



# School/City Liaison Committee Minutes



## School/City Liaison Committee Meeting Thursday, December 18, 2003

Palo Alto Unified School District  
District Office Conference Room A  
25 Churchill Avenue  
Palo Alto

### Representing the City of Palo Alto:

Dawn Calvert, Superintendent of Recreation  
Cathy Espinoza-Howard, Director Of Human Services  
Emily Harrison, Assistant City Manager  
Yoriko Kishimoto, Council Member  
Gayle Likens, Transportation Project Manager  
Shannon Ortiz, Positive Alternatives for Youth (PAY)  
Bobby Ross, Positive Alternatives for Youth (PAY)  
Lt. Mark Venable, Police Dept  
Sgt. Scott Wong, Police Dept

### Representing Palo Alto Unified School District (PAUSD):

John Barton, Board Member  
Mary Frances Callan, Superintendent  
Bob Golton, Deputy Superintendent

Chairperson Barton called the meeting to order at 9:40 a.m. He explained that Mr. Tuomy was not present because he was no longer a Board member, since the District had its transition and that the District's vacancy on this committee had not yet been filled. He also said Councilmember Burch would not be in attendance, but that Mayor Mossar would be taking his place, though she was not yet in attendance. He also thanked Tina Allen for taking minutes and helping arrange this year's meetings.

### **1. Approval of Minutes – November 20, 2003**

Ms. Kishimoto thanked Mr. Barton for chairing the committee this year. She then moved to approve the minutes from November 20, 2003.

The minutes were accepted as written.

## **2. Oral Communications**

There were no oral communications.

## **3. Georgia Avenue Traffic Calming**

It was agreed this item would be moved ahead, so the police officers could get back on the streets.

Sgt. Wong said parking restrictions had been implemented last year, and the number of vehicles illegally parked on the roads had been greatly reduced. On observing the area on a number of occasions, it was determined that the morning trip to school was now much safer for kids, because vehicles dropping off students now had space to turn around and leave the area more easily. Other issues identified by the police regarding that location were signage and curbs. Since the opening of Terman, kids were going down the bike path and down Donald to get to Arastradero. There was also a significant number of students accessing Gunn this way. Shrubbery, mainly tall junipers, that blocked the visibility of the bike path would be removed. The police also recommended adding a bollard to force kids to get off their bikes at the end of the path, rather than coming off the path and straight into traffic. A 25- to 30-foot space would be marked "No Stopping" during certain times to discourage drop-offs. Signs reading "No Stopping" during specific times should also be installed along the property lines of the bike path area. Once these measures had been implemented, the Police Department would be monitoring them on an ongoing basis, both in plainclothes and in uniform.

Ms. Harrison added that any changes made would affect residents, so caution was necessary. There were more intrusive solutions to the problem, but the City and the District wanted to wait and see how the current solutions worked. The situation would be watched and altered as needed.

Mr. Barton said it was his understanding that the City wanted to stripe a portion of the curb so no one could park there at all. He then asked if drop-offs, while they could not be totally prohibited, would be severely hampered.

Sgt. Wong said this was correct.

Ms. Harrison said the long-term answer to the problem was to make the necessary improvements along the Charleston/Arastradero corridor that would make the Gunn drop-off more attractive. Much of the traffic on Georgia was comprised of people not wanting to use the Gunn drop-off area.

Ms. Kishimoto asked if there could be a mid-block crosswalk.

Ms. Harrison said she had broached the idea of adding bot dots across the street and the Transportation Department had explained the safety concerns about mid-block crosswalks.

Mr. Barton confirmed that the City would be implementing the aforementioned strategy, but that it had other options if this did not work.

Sgt. Wong said there were always other options to look at, but that the other options would affect more people. He believed that the parking restriction had significantly improved safety.

Dr. Callan asked if he could go in plain clothes.

Sgt Wong explained that he could do this, but if he was not in uniform, he could not do traffic enforcement.

Ms. Harrison said it was unfortunate but resource constraints made it impossible to place officers at all the problem spots in the City.

Dr. Callan said she had noticed a strong police presence in Palo Alto.

Ms. Kishimoto said the video about to be shown was amazing and suggested everyone keep in mind how many kids walk and bike, and that these kids should not be discouraged.

Mr. Barton noted that the City and the School District had seriously discussed this issue only four weeks ago and that he appreciated the City's quick response. He added that the City and the School District did work together and had done so repeatedly and very well.

Ms. Harrison said this group was there to prove that.

Mr. Barton suggested showing three minutes' worth of one audience member's traffic video. The video depicted what went on during a weekday morning as commuters left Georgia Avenue, parents dropped off their students, and students on bikes came out onto Georgia from the bike path.

Ms. Harrison noted that the really critical time period lasted about 15 minutes and asked if the District could place an adult out there during that time.

Mr. Barton asked if there could be a police presence.

Ms. Harrison said there could not be an officer there every morning for 15 minutes.

Mr. Barton asked if this could occur just at the beginning.

Ms. Harrison said the City would do its best.

The audience member presenting the video said that in its entirety, it was about three hours long.

Dr. Golton asked if the U-turns people made on the video were illegal.

Ms. Harrison said they were and said she had suggested placing poles or barriers down the middle of the street to prevent this. It was pointed out to her, however, that this would also prevent residents from getting out of their driveways.

Dr. Golton then asked if they could be cited if a police officer was there.

Ms. Harrison said yes.

Mr. Barton asked why a U-turn was illegal there, since there was no double yellow line.

Sgt. Wong said that in a residential district, U-turns could not be made if there was a vehicle approaching in either direction within 200 feet.

Dr. Callan asked if a staff member could help direct traffic during the 15-minute period.

Sgt. Wong said a program was in place where members of the public could report traffic violations. The Police Department would then send out warning letters.

Ms. Harrison said the City would like to work with the District on this.

Ms. Kishimoto confirmed that this would be just a warning and not a citation.

Mr. Barton said this would be very helpful, because a letter from the Police Department would carry some weight.

Sgt. Wong said the objective was to send these letters to educate parents who might be driving dangerously.

Ms. Harrison said these warning letters could serve as wake-up calls.

Lt. Venable said people legitimately might not know they were breaking laws.

Betsy Allyn, on Wilmar Drive, said that one morning there were 175 cars in less than half an hour, and 80 of them made U-turns to leave. There was a new drop off point in the back of the Gunn campus, however many parents had discovered it was much easier to drop their kids off at Georgia and make a U-turn. She also said that the parents of Briones and Terman students had worked hard to get their kids to ride bikes to school, and yet the situation on Georgia Avenue was very dangerous, so no drop offs should be allowed. She said she did not believe the residents there wanted

their curbs painted red and that there was already a sign stating no U-turns, but it was often disregarded. She also did not think it was realistic to have someone out there every day noting license plates. The School District, through Gunn High School, should send a letter to parents who drove their kids informing them of the danger they were posing and warning them that if they did not stop, measures would be taken. The intersection at Maybell and Donald should also be looked at because there were no sidewalks and children going to Briones were dodging cars.

Mr. Barton asked when the Police Department program would be in place.

Sgt. Wong said the shrubbery was supposed to be cut down by the District that very week and that the City would do the signs.

Ms. Likens said she had issued a work order for the signs and would check on the status.

Ms. Kishimoto said sending out a letter would be wonderful. She also pointed out that when the District acquired that piece of land to provide access, it was meant for kids who walked and biked, not for car drop-offs.

Mr. Barton suggested asking that an e-mail be sent out to remind parents, then having another check-in at this committee's February 2004 meeting.

#### **4. Committee Priority Item: Pressure on Students/Student Stress**

Ms. Harrison introduced City staff members Dawn Calvert, Superintendent of Recreation; Kathy Espinoza-Howard, Director of Human Services; Bobbi Ross of the Positive Alternatives for Youth (PAY) program, and Shannon Ortiz, also of PAY.

Ms. Kishimoto asked if everyone had seen Mr. D'Agostino's article, commenting that she thought his point was that the Palo Alto Youth Council, which met at the same night as the City Council, was preparing a brochure to let parents know what was happening from the kids' point of view.

Ms. Harrison said Ms. Ross and Ms. Ortiz could summarize what the Youth Council and PAY had been doing.

Ms. Kishimoto said it would be good to hear briefly what each program was doing.

Mr. Barton said the School Board had a dinner with twelve high school students on Tuesday and that he would like to talk about that as well.

Ms. Espinoza-Howard said it was agreed that there was a great amount of pressure; primarily peer pressure and secondly from parents. A majority of this was based on academic success. The kids defined success as not just going to college, but which college and what other activities they participated in there. Many times, this pressure was just too much. She then said the Youth Council was predominantly Caucasian,

with the Teen Advisory Board (TAB) being predominantly Latino. Both groups agreed on the existence of significant peer pressure and additional parental pressure. This was why the Youth Council decided to develop the pamphlet to give to parents. This will let parents know what kind of impact their pressure has on not only their kids, but their kids' friends. In addition, the TAB group (a majority of whom attend Paly) felt there was also a great deal of racial pressure on their campus. They felt there was a lot of difference racially in how situations were being handled.

Mr. Barton asked if this was between adults and students, or among students.

Ms. Espinoza-Howard said both.

Ms. Kishimoto asked for examples of this, as she did not understand.

Ms. Espinoza-Howard mentioned an incident related to the Paly football team. A derogatory remark was made about African-American students. A group of about 15 high school students felt this was not handled appropriately by the administration. Rather than continue to complain, Ms. Espinoza-Howard recommended the group of students discuss solutions to this type of problem. The Youth Council wanted to do a pamphlet for parents asking for less pressure and the TAB decided to plan a cultural event to discuss and celebrate diversity on campus. This would be a community-wide event for teens and families.

Ms. Kishimoto said she did not know much about the Teen Advisory Board.

Ms. Ortiz said there was the Junior Advisory Board (JAB), which was comprised of middle school students; and the Teen Advisory Board (TAB), which was made up of students from Gunn and Paly. The members had to apply, interview, then be accepted. They were responsible for planning events for the recreation of teens and participated in a number of recreational events provided by the City. They worked at the middle school dances, served as mentors to the JAB, and ran events at Mitchell Park in conjunction with the library. They also planned, organized and ran a Halloween festival for small children. A cultural event was currently being planned and the downstairs teen center was going to be revamped. Ms. Ortiz said they were supportive of anything the kids wanted to address involving teen life in the City, saying that this was a fabulous group of kids and that they were very proactive. They were currently working with Rob Steele at the Junior Museum for the toy drive and had coordinated with the Police Department to get all the toys back to the Museum.

Ms. Kishimoto asked if they had a budget.

Ms. Ortiz said it was very limited. The cultural event would be a fundraiser, as were the dances.

Dr. Golton introduced Cynthia Pino (Associate Superintendent for Curriculum and Instruction) and Becki Cohn-Vargas (Director of Elementary Education).

Dr. Pino said she and Ms. Cohn-Vargas had been asked by Dr. Callan to describe what they were doing regarding the two issues of student stress and diversity. She added that while Ms. Cohn-Vargas's title was Director of Elementary Education and New Teacher Support, she had also been very active in the community and the Bay Area, in issues involving diversity and racial understanding, for many years. She said Ms. Cohn-Vargas would be talking about this community's efforts and the possibility of a collaboration between the District and the City.

Ms. Cohn-Vargas said this was her fifth year in Palo Alto. The year she arrived, there was a District-wide staff study group on closing the achievement gap. At the same time, the YWCA was doing study circles on racial diversity. The next year, there was a strategic planning event in the District to focus on Goal 2: Closing the Achievement Gap Among All Minority Groups. This did not mean that equity was the only issue being looked at in regard to achievement, but that this was certainly an important issue. Although progress had been made, there was still an achievement gap with Asian and White students scoring substantially higher than Latino and African American students in the District. It should be noted, she said, that the District's Latino and African American students actually averaged higher than White students across the State, but there was still concern. All groups should have mixed achievement and no one group should score substantially lower than the others. Since this goal was put in place, an Equity Team composed of staff from all sites had been formed. They were continuing to research this issue and realized it was not a "quick fix" type of issue. They also supported a community event sponsored by the District and the PTA. This was mainly focused on dialog, working together, what could be done better, and educator responsibilities. These themes had been included as part of a new teacher program. This year they were focusing on the effects of stereotypes, and the ensuing threats and fears, on kids' achievement. It was important that teachers looked at their own attitudes. Dorothy Steel, the wife of Claude Steel, ran a research project on mitigating against stereotype threats. Her theory involved building identity and safety. This meant building an environment where students felt safe to be themselves based on who they were, rather than a "color blind" safety. In February there would be a session with Claude and Dorothy Steel that could involve members of this committee and would also involve representatives from every school.

Dr. Pino said Dorothy Steel had met with the elementary principals and several staff members that week. They discussed recent observations made in 88 racially integrated classrooms regarding teacher behavior and student achievement. They developed clusters of ideas relating to what was called "identity safety". It was found that there were specific teaching behaviors teachers could do to create an environment that fostered student achievement for all students. The research was promising, because it showed, as expected, a strong correlation between identity safety, student achievement, and specific behaviors. There were very clear things the teachers, principals and coaches could be made aware of that would support all students. She said they were very excited about this, especially because the District

had been in on the ground floor of the research. This was not a program, but rather something that came up when teachers and administrators reflected on their own practices and used them to inform their own instruction. This was really getting to the heart of their interactions with students and with one another, which was the heart of teaching and learning. Tremendous steps had been made this year in terms of goals. Dr. Pino said she would appreciate the names, addresses and e-mails of interested people, so she could send information.

Ms. Ortiz said her organization had a different perspective working with the City and would love to bring it to the table. This would be an awesome opportunity.

Dr. Pino commented that regarding stress and pressure, Dr. Irv Rollins, who worked for the District for 32 years and was now retired, agreed to work as a consultant basis on a number of projects. A need had been determined for a community-wide effort to bring together various groups who were working with students (such as ACS, Positive Alternatives for Youth, and other interested individuals in the community). Dr. Rollins and Carmen Giedt would be convening a group to look at the various community efforts. She said that at the dinner for students hosted by the School Board on Tuesday, one very eloquent student from Paly said competition was good, in that it helped kids strive to be better, but there was a limit. This community was very competitive and the message needed to be gotten out that it was OK to not take five Advanced Placement classes and go to Stanford.

Dr. Callan said that at least once a year there was a "kindergarten round-up" for new parents at all elementaries. At least once or twice every time it was held, parents came to the Principal and asks how many kids from their child's class would be going to MIT, Harvard and Stanford. She said the stock answer was that they had yet to have any college ask for kindergarten transcripts and that this data was not kept. Some parents actually got upset because the District was treating this so "lightly". Dr. Callan said she believed that this was a community-wide effort. This message was starting for kids at a very early age. It might also be helpful to have a staff member to sit in on the meetings with the teen organizations.

Ms. Espinosa-Howard said the Youth Council was very aware of the pressure situation, with recreation classes separate from PAY. If a child did not get into a specific preschool music class, the parents were afraid of the affect this would have on his college education. She acknowledged that the City and the District were doing as much as they could with what they had, and agreed this pressure was coming from the parents. This was why the Council came up with the pamphlet it was giving to parents.

Dr. Pino said there was a series of ten small brochures being sent out to all kids. They were written in 1985 by a group of parents in response to a suicide at Paly and were very good. She believed these would also benefit middle school students, as they discussed topics such as getting along, dealing with pressure, how to communicate with parents, and how to settle disputes among one another. Dr.



Rollins was working to update them. Dr. Pino had a long discussion with a community member the previous night who was very interested in helping in terms of writing skills and working with local synagogues, which have a very large youth outreach.

Mr. Barton said Tuesday night's Board/student dinner was very interesting. The students were all very articulate and poised. One young woman was a junior at Gunn with non-English speaking parents, so she was responsible for helping her younger brothers with their homework. She was also working weekends and had taken on the role of mentoring three students who came to PAUSD last year not speaking any English.

Dr. Callan said this situation had been taken care of.

Mr. Barton said he was glad, because he had wanted to take some of the pressure off that student's plate. He said there were also kids who said they went to bed at 2 a.m. They realized that some stress was driven by their parents, and some was driven by the kids and their environment. His concern now was that with reductions in access to community colleges and state universities, the State was not making things any easier. And while there was nothing wrong with not going to college, it was clear that this economy was bachelor's and master's degree-driven. And it would get worse before it got better. The UC system sent back applications for community college transfers in mid-year, because there was no room for them. And they were seriously discussing having no freshman class in the fall as a way of stemming their growth. It would take everyone working together to solve this problem. There were clearly things the District could do, but it needed support. AP courses were now being opened to more students. The District also was defending how dollars were allocated in terms of Gifted and Talented Education (GATE) students. He had received a number of letters complaining that not enough was being done. He pointed out, however, that in Palo Alto 75% of students qualified for the GATE program, thus making the whole District, essentially, a GATE program. Mr. Barton believed the notion of success needed to be radically changed to include life-long learning and the joy of learning. The students said they would love this, but they did not believe their parents would support it. Therefore, this really was a community-wide problem that the District could work on, but it needed support from the larger community.

Dr. Callan said she had now been at the District for two years, and that she and Dr. Pino had been doing work on a set they were calling enrichment or enhancement for kindergarten through eighth grade. 75% of PAUSD's students qualified for GATE, so curriculum was already fairly rich, with geometry being taught in second grade, and kindergarteners learning the alphabet and being able to add and subtract to 20. An enrichment program was being developed to help kids primarily in math and English. Some parents were afraid that all the concern about stress could result in "dumbing down" the curriculum, so it needed to be stressed to parents that they were not

being expected to do extra work. The District, the parents, and the City really did need to work together to achieve the proper balance on this.

Ms. Kishimoto acknowledged some of the great aspects of the community, such as the small elementary schools. Children came out of PAUSD elementary schools feeling loved by the entire community. If parent networks could continue up to middle and high schools, kids would feel more supported. The common denominator was the emphasis on the individual and true diversity, not just racial diversity. She said the problem with the education system in Japan was that it had just one route to success. In America, on the other hand, there were multiple definitions of success. A person could "make it" by going to Harvard, or they could do so by starting their own company later. This was true diversity. In regard to competition, it really had become more competitive here and this could not be swept under the rug. Because this had become a truly global economy and society, it was true that even the best of our brains were going to be competing with the best of the people educated in China and the rest of the world. It must be remembered, however, that the U.S. was only 5% of the world population and should not expect to win all the Nobel Prizes, or have 100% of the electrical engineers and software engineers. It should not be alarming to see the rest of the world coming up. It just meant that we had to take advantage of our natural advantages. It was not just education, but also identity safety and self-esteem.

Ms. Harrison said the competitive nature of members of the community could be seen in the adults in her job. Whatever the issue, they had to win. They needed what was being discussed here as much as the kids did. These were very unhappy people sometimes, because winning was valued over community. Adults could not model diversity and success for kids because they did not follow it themselves. This was a community issue.

Ms. Kishimoto said there were also other groups around, such as the Drug & Alcohol group.

Dr. Callan said that the use of drugs and alcohol fit in with stress, identity, and winning. It was all part of the same pie. She agreed with Ms. Harrison in that it could not always be a win-lose situation. It must be a win-win situation, which must mean compromise. If there was an ideal way that worked on every student, of course it would be done.

Ms. Kishimoto suggested having a greater emphasis in the community on mental health. A great deal of money was spent on physical fitness, but mental health was often ignored. She said she recently learned that Stanford had an eating disorder program that cost \$60,000 per enrollee. This might be a wakeup call to find out how many kids and families were affected by eating disorders, and to consider what that said about the society.

Ms. Espinoza-Howard said she was not sure what research was being done on the campuses, but that the Youth Council was working with Lucille Packard Children's Hospital.

Dr. Callan said the District ran the Children's Hospital School. She said it was easy to blame eating disorders on the actors or actresses the kids saw on TV. While this might be a piece of the problem, the bigger piece was the need the students felt to have control over their lives. One area in which they could find control was how they looked and what they ate, so eating was the one way they could control their lives. She did not believe, however, that the big issue in Palo Alto was kids wanting to look like the people they see on TV, but they did want to have control over themselves.

Ms. Espinoza-Howard said the PAY program had been incorporating the 40 developmental assets into a program.

Dr. Callan asked if this was the program from Minnesota.

Ms. Espinoza-Howard said it was.

Dr. Callan said it was a wonderful program.

Ms. Espinoza-Howard said they had a year's worth of data collected by interns on how are students being affected the programs being offered by the community, which will also be implemented into the summer camps this year. After the summer, it could then be determined what needed to be changed.

Mr. Barton said it sounded like some interchange of staff would make a lot of sense. The District would be looking at its strategic plan in the last part of February, which would indirectly affect this because of the goals created in the previous plan.

Dr. Callan said this would take place on February 26<sup>th</sup>, 27<sup>th</sup> and 28<sup>th</sup>. There were three educational excellence goals involving achievement, equity, and the whole child. She hoped that after this review, it would be determined what this specific community wanted and needed for each child in order to create better definitions of "whole child" and "equity". This would be a wonderful step forward.

Ms. Ortiz said PAY was interested in keeping lines of communication open with the District, thus making a stronger force. PAY was totally open to any form of collaboration.

Ms. Kishimoto said having an outreach program for new families coming into the District and the City might be helpful.

Ms. Ross said they had spoken with the Chamber of Commerce and real estate agents to create a welcome packet. A sample packet was created at one time, but was then set aside. The steering committee on Family Resources had wanted to

revisit this. Many new families accessed the Family Resources database, which was very complete and was targeted for families with children. It had all the information about childcare, schools, maps, phone numbers, addresses, and audio and visual descriptions of services offered by various organizations.

Ms. Kishimoto asked if PAY was currently reaching out to new families.

Ms. Ross said this was not yet happening, but that PAY intended for this to be one aspect of the program. They were certainly willing to discuss the template they had created.

Dr. Callan said the District had nothing but praise for the information that went out. The issue that came up at the Board of Education dinner with students the other night was that families moved to this area because of the high-powered schools. They made sacrifices to get here because they believed PAUSD could give them a better education. Programs such as daycare, summer school, enrichment, etc., were being offered. Dr. Callan asked how a high achievement district could emphasize healthy kids and parents. She did not believe it was healthy for teenagers to get less than eight hours of sleep as was now happening. Parents told her they knew it was not healthy, but that they did not think they could do anything about it. She had not read one research document that did not recommend eight hours minimum and ten hours as an ideal amount of sleep each night for that age group. She said when she was a student, her parents simply told her to go to bed. And she did so.

Ms. Ross said there was an Ambassador Program that addressed the community in five different sessions, concentrating on topics such as emergency services, childcare, and mental health. In order to keep this conversation with the community going, she thought the issues of stress, achievement and parent expectations ought to be incorporated into these sessions, but that she did not know who to talk to.

Dr. Callan said the PTA, and Kate Hill in particular, would be perfect for this, because the PTA was working on the same issues and was sending out wonderful e-mails.

Ms. Ross agreed that this would be a great way to get information out. PAY was hosting a five-month session, with meetings for half a day each month, exposing young mothers to all different kinds of services. About 100 people have been trained so far.

Dr. Callan said the PTA could get the information out because it had such an unbelievable network.

## **5. General Check-In on Terman**

Dr. Golton said the bottom line on Terman is that it had matured. Terman, including the fields, where he spent a lot of time, had become a very placid place. The school

had reported that in the last couple of months, no one had come in to ask about using the tennis courts and playing fields. Regarding changing the signs, he did not think changing the signs would matter very much, because people were not paying attention to them. If one went to this large site at about 11:00 a.m., one would see people walking on the paths, pushing baby carriages, and walking dogs. When the students were using the fields and courts, the large space and small number of students made for a comfortable situation. He thought there may have been people who did not use the fields and may not even live in that part of town, who might have concerns. In the last few months, however, he did not know of any stress involving the tennis courts. He used to play tennis, and noted that when people wanted to play, they needed a reliable source of courts they knew they could use every day. There were many courts in the area, and therefore other places to play.

Ms. Kishimoto asked if someone did go to request use of the courts, whether the front desk was setup to say whether or not they were available.

Mr. Barton said the office staff could check the schedule.

Dr. Golton said they had a daily schedule and repeated that no one came to inquire about using the courts anymore.

Ms. Kishimoto said she thought the main point might be more about the walkways and the public areas.

Dr. Golton said he thought that before Terman was opened, there was concern. But there was actually a considerable amount of room. If one were to visit the site at around 11 a.m. on a weekday, there might be students in one or two tennis courts, a soccer field, and scattered around the site.

Dr. Callan said that she knew that if there was a complaint, Dr. Golton would take care of it immediately, but that there had not really been a problem. The only issue she was aware of was that of dogs running loose. This, however, was a totally different issue.

Ms. Kishimoto said that if no one was trying to use Terman, it was a sign that people must be intimidated.

Dr. Callan said she agreed with Ms. Harrison, in that the situation was working well. And she thought there were some people who absolutely did not want the School District using City fields. She did not think there would ever be complete agreement. The problem people might be having, as Ms. Harrison pointed out, was that they had lost control when they were told the District would be using the park land in spite of their disapproval. Dr. Callan said she did not believe there were easy answers anymore in any city. If everyone wanted to live, work, and play together, there were not easy black and white solutions to situations like this.

Ms. Kishimoto said it was good that the City and District were working together and that joint venture and joint use required mutual respect and teamwork. The question about the signs was that someone had suggested that if they say "exclusive use", people might shy away from using pathways and public areas, and might not even go to the front office to inquire. The question was whether a more welcoming sign was needed that stated the area was a public park and that people were free to use the walkways. It was also not clear what the public and school areas were.

Mr. Barton said that from the District's perspective, this had not been an issue, so he was not inclined to change anything.

Dr. Golton said the reality was demonstrated at JLS and Mitchell Park. If every person walking on the path was stopped and asked whether they were walking on JLS or park land, they would not know. The District could put up a fence along the JLS boundary, but this community was too mature for that.

#### **6. Future Meetings and Agenda Items**

Mr. Barton said this committee's meetings would reconvene in January at the City and that there would be at least one new committee member. He then asked if the next meeting should be scheduled now or if they should wait until the new committee members had been designated.

Ms. Harrison suggested the new group plan the next meeting and use that meeting to look at this year's priorities. She then recognized Tina Allen for her work on editing minutes and compiling agendas for this committee.

Meeting adjourned at 11:00 a.m.