

Sacramento City Unified School District
Board of Education Meeting

June 25, 2020 Public Comments

Name:	Renee Webster-Hawkins
Comment:	<p>For many years, the community has been systematically demanding accountability to improve outcomes for and decrease segregation of students with disabilities. In 2017, the Council of Great City Schools presented a 176-page report describing in painful detail the racism and systemic bias that subordinated our students with disabilities to second class status and fueled the school-to-prison pipeline. It also included a blueprint for the District to make these organizational improvements, yet it has not been implemented. Last year, in response to this annual exercise, the CAC publicly called for 5 things. First, I want to applaud the Superintendent on dismantling the Assessment MOU which prohibited elementary teachers from administering easy screeners to measure their students academic skill acquisition. The other items, however, remain unaddressed by this Annual Service Plan and Annual Budget Plan. The CAC's call to action demanded greater detail and transparency in the programs and expenditures for special education services; what kids are being served? how are they being served? where are they being served? Are you confident of those answers by reading these reports? You were asked to adopt policies requiring performance metrics to be included in all vendor contracts to ensure that student outcomes were being realized rather than just service minutes delivered. You were asked to ensure that these documents -- the ASP and ABP that staff is asking you to approve now -- clearly commit to a plan to implement a Multi Tiered System of Supports, to end this District's thirty year history of segregating and down-drafting students with disabilities. This plan does not do these things. Nor does it provide you evidence that appropriate services are being provided to students with disabilities. There is no data presented to you now to show that the service plan is achieving positive outcomes for our 7,000 students with disabilities. Indeed, if you could see the total legal and program expenditures associated with this District's failure to appropriately evaluate and serve students with disabilities, those numbers are going up. When will this Board take these reports seriously, and lead the change that our students with disabilities deserve?</p>

Speaking as: Parent/Guardian

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Name:	Alison French-Tubo
Comment:	<p>Thank you for the work of staff in developing this plan, however according to the parent leaders on the CAC, SCUSD has a long ways to go before achieving excellence in FAPE, and I encourage us all to focus on their analysis. It is disappointing that the summary calls out the total number of students receiving services, and the number in non-district placements, but neglects to summarize the number in Special Day Classes. Even as a parent of children who do not receive special education services there are two elements that are very clear: 1) SCUSD must stop including elements of FAPE as bargaining items with SCTA; and 2) spending nearly \$12M on transportation instead of dedicating those dollars to classroom aides and adaptive materials to keep students in general education classrooms is not a sustainable use of resources. Thank you.</p>

Speaking as: Parent/Guardian

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Name:	Angie Sutherland, Angel Garcia, Grace Trujillo, Katy Conner We have a group comment for Coalition for students with disabilities
Comment:	<p>Dear President Ryan, Superintendent Aguilar, and Members of the Board, on behalf of the Coalition for Students with Disabilities, Over the past three years there were 76 cases of special education litigation with settlements totaling \$2,235,643.00. Please stop using special education funding to fight parents and students! Make the appropriate services and placements available in the first place and eliminate the resistance students experience in general education and other settings. That money along with projected transportation money of \$11,924,451 would go a long way towards including students in their schools. We need the district’s finalized plan and implementation or MTSS to begin – NOW.</p> <p>We also need a special education ombudsman/parent liaison to help parents resolve some of these issues before they get serious. SFUSD, SDUSD, DC Public Schools, Fresno, and Pasadena have these positions. We need a trusted parent to serve in this role, not a district administrator.</p> <p>Recently, SCTA has shared a Whole Child Proposal that includes provisions about their participation in the Community Advisory Committee for Special Education (CAC). Teachers have been invited to the CAC for many years and can become members of the CAC. However, there is not an opportunity (as spelled out in ed code) for union representation on the CAC. A union could encourage members to join but they cannot dictate who is appointed or what the individual teacher will advocate for. CAC is not part of collective bargaining. Our kids do not have a union to back them with endless resources and lobbyists. It is a community committee. The CAC operates off of its bylaws, a local plan, CA education codes, and the Brown Act – these cannot be trumped by collective bargaining. SCTA also proposes a District-Wide Special Education Advisory Committee, composed of district staff and 8 of their represented members “to guide the ongoing special education services”. This is serious overreach and an outrage. Special Education services are guided by Federal Law-IDEA and are unique to each child. Their services are decided by their IEP teams not by a vote of union members. This reminds us of the over 20 year nightmare of Appendix D. Special education services are not to be bargained! No more barriers for students! Accountability Now!</p>

Speaking as: Parent/Guardian

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Name:	Sarah Willimas Kingsley
Comment:	I want to use this opportunity to let the rest of the Board know that after approximately 18 months, I resigned as the Secretary of the Community Advisory Committee. I don't believe the committee is operating in a way that best serves our students and was unable to redirect the work executive committee due to personal differences. This committee serves a vital role and I believe the District needs to provide more staff support to ensure the work of the committee meets the guidelines of the Brown Act for public meetings and receives the data and material they need to provide the necessary advisory functions. That isn't currently happening and I hope the Board can push the District staff in this direction.

Speaking as: Parent/Guardian

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