School Board,

I am writing to respond to the letter emailed by the Board to parents in English-Only on Thursday June 11, 2020.

I am the parent of a graduating eighth grader in the district. I am White, middle class and queer. I am an artist, teacher and cancer survivor. I am the founder of a non-profit focused on the emotional well-being of families impacted by cancer, other traumas and hardships.

While it is important to recognize through words a commitment to supporting Black lives and ending systemic racial injustice in policing and education, these words are not enough.

While it is important to be kind and caring as a district, kindness is not enough.

While I understand the Board would like to consult with parents via multiple school district committees for community response to racism, this consultation cannot wait.

There are actions the district can and should take immediately, actions that do not depend on community opinion or approval. These are actions that have been adopted in many other districts, in California and other states that show through direct action district commitment to end racism in policies and practices. We are fortunate to have ample resources to draw from—organizations who specialize in educational leadership, diversity education, and anti-racist education. I share some of these resources at the bottom of my letter.

I am raising my voice against racial injustice when I see it, as you the Board say you will do when you see racial injustice. I am asking the Board to make its actions consistent with its words. I am asking you to educate yourselves about the how school board can lead the way through specific actions at the district. Such as:

1. Email all district communication in the languages of your families. It is not enough that there are translations on the district site. That **this** letter, focused on FSD commitments to anti-racism, was not emailed in Spanish in addition to English, as well as other major languages spoken in our district, restricts access to the message you are sending. It also weakens the impact of your message. Those families who are disproportionately affected by racism in the district are Spanish speaking and are economically disadvantaged.
  2. Survey families about their experiences with racism, other oppressions, exclusions, bias-based bullying and inequality in the district.
  3. Make an anti-racism board resolution or policy in conjunction with requiring a district plan, school plans, classroom plans, and family engagement plans (See Albermarle County Public Schools sample below)
  4. Communicate your plan with the school community. For example, create a “First 100 Days of School” initiative with key anti-racist goals and specific actions the district will take.
  5. Examine current district policies and procedures for their racist impact.
    - What is the relationship between poverty, race, and inequitable school funding in the district?
    - How does school Foundation funding widen the opportunity gap between rich and poor schools in the district
    - How does curriculum omit the histories and lives of families of color in the district?
    - How are family languages omitted, ignored and not honored in the district?
    - How does the omission of addressing injustice, exclusions, prejudice, and bias-based bullying perpetuation injustice?
- How can we transform family-school committees and groups (PTA, DELAC and ELAC) so they do not perpetuate inequities and exclusion, but become spaces for

parental empowerment toward anti-bias and anti-racist goals. 6. Create welcoming environments in the schools through the representation of diverse families and languages, as well as encouraging parents to lead initiatives that address concerns about inequity, and which communities have a lack of access to resources or influence in schools and the district. 7. Address racist trauma and other discriminatory traumas by creating trauma-informed schools and allocating funding for K-8 counseling 8. Ensure social-emotional learning curriculum includes anti-bias goals (Derman-Sparkes and Edwards, 2019) 9. Create a district web resource on Fair, Accurate, Inclusive and Respectful (FAIR) Education with resources for parents, teachers and students. (See Sacramento City's sample below), and utilize the CA Social Studies Framework, revised to include FAIR requirements. 10. Budget for diversifying all school libraries and utilize anti-racist book lists to guide book selection 11. Proactively recruit and retain teachers and educational leaders of color and bilingual teachers and educational leaders. 12. Embrace tough conversations.

- Create conditions in which teachers can become anti-racist (Ferlazzo, 2020)
- Break stigmas and silences through district-wide discussions of racism, sexism, homophobia, classism, and able-ism
- Provide professional development for teachers and administrators about invisible whiteness and being a White teacher or administrator to students of color (Brazas and McGeehan, 2020; Wright-Elson, 2020).
- Provide resources, professional development and family/school opportunities to discuss racism in district and community
- Utilize the district relationship with Fullerton Police to advocate for #8Can'tWait policing reform policies

While you may see the district as a place where “Black communities and communities of color are safe at school and free from racism and discrimination,” this stance is at best for optics and at worst perpetuating daily emotional, intellectual and physical violence that students and families experience as a result of racism and other interlocking oppressions. Personally, I have been told as a parent that my ideas for implementing a diversity week with an anti-bias framework were not welcome at our Fullerton district elementary school. I watched as teachers were pulled from receiving professional development in the Welcoming Schools program, which includes family diversity, LGBTQ and gender diversity inclusion, and learning about bias-based bullying. When I advocated for revisions to district forms, using non-discriminatory language regarding gender, the district promised changes would be made, only to find they were not changed systematically. In the last two years, I have seen junior high teachers grapple with culturally unresponsive curriculum and inadequate support to successfully engage students of color as their awareness grows about the injustice of systemic violence against people of color in the United States.

The only way we can enact an anti-racist future for our schools and in our communities is to talk about how we are personally and professionally complicit in racism, and then identify ways to make concrete change.

I think when quoting Dr. King, we need to identify specific actions we can take as parents, educators, principals, district administration, and the school board to address racism at every level of schooling: in policies, procedures, curriculum, instruction, interpersonal relationships, and individual self reflection. It is only through direct, consistent, sustained anti-racist action that we can realize Dr. Martin Luther King Jr's dream.

Thank you for your time, consideration, and active commitment to ending racism in Fullerton School District.

Sincerely

Sharon  
Fances

**No. 55:**

Dear Fullerton School District Board members,

Thank you in advance for reading my comment. I am a parent in FSD with two children. I listened to the board meeting two weeks ago until 1140pm. I must admit I was very saddened to hear our board not be a united group working together. We are all living in a volatile, stressful and unpredictable times. However, our students need the consistency, structure and predictability that school brings and in light of so much preparation and work that is ahead of all of us, I found it so disappointing to hear the disagreement and the lack of unity. I do not believe this is the time for division or an agenda on behalf of any board member. Now more than ever, it requires all of us including the school board to think about the collective community it serves which is our CHILDREN.

Thank you again, I hope that you will continue to be more cooperative with one another and do what is best for ALL students, not just a segment of a select group.

Sincerely,  
Cathy Carley

**No. 56:**

We, the members of Fullerton Republican Women Federated have always been supporters of the Fullerton School District, all of its students and staff.

We believe that racism in the United States, California and Fullerton has always existed, and we abhor any racist behaviors, words, unkindnesses and that the District should always work toward ensuring that both codified, and behavioral racism be erased from our District, and that all children and staff should always be protected from it.

We additionally believe that all available data, supports the truth, that both institutional and behavioral racism has been on a consistent, linear decline in our country over the past several decades, and that particularly, legitimate, codified institutional racism has all but been eliminated from the Fullerton School District specifically. However, we are sensitive to the feelings of all families and staff, and agree that extra care and consideration should be given to taking steps to ensure a sense of safety and security for all.

We additionally believe that black lives in this country do matter, every bit as much as any lives, that human life is sacred, and that it is morally incumbent upon all of us to treat all human beings with dignity.

Having said that, the mission of the Fullerton School District is to utilize the resources allocated it by the taxpayers of this city, state and country, to well educate all of our children, without regard to race, creed, or country of origin. We believe there to be a difference between the important and truthful statement that black lives matter, and the political movement, characterized by [blacklivesmatter.com](http://blacklivesmatter.com), which is absolutely a highly political organization, which holds, advocates for, and propagates some beliefs with which we strongly disagree, including statements like the one on their website which states, “ We disrupt the Western-prescribed nuclear family structure requirement by supporting each other as extended families and “villages” .”

This organization immediately characterizes the death of any black American at the hands of a policeman as murder, prior to any investigation or due process, and rejects any conclusion other than murder as racism. It encourages the false notion, that all circumstances and challenges befalling black Americans are not only entirely caused by overt, institutional and subconscious white racism, but there is little black Americans can do about this, without government intervention.

We believe that it is wrong that the Fullerton School District would allow itself to be hijacked by a divisive political movement, by having a minority of its Trustees attempt to publicly shame a majority of Trustees into demanding a vote on highly charged, political agendas.

We ask for strength and courage from our Board member who believe that all forms of racism should be kept out of our schools, and that our District should not be used as a pawn of any extreme political movement. Do not negotiate middle ground concessions to extremes movements. Simply refuse to have our District drug into them.

I strongly urge you to not take action on the resolution before you.

Sincerely,

Andrea Paddock

Fullerton resident and parent of a former FSD student , grandparent of 2 current FSD students

**No. 57:**

Dear Fullerton School Board Members,

I am a Troy High School graduate (class of 2013). Troy was foundational in my academic growth and necessary in my trajectory in college and beyond. I love and appreciated my time at Troy like nothing else, but I cannot stay silent about the racism My classmates and I experienced.

I had teachers deny why the American civil war happened and the meaning of the Confederate flag. I've had teachers celebrate presidents who supported slavery and the genocide of Native Americans (acknowledging what these presidents did is not enough). Teachers made racially coded comments on how Troy was a "better" school because of our demographics (mostly affluent white and Asian students). These are all racist doctrine TEACHERS fed to us. With no curriculum to reference for anti-racist studies, this will confuse to happen.

A lack of curriculum around anti-racist work and ignorant teaching creates ignorant students. It is important to start this kind of educational work as young as possible to avoid the kind of racism my classmates and I faced. One of my closest friends was subjected to years of racist comments around being black: stereotypes around her liking fried chicken, being loud, being less intelligent, etc. She thankfully graduated and went on to earn a bachelor's in chemistry at UCR.

Not beat around the bush, Troy is basically shown off as Fullerton school district's academic crown. Many of us go into STEM, a field that is mostly male and hostile toward minority women. Troy students can be a new class of doctors who end the high rates of mortality for black mothers, who promote diversity at companies they work for,

and black Troy students deserve to know their lives and education matters. Troy students can and will make a difference if they were taught to be humanists in college.

So please, support this education initiative and have it pass.

Sincerely,

Rhea Manglani

**No. 58:**

As an OC resident, I support Fullerton Elementary Unified School District's resolution proclaiming Black Lives Matter. Item 2o., Resolution #19/20-21.

**Mary Forbes**

**No. 59:**

Dear Fullerton school board,

My name is Costa, next year I will be in seventh grade at Ladera Vista. I spent grades k-3rd at rolling hills, and grades 4th-6th at hermosa drive. I have had an amazing experience with the Fullerton school district. I have made many friends, been given some amazing opportunities, and just overall been thriving.

Unfortunately, I have found this district's ethnic studies to be lacking. When I learned about the missions they were glorified, and the perspective of the Native Americans was never formally touched on. We are taught to believe figures like Christopher Columbus are heros, yet we are never told of the many crimes he committed. I need you to ask yourselves if teaching this whitewashed curriculum that leads to many gaps in our education, is really the best for anyone?

The recent BLM movement has really brought to light the many struggles the African American community faces. I would like to learn more about this, and I know all my peers will benefit from having a trusted source of information on this topic.

I am positive that me and my peers would rejoice to see our district take a step in the right direction by passing resolution #19/20-21. It would be amazing to see our district provide a great education that shows all perspectives.

Sincerely,  
Costa

(Respectfully submitted by parent - Mia Sevier)

**No. 60:**

My name is Vetta Martin. My 3 older children have been in the Fullerton school district since 2007. They started at Rolling Hills in MP3, moved on to Ladera Vista Jr High, and then attended La Habra High school. My youngest is now in 1st grade at Rolling Hills.

I am writing to thank you for addressing the importance of Black Lives Matter and for the plans to implement ethnic diversity training and curriculum. It is vitally important that students be taught about racial and ethnic diversity, but I would add religious diversity as well, which should include Judaism. On behalf of a friend whose children encountered anti-semitism at Ladera Vista, I would suggest that this issue be a priority in the curriculum that will be implemented in our schools. (While assuming Judaism would be included in the new curriculum, I just wanted to make sure.)

There is no place for hatred, discrimination, racism, or anti-semitism, and while I believe training starts at birth in the home, it is imperative that our students learn about tolerance, kindness, and acceptance for all. As a parent, I am educating myself about things like Black history, my white privilege, systemic racism, (and many more "isms",) and I am dedicated to continue to learn, grow, and teach my children.

We've been in denial way too long. It's time for change. I'm proud of Fullerton for being part of the change and I hope to hear about many more ways we can make our children's lives and futures better, especially those who have suffered long enough due to racial, ethnic, and religious discrimination.

Thank you for taking the time to read this.

Sincerely,  
Vetta Martin

**No. 61:**

My name is Christine Lim I am a CSUF alumni (Class of 2016). I am writing to ask you to **pass Resolution #19/20-22** in support of the Schools and Local Communities

Funding Act of 2020. Schools and Communities First is important to me because I want our Fullerton community to receive the funding and resources they deserve.

As we are bracing for budget cuts on K-12 education, this act would bring \$12 billion in funding into our schools and communities. This act would help create an education system that is properly funded to meet the needs of low-income families and communities of color.

Once again, I am asking you to **pass Resolution #19/20-22 in support of the Schools and Local Communities Funding Act of 2020**. Thank you for your time and consideration.

Sincerely,  
Christine Lim

**No. 62:**

Dear Fullerton School District Board,

My name is Adriana Jin Park and I am a Fullerton resident with the organization, Ahri for Justice. I am writing to ask you to adopt a resolution in support of the Schools and Local Communities Funding Act of 2020. Schools and Communities First is important to me because schools and communities need additional support now more than ever. I am a newlywed Fullerton resident and I plan to raise a family in this district. However, I am deeply concerned about the lack of resources our schools and communities of color are facing. My Korean American community in Fullerton is aware of this resolution and as parents and community members, we are all in support of Schools and Communities First. We must invest in our children, our communities, and our future starting now with your support.

As we are bracing for budget cuts on K-12 education, this act would bring \$12 billion in funding into our schools and communities. This act would help create an education system that is properly funded to meet the needs of low-income families and communities of color.

Once again, I am asking you to **adopt a resolution in support of the Schools and Local Communities Funding Act of 2020**. Thank you for your time and consideration.

Sincerely,

Adriana Jin Park

**No. 63:**

I am a current graduate student at CSUF.

I urge the school board to vote in favor of including Black Live Matter in its curriculum. While this resolution is not a solution to systemic racism it is an ESSENTIAL first step for change to take place. Recognizing Black Lives Matter is a tangible action the school district can take to combat historic racial injustice. As a graduate student at CSUF, my eyes were open to long-standing racism and oppression against Black people through the courses I've taken. Schools can be a vital method for educating the public, especially our future generations, to help adapt an antiracist mindset. If the Fullerton School District is committed to supporting Black students and the Black community, it would vote in favor of this resolution.

Thank you,  
Michelle Okawa

**No. 64:**

Dear Board of Directors,

Hello. My name is Park Hye-won . I am a fullerton resident . We are writing this **to pass the 2020 "School and Community First" funding support resolution #19/20-22** . The "school and community first" initiative is important to me because more support is needed for schools and communities in my region than ever before.

At the present time we are preparing to cut the K-12 education budget, this measure will bring \$12 billion in funding to our schools and communities. The measure will fund low-income families and colored communities to help create an education system that can get the right things.

I would like to ask you again **to pass resolution #19/20-22 of the "Schools and Communities First" funding support plan in 2020** .

Thank you.  
**Hyewon Park**

**No. 65:**

My name is Jonathan Espinoza and I am student at CSUF. I am writing to ask you to **pass Resolution #19/20-22** in support of the Schools and Local Communities Funding Act of 2020. Schools and Communities First is important to me because it would help fund our schools and could specifically help allocate resources to low income communities of color.

As we are bracing for budget cuts on K-12 education, this act would bring \$12 billion in funding into our schools and communities. This act would help create an education system that is properly funded to meet the needs of low-income families and communities of color.

Once again, I am asking you to **pass Resolution #19/20-22 in support of the Schools and Local Communities Funding Act of 2020**. Thank you for your time and consideration.

Sincerely,  
Jonathan Espinoza

**No 66:**

Dear Board of Directors,

Hello. My name is Park Hye-won . I am a fullerton resident . We are writing this **to pass the 2020 “School and Community First” funding support resolution #19/20-22** . The “school and community first” initiative is important to me because more support is needed for schools and communities in my region than ever before.

At the present time we are preparing to cut the K-12 education budget, this measure will bring \$12 billion in funding to our schools and communities. The measure will fund low-income families and colored communities to help create an education system that can get the right things.

I would like to ask you again **to pass resolution #19/20-22 of the “Schools and Communities First” funding support plan in 2020** .

Thank you.  
**Hyewon Park**

**No. 67:**

Dear Board of Directors,

Good morning. My name is Adriana Jin Park . I am a fullerton resident and I work with the Ari group . We are writing this **to pass the 2020 “School and Community First” funding support resolution #19/20-22** . The “school and community first” initiative is so important to me because more support is needed for schools and communities in my region than ever before. I think the school and the future of our children will brighten up when schools in Fullerton need the necessary support. I started my newlyweds in Fullerton with my husband, and I will continue to have children and build a family. One thing to worry about as a Fullerton resident and future mother is that the schools and

colored communities in our community are not receiving the deserved support. How can this be? Schools and communities are the most important foundation of a region. For Fullerton's bright future, **we ask that you pass the "School and Community First" funding support resolution #19/20-22 in 2020 .**

At the present time we are preparing to cut the K-12 education budget, this measure will bring \$12 billion in funding to our schools and communities. The measure will fund low-income families and colored communities to help create an education system that can get the right things.

I would like to ask you again **to pass resolution #19/20-22 of the "Schools and Communities First" funding support plan in 2020 .**

Thank you.  
Adriana Jin Park

**No. 68:**

My name is Haseena Mirza and I am a resident of Fullerton. I am asking that you pass the Resolution Proclaiming Black Lives, Resolution #19/20-21  
We need to show as a community that we value black lives and will do our part to end systemic racism.  
Haseena Mirza

**No. 69:**

Dear FSD School Board President Vazquez, FSD Board of Trustees, Dr. Pletka, and FSD Executive Cabinet,

I came to the Fullerton School District more than 15 years ago, initially as a parent, and eventually as an educator. During this time, I have always felt that I had a voice and that I would be listened to with the utmost respect, no matter the subject, good or bad. However, what I listened to during the June 9th Board Meeting, and the overarching conduct that ensued during the Public Comment portion of the meeting, was nothing short of flabbergasting. After five hours of listening to the discord amongst the Board Members, I finally signed off at 11:15 pm, entirely shocked, and quite frankly, embarrassed and saddened for all of the participants.

I support the Black Lives Matter movement, as what happened to Mr. Floyd was nothing short of disgusting and disgraceful. Further, I encourage the collaborative development of an age-appropriate cultural sensitivity and awareness education program to provide

further information to our students. However, the problem we are facing extends beyond one race, a single religion, a gender, or declared sexual orientation. As a parent and teacher, I have witnessed all races, beliefs, and genders act insensitive toward one another, and in some cases, downright cruel. And as a teacher, I have never allowed something I have personally witnessed or something that has been reported by a student to be brushed under the carpet. In the years I have been teaching, just a few of the topics I have taught my students include the mistreatment of indigenous people, slavery, the Holocaust, women denied the right to vote, Japanese internment camps, Civil Rights, and about building walls at our borders and deportation. However, with each teachable moment, I have an overarching theme and intended outcome - the promotion of equal treatment, having mutual respect, and imploring overall kindness to one another as human beings because we all matter!

The bottom line, the proposed resolution and resulting education program should be more than Black Lives Matter. This resolution should be about creating an overall culture in our community that shows sensitivity, appreciation, respect, and kindness toward all human beings!

In closing, dare I say that what I witnessed at the June 9th Board Meeting was a perceived preconceived agenda to get a resolution passed, with little thought or consideration of what the end goal should be for our community, and most importantly, for our children. I heard several Board Members show extreme sensitivity for Black Lives Matter, yet struggle with the lack of respect and the abuse of power. The lack of unity amongst the Board was very apparent, not only to myself but to a number of my Korean, Black, Latin and Caucasian brothers and sisters who contacted me afterward to ask me for my interpretation on what happened during those five hours of lost time where nothing was accomplished for our most important stakeholders, the children, especially at such a crucial moment in time when their education is in jeopardy due to Covid-19 and the resulting pandemic.

At this time, I kindly and respectfully ask for unity amongst our school leaders. This is not a time for disrespect or discord. We must lead by example, as our children and community are watching.

Respectfully yours,  
Angela Platon

**No. 70:**

I am writing in support of the FSD district and our staff at Hermosa Elementary. People with an anti-mask agenda have been extremely outspoken in their desire to reject science and go back to a normal way of life and I believe may also be speaking at this

board meeting. While children may be less susceptible to the virus, they are not completely immune and may also carry it back to vulnerable elderly and adults they live with. With the United States still in the first wave of cases and over 122,000 dead, we must follow a conservative approach suggested by doctors who have actual experience in dealing with the virus. We must practice what is taught in schools and use the scientific approach to reduce the risk to our community as much as possible.

I applaud the initiative FSD has taken in researching ways to have children social distance in schools, but I know that it will be extremely hard to enforce especially with younger children. Please do not let the outspoken anti-science activists and purported doctors without true medical experience in dealing with the virus change the safe way our schools have been working to keep our children and families safe. Teachers did so much without any preparation time to provide distance learning for children last school year. Please support the teachers to continue to provide distance learning on a widespread basis. I know that some parents may need child care and so need the schools open, but please encourage most parents to find ways to do distance learning so the schools only have 30-50% of students on campus at any one time to assist them in staying appropriately distanced. Finally, a huge thank you to teachers who have done an amazing job and will also be in the front lines if there is any virus spread in the schools.

Thank you,  
Crystina Kazmier

**No. 71:**

Re: 6/23/2020 Regular Meeting Agenda Item 2p

Dear Board:

Please do not support the Schools and Local Communities Funding Act of 2020. This euphemistically entitled ballot initiative eliminates Proposition 13 protection for commercial property owners. Commercial property owners need Proposition 13 protection as much as homeowners. California is one of the most expensive places to own land and run businesses; already business owners are fleeing our state to more business-friendly states around this country. Focus instead on preserving education funding within California's budget. Please protect Prop 13!

Jennifer Fitzgerald, Parent

**No. 72:**

Since the 1960s, the Black Faculty and Staff Association of California State University, Fullerton has worked to create faculty and staff networks and connections with students, advocate for employees of African descent, and bring Pan African cultural events and

activities to the University. Throughout our history, we have stood for equity and justice for all. We recognize the debilitating effect that miseducation has brought to our nation and local community, and as a result, we continue to be committed and resolved to the education of all regarding the unique history of our African and African American people, culture, and contributions to the world and particularly to the building of this nation – the United States of America. To this end, we are even more committed to and supportive of all efforts to move the agenda of education through ethnic studies, National Black Lives Matter at School Week, other cultural programs, education outreach and services for students, their families, communities, our faculty and staff and their families and communities, and CSU Fullerton.

Rochelle Woods

**No 73:**

I am a long-time resident of Fullerton and I have three children in the Fullerton School District and one in FJUHSD who was formerly in the FSD. I am writing to express strong support for the Resolution Proclaiming that Black Lives Matter, proposed and tabled at the June 9<sup>th</sup> meeting. The original resolution is a strong statement of support for the black community and the Black Lives Matter movement, an explicit denouncement of police brutality, and, most importantly, it includes action items, like the incorporation of a Black Lives Matter week into the Fullerton School District curriculum. I have also reviewed the two proposed resolutions on tonight's agenda (the Resolution Calling for Solidarity with the Black Community against Racial and Social Injustice and the Resolution Calling for Solidarity with the Black Community). I am in strong opposition to both of these proposed resolutions, which are watered-down, ineffectual versions of the original. They propose no real changes and completely eliminate the phrase Black Lives Matter. It is not enough to simply "stand firmly in solidarity with the black community"—we must be willing to proclaim that Black Lives Matter and we must be willing to act accordingly. Why were all references to the phrase "Black Lives Matter" eliminated from the new proposed resolutions? Why are the authors of those resolutions unwilling to say that Black Lives Matter and unwilling to mandate that schools incorporate a Black Lives Matter week into the curriculum? Who are they worried about offending? Whose feelings are they protecting? If they are unwilling to say Black Lives Matter, I don't believe they think they do. Language matters. The two new proposed resolutions (the Resolution Calling for Solidarity with the Black Community against Racial and Social Injustice and the Resolution Calling for Solidarity with the Black Community) are, simply put, a capitulation to White Supremacy. What do I mean by that? I mean that they prioritize the comfort and feelings of the white community instead of taking a hard stand against anti-black racism. Now is the time for the Fullerton School District to take an unequivocal stand against anti-black racism in Fullerton schools, the Fullerton community, and the nation. They can begin to do so by passing the Resolution Proclaiming that Black Lives Matter. Please don't make me explain to my children—who are students in your schools—why you refused to do so.

Lana L. Dalley, Ph.D.  
Professor of English

California State University, Fullerton

**No. 74:**

Dear FSD board,

As a parent of two current FSD students, as a FSD alumni and current FSD support staff, I am writing in hopes that the board will see the importance of promoting racial and ethnic studies in our district's curriculum.

In light of the most recent issues, issues that have, quite honestly, been a constant throughout our nations history, it is of utmost importance that future generations are educated on the systemic issues that plague our nation. It's not a matter of teaching our children to be "color-blind", that in itself is a ridiculous notion of the privileged. We as people should see color and accept and embrace the unique qualities of different ethnicities and backgrounds and teach our children the great importance of our differences and how that contributes to the rich fabric of our societies and we must fight for equality for all and it starts at a young age and would truly be beneficial to teach our children while they are still young and perceptive and accepting of all.

Sincerely,  
Nina O'Connor

**No. 75:**

I am a parent of two FSD elementary school children who are biracial (Black/White). I support the resolution proclaiming that Black lives matter.

-Ameena Qazi

**No. 76:**

Dear Esteemed Fullerton School District Board of Trustees,

AHRI for Justice represents residents, students, parents, and community leaders of Fullerton. On behalf of our members, we urge the Fullerton School Board Trustees to **pass Resolution #19/20-22 in support of the Schools and Local Communities Funding Act of 2020.**

From February to March, We called and surveyed residents in Orange County. Of the voters we talked to, 1,981 voters in Fullerton are in support of corporations paying their fair share. We urge you to **pass Resolution #19/20-22 in support of the Schools and Local Communities Funding Act of 2020.** As we are bracing for budget cuts on K-12 education, this act would bring \$12 billion in funding into our schools and communities. SCF would help create an education system that is properly funded to meet the needs of low-income families and communities of color.

**Best,**

Susan Cheng

**No. 77:**

My name is Jonathan Paik and I am a lifelong Fullerton Resident of 32 years. I am writing to ask you to pass Resolution #19/20-22 in support of the Schools and Local Communities Funding Act of 2020.

Schools and Communities First is important to me because I think that every student in the school district must have increased access to counselors and nurses that have continuously been underinvested in throughout my lifetime. As we are bracing for budget cuts on K-12 education, this act would bring \$1 billion to Orange County alone. We must ensure that in this time of potential cuts, public education and the support for every student in Fullerton is of utmost importance during this time. Once again, I am asking you to pass Resolution #19/20-22 in support of the Schools and Local Communities Funding Act of 2020.

Thank you for your time and consideration.

Jonathan Paik  
Resident of Trustee Area 2

**No. 78:**

My name is Lesley Velasco and I am a concerned Fullerton resident. I am writing to ask you to **pass Resolution #19/20-22** in support of the Schools and Local Communities Funding Act of 2020. Schools and Communities First is important to me because it will provide an equitable education to low income communities of color and also bring more resources into our schools all throughout the district.

As we are bracing for budget cuts on K-12 education, this act would bring \$12 billion in funding into our schools and communities. This act would help create an education system that is properly funded to meet the needs of low-income families and communities of color.

Once again, I am asking you to **pass Resolution #19/20-22 in support of the Schools and Local Communities Funding Act of 2020**. Thank you for your time and consideration.

Sincerely,  
Lesley Velasco

**No. 79:**

I am a long-time resident of Fullerton and I have two children in the Fullerton School District. I am writing to express strong support for the Resolution Proclaiming that Black Lives Matter, proposed and tabled at the June 9th meeting. The original resolution is a strong statement of support for the black community and the Black Lives Matter movement, an explicit denouncement of police brutality, and, most importantly, it includes action items, like the incorporation of a Black Lives Matter week into the Fullerton School District curriculum. I have also reviewed the two proposed resolutions

on tonight's agenda (the Resolution Calling for Solidarity with the Black Community against Racial and Social Injustice and the Resolution Calling for Solidarity with the Black Community). I am in strong opposition to both of these proposed resolutions, which are watered-down, ineffectual versions of the original. They propose no real changes and completely eliminate the phrase Black Lives Matter. It is not enough to simply "stand firmly in solidarity with the black community"—we must be willing to proclaim that Black Lives Matter and we must be willing to act accordingly. Now is the time for the Fullerton School District to take an unequivocal stand against anti-black racism in Fullerton schools, the Fullerton community, and the nation. They can begin to do so by passing the Resolution Proclaiming that Black Lives Matter.

Thank you,

**brian mashburn**

**No. 80:**

Please find enclosed my letter in support of the original Black Lives Matter Resolution; I have included the contents of the letter in the body of the text, as well as within the Word Document.

To the Fullerton School Board—

My partner and I are long-time residents of Fullerton; we have four children in the Fullerton School District. I am writing to express deep support for the original Resolution Proclaiming that Black Lives Matter, proposed at the June 9<sup>th</sup> meeting of the FSB. The original resolution is a strong statement of support for the black community and the Black Lives Matter movement, a denouncement of police brutality (relevant given the track record of FPD... Kelly Thomas?), and includes the incorporation of a Black Lives Matter week into the FSD curriculum.

We reviewed the two alternate resolutions on tonight's agenda (the Resolution Calling for Solidarity with the Black Community against Racial and Social Injustice and the Resolution Calling for Solidarity with the Black Community). We are in vehement opposition to both of these proposed resolutions, which are watered-down, self-serving versions of the original. They propose no changes and (frustratingly) remove any connection to Black Lives Matter. It is not enough to "stand firmly in solidarity"—we must actually proclaim that Black Lives Matter, and act accordingly.

Language matters. All references to the phrase "Black Lives Matter" were eliminated from either of the alternate resolutions, which is ludicrous, given the motivation for the resolution itself. The authors of the decaffeinated resolutions are unwilling to say "Black Lives Matter" aloud, and unwilling to mandate that schools incorporate a Black Lives Matter week into the curriculum. If they are unwilling to say "Black Lives Matter," I don't believe they think that Black lives matter as much as the precious feelings of white people.

Again, language matters; please think about the specific use of language (a core skill taught in the FSD) when reading the next section.

The two new afore-mentioned proposed resolutions are a capitulation to White Supremacy. They prioritize the comfort of the white community, instead of taking a

stand against anti-black racism. Resolutions do not have to be written by Neo-Nazis to promulgate a status-quo that holds white lives and feelings as of the most importance. The FSD must send a message against anti-black racism to our schools, our community, and our nation. The FSD must pass the Resolution Proclaiming that Black Lives Matter.

Please don't make us explain to our children—who are students in your schools—why you refused to do so.

**No. 81:**

My name is Kathy Kim and I am a Troy High School and recent CSUF alum. I am writing to ask you to **pass Resolution #19/20-22** in support of the Schools and Local Communities Funding Act of 2020. Schools and Communities First is important to me because as someone who has had the privilege of taking advantage of some of Southern California's most well supported public schools, I know that my experiences are not the same as others. While I was participating in the prestigious Tech program at THS, there were and continue to be an overwhelming amount of students at other public schools who do not get the same opportunities I did, students who have little to no access to courses that prepare them for the STEM and artistic routes. It is the duty of the education system to provide as many resources and as much support possible to prepare the youth, the next generation, to take on the next chapter of their lives, whether that be college or work or honestly, whatever that awaits them!

As we are bracing for budget cuts on K-12 education, this act would bring \$12 billion in funding into our schools and communities. This act would help create an education system that is properly funded to meet the needs of low-income families and communities of color.

Once again, I am asking you to **pass Resolution #19/20-22 in support of the Schools and Local Communities Funding Act of 2020**. Thank you for your time and consideration.

Sincerely,

**Kathy Minji Kim**

**No. 82:**

I am submitting the following public comment on behalf of 265 Fullerton School District parents, teachers and community members (see below for the names of all those submitting this collective comment).

Thank you,  
Alison Dover

June 19, 2020 (Submitted to FSD Board on June 23, 2020)

Dear Fullerton School District Board Members:

As parents, teachers, and community members in Fullerton School District, we are writing to voice our support for district-wide initiatives related to antiracist and Ethnic Studies education throughout Fullerton School District. We see these as critically important to the health, academic growth, and social emotional wellbeing of our children and our school district.

Specifically, we write in support of the following:

### **Resolution #19/20-21**

We support FSD's proposed Proclamation That Black Lives Matter (Resolution #19/20-21, as introduced on June 9, 2020), as well as district-wide participation in nationwide Black Lives Matter at School Week. We also consider this a critically important statement in support of Black students, families and teachers throughout the District, as well as a far overdue expansion of curriculum related to Black History. District-wide participation in Black Lives Matter at School Week will provide all FSD students the opportunity to increase their racial literacies, ability to engage in respectful and effective conversations about complex racial issues, and promote academic, racial, and social equity within and beyond the classroom.

### **Formation of a Human Relations Task Force**

FSD teachers, families, and students bring rich cultural, linguistic, experiential and professional expertise related to equity and diversity. We ask the District to formally include diverse FSD stakeholders as partners by forming a Human Relations Task Force (as has been done in other local districts, including Los Alamitos [<https://www.losal.org/Page/7347>] and Downey. Such groups can support and make recommendations to the District regarding equity, diversity, access and inclusion. Common charges include: analyzing site and district-wide equity data; selecting and prioritizing equity-oriented curriculum and policy; and developing and implementing professional learning and parent education.

### **Increased Implementation of Ethnic Studies Curriculum**

California has long been a leader in preparing children to interact effectively across racial, cultural, and linguistic differences. In 2012, for example, the California Education Code was revised to direct all districts to adopt instructional materials that "accurately portray the cultural and racial diversity of our society," and explicitly include "...a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with

disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society” [1]. The 2016 California Social Science Framework [2] details how these topics should be integrated each year, with 2nd grade lessons about diverse families and 4th grade discussions of historical and contemporary civil rights struggles within and beyond California.

However, Fullerton School District has yet to widely implement Ethnic Studies Curriculum: a decision that leaves our children at a profound disadvantage. Ethnic Studies curriculum has a well documented impact on students’ academic outcomes [3]; increases all students’ racial literacies; and is increasingly required by high schools and colleges throughout California (including, as of June 2020, the entire California State University system) [4,5,6]. Early introduction to Ethnic Studies curriculum will both ensure FSD’s compliance with statewide curricular mandates, as well as prepare FSD students to succeed in high school and beyond.

In these complex times, it is essential that parents, teachers, and administrators work collectively to promote equitable, effective, and inclusive school systems. We are enthusiastic in our support of FSD’s steps towards creating affirming and academically rigorous environments for all our students, and look forward to partnering with you in the months to come.

Thank you- Alison Dover

*Note: This list of 265 signatures is up to date as of 1:19 PM on June 23, 2020.*

Alison Dover, Parent of 2nd and 5th graders (& School Site Council Member) at Beechwood School; Associate Professor of Education at CSUF

Mia Sevier, Parent of 4th (Raymond) and 6th graders (Ladera Vista) and CSUF Professor

Lucia Alcalá, Parent of 7th grader (Beaty Middle School), and CSUF Professor  
Sharon Frances, parent of graduated 8th grader (Ladera Vista Junior High)

Sapna Chopra, CSUF Professor

Blair Campbell, parent of 1st and 3rd graders (Beechwood) and Teacher at Beechwood School

Devon Moore, parent of 7th and 4th graders (Beechwood) and Beechwood Staff Member

Kira LeeKeenan, Fullerton resident and parent of 11th grader at Fullerton Joint Union high school

Katie McCormick Furey, parent to 2nd grader and Kindergartener (Beechwood)

Mallika Scott, Fullerton resident and parent of 6th and 8th graders (Beechwood)

Renee Stokman, Fullerton resident and parent of 3rd grader (Beechwood)

Lisa Winters, parent of 4, Golden Hill Elementary

Alexandro Jose Gradilla, PhD, CSUF associate professor, Ethnic Studies

Kelly Perkins, Fullerton resident and parent of 2nd grader and Kindergarten

Nicole Ledbetter

Amy Choi-Won (Beechwood, parent of 2nd, 5th, and 8th grade students)

Jon Bruschke  
Aitana Guia, parent of a 3rd grader (Raymond) and CSUF professor  
Erica Patmon (Mother to 6th, 3rd and K aged Beechwood students)  
Freddi-Jo Bruschke (parent at Rolling Hills for 12 years, soon to be parent at Ladera Vista)  
Marissa Phillips  
Travis Varon  
Rachel Giles, Fullerton  
Cassandra Harris , Fullerton  
Jennifer Churchwell, parent of 11th grader at FJUHS and Beechwood staff member  
Lauren Minor, FUHS class of 2008  
Miguel Lopez  
Cecilia Bidwell, Fullerton  
Nathalie Dumont (Beechwood Parent of 7th and 4th graders)  
Jennifer Liescheidt - Parks Jr. High, Acacia Elem.  
Dayann Shepherd, Fullerton Resident and parent of Raymond Elementary students in 1st grade and TK  
Anita T Revilla  
Danielle Nava-Mijares  
Marcia Taborga, Ph.D., Fullerton resident, business owner, and parent (LV and Hermosa students)  
Susan Faber , Fullerton  
Pricilla Bravo-Fullman — Fullerton High School  
DeWayne Patmon ( Beechwood, parent of a 6th grader, 3rd grader, and kindergartener.)  
Megan Madera parent to a 2nd, 3rd and 5th Grader at Acacia (teacher at Sonora high school)  
Thai Pham - Beechwood  
Jessica Ramos, Fullerton resident and parent of 6th and 3rd graders at Beechwood  
Trevor Wallace, FSD Alum  
Nicole Ledbetter  
Jeff Bonine, anti-racist educator  
Stephanie Arriaga, Fullerton  
Jessica Otero  
Michelle La Rosa, Rolling Hills Parent  
Dorian Ledbetter  
John Kingsley  
Ferran/Fernando Rodriguez-Valls  
Magdalena Villalba, Fullerton  
Jose Trinidad Castaneda, Fullerton community leader  
Lauren Butler -Parent of 2 at Golden Hill elementary  
Catherine Quirk-Hanneke, Fullerton  
Suzanne Hill, Raymond  
Jessica Castillo (Beechwood 6th grade, Woodcrest 2nd grade)

Jennifer Thien, Fullerton  
Alison Masuko, parent of Beechwood 5th, 3rd and kinder students  
Cara Baker- Beechwood Teacher  
Matt Baker- Community Member  
Hanna Kim - Resident and Parent of 3 FSD Students  
Tony Dover, parent of 5th and 2nd graders at Beechwood School  
Camille Hernandez, Fullerton  
Kristen Chambers (parent of Beechwood students in 3rd and kinder) Fullerton  
resident and Sunset Lane Staff Member  
Tianna Barbosa, Fullerton  
Marcella Calvillo; children attended Golden Hill and Ladera Vista  
Stephanie Garabedian parent of 2 children at Rolling Hills.  
Jennifer Pillon parent at Fullerton High School  
Sarah Carter  
Ruthi Hanchett , mother to two Raymond students  
Eric Lane, Fullerton  
Jody Agius Vallejo, Parent (Raymond Elementary DLA), Associate Professor,  
Sociology, USC  
Audrey Miller, parent of 2 at Golden Hill  
Patricia M. Gomez - Ethnic Studies Professor at Fullerton College and dual-  
enrollment instructor at La Vista High School  
Tanya Garcia- parent of 3rd grader and Kindergartener, Raymond School  
Mikayla Haugen (Fullerton Resident & Beechwood/FUHS Alum)  
Lauren Butler -Parent of 2 at Golden Hill elementary  
Lan Nguyen, Beechwood 3rd and 6th Grade, Ladera Vista Teacher  
Iris Barquin (Raymond elementary)  
Jamie Freeman- Teacher at Golden Hill Elementary  
Mike Rodriguez, parent at Rolling Hills, Ethnic Studies Educator  
Laura Watson, parent of 6th and 8th grade students at Beechwood and CSUF  
professor  
Nina O'Connor(parent of 2 Golden Hill/Parks JH. FSD support staff)  
Pam Finer-Ostrow parent of 5th (Hermosa) & 7th (Ladera Vista)  
Cynthia Mata- parent of a 4th grader at Beechwood  
Keiko Suda, parent of 1st grader (Raymond), 6th grader (Golden Hill)  
Jessica Tucker- 3 Children Hermosa Drive  
Deniz Fierro, Parent of 2 at Raymond  
Nina Barr - parent of Golden Hill 1st grader  
Troy C. Miller - FSD and FUHS Alumni  
Colleen Ferreira, resident and parent of FSD  
Ángel & Stephanie Valdes, Parents of 4th grader at Raymond  
Susan Sy, CSUF Professor  
Valerie Miller (Rolling Hills Elementary)  
Jessie Peissig - Parent of 2 at Beechwood & CSUF Professor  
Alia Cass-Parent at Raymond Elementary  
Mayra Novasky, parent of an incoming 3rd and 6th grader  
Kim Medlin, Fullerton

Rev. Sarah Averette-Phillips, Pastor at Brea Congregational United Church of Christ  
Michelle Ritz, Teacher and Parent at Beechwood  
Janel Falcon (Raymond Elementary)  
Julie Nievas-Barajas, Parks Junior High and Golden Hill Parent  
Ernestina Hernandez- Parent to a freshman and sophomore at FUHS  
Jillian Nagler (Ladera Vista teacher)  
Erica Marquez (Raymond Elementary)  
Rose Bakh (parent at Beechwood)  
Victoria Martinez - parent of 2nd grader in Raymond Elementary DLA  
Amber Rose González, Ethnic Studies Professor & Chair, Fullerton College  
Yesenia Alvarez, child is a second grader at Raymond  
Danielle Zacherl, Parent of a sophomore at Fullerton Union High School and CSUF Professor  
Mikyong Kim-Goh - former school site council member; children graduated from Laguna Road Elementary & Parks Jr High; CSUF Professor  
Melissa Warstadt, CSUF instructor  
Lisa Holton, Fullerton  
Denise Mercado (Sunny Hills and GoldenHill parent)  
Rose Bakh (Parent at Beechwood)  
Denise Bacher - Teacher at Richman Elementary  
Sophie Madden- parent of 6th graders at Golden Hill ES  
Bennett Billard, Alum, Class of 2007, Academy of the Arts  
Kalli Elliott, Fullerton  
Christine Casas-parent FUHS  
Mikyong Kim-Goh - former school site council member; children graduated from Laguna Road Elementary and Parks Jr High; CSUF Professor  
Jessica Sober, Fullerton Resident / Substitute teacher  
Luis Perez, Fullerton  
Rosie Kar, PhD. Lecturer, Fullerton College, Department of Ethnic Studies  
Edwin Falcon, Fullerton  
Josephine Pham, Fullerton  
Olga Mejía, Rolling Hills Elementary, CSUF Professor  
Jasmin, Fullerton  
Dinorah Ramos  
Daisy Corona  
Denise Bacher - Teacher at Richman Elementary  
Maricela Olvera- Raymond Elementary  
Leslie George Perez- Beechwood - 6th grade  
Mark Ellis, Ph.D., NBCT, Fullerton  
Rea Joshi  
Amy Reber- Beechwood Parent K & 2nd  
Maria Grant  
Angelica Villavicencio Cordova, Fullerton  
Jose Paolo Magcalas, PhD; AESD Board President; Cal. State Univ., Los Angeles Assistant Professor

Erin K, Parks JH  
Luc Jones- Golden Hill  
Rita Xochitl Estrada , Junior (FHS), second grader (Raymond)  
Alissa Ackerman-Acklin - Professor, CSUF and parent of two students in the Fullerton School District.  
Stormy Slyder (Leyva) - Special Education Teacher at Ladera Vista  
Danny Martinez  
Dr Cathery Yeh, assistant professor of teacher education, Chapman University  
Rebecca Robledo (parent of Kinder dual lang. at Raymond and 5th grader at Rolling Hills/teacher at LV)  
Tim Worden  
Sharnette Underdue, Parent of 2 Raymond DLA children.  
Jaysson Bergamini-Guerrero, Fullerton  
Nick Henning, Professor, Secondary Education, CSUF  
Marisa Nguyen Teacher for FSD / 3rd and 4th graders at Raymond  
Ember Williams - Golden Hill Elementary  
Phaedra Dahl, Fullerton  
Joseph Dahl, Fullerton resident and concerned citizen  
Jody Dyer, Rolling Hills Teacher, FSD parent for 8 years  
Sara Katz  
Dr. Nicole Bonuso, parent to 6th grader (Golden Hill) and 9th grade (FUHS), professor at CSUF  
Delaney Lenon, Fullerton  
Lauren Walls  
Eddy Francisco Alvarez Jr., CSUF Faculty member, Chicana and Chicano Studies Department  
Lorena Sarco (parent of 2 Acacia Elementary)  
Alexa Nisbet, FSD parent for 9 years  
Heather Carlopio, parent of two at Rolling Hills Elem.  
Elizabeth Kwon (Beechwood parent)  
Lana L. Dalley, Ph.D., parent to a 1st grader and 5th grader (Acacia), an 8th grader (LV), and a 12th grader (Troy)  
Jaimini Teckchandani, Fullerton Parent of 3rd and 7th graders  
Denise Butalid, Parent of 2 at Acacia Elementary  
Atul Teckchandani; parent of a 3rd and 7th grader  
Angela Hogerhuis (Rolling Hill Teacher & Parent for 13 years, 7th grader at LV and 2 at Troy)  
Jennifer Tushla-Sanchez, parent of a 3rd grader at Acacia, 8th grader at LV, and a 28 year old ( Troy grad), ( AP US History teacher at Sonora HS)  
Lacey Maesele, Fullerton  
Ian Sabala: Acacia Elementary, Ladera Vista  
Shannon Mejia, FUHS parent  
Mary Hood, retired teacher, Rolling Hill's School, and former parent.  
Adjunct Professor at Fullerton College.  
Kristin Kaiser (Gonzales)- Parent of 2 children at Rolling Hills Elementary & 1 child at Fullerton College Lab school

Megan Robertson, Fullerton  
Estela Zarate (Professor of Educational Leadership, CSU Fullerton)  
Michael Ledbetter, grandparent - Parks, Beechwood  
Sara Pugach, parent of children at Golden Hill (3rd grade) and Beechwood (8th grade), and Professor of History at Cal State LA  
Lesley Kice Nishigawara, parent of Rolling Hills student (6th) grade, lecturer at CSULB  
Tica Lopez parent of 6th grader at Golden Hills elementary  
Diana Dawson - Parent of 2nd and 6th grade students at Rolling Hills and Golden Hill  
Vetta Martin MP3 parent at Rolling Hills/ and junior at La Habra High  
Jeremy Garibaldi - 1st & Kinder students @ Fern  
Kristen Rhode- parent at La Habra High School  
Kim Cleary-Horn - Rolling Hills teacher for 5 years and parent for 4 years  
Susanna Fan, parent of children at Ladera Vista JHS and Fullerton HS.  
Erin Hollis CSUF Professor  
Kelly Leitner Troy and Ladera Vista  
Lydia Palacios Valenzuela parent of child at Ladera Vista  
Susie Wren, FSD teacher  
Caroline Carpenter, Ph.D.  
Grace Shin, Teacher at Nicolas Junior High School  
Megumi Thompson  
Liane Myers, Fullerton  
Vanessa Escobar (Parent of a 4th grader at Raymond)  
Nancy Chen - Fullerton parent of 7th & 9th grade students  
Carolina Valdez, Associate Professor, Elementary & Bilingual Education CSUF  
Debra Kojima - Parent Beechwood 8th grader, Acacia Elementary School teacher  
Garvin Chu, parent of 7th and 9th graders  
Vanessa Guillen mother of 3 my children attend Raymond DLA  
Shelli Ortega Parent of a 4th grader at Acacia Elementary  
Vanessa Escobar (Parent of a 4th grader at Raymond)  
Jonathan Paik, Fullerton  
Kumi - Fullerton College; Fullerton resident  
Amy Novak, PhD--FSD parent for 4 years and now parent of 11th grader (Troy);  
Lecturer in English CSUF  
Jennifer Jimenez, Fullerton  
Ember Black (parent of a 4th grader Beechwood)  
Vivian M Perez  
Melisa Blevins, Fullerton  
Adrian Rodriguez, CSUF Assistant Professor  
Nancy Chen - Fullerton parent of 7th & 9th grade students  
Crystal Marcus, Teacher FSD since 2000, Parent at Rolling Hills since 2010  
Rachele Jareb, parent of 3rd grader at Acacia and 7th grader at LV  
Sumayyah Jewell, Fullerton  
AHRI For Justice

Lynda Hodges, former FSD parent, retired FSD teacher  
Familia Muñoz, (1) @ Fern. Dr. (2) @ SHHS.  
Ornella Torralba parent of a 4th grader at Acacia Elementary School at Fullerton  
Richard Black parent of a 4th grader still Beechwood  
Sarah Corp  
Judith Benavidez, Counseling Faculty at Irvine Valley College  
Jennifer Jimenez, Fullerton  
Sara Nejat-Bina (3 children @ Acacia, 1 child @ Ladera Vista)  
Assembly Member Sharon Quirk-Silva, Fullerton  
Rienne Duran, Fullerton  
Gordon Capp, parent of 7th trader (Ladera Vista), assistant professor of social work at CSUF  
Kim Bergen FSD teacher  
Joan Abuhamad  
Melinda Smith (6th grader at Acacia, 8th grader at LV)  
Leanna Pionke- teacher at Woodcrest School for 24 years. Mother of a 14 year son and an 18 year old daughter at Fullerton College.  
Erin Ortega, Fullerton  
Alicia Sacks parent of 6th grader at Acacia and 12th grader at Troy  
Tristan M. T. Dalley (1 child Troy, 1 child Ladera Vista, 2 children Acacia)  
Stephanie Wrather, 2 kids at Acacia  
Amna Chaudhary (Acacia)  
Farooq Qureshi, Parent of 6th Grader at Acacia  
Michael Ledbetter, grandparent - Parks, Beechwood  
Mark Ortega parent of a 4th grader at Acacia  
Carrie Mckellogg (parent of an Acacia 6th grader and Troy freshman)  
Jason Smith Ladera Vista Jr. High, Acacia Elementary  
David Sandner, Fullerton Resident and Professor, CSUF  
Katie Fields- 6th grader Acacia  
Alicia Sacks parent of 6th grader at Acacia and 12th grader at Troy  
Megan Miller, Fullerton  
Amna Chaudhary (Acacia)  
Naveen Abbasi, Fullerton Resident  
Mark Ortega parent of a 4th grader at Acacia  
Eddy Francisco Alvarez Jr., CSUF Faculty member, Chicana and Chicano Studies Department  
Hannah Garcia (Fullerton College)  
Carrie Mckellogg (parent of an Acacia 6th grader and Troy freshman)  
Kim Bergen FSD teacher  
Kyle Ervin (parent of four that have and are attending Rolling Hills and Ladera Vista)  
Megan Miller, Fullerton  
Adela G. López, Professor Emerita, Ethnic Studies, Fullerton College  
Faith Forcucci-Morris (Troy High and Fullerton College alum)  
America Reschke (Raymond)  
Rev. Dr. Mandye Yates, First Christian Church, Fullerton

Zachary Reardon  
Al Judd- Rolling Hills parent  
Jill Scott, Fullerton  
Minh Nguyen & Khanh Ninh parents of a 2nd grader at Golden Hill  
David Styffe, parent of two graduates of Commonwealth and Raymond schools,  
classified employee at Santiago Canyon College  
Emily Jackson, MD MPH  
Sherry Herrera, grandparent of SHHS student  
Donna Woodbridge, Fullerton  
Luanne Bailey, Fullerton  
Linda Gardner, Fullerton  
Erin Molino, Fullerton  
SUSAN HARLESS, Fullerton  
Danielle Cuthbertson - parent of Golden Hills Elementary

**No. 83:**

I am a resident of Fullerton, a lecturer of English at CSUF, and a parent of a child whose child attended FSD for 4 years and who is now a junior at Troy High School.

I write demanding that Resolution #19/20-21 be reinstated. Currently Resolution#19/20-21 has been changed to the resolutions presented by the board today. The shift in a resolution calling for immediate action has at the last minute been revised to a watered-down delay that calls for no more than further consideration with an update in February. This evasive tactic reinforces white supremacy in our city and means no real change will occur in the curriculum this year, no participation in a nationwide Black Lives Matter at School Week will occur, and Black students and families will have to wait another year to see the start in real change in our community that would make Fullerton and Orange County more welcoming and committed to diversity and anti-racism.

I support of Resolution #19/20-21, which asked the Fullerton School District to participate in a nationwide Black Lives Matter at School Week and to revise and increase ethnic studies curriculum. Black students and families in our school district need to know that the school district will take active steps to counter anti-Black racism and create a safe and nurturing environment where their children can learn. Additionally, all students in the district need the opportunity to increase their racial literacies so that they can foster and participate in a world that dismantles racism and prejudice. For too long the curriculum has lacked diversity (i.e. Few writers of color read, erasure of black history and achievements) and repeated instruction in false historical myths (the reconciliation narrative of Thanksgiving, the glories of Spanish conquest in the Southwest, the achievements of Manifest Destiny).

Now is the time to recommit to the future not glorify delusions of the past that reinforce white supremacy.

Sincerely,

Amy Novak, PhD

**No. 84:**

I would like to start by saying that I have respect for all ethnicities and religious beliefs and believe there is a place for everyone in our community. What I will not accept is the idea that my family is racist or unaccepting and the only way to fix it is to have the school step in fix to them and their thinking. It's insulting to my parenting and to their character. I would rather preserve independent and critical thinking. I'm not at all accepting of violent or oppressive actions. It's sad that I have to emphasize my acceptance of all people just because I disagree with a movement. Disagreeing isn't being oppressive, racist or exercising exclusion of others. I feel my children will be taught not to disagree with anyone out of fear of being labeled racist and they will be taught not to think independently. If this is the path that our public schools want I will see to it that our tax dollars go to an institution where they will be allowed to think and speak critically while exercising inclusivity.

Sincerely  
Amie

**No. 85:**

Please do NOT indoctrinate our children in Black Lives Matter propaganda. This group is full of domestic terrorists, and forcing our children to absorb this awful information only harms them. Let's teach kids to be kind to each other, and any problems with treating others poorly will dissipate.

Be brave.....don't be afraid to stand up to the BLM bullies and reject this harmful agenda.

Karen Chavez-Cuen, Fullerton resident and former FSD Trustee