

Sacramento City Unified School District
Board of Education Meeting

September 3, 2020 Public Comments

Name:	Richard Vasquez
Comment:	

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 9/3/2020 11:20:33 AM

From: R D-N
Sent: Thursday, September 03, 2020 2:37 PM
To: Anne Maretti
Subject: Re: Public Comment for Tonight

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Hello Anne,

Thank you for responding. I wanted my comment to read as follows: "Parents interested in home schooling their students should apply before early October 2020 to access funds allocated to parents to successfully set up home classrooms".

Thanks,

Rashida Dunn-Nasr

On Thu, Sep 3, 2020 at 2:33 PM Anne Maretti <Anne-Maretti@scusd.edu> wrote:

Hello Rashida,

I got your email that you no longer wish to speak tonight via phone. Can you please send me your comments? As you chose to speak live, they are no longer available.

Thank you, Anne

Anne Maretti

Board of Education Specialist

Sacramento City Unified School District

(916) 643-9314

Sacramento City Unified School District
Board of Education Meeting

September 3, 2020 Public Comments

Name:	Mari Helmer
Comment:	I am teaching distance learning with another school district right now. The hours need to be shortened as there is double the prep work teaching online, technical work, and emails etc.. Propose 1st period 8:30-9:10, 2nd period 9:20-10:00, 3rd period 10:20-11:00, 4th period 11:20-12:00, Lunch 12:00-12:40. 5th Period 12:40-1:20 and 6th period ALL PREP 1:20-2:00pm. (5.5 hours school hours).

Speaking as: Substitute Teacher

Email

Tel:

Date/time Stamp: 9/2/2020 7:27:29 PM

Sacramento City Unified School District
Board of Education Meeting

September 3, 2020 Public Comments

Name:	Junior Goris
Comment:	<p>Mr. Superintendent, President Ryan and Esteemed Members:</p> <p>Thank you for allowing me to say a few words. I want to start by saying a heartfelt thank you to all for leading us on this first day of a new school year. We have many obstacles and I know your all working hard to get us to the other side. Thank you. I want to express my concerns about the unsuccessful negotiations that just recently took place. The district's learning plan must include additional time for vulnerable students and figure out a solution to record lessons. While I do understand some of the labor partners' concerns for recording we must stay focused on the students. Some students will need recorded lessons to be able to access lessons when their time allows. The students are the very center of our district. They are the only thing that matters. God bless us all and SCUSD.</p>

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 9/3/2020 9:42:54 AM

Sacramento City Unified School District
Board of Education Meeting

September 3, 2020 Public Comments

Name:	Shana Fellers
Comment:	<p>I have been a SCUSD parent for over 12 years, and this is my first public comment during a board meeting. While I come from a family of teachers, and believe our local teachers are amazing, they are getting very poor representation by the SCTA. The insulting tone of their documents, the stonewalling, and their last-minute demands are unacceptable. The same teachers that teach Social Emotional Learning (SEL) need to recognize that their SCTA leadership is disrespectful and counterproductive. For instance, bringing 75 teachers to a negotiation is an ambush, not a good faith effort. Over the years, I've watched many District leaders and board members try their best then give up, while SCTA leaders have remained the same. What's the common denominator to all these years of antagonism? SCTA leaders. Our amazing teachers deserve much better representation than they are getting. Working families deserve to be able to plan their lives. But the ultimate shame is that students are not getting the education they deserve. Can we insist on a mediator that specializes in labor negotiation best practices and sets clear ground rules to promote true collaboration?</p>

Speaking as: Parent/Guardian

Email

Tel:

Date/time Stamp: 9/3/2020 11:17:36 AM

From: Janie Marks
Sent: Wednesday, September 02, 2020 6:22 PM
To: SCUSD Public Comment
Subject: Bargaining and mediators

Warning! This message originates from OUTSIDE the District's email system. Please verify the sender and contents before opening attachments or clicking any links. Contact the Technology Services Help Desk at 916-643-9445 with any questions.

I have been a teacher in SCUSD for 20 years. I have never felt more disrespected and undervalued than I do now. I work hard for the children and families in my class; I strive for creativity and collaboration with every lesson. I see each child and am motivated to meet their complex needs each and every day. The current school board and our superintendent continually act and speak as though I can not be trusted to educate the young people before me. Their actions and demands for such strict scripted lessons is insulting and demoralizing.

--

Janie

From: Talyn Wong
Sent: Wednesday, September 02, 2020 10:14 PM
To: SCUSD Public Comment
Subject: Public comment for board meeting

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I am a parent of 4 SCUSD students and a teacher at California Middle School. I have had fantastic experiences with my children's teachers and principals. When my daughter was in a traffic accident last year two principals and her former teacher were in the ICU that day showing love and concern. They were followed by a former principal, another former teacher, her little sister's teacher, and and three of her current teachers making multiple visits to the hospital.

When COVID shut down the schools in the spring my children's teachers went above and beyond. Learning new skills on their own and at their own expense. Purchasing new equipment out of their own pocket to make distance learning better. Collaborating with their colleagues to provide valuable educational experiences. Responding with grace and care to my children's misbehavior in a new setting. Reaching out to me to let me know what was going on.

As a teacher I have worked under 3 SCUSD principals, all of whom respect the experience and expertise of teachers. All of whom worked tirelessly to cut the red tape to allow their employees to practice their craft for the benefit of students.

I have worked with district administrators. One worked with passion to gather information from teachers, facilitate collaboration between teachers of the same subject at different schools, and get approval for necessary curriculum materials and supplies so that the fine arts wouldn't be forgotten in this grand shift to distance learning. Another attended hours of work group meetings with SCTA members earlier this month where she showed great respect for the expertise of teachers, gratitude for their hard work in a difficult situation, and understanding of the needs of students to not be strapped to a screen for endless hours.

All of these experiences make it very difficult for me to understand what has happened the last few weeks. Why does the districts proposal for bargaining reflect no respect for teachers, no gratitude for their hard work through a difficult transition, nor understanding of the needs of students? Why has the districts bargaining team repeatedly refused to consider the knowledge, expertise, and in-the-trenches experience of teachers? Why, despite repeated emails to families claiming to consider our position, does the district ignore the position of myself and hundreds of other parents that 140 minutes per day is too long for a 4-year-old to be staring at a screen. Why did I discover, hours before the first day of school, that someone at the district had failed to do their job, resulting in my being scheduled to teach 80 students with none of the curriculum materials or supplies my district administrator fought so hard for? And no indication of when those materials or supplies may be available?

Something is rotten in the upper levels of the Serna Center. I do not know what or who it is. I only know that it has been undermining all of the fantastic people I mentioned above: teachers, administrators, directors, and officers. Worst of all, it is hurting students. I have no power nor ability to find the root of the problem. On the

other hand, you, members of the school board, have the responsibility to find it and remove. I urge you to do so swiftly before more harm is done.

Please.

Talyn Wong

From: Denise Nelson
Sent: Thursday, September 03, 2020 11:57 AM
To: SCUSD Public Comment
Subject: Negotiations

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I appreciate that our teachers have the education and training to make professional decisions for teaching their students. However, the district administration has the responsibility of ensuring equity for all schools, classrooms, and the students they serve with the training and expertise of their staff. Also, the district and school board are responsible for keeping our district solvent in order to not go into receivership. These should be priorities kept in mind during negotiations. The district needs to set guidelines with these in mind.
Denise

From: Mary King
Sent: Thursday, September 03, 2020 10:49 AM
To: SCUSD Public Comment
Subject: Public comment on negotiations

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I am a teacher who has been working all summer to prepare for this school year whether it was to start in person or distance learning. And here we are during the first week of school and SCUSD administration decides to cram all this training at once and expect teachers to show up and jump right in. We are working hard to reach students and teach them in this difficult time, expecting students to show up and be ready to learn.

At the same time, the district is making decisions without input from the teachers, who are in the trenches, maneuvering this distance learning with all the issues, and the board members and superintendent does not show up.

Let's stop playing games and make decisions based on the needs of students and classroom teachers instead of the wants and whims of those sitting in the high castle on the hill.

Sent from my iPhone

Angie Sutherland

Public comments for Sept. 3, 2020 SCUSD Board of Education meeting

8.0 Public Comment

Over the years, school climate as a remained an important focus for parents of the CAC and the Coalition for Students with Disabilities. I and other Coalition parents would like to work together with our district and schools to enhance and improve bullying prevention and intervention so that all students can feel safe at school and in the community. Specifically, we want to be a part of the School Climate Collaborative and we want to help involve other disability community organizations that have shown an interest and willingness to partner with our district (e.g., NAMI, Yo! Disabled and Proud). Through our research, we learned that bullying information is being tracked inconsistently in our district. In the district's responsive records received, it states that in 18/19 SCUSD did not track the motivation behind reported bullying incidents. (e.g., towards protected categories) but this was partially tracked the year before, again, only partially. We want to ensure that our district has a well-informed response to bullying and targeted areas to focus on for prevention of bullying, harassment, and discrimination. We will follow up in a written letter to request to be part of the Collaborative and lend out assistance as a community partner.

Also, I understand that SCUSD is under the CCEE Systemic Instructional Review (SIR) process (due to chronic systemic challenges and requires assistance). Will the CAC, the families, and the students with disabilities be involved in focus groups or interviews in that effort to ensure a strong and diverse voice? Will information be shared with the public about this and other reviews which may be underway?

From: Atasi Uppal
Sent: Thursday, September 03, 2020 10:26 AM
To: SCUSD Public Comment
Subject: Written public comment for 9/3 Board meeting, from DRC, EJS, NCYL, WCLP
Attachments: 9.3.2020 Public Comment Letter from Advocacy Orgs.pdf

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Hello,

Please see attached letter that we submit as a written group public comment for today's Board meeting. Our four organizations appreciate your attention to our concerns about the draft SCUSD Learning Continuity and Attendance Plan. We hope the letter can be read aloud in its entirety, and if not, we ask that all Board members receive a copy of the attached letter.

Thank you,

Disability Rights California
Equal Justice Society
National Center for Youth Law
Western Center on Law & Poverty

Atasi Uppal (Pronouns: she / her / hers)
Senior Policy Attorney, Juvenile Justice and Education
Licensed in CA, IL and MA

National Center for Youth Law
1212 Broadway, Suite 600
Oakland, CA 94612
Phone: (510) 899-6569
Fax: (510) 835-8099
www.youthlaw.org



BLACK LIVES MATTER.
LEARN:

- [Confronting Anti-Blackness in the South Asian Community](#) (conversation guide that applies to all non-Black POC folks)
- [The Conscious Kid](#) (resources for teaching your kids about racism)



EQUAL JUSTICE SOCIETY



WESTERN CENTER
ON LAW & POVERTY

September 3, 2020

Jorge Aguilar, Superintendent, Sacramento City Unified School District
Jessie Ryan, President, Board of Education
Christina Pritchett, 1st Vice President, Board of Education
Michael Minnick, 2nd Vice President, Board of Education
Lisa Murawski, Board of Education Member
Leticia Garcia, Board of Education Member
Mai Vang, Board of Education Member
Darryl Woo, Board of Education Member
Isa Sheikh, Student Board Member

Via e-mail to: publiccomment@scusd.edu

RE: Stakeholder Feedback on Learning Continuity and Attendance Plan (Written Public Comment for September 3, 2020 Board Meeting)

Dear School Board Members and Superintendent Aguilar:

We write to provide a group public comment on the draft Learning Continuity and Attendance Plan (“Plan”), dated August 28, 2020. As four advocacy organizations that represent students with disabilities who are enrolled in the District, including Black students with disabilities, we urge you to provide additional information in the Plan about how you will provide supports and services that meet the needs of these students. While we are encouraged by the District’s stated commitment to providing specialized supports to students, more detail and transparency is necessary to ensure students with disabilities receive needed services, do not face inappropriate school discipline, and are not treated differently from their peers because of their intersecting identities, such as race and ability. Our concise feedback below concerns 11 topics that the District must address before adopting a final Plan.

For your reference, we include specific page references in the Plan that relate to our comments.

- 1. Individualized Education Program (“IEP”) updates and “Addenda.”** Define IEP “Addenda” further, including information on what proportion of students with disabilities in the District currently have such Addenda on file. Describe any circumstances in which the District will create an emergency plan (a plan explaining the IEP services in the event of physical school closure) for a student prior to, rather than at, their next IEP meeting. (See pgs. 35-36)

2. **IEP services.** Explain how the District will assess whether students with disabilities need additional consultation from staff or accessibility tools, including which staff will make that assessment. Clarify whether Behavior Intervention Specialists will be available offsite, to assist students with disabilities in person if needed. Provide assurance that staff will track special education service delivery using service logs and other documentation. (See pgs. 31, 36)
3. **Universal Design for Learning.** Provide additional detailed information, beyond links to internal or outside webpages or websites, on how professional development for teachers on UDL will address culturally responsive and anti-racist teaching, and define those two terms. (See pg. 22)
4. **Recording of synchronous instruction.** The District should maintain its commitment to record such instruction. Recordings will benefit all students, but especially students with disabilities, who may need to watch classes more than once to learn content. Recordings will also benefit students with schedules that do not permit them to engage with live instruction every day, i.e., they must miss class because of medical or counseling appointments, or because their caregivers are not available at times to assist them with technology. Clarify whether and how the District will ensure student participation in recorded instruction counts toward attendance and engagement. (See pgs. 16, 21)
5. **School discipline during distance learning.** In the Plan section that references discipline and alternatives such as PBIS and SEL, consistent with other parts of the Plan and with District statistics, the Plan must explicitly name Black students and students with disabilities as “groups who have historically and continue to experience disproportionate discipline.” At least in the sections on “Distance Learning Program” and “Mental Health and Social and Emotional Well-Being,” provide more information on programs or supports for students that will prevent or preempt the need for school discipline during distance learning. For example, provide information on how the District will document when teachers or other staff exclude students from remote learning as a form of discipline. State what disciplinary process the District will use before such exclusion occurs. (See pgs. 21-24, 55.)
6. **Independent study.** Describe in greater detail what factors may be used to determine whether a student should be referred to independent study. Provide information on how the student and caregiver will be included in the referral process, and what safeguards will ensure students with disabilities are not inappropriately referred to independent study. (See pg. 49)
7. **Learning hubs.** Address whether students with disabilities in secondary grades will be eligible for participation in in-person learning hubs, and if so, how the District will determine eligibility. Describe how staff will determine which students with disabilities and “other vulnerable groups” receive priority enrollment in pilot elementary school learning hubs. (See pg. 34)
8. **Availability of staff to support families.** Clarify whether and how caregivers and students can seek and receive support with technology and devices outside of business hours. (See pgs. 13-14, 25)
9. **Ability of families to file grievances or complaints.** Describe how students and caregivers can file grievances or complaints about matters specific to distance learning, including cyber bullying. (See pgs. 13, 43-44)

- 10. Tracking engagement.** Describe how caregivers and students can access student engagement records, including but not limited to Infinite Campus attendance information. Clarify whether the weekly record kept by teachers of attendance during distance learning will be based on contemporaneous tracking or an aggregate record created at the end of the week. We recommend tracking attendance as close to contemporaneously as possible. (See pgs. 27, 31)
- 11. Instructional minutes.** Describe any professional development that will be provided to teachers on how to determine time value of assignments, in order to standardize practices for calculating instructional minutes across the District. (See pg. 27)

Thank you for your attention to our comments and your efforts to support the District's students and families.

Sincerely,

Disability Rights California
Equal Justice Society
National Center for Youth Law
Western Center on Law & Poverty

Item 7.2

Learning and continuity Plans

I am asking the Board of Education to use CARES Act funds implement actual live commenting for Board meetings to put the goals of “conducting meaningful stakeholder engagement,” and “maintaining transparency,” into practice. Other school districts are allowing the community to comment in person even if the rest of the room is empty except for a camera crew, or to call in during the meeting without registering in advance. Community members are entitled to an opportunity to react in real time to actions during the Board meeting.

Item 8.0 Public Comment by Sarah Williams Kingsley

I want to comment on the status of negotiations about distance learning plans with SCTA. The SCTA plans that have been made public are focused on what’s best for teachers, not for students. All of our students need a robust distance learning plan that includes virtual face to face time with their credentialed teacher and their peers. They need connection after many months at home. They need robust instruction, not just assignments that end up like independent study. If the teacher’s union can not commit their members to providing this, the District should expect families to pull their students from the District. Many families have already made this choice. Teachers can’t be laid off now, but once the dust of the pandemic settles and their classes are under enrolled, they should expect some in their ranks will be unemployed. As parents, we are tired of begging for the bare minimum. SCTA’s plan is full of the word “may” -- may use, may consider, may elect. This is not contract language -- this is language used to hedge.

I was thrilled when SCUSD released its Return to School academic plan this summer. It was obvious to me that it incorporated the feedback from parents about the serious problems with distance learning in the spring. It showed deep thought and concern about how to make sure SCUSD’s existing inequities didn’t overwhelm our most under-resourced students and families. Many of our children, including my own, received little to no actual interaction or instruction from their teachers in the spring outside of assigned work. I was battling an illness at the time and unable to dig in and fight to get my child what he might need. I’m sure I’m not alone.