

June 8, 2021 Comments received by 2:30 p.m.

Comment 1:

I am so hopeful that you will update your curriculum in time for my first child who is currently in Jr. high. I commend the brave high school students who are rightfully asking you to include educational materials that reflects their own racial and ethnic backgrounds as well as other diverse students in the district.

Historically, our educational system focused primarily on European American viewpoints. It is time for the Fullerton Joint Union High School District to make the shift to being more inclusive and reflective of the actual California population and high school population. This is in line with California standards and will prepare all our youth for successfully understanding and managing being citizens in our diverse community.

Thank you for working towards including ethnic studies in our high school district. I look forward to my children learning from state of the art diversity education.  
Mia Sevier

Comment 2:

Schools Without Smiles. Forcing masks on students and staff cuts off the most basic visual human communication: The Smile.

Masked students and teachers cannot see each other smile. This robs them of vital emotional connections essential to education. We know that children unable to interpret or respond to non-verbal social cues grow up isolated and lonely. The Smile is our most basic social cue. Removing Smiles from our schools harms our kids.

A recent E.U. Children's Health study of over 25,000 students found masks caused 60% to suffer irritability, 53% headaches, 50% difficulty breathing, 44% reluctance to going to school and 37% fatigue-- all symptoms my son Johnny endured during his 4<sup>th</sup> grade year at Beechwood. Wearing a mask 6 hours a day is taking a toll on students' mental health and stunting their emotional and educational growth. Masks impede normal playground activity and exercise, contributing to childhood obesity.

The science is clear: the cost of mask mandates far outweigh any benefits.

And what are the benefits? CDC statistics show the U.S. childhood Covid mortality rate is statistically Zero. In Sweden, where schools never closed nor required masking, the juvenile Covid death rate is the same: Zero.

The science is clear: childhood transmission is extremely rare and with widespread vaccines and California nearing herd immunity, it's becoming even rarer by the day. Teachers and staff have now had ample time to be fully vaccinated, yet they can still keep masking if they choose. The Governor's own mask decree expires June 15. When school resumes August 16, masks should be optional for all. Schools should teach logic, reason and objectivity—not fear, habit or blind obedience. Public policies should be based on science (not superstition) and on facts (not phobias).

Our kids should be looking forward to the coming school year, not dreading another 6-hours a day constricted by a mask. Restore natural student-teacher interactions and rebuild their healthy social skills. Let our kids breathe freely.

Most of all, bring back Smiles to our Schools.

Chris Norby- Beechwood Parent

Received after 2:30 p.m.

Comment 3:

Hi, my name is Kent Duncan, and I am the proud father of a soon-to-be 1<sup>st</sup> grader at Acacia School.

I am here to voice my opposition to Critical Race Theory and any use of Critical approaches to teaching in our schools. Recently, I had the opportunity to sit down and discuss this issue with Fullerton School District at length, and I want to thank the District for their openness and availability for dialogue on this issue.

Last year, at the culmination of the District's Listening Tour, it was decided to move forward with Diversity, Equity and Inclusion training, and further enhancements of Social-Emotional Learning and Culturally Responsive Teaching as a method to meet certain goals in the LCAP.

While I agree that we should be culturally sensitive to our students' situations, and do whatever we can to enhance their chances for academic success, these tools could potentially be used for subversive, critical training that sees pedagogy and education not so much as a means of knowledge transfer but of social activism and agitation.

I was encouraged to hear that FSD will not be implementing an Ethnic Studies course at this time. However, I am concerned that FSD's use of Culturally Responsive Teaching could be used to espouse the Theory and Praxis of Antiracism.

Despite the popularity of such ideas as Systemic Racism, White Privilege, Whiteness, I deny that these concepts carry any real meaning outside of Critical Race Theory and the radical advocacy of Social Justice movements.

We all oppose racism, but we cannot let our discussion on race be determined by Socialist and Marxist theories of politics, economics and history.

So while formally, we may reject CRT, if our use of Culturally Responsive Teaching in any way bifurcates the world into Black--or people of color--and White, with theory-laden valuations of worth and identity, guilt and innocence, tied to those racial concepts, then functionally, Critical Race Theory is still being espoused.

I call on FSD to continue our dialogue on Ethnic Studies and seeking true justice for people of all backgrounds, while avoiding the use of Social Justice and Critical Theories to divide the world into categories of oppressed and oppressor. We need Freedom of thought and speech, and open dialogue and debate on this topic, for the betterment of our community.

Comment 4:

Thank you, school board, for all you do to support and enhance the education of Fullerton students. I am a Fullerton resident, with a sixth-grader and a fourth-grader at Rolling Hills.

It concerns me that there are significant racial and socioeconomic inequities reported in the current LCAP on the agenda tonight. Achievement in both ELA and Math was found to be proficient for white students and students of Asian, Filipino, or 2 or more races, while the same achievement levels for all other students (including Black and Hispanic students) was below standard.

The LCAP also shows that the FSD student population is increasing in our diversity,

with now 78% of all students in the district being students of color. We must incorporate perspectives that represent these students more adequately, for them to have more success in the classroom. We need to provide training for our teachers in anti-bias education, we need that to trickle down in the classroom, teaching our students in the classroom to understand ethnicities and cultures different from their own.

And not just to appreciate these cultures' strengths, but also to recognize the aspects of our national history that are behind the current state of racial tensions within this country. Students' perspective of our national identity begins at this age. They need to understand that there are perspectives on that history other than the white, European history that has dominated the American education system to this point. Please continue to factor these things into the district's goals - to improve our district's representation of people of color and those perspectives in the classroom, as well as specific training for teachers and students in diversity and unconscious bias. Thank you.

Katie Peckham