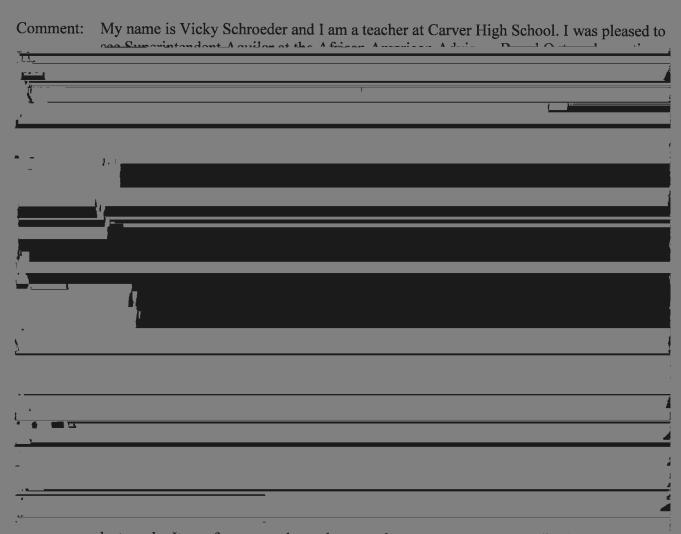
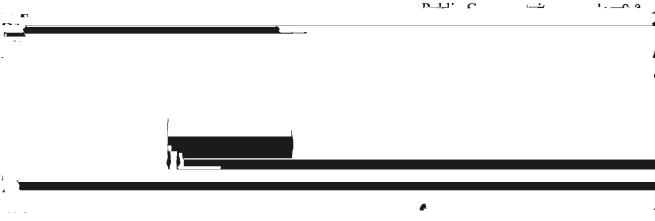
Sacramento City Unified School District Board of Education Meeting November 19, 2020 Public Comments

Name Vicky Schroeder



last week. It comforts me to know how much you support our most disadvantaged and harmed population. I too was there to stay closely informed and engaged in the district's movements to lift our students at the highest risk of failing in our system. Carver High

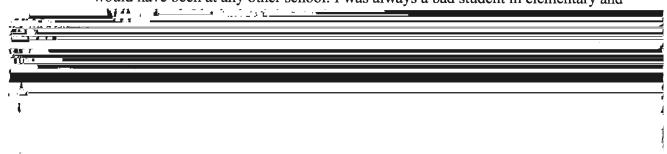


Sacramento City Unified School District Board of Education Meeting

November 19, 2020 Public Comments

Name: Rory Pilling

Comment: As a student at George Washington Carver, I have been more successful here than I would have been at any other school. I was always a bad student in elementary and



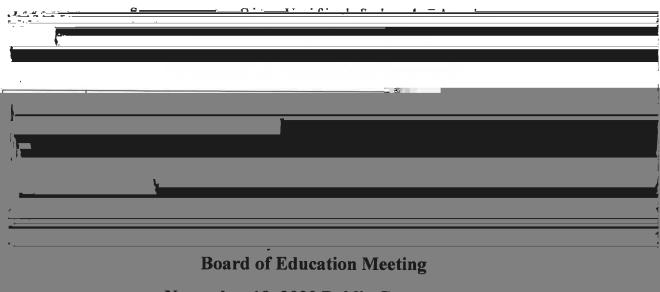
Sacramento City Unified School District

Board of Education Meeting

November 19, 2020 Public Comments

Name	Dana Jenks
Comment:	I teach at George Washington Carver. I wanted the board to know just what a gem this

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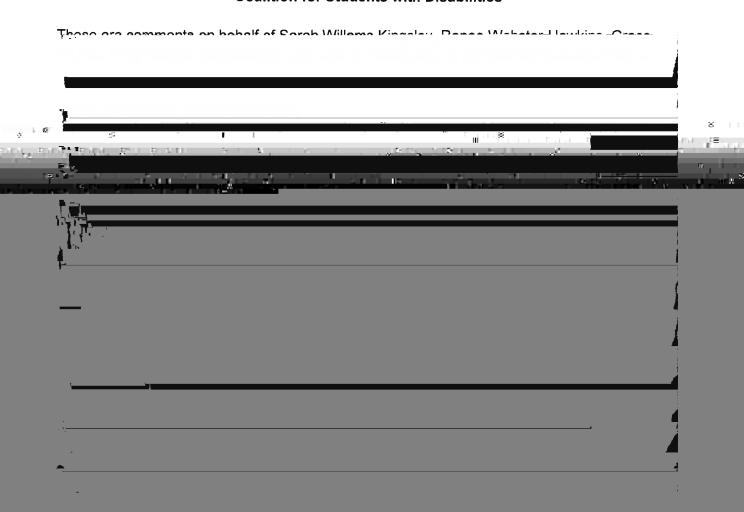


November 19, 2020 Public Comments





November 19, 2020 - Public Comments for Sacramento City USD Board of Education Meeting Coalition for Students with Disabilities



From: Maria Smith

Sent: Thursday, November 19, 2020 11:57 AM

To: SCUSD Public Comment Cc:

Christina Pritchett

Subject: Public Comment for Board Meeting 2020-11-19

Hello.

This is for Public Comment Item 8.0

https://docs.google.com/document/d/12MOtdcKwFWod_H6xeLC4C4FvS4Y2bEMOvkiGCdRr9E4/edit

Good evening. My name is Maria

Namuco Smith, a Special Education RSP teacher at George Washington Carver School of Arts and

Science. During this month when we are inclined to reflect on gratitude and Thanksgiving, I would like to share with the Board and everyone here some wonderful highlights about our school and successes we have bad despite the challenges that 2020 has brought us

school that emphasizes and expertly weaves into its curriculum all the social and environmental justice issues that we have been faced with this year. Our students, parents, faculty, staff, and administration have all leaned into each other, as community members

should, to keep putting one foot in front of the other, one Zoom meeting at a time, one Google Classroom assignment at a time. Together, we have worked to provide an academic schedule that is beautifully balanced with asynchronous time for one-on-one socialization and support.

All the best,

Maria Namuco Smith Special Education Resource Teacher

George Washington Carver School of Arts and Science 10101 Systems Parkway, Sacramento, CA 95827 (916) 395-5266 | http://carverartsandscience.org/

Please watch this short piece about our school: https://youtu.be/ard3PYdGJiU



Jennifer Snyder public comment to item 8.0

program that emphasizes seamless integration of social emotional learning, looping, a whole child focus, a developmental approach to the introduction and mastery of skills, integration of the Arts into academics, project based learning, adaptive learning opportunities, centering relationships, turning to nature, and creative problem solving.

We need more schools to follow Sac City's lead in growing a promising tomorrow with an investment in our students and school communities.

Comments by David Fisher, President of the Sacramento City Teachers Association (SCTA), to the Sacramento City Unified School District (SCUSD)

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ssociation.	m David Fisher,	president of the	ne Sacramento	City Teachers	
nce the school l	ooard last met or	n November 5,	2020, the Cali	fornia Public	
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The District's representatives also could not disclose who wrote the inflammatory
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we brought it up and challenged them to point out any portion of our proposal that was unlawful, which, of course, they could not.
The District's representatives also COULD NOT IDENTIFY ANY PART of SCTA's proposal that "if implemented, would be unlawful"
Ten minutes after our bargaining session ended, the District changed the post with no apology and no explanation.
At the same bargaining session, we gave the District a revised proposal. We modeled our proposal on , , , , , , , , , , , , , , , , , ,
and others that provided for in-person Special Education assessments by professional service providers who volunteer.
We tried to engage the District in a meaningful discussion on how in-person special education assessments could begin safely. We were joined by representatives from the

We also presented our solutions that the District needed either to hire more staff or allow staff to work additional paid hours to address the backlog. The District agreed that if staff are doing extra work, they should be paid for that work.

