

Q1

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Q2

What are your qualifications for Board of Education? (please limit your response to 250 words)

In the thirteen years my four children have attended SFUSD, I have been an active parent volunteer at seven schools. I am Chair of SFUSD's Community Advisory Committee for Special Education, a member of the African American Parent Advisory Committee, and a member of the LCAP Task Force. As a former foster parent and adoptive parent of African American children, two of whom have disabilities, I am particularly passionate about the issues of equity and social justice. I participate in multiple district committees, stakeholder engagement teams, and working groups. I am a Parent Mentor with Support for Families of Children with Disabilities and a volunteer advocate with the Community Alliance for Special Education.

I am a mechanical engineer by training. In 2017, I decided to follow my passion and changed careers. I have spent the past year taking Spanish classes at City College as well as advocacy courses with the Council of Parent Attorneys and Advocates. I am now a special education advocate, helping families of students receiving special education services understand their rights and responsibilities. I work with families to ensure that our voices are being heard - and our feedback being included - when decisions are made about our children's education.

I've attended hundreds of district Board of Education meetings and committee meetings. I want to do

more than comment in committees and at board meetings. I want to ensure that we consider and support our most vulnerable students and families in every decision, resolution, and guideline.

Q3

How should the school district add more school buses and improve its coordination with MUNI and BART in order to provide better, greener transportation to schools for students and employees, many of whom currently drive? (please limit your response to 250 words)

Many families drive to work, and dropping students off at school is just part of the morning commute. This past year, my four different children were at four different SFUSD schools. My two oldest children, who were in high school and middle school, took public transportation. But I drove my sons to two separate schools each day.

Not all students live close to school, so walking and riding isn't a feasible option. Something that might make public transportation more attractive to families could be a dedicated bus that left from a transportation hub, such as West Portal, and made stops at 3-4 schools.

If we want to prevent families from driving, we have to make getting to school without driving more attractive or convenient. What about offering incentives to schools that actively coordinate carpools, public transportation usage, or walking/biking programs? What if families that use public transportation to get to school at least once a week were given free MUNI passes for the following month?

I would love to collaborate with organizations such as the San Francisco Bike Coalition, San Francisco Transit Riders, MTA, and families to analyze the problem and work on creative solutions to this challenge.

Q4

What should the school district do to improve bicycle and pedestrian access to its schools? (please limit your response to 250 words)

I have seen huge improvements in bicycle and pedestrian access over the past few years. For example, the dedicated bike lane on 17th Street provides safer passage for families in the morning. In dropping my middle son off at Everett Middle School every day, I've also noticed that it prevents drivers from stopping along 17th Street (which was a huge traffic congestion and safety issue).

I think having safe spaces to store bikes, skateboards, and scooters is important for students who ride to school. For many of our schools with limited space, this can be a challenge.

Q5

How would you promote and implement green building elements for new and renovated school district buildings? (please limit your response to 250 words)

Going green doesn't have to involve an entire school redesign. Small changes make a very large impact. Water efficient toilets and fixtures could significantly reduce our water usage. Many schools have installed cisterns in their gardens and water bottle refiners in their cafeterias. Installing motion and occupancy sensors and LED lights could reduce energy costs. When schools are retrofitted, energy efficient windows and doors should be installed and sustainable materials should be chosen.

All of these upgrades and efficiency improvements can be teachable moments as well. Upgrades can provide opportunities to engage and learn. Hopefully students will take the lessons home to their families as well.

Q6

What should the School District do to improve its environmental practices? (please limit your response to 250 words)

Schools need to be incentivized to improve environmental practices. A good example of this is utility usage. Because utilities are paid centrally, many schools prioritize their focus on school site challenges. It's easy to ignore the light that someone forgot to turn off, the leaky faucet, and the broken heater when they don't affect your site budget. Creating a program - and maybe even contest between schools - to track and reduce water and electricity could be a fun and educational project.

Q7

What is your opinion of the School District's current environmental education curriculum? How can it be improved? What is your opinion on SB 720, the environmental education bill currently in the State Senate? (please limit your response to 250 words)

It seems that environmental education in SFUSD is currently treated as an enrichment. For schools that can afford to implement partnerships with local community partners or sponsor overnight field trips, they

are offered robust and memorable opportunities for experiential learning. However, many cannot. This makes for very inequitable environmental education between our schools.

I think SB 720 is a good first step towards parity in environmental education. I am excited to see environmental education formalized into curriculum standards and frameworks! By including environmental education into our math, science, and history curriculum, we are offering students the opportunity to learn from real world examples. Making curriculum relatable to students is a very powerful way to engage them.

Q8

How could school district policies encourage the most environmentally beneficial use of school property surrounding its buildings? (please limit your response to 250 words)

SFUSD's Green Schoolyards is an example of a SFUSD program that is underutilized. I would like to see the district make more money available for grants and publicize this program. The program was initially established in 2005 with Prop A Bond money, and has been continued with successive bonds. It is available to school communities that remove asphalt, add plants, and install outdoor classrooms. One of the most attractive parts of the program is its flexibility; school sites are encouraged to engage all stakeholders in the design process so that outdoor space is used in ways that benefit the entire school community.

Q9

SFUSD has done a lot to improve student access to locally grown, healthy and organic foods. What more can be done in this and related areas (for example, to address the issue of food waste)? (please limit your response to 250 words)

When the district's contract with Revolution Foods was up for renewal in June, many parents came to the Board of Education meeting to complain about the quality of the food. More than one commenter mentioned the very large amounts of waste that are created because the kids were "grossed out" by the food that was offered. Revolution Foods promised at the time to increase the variety of meals. As a Miraloma parent, I'm biased, I know... but I'm really proud of our school wide snack program! Parent leaders have created a partnership with Veritable Vegetable. We run a waste free snack program. Produce is purchased in bulk and delivered in cardboard boxes, which are recycled. All produce is organic and locally grown (within 150 miles), except the bananas that we receive a few times a year. Produce is prepared for students by parent volunteers who deliver produce to classrooms in plastic bins -

the same bins that have been used since the program was instituted more than five years ago. Leftovers are taken home by teachers and parent volunteers, eaten in the after school program, or composted. The program is funded by our PTA. Parents prioritize this expenditure and appreciate the exposure to new fruits and vegetables.

Q10

Why should SFLCV endorse you? (please limit your response to 250 words)

I am a collaborative leader with a track record of bringing diverse groups of people together. In the 2017-2018 school year, I worked with the Office of Family Engagement and leadership teams from multiple district advisory committees to plan the Family Leadership Alignment Summit. The summit was so well received amongst parent leaders that we are expanding our work with a second summit in October.

As the Chair of the CAC, I have increased our advocacy efforts at the district and state level. I have coordinated campaigns and visits to Sacramento to meet with legislators and budget office staff in order to increase education funding. The President of the Special Education Administrators of County Offices credits CAC advocacy during the 2017 budget cycle for allocation of an additional \$100 million towards special education teacher recruitment and retention.

I will continue to work collaboratively with all stakeholders to implement solutions and policies that benefit all students.

