



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 7.1

Meeting Date: October 6, 2016

Subject: Approve Resolution No. 2906: Recognition of Disability History Week

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Community Advisory Committee for Special Education

Recommendation: Approve Resolution No. 2906: Recognition of Disability History Week.

Background/Rationale: Disability History Week was passed by the California Legislature in 2010. Disability History Week is about educating youth with and without disabilities on the many contributions people with disabilities have made throughout American History. Throughout the second week annually in October, organizations and schools across California will engage in a wide variety of activities to celebrate and honor the disability rights movement. The Community Advisory Committee for Special Education encourages SCUSD to demonstrate a commitment to Disability History Week by adopting this resolution.

Financial Considerations: N/A

LCAP Goal(s): Increase the percent of students who are on-track to graduate college and career ready; Safe, Clean, and Healthy Schools.

Documents Attached:

1. Resolution 2906

Estimated Time of Presentation: 5 minutes

Submitted by: Community Advisory Committee for Special Education

Approved by: José L. Banda

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION NO. 2906

“RECOGNITION OF DISABILITY HISTORY WEEK”

WHEREAS, in the United States, the overall population of individuals with a disability is 12.6 percent [Cornell 2014], and the number of children and youth receiving special education services is about 13 percent of all public school students [NCES 2014].

WHEREAS, in California Special education services were provided to 717,961 individuals, which is approximately 12 percent of students, newborn through twenty-two years of age, in 2014–15 [CalEdFacts]; and

WHEREAS, in the Sacramento City Unified School District (SCUSD), 15 percent of students are receiving special education services; and

WHEREAS, under federal and state law all students with disabilities are entitled to equal opportunity and to a free, appropriate education in the least restrictive environment (LRE); and

WHEREAS, most Californians and other Americans are unaware of the significant historic contributions that people with disabilities have made, and are continuing to make today, for the benefit of our nation and the State of California; and

WHEREAS, the history of the disability community’s civil rights movement and the recognition and celebration of important contributions made by many individuals with disabilities will further expand public awareness and appreciation of persons with disabilities; and

WHEREAS, the disability community and other activists have been advocating for the rights of individuals with disabilities since the early 1800s and have successfully fought for many pieces of significant disability rights legislation, including those for employment, independent living, special education, higher education, community access, housing, transportation, voting, healthcare, financial, housing, government benefits, among other rights; and

WHEREAS, the early efforts and mobilization of the activists in the disability rights movement laid the foundation for future federal and state laws to give people with disabilities important civil rights; and

WHEREAS, Section 504 of the federal Rehabilitation Act regulations requires a school district to provide related aids and services designed to meet the student's individual educational needs; and

WHEREAS, the Higher Education Act guarantees equal educational opportunities for students with disabilities; and

WHEREAS, the Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public and assures that people with disabilities have the same civil rights protections and opportunities as everyone else, similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion; and

WHEREAS, the Individuals with Disabilities Education Act (IDEA) requires all public schools to address the needs of pupils with disabilities and develop Individualized Education Plans (IEPs) which reflect the specific needs of each pupil; and

WHEREAS, increasing teachers', pupils', and administrators' understanding of the issues confronting the disability community will enhance the quality and relevance of IEPs and 504 plans and will expand opportunities for pupils with disabilities; and

WHEREAS, civil protest actions have been an integral part of the disability rights movement in California; and

WHEREAS, California has been a leader in furthering disability rights with enactment of such pioneering legislation as the Disabled Persons Act, the Unruh Civil Rights Act, the Fair Employment and Housing Act, Section 11135 of the Government Code, the Lanterman-Petris-Short Act, and the Lanterman Developmental Disabilities Services Act; and

WHEREAS, California has continued its role as a national leader on disability civil rights issues. The annual Youth Leadership Forum for Students with Disabilities (YLF) gives youth with disabilities leadership skills and to teach them about the history and culture of the disability community. YLF participants represent the needs of the larger disabled pupil population throughout the state that also craves that type of instruction. Unfortunately, a limited number of applicants each year can be accepted into YLF even though there are thousands of others who would benefit from learning more about their history and culture; and

WHEREAS, teaching all students about disability history will promote a greater understanding between those with and without disabilities and will lead to increased

opportunities for inclusive interaction between students. This integration will help form new relationships between students with and without disabilities to promote a common awareness and understanding of current disability issues. In addition, disability history instruction can help motivate students to follow the lead of prior disability rights activists; and

WHEREAS, knowledge about disability history can also help promote an understanding of the importance of providing opportunities to people with disabilities to develop and apply independent living skills that are critical to personal success in society. If individuals with and without disabilities learn more about the advocacy of the disability community, there will be a greater willingness to accommodate everyone's needs. Society will then better appreciate the value to the entire community, including people with disabilities in all aspects of community life; and

WHEREAS, universal knowledge about disability history will enhance the recognition that employing people with disabilities benefits businesses, employees, and the community; and

WHEREAS, the history of the disability community's civil rights movement will further pave the way for a better informed society to reduce misunderstanding that leads to stigmatization, hate crimes, and discrimination; and

WHEREAS, the FAIR Education Act enacted January 1, 2012 requires that California schools provide Fair, Accurate, Inclusive and Respectful (FAIR) representations of people with disabilities and people who are lesbian, gay, bisexual or transgender in History and Social studies curriculum and mandates schools to include the contributions of people with disabilities and members of the LGBT community in the curriculum. The updated educational guidelines also prescribe that schools do not adopt learning materials with a discriminatory bias or negative stereotypes based on gender, sexual orientation or disability.

WHEREAS, for resources to support teachers in making History and Social Studies a more FAIR experience for all students and to promote Disability History, visit visit: <http://www.faireducationact.com> and <http://www.yodisabledproud.org/>.

WHEREAS, all people with disabilities are entitled to feel a sense of pride about the history of the disability community, about their role and contributions in their local community, and about themselves as individuals with a disability. As people with and without disabilities learn more about the history of disability, the SCUSD community will have a closer connection to the disability community, which will ultimately contribute to a greater appreciation of diversity in our state; and

WHEREAS, every person with a disability is entitled to live free of discrimination and stigmatization, to feel pride in the history of the disability community, and to be empowered as an individual living with a disability; and

THEREFORE, NOW BE IT RESOLVED that SCUSD joins the State Legislature to proclaim Disability History Week as the second week of October 2016, and annually thereafter; and

THEREFORE, NOW BE IT RESOLVED that SCUSD encourages each school to to dedicate appropriate classroom and instructional time or by coordinating all-inclusive activities to afford opportunities for students to learn more about the disability community and to celebrate and honor its role and contributions in society; and

THEREFORE, NOW BE IT RESOLVED that the Superintendent encourages staff members, families, and the community to collaborate and share disability history information and to celebrate the important contributions made by many individuals with disabilities; and

THEREFORE, NOW BE IT RESOLVED that the Superintendent transmits copies of this resolution to its teachers, staff, departments and schools for appropriate distribution and implementation.

PASSED AND ADOPTED by the SCUSD Board of Education on this 6th day of October, 2016, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

ATTESTED TO:

José L. Banda
Secretary of the Board of Education

Christina Pritchett
President of the Board of Education