

**Sacramento City Unified School District
Board of Education Meeting**

June 8, 2023 Written Public Comments

Name:	Peter Hart
School:	Ethel Phillips
Agenda Item #	7.0
Comment:	<p>Closing of the SDC program at Ethel Phillips Elementary school: We have 12 returning students with many Ethel Phillips is the residential school. We know we will have other students from Ethel Phillips who may need to be in the SDC program. Transferring these students to other schools and/or the RSP program when their IEP states they are to attend the SDC program at Ethel Phillips is not giving these students the appropriate access to the least restrictive education path. This could be construed as a violation of IDEA. I am requesting, for the good of these students, to not close the SDC program at Ethel Phillips Elementary School.</p>

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	JLT
School:	Sutter Middle
Agenda Item #	7.0
Comment:	<p>The below public comment is in support of Kristin Wilson's statement at tomorrow's (June 8) school board meeting:</p> <p>Good morning. I'm writing to the board today to protest the discussed closure of certain special day classes, and to point out the enormous negative effect this will certainly have on students at several schools both immediately and for many years to come.</p> <p>My daughter, now 15 and about to graduate from Sutter Middle School – where she is currently in an SDC – was one of the kids who would be impacted by such a closure. Several years ago, as a student at Theodore Judah, she was moved from a mainstream class to the SDC after many years of low performance, disruptive behavior, and lack of social skills; Ms. Wilson and her aides were some of the only people who had the patience, energy & skill to get through to her. If Olivia hadn't missed a year due to COVID, I am certain that the SDC would have been an even bigger boon than it has already shown itself to have been. My daughter was able to learn the skills to succeed at Sutter, where she's currently enrolled in Mr. Fajardo's SDC.</p> <p>Next year, she will be at McClatchy, which has no dedicated SDC for her – only a class for much more severely disabled children. That said, BECAUSE of classes like Ms. Wilson & Mr. Fajardo's, I have no doubt that Olivia will have the skills and maturity necessary to navigate such a large, busy school. Without Ms. Wilson's and Mr. Fajardo's classes, there is absolutely no way my daughter would be able to even attend McClatchy, much less succeed there. In fact, I would imagine that without the skills she's learned in these two classrooms, she might not be capable of having the independent and fulfilling life that we hope she will have.</p> <p>I ask you to look at the bigger picture here. There will be major ripple effects from such a closure. Without small size SDCs like these, many children will be set back years and may never learn the skills they'll need to be independent. High school will be much too late for such interventions, and the district will be responsible for the academic and social marginalization of a much larger number of children. Treating classes like this as a cost – as opposed to an investment – is extremely shortsighted and will ultimately prove to cause enormous pain to many students, both now as children and later when</p>

they are adults who lack the skills they should have received earlier.

If anything, the district needs to invest *more* heavily into early intervention SDCs – especially classes for kids with language and social difficulties, and not simply push the children who need a separate quieter and more focused environment back into mainstream classes.

Most sincerely,

Joshua Lurie-Terrell

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Renee Platina
School:	William Land Elementary
Agenda Item #	7.0
Comment:	<p>Dear Sacramento City Unified School District administrators, parents, and fellow community members,</p> <p>I hope this message finds you well. As a concerned parent within our school district, I wanted to address an important matter regarding the safety and well-being of our beloved students. Recent events at my daughters school, William Land Elementary, have highlighted the urgent need for proactive measures to ensure a secure learning environment for our children.</p> <p>In light of these circumstances, I would like to propose the consideration of implementing daily bag checks as an additional safety option within our schools. While I understand that maintaining a safe atmosphere for our students is already a top priority, I firmly believe that this extra layer of precaution could significantly reduce the potential risk of dangerous items, such as firearms or ammunition, being brought onto school premises.</p> <p>By conducting routine bag checks, we can create a stronger deterrent against the presence of weapons in our schools, providing parents, teachers, and students with greater peace of mind. Moreover, it would serve as a visible symbol of our commitment to maintaining a safe and secure educational environment for all.</p> <p>I understand that implementing such a policy requires careful thought and consideration. It is crucial to balance the need for security with respect for individual privacy. Therefore, I urge the school district to explore various options for bag checks, taking into account best practices from other school districts that have successfully implemented similar measures.</p> <p>Furthermore, I encourage open dialogue and collaboration among parents, administrators, teachers, and students to ensure that any proposed policy aligns with our shared values and addresses concerns from all perspectives. This way, we can foster an inclusive and safe environment that promotes the holistic development of our children.</p> <p>I kindly request that the school district initiates a thorough assessment of the feasibility, logistics, and potential benefits of implementing daily bag checks. Additionally, I propose hosting community meetings to allow parents and stakeholders to voice their thoughts, suggestions, and concerns about this potential measure. By coming together as a community, we can work towards finding the most effective solutions to safeguard our children's futures. Thank you for your time and consideration.</p>

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Sylvia Reyes
School:	N/A
Agenda Item #	7.0
Comment:	<p>I am writing a letter in support of keeping the SDC at SCUSD elementary schools. I have seen that this is a starting foundation for children with disabilities to find the support needed with personalized teaching, work assignments and set annual goals for each individual student's abilities. It sets them up for the best success possible. Children with disabilities already have enough against them; self doubt, stress, lack of attention or focus, and even depression, seeing that they are not the same as their peers. Depending on each child's unique condition; sounds, textures, and smells can be a serious and impossible to ignore distraction. Children with disabilities are intelligent and capable of greatness each in their own way. Having SDC children mainstreamed into regular classes is setting them up for an almost impossible learning atmosphere, if not for certain failure. As a parent of a special needs child I have seen what a difference; patience, empathy, and perseverance can accomplish. After many ups and downs in my daughter's school years. I am happy to say she is now entering her Senior year in high school and is interested in being an advocate for special needs children. Something that couldn't have happened without the dedicated SCUSD SDC teachers and supporting staff that never gave up!</p>

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Susan Forster
School:	Theodore Judah Elementary School
Agenda Item #	7.0
Comment:	<p>Dear SCUSD Board,</p> <p>My intent for this email is to show support for keeping the SDC classes open at Theodore Judah Elementary School.</p> <p>I have worked there as a classroom aide with Mrs. Wilson on and off for many years now. She is a very dedicated teacher to each of her students. The students receive the structure and academics that they need there, and are calm and eager to learn as a result. Theodore Judah is an excellent and supportive school for SDC classes.</p> <p>I have often used Mrs. Wilson's teaching style as an example when making observations and suggestions to teachers at other schools. I have observed unstructured environments in SDC classes at other schools that the students from Theodore Judah would not be able to adjust to after the routine of Mrs. Wilson's class. Theodore Judah is the best environment for them, with their wonderful science, music, and art exposure and school community support.</p> <p>Mrs. Wilson takes extraordinary pride in her students and the progress they make throughout each year, not only in academics but also growing as well-rounded kids overall. I have witnessed first-hand her students' increase in self-esteem and confidence. This class is run with dedication and nurtured with care and pride.</p> <p>I would send 100 emails if it meant you would keep the SDC classes at Theodore Judah Elementary. Please do not shut the door on Rooms 15 and 16! They deserve to stay where they know and where they thrive.</p>

Sacramento City Unified School District
Board of Education Meeting
June 8, 2023 Written Public Comments

Name:	Alex Reyes
School:	N/A
Agenda Item #	7.0
Comment:	<p>I was asked to write a letter for why you should keep the day class in elementary .It helped me with coping skills like loud noises that would send me into a panic and how not to get distracted by other things or people.In day class they go by your speed not like normal classes .It helped me stay focus on what i had to do before doing something else, and ask for help. In middle school I didn't get panic attacks with loud noises. I just hate them. I still lose focus sometimes but I get reminded by my teacher. Now in highschool i get two periods out of my home class this year. I was a teacher assistant in my fourth period class. The third period class was health with the regular kids. Sincerely Alex Reyes</p>

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Marilyn K. Prosser, Ph.D.
School:	N/A
Agenda Item #	7.0
Comment:	<p>To Whom This Concerns:</p> <p>It has come to my attention that the administration and Board of Education of the Sacramento City Unified School District are considering closing the elementary mild-to-moderate SDC classes at various schools in the District. As the adoptive mother of a student formerly in the SDE-LE class of Kristin Wilson with grades 4, 5, and 6, I am writing to beg you to reconsider the closure of these classes.</p> <p>I am the adoptive mother of a young man who is Yaqui and Mexican-American and now 16 years of age and enrolled as a Sophomore at George Washington Carver High School of Arts and Science.</p> <p>My son (whose name I will not use out of respect for his privacy) was a student in Mrs. Wilson's SDE-LE class, having enrolled there as a fourth grader who then graduated as a sixth grader. In addition, as a freshman in high school, my son returned to Mrs. Wilson's class to assist her and the children. He worked with the children on their lessons, under the guidance of Mrs. Wilson, for all of his freshman year.</p> <p>My son was adopted by me when he was in the first grade. He was diagnosed with PTSD, Auditory Processing Disorder, and Anxiety Disorder. He had had exceptional difficulty in his first three years of school. Before he entered the fourth grade, it was recommended that he be enrolled in Mrs. Wilson's SDE-LE class at Theodore Judah Elementary School because of the excellent track record of both Mrs. Wilson and the class in helping children such as my son succeed and develop the special gifts that they each have.</p> <p>My son enrolled as a shy, virtually noncommunicative boy who could barely print his name. He left when he was promoted to the seventh grade, giving a speech in the auditorium before the entire student body. This dramatic change in my son is directly attributable to the kind, patient, and professional work of Mrs. Wilson and members of her team. They "got" my son; they understood his learning issues and worked tirelessly with him. They encouraged his athleticism and saw ways to motivate him. They celebrated his</p>

Native American heritage when he was invited on several occasions to dance in the presence of his classmates and teachers. My son became a charming, happy young man who now, as a Sophomore in high school, is maintaining a solid "C" average in required courses. I would never have thought this possible except through the work of Mrs. Wilson and her team.

To close this amazing classroom would be a tragedy. It would eliminate the future of many children in situations with learning differences just like my son's. I recognize the challenges that the District faces. However, I believe that there must be other solutions to some of those challenges than closing the SDE-LE classrooms. If some are of the opinion that there are better options for working with children with learning differences, I suggest that they have not seen the wonderful results that occur when a dedicated SDE-LE teacher and team work with them. I fear that closure of these classrooms will have a negative impact not only on the children themselves but the families of the children who would be affected. Ours was a community in Mrs. Wilson's classroom at Theodore Judah; we worked together in the best interests of our children and the results were amazing.

I do have a video of my son's presentation at his promotion if it could be seen with my son's privacy in mind. I believe that video speaks volumes about the work of Mrs. Wilson's and other SDE-LE classrooms. For all of these reasons, I beg you to reconsider your decision to close these classrooms and thus deny children like my son the opportunities to grow and thrive to which they have every right.

Please let me know if you have any questions and/or if you would like me to share the video with you. Thank you for your concern for our children!

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Jeremy Hartley and Aiko Hayashi
School:	N/A
Agenda Item #	7.0
Comment:	<p>Dear SCUSD Board Members,</p> <p>I wanted to share a letter I sent yesterday to Superintendent Aguilar and other officials regarding the district's decision not to continue its successful online synchronous learning program next year. As you will see, we are particularly passionate about this program—as passionate as we are about shielding our family from potential sources of COVID infection. But to be honest, our personal reasons for preferring online education are less important than the fact that it is working so well for so many other families. Classes are full. And kids are thriving.</p> <p>I also wanted to let you know that our correspondence with the superintendent is just the first step we're planning to take. We are also putting together a petition that we will be distributing to parents and sharing with the SCTA. Our hope is that we can persuade you and other school officials that this program is worth keeping, that whatever administrative burdens it may impose are more than outweighed by the benefits to children and families. Please take a moment to consider the letter below before your meeting tomorrow.</p>

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Pam Shu
School:	N/A
Agenda Item #	7.0
Comment:	<p>I'm writing to stress issues about the breakfasts served at schools. I appreciate that meals are free to all students, but there are rules that are just nonsensical. Each child is limited to one entree and cannot get seconds. I have watched the staff throw away TRAYs and TRAYs of food shortly after denying seconds to my child. Is the food better used in trash cans than in a hungry child's mouth? Also, I have a 4 year old that comes to drop off his sister at times. He, too, is denied a meal because he is not a student, but again, minutes before 8:00, ALL hot food is thrown away. I understand they cannot keep the food, but couldn't they at least offer it to those who are still in the lunchroom before tossing?</p>

Sacramento City Unified School District
Board of Education Meeting
June 8, 2023 Written Public Comments

Name:	Katie Valenzuela, Sacramento City Councilmember, District 4
School:	JFK
Agenda Item #	7.0
Comment:	<p>Dear Board of Education Members:</p> <p>I have recently become aware of an incident at John F. Kennedy High School on May 26, 2023, where a teacher assaulted an indigenous student by grabbing his braid. That teacher also threatened to commit a hate crime against that student by cutting off his braid, in violation of multiple laws – including, but not limited to, California Government Code Section 12926 (also know as the “Crown Act”).</p> <p>This incident is alarming beyond the obvious legal implications. Native American boys grow their braids as a sign of respect for our ancestors. For many Native American boys it is highly inappropriate for anyone outside of their immediate family to touch their hair. Unfortunately, cutting of Native American hair by non-Native people has been a violent practice since the time of settler contact. Boarding schools that separated Native children from their families often cut the hair of pupils immediately upon their arrival, in furtherance of their goal of cultural genocide.</p> <p>As a Native American community member, I have to say that an apology and considering renaming schools are important first steps but are far from sufficient. I am writing to amplify requests from community leaders that the Board direct staff to meet with members of the Native American community to identify strategies to prevent incidents like this from occurring in the future. Schools must be safe places for all students, and this horrific incident highlights the work that has yet to be done to ensure that vision is a reality at</p>

SCUSD. I hope we can count on you to ensure this critical work happens as soon as possible.


Sincerely:

Katie Valenzuela

Sacramento City Councilmember, District 4

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Chairman Jesus Tarango, Wilton Rancheria
School:	JFK
Agenda Item #	7.0
Comment:	<p>Dear President Rhodes and SCUSD Boardmembers,</p> <p>On behalf of Wilton Rancheria, I respectfully submit this letter of support for [REDACTED] and his family. I was extremely troubled and disappointed to hear of the May 26th incident at John F. Kennedy High School. Learning that a teacher who has been trusted with the care, guidance, and education of our children, thought that it was acceptable to put her hands on a student and threaten to cut his hair over an incomplete assignment shows a profound lack of understanding of not only the Native American culture but also appropriate boundaries for all students.</p> <p>Within the Native community, our hair is a source of pride and deemed sacred. It is generally considered highly inappropriate and disrespectful for anyone to touch a boy's hair outside of the immediate family. The nonconsensual cutting of our hair by non-Native people has been a painful reality of the California Native experience. This forceful and violent practice has been exercised by non-Natives for hundreds of years, including at boarding schools in California and many other states, as part of the forced assimilation process used to strip our people of their identity and culture. Modernly, our boys grow their braids as a sign of respect for those ancestors who were stripped of that privilege. The traumatic effect this teacher's misplaced attempt at humor on a Native student cannot be overstated.</p> <p>However, as a community, we truly believe that something positive can come out of this troubling event. We are calling for better education of teachers, faculty, and administrators regarding Native American culture. We call on SCUSD to use this opportunity to meaningfully collaborate with our local Native community to develop training and education needed to prevent incidents like this from happening again in the future and to advance new policies to ensure Native American students feel protected and safe while at school.</p> <p>We thank the SCUSD Boardmembers for your time and attention in this matter. Wilton Rancheria looks forward to working with you to ensure Native American students, and all students, are treated with the respect and dignity that they deserve and can continue their education in a safe and supportive environment.</p> <p>Respectfully,  Chairman Jesus Tarango</p>

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Rosalinda Mancillas
School:	JFK
Agenda Item #	7.0
Comment:	<p>My name is Rosalinda Mancillas and I am Chicana, Cherokee, and Chiricahua Apache.</p> <p>I was born and raised in Sacramento. I currently live in Roseville. My parents still reside in Sacramento. I am a youth development, organizational psychology, Anti-Racism and equity consultant. I have worked in youth development, after school education and have worked with schools and districts for 18 years.</p> <p>To hear that a credentialed teacher at a high school assaulted a Native American student by pulling their hair and then threatening to cut their hair if they didn't turn in assignment created a pain deep in my body. I was gravely disappointed, angry, and sad. As a native relative, I can think about all the times in which my family struggled with the same, the times in which my youngest brother was made fun of for his long hair, in which ultimately ended in him cutting his hair because he wanted the ridicule to stop. It was a sad day. He was eight years old. We cried when he cut his hair.</p> <p>I don't blame him though. I blame the people around him who made him feel less than because of his culture. I'm angry that decades down the line we're still arguing about the same thing. As a fellow educator and colleague, who has spent years in youth development, there is no excuse for the teacher's actions. Whether in jest or not, our words carry weight, messages matter and our actions shape the learning experiences of the youth we teach. For that teacher to weaponize their positional power as a credential teacher against the student is unacceptable and harm has been done.</p> <p>Harm has been created for this family, harm has been done to the surrounding community, and that harm must be rectified by the teacher, by the school, by the district and the school board. The student has a right to an education without fear or discrimination base on his race. The school board has a responsibility first and foremost to the students and their families.</p>

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Ashley De La Rosa
School:	N/A
Agenda Item #	7.0
Comment:	<p>Good evening board,</p> <p>My name is Ashley De La Rosa, Education Policy Director for the Dolores Huerta Foundation, working to advance education equity in the Central Valley. DHF does not condone the behavior towards Native American students and asks that as board members you hold the teacher in question accountable. There is no justified explanation for the actions taken against a student's identity or culture. Furthermore, we recommend that you provide culturally responsive training to all staff members and students.</p>

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Native sisters circle
School:	N/A
Agenda Item #	7.0
Comment:	<p>Hello, I hope this email finds you well</p> <p>To begin with, the braid for our boys is an important symbol of identity and tradition in native culture, and it is worn as a sign of respect for one's ancestry and heritage. For our young boys, wearing a braid can also represent a rite of passage into manhood and serve as a reminder to honor their family and community. The braid can signify one's connection to the natural world and to the spiritual realm, two concepts that are deeply rooted in our Native traditions. Whether it is one braid or multiple, the braid holds great significance for our Native people and is a powerful symbol of this culture and history.</p> <p>To “cut” his hair would be stripping a pride of a young man, and that is cruel and unnecessary, our boys deserve more respect and recognition for why they grow there hair long, your staff NEED more cultural competence so our young native kids in YOUR district feel safe. It is a big problem if we ask them and they say they do not feel safe, so you guys need to do better.</p> <p>Blessings,</p> <p>Native sisters circle</p>

Sacramento City Unified School District
Board of Education Meeting
June 8, 2023 Written Public Comments

Name:	Sarah-Michael Gaston
School:	JFK
Agenda Item #	7.0
Comment:	<p>Hi,</p> <p>This is a public comment for the school board meeting tonight June 8th.</p> <p>A Native American student was assaulted by having his braid pulled at Kennedy High School on March 26th. The teacher also threatened to cut off his braid. This kind of ignorance cannot be tolerated. It sounds as though the teacher knew that hair is important and sacred to Native people and wanted to punish and scare the student by saying they would cut their hair. How atrocious! This should have never happened and the school board needs to do more than just apologize for this violence. This district needs to make concrete policy changes to ensure the protection of Native American students. You need to do the following: require Native American cultural humility training for staff and faculty, fully fund and supplement the Title VI programs, and reach out to the Native American community for consultation. How do we ensure Native American student success when incidents like this are allowed to happen? Violent acts like these from teachers like this do a disservice to our great teachers who respect, create belonging, and provide quality education for Native students and all students and should not go undisciplined and held unaccountable. Native American students are some of our most ignored and invisibilized students. By not addressing this correctly, you are further telling Native students that they don't belong or matter. That they won't be protected from harm. That is not okay and you must remedy this incident better.</p> <p>Thank you, Sarah-Michael</p>

**Sacramento City Unified School District
Board of Education Meeting**

June 8, 2023 Written Public Comments

Name:	Victoria Bondartchouk
School:	Albert Einstein Middle School
Agenda Item #	7.0
Comment:	<p>To Whom It May Concern:</p> <p>I write this letter on behalf of Bogdan Sagun, student of Albert Einstein Middle School and his father Gennadiy Sagun. I knew this family since 2008. Bogdan has well controlled mental disorder. He learned to be a positive and active family member and how to behave in our community. He understands his chores and loves to be helpful. I understand that school’s staff may not to love him as family do, but I expected school and district be responsible to provide professional services to Bogdan. His learning opportunities and life success are depending on practical steps of working together with positive communication and active involvement in the IEP process.</p> <p>On May 24th I participated in a conversation between Principal Chase Tafoya and father of Bogdan, Gennadiy Sagun. I remark an important fact that Bogdan never had any problems on school-bus, but just because staff shared “aggressive behavior” with substituted driver, who believed in this rumor and refused to serve Bogdan. Based on rumors Principal suspended Bogdan Sagun from school transportation services for three days on same day after services were denied. I asked Principal for any written objective statements or reports on Bogdan behavior that can cleared out the reason for suspension. For whole semester father received only one in-class incident report of May 8th. On short conversation I evaluated the situation and named this a rumor and staff couldn’t control themselves and abused Bogdan, they emotionally stressed him out and “restricting access to iPad”. My question: will they restrict access to wheelchair for child who can not walk without, or take away glasses from child who cannot see without? Why they forcefully took Bogdan’s private iPad? May they realize how his world looks without iPad? May they explain how those inappropriate actions will improve his behavior? Their unprofessional actions were worsening student’s behavior. After this incident no one contacted father for any additional complaints or to develop any plans to improve his school skills and facilitate a safe learning environment. But on May 24th they shared the negative information on Bogdan to new driver and scared her to provide services.</p> <p>How school or district can allow parent to discuss the facts of concerns and find a</p>

possible resolution? Father feels unsafe to leave Bogdan in the school where staff have lack of knowledge to educate his son and may cancelled services at any time without any prior discussions. He desired to learn from school more about his possible opportunities to understand the mental disorder of his son and how to help him to be a mentally healthier person in our community. He did not expect any falsifications from school's personnel and cancelation of transportation or other services just in case.

On May 26th after 2:00 pm Gennadiy received an email with scheduled meeting. But he was waiting for any response from Principal who supposed to clear out the reason why the transportation services were cancelled. Why personnel who served Bogdan did not presented any concerns in written forms to him before May 24th? Father has to be ready to discuss his son school life with some written objective statements. Bogdan has lack of abilities to express his feelings or actions, he understands world differently and copies the actions of people around him. If personnel demonstrate aggressive and forceful behavior he will be respond in same way.

On May 30th father reminded on any other written incidents beside May 8th, but school personnel not able to provide it. Now they ready to set up a meeting to explain concerns and how to support him better.

I required Sacramento City Unified School District to investigate the reasons of transport cancellations for Bogdan Sagun on May 24th in best interest of child with special needs.

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Gennadiy Sagun
School:	Albert Einstein Middle School
Agenda Item #	7.0
Comment:	<p>To Whom It May Concern:</p> <p>On May 8th, 2023 approximately at 2:20 pm Bogdan returned from school so stressed. Bogdan even denied to have a lunch and asked only to have a sleep. He is 15 years old and he is never taking nap, but this day he was so tired and acted differently. He slept for three hours.</p> <p>Next day Bogdan did not want go to school. This is happening very first time for this semester. Next two days Bogdan refused to go to school.</p> <p>I also received an incident report from his teacher Michelle Misca. I responded to her complain with more questions, but no one explained to me the reason how the incident happened and waited for whole story of incident.</p> <p>On the May 24th at 6:35 am I received a phone call from transportation department. Debra called me and informed that Bogdan’s driver did not show up for work and if I can drop him at school. I said, I will do it. At 2:15 pm I received another phone call from Debra, she informed me that new bus driver cannot provide transportation services for Bogdan because she is feeling not safe to do so. I asked what is her concern, Debra said, the driver is small and she cannot protect herself. I continue ask questions, but was informed that school principal will explain to me everything. We also spoke how soon I can be in school. Approximately at 3:07pm I arrive to school, and at 3:23 pm school principal invited me for the conversation.</p> <p>Principal informed me, that Bogdan was denied and suspended from school transportation because he touched other female students in the breast area on the bus. This is why the driver denied provide transportation for Bogdan. When I asked if they can provide evidence from school bus camera about this incident. The principal informed me that, but he did it before two weeks ago. And also touched his stomach around shorts. But transportation department never informed me that Bogdan was misbehaving on school bus. I asked how this possible, that new driver knows all information about Bogdan if she never provided any services for Bogdan before? How old driver hold the incidents before and never informed me on my son troubles. Why Principal announced the suspension from transportation after the new driver refused to</p>

provide services? Why transportation department told me that she scares to provide services to Bogdan?

What I understand, that school staff shared with new bus driver a very negative information about Bogdan, and after all she was scared to provide any services to Bogdan. This case needs immediate investigation because school staff must be responsible for sharing rumors. And I as a father receive false statements on how my child was suspended from transportation services. If a child cannot speak and explain himself, this does not give a reason for the teacher's assistants to make him a sexual predator and in all his actions, the child cannot even scratch himself because they will say he wanted to do this and that, I see that the problem is not in the child, but in the teachers who see sexual connotations in everything, their statements he wanted to do this and that. but he didn't. Don't make my child a sexual predator. This is absolutely unprofessional. Absolutely not acceptable. Especially for stuff who works with special needs kids.

Principal of school informed me that Bogdan was suspended from transportation services for three days. For “touching some girls TWO weeks ago”? or for some rumors?

For WHAT???? But transportation department never made any complaint on Bogdan behavior on school bus. And family was not informed about suspension before May 24th.

I feel not safe for Bogdan attend his school before the conflict will be justly resolved. If staff did not have any incidents report on school-bus before May 24th, but provoked aggressive behavior in the classroom two weeks ago and then spread the rumors to all other departments to refuse services then urge suspension they have to realize how child and his family feel about their fabrication of case against child with special needs.

**Sacramento City Unified School District
Board of Education Meeting**

June 8, 2023 Written Public Comments

Name:	Alina Cervantes
School:	Sutter Middle and Phoebe Hearst
Agenda Item #	7.0
Comment:	<p>I urge the district to create a policy that bans cell phones in our classrooms. At Sutter Middle phone use in class is rampant and the administrators are either clueless to the reality or don't care to tackle the issue. We have emailed several times about how disruptive the phones are to the learning environment, even for kids without phones. I think there are grounds for a class action lawsuit if nothing is done. The answer I get is "we already have a policy of no phones" but it is clearly not enforced. There is mounting evidence to support a cell phone ban, at least inside classrooms. It is your job to prioritize a safe learning environment at school. Phoebe Hearst has a phone ban and it is enforced so we know it is possible when teachers and administrators care enough. Sutter is a free for all and phones are used to cheat, cyber bully, sexually harass, and threaten violence. Just this week a student has been sending messages during the school day threatening to shoot up the school, and rape girls who don't comply with his requests for nude photos. Can you imagine having to learn under these circumstances? We know it will not stop those things from happening, but research shows it will cut down on it. My daughter has been filmed at school in class and at lunch without my consent and posted to public websites. This is illegal. There are also kids who for safety reasons should not be identified or filmed. I urge the board to read the following article and consider tackling this important issue. Phone pockets work best and I'm sure you could find dollars since this is connected to student success. Otherwise we can fundraise.</p> <p>Thank you for considering this matter, Alina Cervantes - SCUSD elementary and middle school parent</p> <p>Here is the article (you can find online for the missing images) This post is cross-posted at The Atlantic (here), with one section cut: the section urging parents to give "dumb phones" as first phones, until high school. It is otherwise identical. This post is too long to fit into an email from Substack. If you got this by email, please click on the title to be taken over to the post on the Substack stack site</p> <p>Get Phones Out of Schools Now</p> <p>They impede learning, stunt relationships, and lessen belonging. They should be banned. By Jonathan Haidt</p> <p>In May 2019, I was invited to give a lecture at my old high school in Scarsdale, New York. Before the talk, I met with the principal and his top administrators. I heard that the school, like most high schools in America, was struggling with a large and recent increase in mental illness among its students. The primary diagnoses were depression and anxiety</p>

disorders, including increasing rates of self-harm; girls were particularly vulnerable. I was told that the mental- health problems were already baked in when students arrived for ninth grade. Coming out of middle school, many students were already anxious and depressed. Many were also already addicted to their phones.

Ten months later, I was invited to give a talk at Scarsdale Middle School. There, too, I met with the principal and her top administrators, and I heard the same thing: Mental- health problems had recently gotten much worse. Even when students arrived for sixth grade, coming out of elementary school, many of them were already anxious and depressed. And many, already, were addicted to their phones.

To the teachers and administrators I spoke with, this wasn't merely a coincidence. They saw clear links between rising phone addiction and declining mental health, to say nothing of declining academic performance. A common theme in my conversations with them was: We all hate the phones. Keeping students off of them during class was a constant struggle. Getting students' attention was harder because they seemed permanently distracted and congenitally distractible. Drama, conflict, bullying, and scandal played out continually during the school day on platforms to which the staff had no access. I asked why they couldn't just ban phones during school hours. They said too many parents would be upset if they could not reach their children during the school day.

A lot has changed since 2019. The case for phone-free schools is much stronger now. As Zach Rausch and I have documented here at the After Babel Substack, evidence of an international epidemic of mental illness, which started around 2012, has continued to accumulate. So, too, has evidence that it was caused in part by social media and the sudden move to smartphones in the early 2010s. Many parents now see the addiction and distraction these devices cause in their own children; most of us have heard harrowing stories of self-harming behavior and suicide attempts among our friends' children. Two weeks ago, the United States Surgeon General issued an advisory warning that social media can carry "a profound risk of harm to the mental health and well-being of children and adolescents."

We now also have more precedents: many more examples of schools that have gone entirely phone-free during the school day. So the time is right for parents and educators to ask: Should we make the school day phone-free? Would that reduce rates of depression, anxiety, and self-harm? Would it improve educational outcomes? I believe that the answer to all of these questions is yes.

What Phones Do to Kids in School

Think about how hard it is for you to stay on task and sustain a train of thought while working on your computer. Email, texts, and alerts of all kinds continually present you with opportunities to do something easier and more fun than what you're doing now. If you are over age 25, you have a fully mature frontal cortex to help you resist temptation and maintain focus, and yet you probably still have difficulties doing so. Now imagine a phone in a child's pocket, buzzing every few minutes with an invitation to do something other than pay attention. There's no mature frontal cortex to help them stay on task.

Whatever rules a school may have in place against it, many studies have established that students check their phone a lot during class, and that they receive and send texts if they can get away with it. Their focus is often and easily derailed by interruptions from their devices. One study from 2016 found that 97 percent of college students said that they sometimes use their phones during class for non-educational purposes. Nearly 60 percent of students said that they spend more than 10 percent of class time on their phones, mostly texting. Many studies show that students who use their phones during class learn less and

get lower grades.

You might be thinking that these are correlational findings; maybe the smarter students are just better able to resist temptation? Perhaps, but experiments using random assignment likewise show that using or just seeing a phone or receiving an alert causes students to underperform.

For example, consider this study, aptly titled “Brain Drain: The Mere Presence of One’s Own Smartphone Reduces Available Cognitive Capacity.” The students involved in the study came into a lab and took tests that are commonly used to measure memory capacity and intelligence. They were randomly assigned to one of three groups, given the following instructions: (1) Put your phone on your desk, (2) leave it in your pocket or bag, or (3) leave it out in another room. None of these conditions involve active phone use—just the potential distraction of knowing your phone is there, with texts and social-media posts waiting. The results were clear: The closer the phone was to students’ awareness, the worse they performed on the tests. Even just having a phone in one’s pocket sapped students’ abilities.

The problem is not just transient distraction, though any distraction in the classroom will impede learning. Heavy phone or social-media use may also have a cumulative, enduring, and deleterious effect on adolescents’ abilities to focus and apply themselves. Nearly half of American teens say that they are online “almost constantly,” and such continuous administration of small pleasures can produce sustained changes in the brain’s reward system, including a reduction of dopamine receptors. This shifts users’ general mood toward irritability and anxiety when separated from their phones, and it reduces their ability to focus. That may be one reason why heavy phone users have lower GPAs. As the neuroscientists Jaan Aru and Dmitri Rozgonjuk put it in a recent review of the literature: “Smartphone use can be disruptively habitual, with the main detrimental consequence being an inability to exert prolonged mental effort.”

But smartphones don’t just pull students away from schoolwork; they pull them away from one another, too.

One way that phones have hurt our relationships is through “phubbing” (a contraction of “phone snubbing”), when a person breaks away from a conversation to look at their screen. Research shows that it interferes with the intimacy and perceived quality of social interactions. People who are more addicted to their phones are, unsurprisingly, the biggest phubbers, which may explain why people who are the heaviest users of phones and/or social media are also the most depressed and lonely.

Once some students start phubbing others, then the others feel pressure to pull out their own phones, and in a flash, the culture of the entire school has changed. Jean Twenge and I analyzed the international PISA data set (part of an ongoing study on education) and found a global increase in loneliness at school beginning after 2012 (See Figure 1).

Figure 1. Percent of students in each of four cultural groupings that scored above a cutoff indicating high levels on the average of 6 items in the PISA study that asked about loneliness and friendship at school. From Twenge, Haidt, Blake, McAllister, Lemon, & Le Roy (2021). Graph reprinted from The New York Times.

Students around the world became less likely to agree with items such as “I feel like I belong at school,” and more likely to agree with items such as “I feel lonely at school.” That’s roughly when teens went from mostly using flip phones to mostly using smartphones. It’s also when Instagram caught fire with girls and young women globally, following its acquisition by Facebook. If we must pick a date for the start of selfie culture

and its poisonous levels of visual social comparison, I'd say it's 2012.

If you have any doubt that phones in school stunt social connections, just talk to students about what happens at lunch time. My undergraduate students at NYU tell me that it is often difficult to have real conversations, because most of their fellow students keep their phones on the table and frequently break away to check or respond to notifications. A 2018 study by the social psychologists Ryan Dwyer, Kostadin Kushlev, and Elizabeth Dunn tested my students' intuition. They invited hundreds of college students and community members to share meals at a restaurant, with family or friends. They randomly assigned participants in each small group to either put their phones on the table, or to put them away. The results? "When phones were present (vs. absent), participants felt more distracted, which reduced how much they enjoyed spending time with their friends/family."

I've been studying and writing about the effects of smartphones and social media on teens' behavior, development, and mental health for six years now. To help organize the existing research on these topics, while I write my next book, I've created a series of open-source Google documents, which I've curated with Rausch, my lead researcher. We recently created a phone-free schools collaborative review doc, cataloging the studies I've noted in this article and many more.

Consider the words of the MIT professor Sherry Turkle in her book *Reclaiming Conversation*: Because of our phones, she writes, "we are forever elsewhere." If we want children to be present, learn well, make friends, and feel like they belong at school, we should keep smartphones and social media out of the school day for as long as possible.

What Does Going Phone-Free Mean?

According the National Center for Education Statistics, as of 2020, "cellphone bans were in place in 77% of U.S. schools." But this high number seems to refer to a very low bar: It includes any school that tells students they should not use their phones while in class — unless the use is related to class. That's not really a ban; it's more of an unenforceable wish. Such a policy guarantees struggle between teachers and students, and it means that there are always kids looking at phones hidden in their laps or books, especially in the classes where the teacher has grown exhausted by the never-ending game of phone policing. As long as some kids are posting and texting during the school day, that raises the pressure on everyone else to check their phones during the school day. Nobody wants to be the last person to know the thing that everyone else is texting about.

Other countries are ahead of the U.S. on phone policy. France banned the use of mobile phones on school grounds through grade nine in 2018 (though the law allows students to keep their phones in their bags or pockets, so students still use their phones stealthily). In New South Wales, Australia, the use of mobile phones has been banned in elementary schools and will soon be banned in high schools, although schools can decide how to implement the bans.

Some schools in the U.S. have now taken similarly uncompromising stances on phones. For example, the author Mark Oppenheimer wrote earlier this year in *The Atlantic* about St. Andrew's, a small boarding school in Delaware that allows students to use their phones only when in their dorm rooms, not when anywhere else on campus—a move that some students initially resisted, but now has widespread student support.

More American schools—arguably all schools—should make themselves into genuinely phone-free zones. How would that look, in practice? I think it's helpful to think of phone restrictions on a scale from 1 to 5, as follows:

Level 1: Students can take their phones out during class, but only to use them for class purposes.

Level 2: Students can hold onto their phones but are not supposed to take them out of their pockets or backpacks at all during class time.

Level 3: Phone caddies in classrooms: Students put their phones into a wall pocket or storage unit at the start of each class, and then pick them up at the end of that class. These three levels seem to be the ones most commonly employed by American schools today. I believe that the first two are nearly useless. Many students do not have the impulse control to stop themselves from checking their phone during class time if the phone is within reach. One teacher at Scarsdale High School told me that even when a ban on using phones during class is enforced, some students will say that they need to use the bathroom in order to check their phones.

Phone caddies are a little better for learning, because they get the phone out of the students's pocket, but their effect on school social life may be worse: A likely result of the practice could be that all times between classes will be dominated by kids looking down silently at their phones, getting the fix they were denied for 50 minutes during class. When they do talk with friends, they'll give those friends only a fraction of their full attention. So let's move on:

Level 4: Lockable pouches (such as those made by Yondr). Students are required to put their phone into their own personal pouch when they arrive at school, which is then locked with a magnetic pin (like the anti-theft tags used in clothing stores). Students keep the pouch with them but cannot unlock it until the end of the school day, when they are given access to a magnetic unlocking device.

Level 5: Phone lockers. Students lock their phones into a secure unit with many small compartments when they arrive at school. They keep their key and get access to the phone lockers again only when they leave school.

Both of these practices put any student seen using a phone during the school day in clear violation of policy. They are the only two policies that can create phone-free schools. They are the policies most likely to produce substantial educational, social, and mental-health benefits, because they are the only approaches that give students six or seven hours a day of time away from their phone.

Lockable pouches are low-cost and easy-to-implement. However, I have heard from some students that their classmates (aided by YouTube videos) find ways to open their pouches and use their phones whenever they think no adult is watching. (A Yondr employee told me that the company is working to improve its pouch lock, and also said that schools should do regular pouch checks, which would reveal the damage from the most common methods of illicit unlocking.)

Phone lockers may be more complicated to put in place, logistically—especially at larger schools. But they are the most reliable way to separate students from their phones for the duration of the school day and would therefore deliver the greatest benefits.

A school that goes phone-free would still have to figure out what to do about laptops, tablets, and computers in the classroom. Students would surely use any internet-connected device to send and receive texts, and to reach their social-media accounts. Last year, I banned all screens—even laptops for taking notes—from all of my undergraduate and MBA classes, and at the end of each semester, students strongly agreed that this improved the class for them. But even absent a laptop ban, these larger devices are more easily managed, and are not as likely as smartphones to disrupt social interactions outside of class.

Those who oppose phone bans raise a number of objections. Smartphones can be useful teaching tools, for instance, and may make it easier for some teachers to create engaging lesson plans. That's true, but any increase in engagement during a lesson may be offset by students following off-ramps during the same lesson. When we add in the costs to all other teachers and the loss of social connection between classes, it's hard to see how the

marginal benefit of a phone-based lesson outweighs the costs of a phone-focused student body.

A more common argument comes from parents, many of whom are afraid that something might go wrong at school, and want to ensure that they can reach their children at all times. These fears are understandable, but are also part of the causes of Gen Z's mental-health problems. In his book "Paranoid Parenting," the sociologist Frank Furedi describes how a new style of protective parenting swept through British and American society in the 1990s, in response to the perception that risks to children were rising. When parents believe that everything is risky and they can't trust other adults to protect their children, they take a more defensive approach to parenting. They try to protect their children from all risks, even when that deprives their children of valuable experiences of independence.

But today's parents, who grew up during a period when crime rates were much higher than they are now, generally have fond memories of walking or biking to school with other kids, or just having time away from parental supervision to hang out with friends. I believe that children and teens would benefit developmentally if they were to go six or seven hours each day out of contact with their parents.

What about school shootings? I'm the father of two high-school students, and of course I would want to connect with my children in such a nightmare scenario. But would a school where every student has a smartphone be safer than one in which only the adults had smartphones? Ken Trump, the president of National School Safety and Security Services, cautions that cellphone use during emergencies can actually increase safety risks. "During a lockdown, students should be listening to the adults in the school who are giving life-saving instructions," Trump explains. "Phones can distract from that. Silence can also be key, so you also don't want that phone noise attracting attention." In addition, it seems to me that 300 parents rushing to the school in 300 cars would probably make things more difficult for first responders.

How Parents Can Amplify the Benefits

Communication is generally a good thing. When cell phones became common in the 1990s, Millennial teens adopted them with gusto. These phones are now referred to as "flip phones" or as "dumb phones," because they lacked an internet browser or internet-enabled apps. We might also call them "communication phones," because they were designed to help people communicate with other people. And that's what Millennials used them for: to call and text their friends, often about how and when to get together in person. When the Millennials were teens, their mental health was fine—slightly better than that of Gen X, before them, and much better than Gen Z, after them (as Twenge reports in her new book *Generations*). Dumb phones are helpful, not harmful.

Smartphones are very different. They can be used for communication, but they have a thousand other applications, many of which are carefully designed to attract and keep a child's attention. I believe it is unwise and unnecessary to give children smartphones as their first phones.

Americans generally give children their own phones in late elementary and early middle school, and for good reasons: we want to be able to reach our children to arrange activities, and we want them to be able to reach us if something goes wrong. So let's give our kids dumb phones or dumb watches! They do just what you want, and don't do the things you most fear (providing 24-hour access to addictive social media, and video gaming, and more). My wife and I gave our daughter a Gizmo Watch when she turned 9. She could call only three numbers with it, and we (the 3 family members) could call her. It was the perfect communication device for a girl who was now walking to school, running errands, and meeting up with a friend in a nearby park. And it enabled my daughter to have more experiences than we would have permitted her without the watch.

You can find a list of dumb phones and watches here, at the website for Wait Until 8th. That's a group that helps parents in each school come together and sign a pledge that they will not give their child a smartphone until 8th grade. I strongly support the organization's central idea: to help parents work together so that their children will not be the "only one" who doesn't have a smartphone. I would only suggest that the goal be "wait until 9th." Middle schools usually run from 6th to 8th grade, so it would be a mess if all 8th graders have smartphones and the younger kids don't. I think it's better to keep smartphones entirely out of the lives of children until high school.

If most parents would delay giving their child a smartphone until high school, providing only dumb phones until then, it would amplify the benefits of locking up phones in K-8 schools. It would mean that when a middle school lets out and kids are reunited with their phones, most of them would use those phones to call or text their friends and family, rather than devoting the next hour to scrolling through Instagram posts.

Leave a comment

As the teen mental-health crisis rolls on and rates of depression, anxiety, and self-harm continue to rise, we are not helpless. It would be great if social-media platforms enforced their own minimum age of 13 to open accounts, but all signs indicate that they won't unless compelled by Congress. It would be great if Congress would compel them, and in fact several bills are being considered right now toward that end. It would be better still if the minimum age for using social media were raised to at least 16. The solutions to this crisis are wide-ranging, and some may need to involve the federal government.

But parents, teachers, and school administrators can take meaningful action, too, this year. Parents who have not yet given their children a smartphone can resolve to provide only dumb phones until high school, and they can coordinate with the parents of their children's friends, making that choice easier for all families involved. Schools that are using the lower levels of phone restriction can resolve to move up to lockable pouches or phone lockers, and many schools could implement these changes by September. My hope as a researcher is that a farsighted governor or school-district superintendent will implement these changes experimentally, by randomly assigning some middle schools to implement these changes as soon as possible, and other schools to do so a year later. That way we could gain high-quality experimental evidence as to whether phone-free schools really confer the benefits I have predicted based on the research.

"It helped me a lot," one student at San Mateo High School in California told NBC News after her school started using lockable pouches. "Before, I would usually just like curl over in the side of my desk, and, like, check my phone and text everyone. But now there's no other thing for us to look at or do except for talk to our teacher or pay attention."

All children deserve schools that will help them learn, cultivate deep friendships, and develop into mentally healthy young adults. All children deserve phone-free schools.

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Elvia Aguilar
School:	Rosa Parks Middle School
Agenda Item #	7.0
Comment:	<p>My name is Elvia aguilar, been living in Sacramento for the past 7 yrs and I'm also a Sac pass member and a parent of 4 children, 2 who attend Matsuyama elementary school and a son at Rosa parks and a daughter at John f Kennedy high school . Im here in support of Strategic Priorities Investments. One in particular which is the dual language immersion program. For example, English wasn't my first language. I went to kindergarten only knowing Spanish. I had bilingual teachers and a lot of support at my elementary school. By the time I was in 2nd grade I was writing and speaking English. It definitely opened a lot of doors and opportunities in my life. I believe it would to the same for our students it will help them develop, and thrive socially and educationally, without the fear of being misunderstood. It will offer more social development with their peers and job opportunities in the future. Would help my kids with their future</p>

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Alma Garcia
School:	McClatchy HS and California Middle
Agenda Item #	7.0
Comment:	Yo apoyo la propuesta de inversión en maestros sustitutos calificados. Que estén bien capacitados pero también me gustaría que verifiquen las necesidades de personal en general en nuestras escuelas. Personal capacitado y con buena actitud. Muchas gracias.

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Y. Franklin
School:	N/A
Agenda Item #	9.4
Comment:	I sincerely hope and pray racist school names will be removed and changed to more positive, affirming, names that DO NOT offend a certain group of people. It's past time for strengthening our public school images starting with the name that is seen on the buildings before you even enter the doors.

**Sacramento City Unified School District
Board of Education Meeting**

June 8, 2023 Written Public Comments

Name:	Jay Franco
School:	Hiram Johnson HS
Agenda Item #	9.4
Comment:	<p>Dear School District Officials,</p> <p>I am writing to support the demands that you take immediate action to change the names of schools within your district that are named after oppressive & racist colonizers. Specifically, I am referring to schools that are named after John Sutter, Kit Carson, and Peter Burnett.</p> <p>These individuals played a significant role in the oppression and subjugation of marginalized communities, including Native Americans, African Americans, Mexicans, Asians, and other people of color. By honoring them with school names, you are perpetuating a legacy of racism and discrimination that has no place in our society.</p> <p>It is time to recognize the harm that these names have caused and take proactive steps to rectify the situation. I understand that changing school names can be a complex and challenging process, but I believe that it is a necessary step towards creating a more just and equitable society.</p> <p>I urge you to take action now and show that our district is committed to creating a safe and welcoming environment for all students while also providing the necessary and relevant resources for students and their families.</p>

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Carmen Martinez
School:	Umoja International Academy
Agenda Item #	9.4
Comment:	<p>Dear School District Officials,</p> <p>I am a teacher who is writing to support the demands that you take immediate action to change the names of schools within your district that are named after oppressive & racist colonizers. Specifically, I am referring to schools that are named after John Sutter, Kit Carson, and Peter Burnett.</p> <p>These individuals played a significant role in the oppression and subjugation of marginalized communities, including Native Americans, African Americans, Mexicans, Asians, and other people of color. By honoring them with school names, you are perpetuating a legacy of racism and discrimination that has no place in our society.</p> <p>It is time to recognize the harm that these names have caused and take proactive steps to rectify the situation. I understand that changing school names can be a complex and challenging process, but I believe that it is a necessary step towards creating a more just and equitable society.</p> <p>I urge you to take action now and show that our district is committed to creating a safe and welcoming environment for all students while also providing the necessary and relevant resources for students and their families.</p> <p>Sincerely,</p> <p>Carmen Martínez Teacher at Umoja International Academy</p>

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Maria Pryor Herndon
School:	Sam Brannon
Agenda Item #	9.4
Comment:	Having watched several documentaries on Sam Brannon, I do not find him to be a man who should be honored with a school named after him. Any accurate biography of his life shows him to be a crook.

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	M. Edache
School:	N/A
Agenda Item #	9.4
Comment:	<p>Individuals may choose not to attend one of the identified schools because of the history it holds. Often people are quick to say, 'It was so long ago. Why does it matter?' The truth is naming a school state a legacy. Continuing to keep schools and monuments with names of identified racists sends a clear message of what and who are valued.</p>

**Sacramento City Unified School District
Board of Education Meeting**

June 8, 2023 Written Public Comments

Name:	Sarah Cummins
School:	Peter Burnett, Kit Carson, and Sutter Middle
Agenda Item #	9.4
Comment:	<p>School names based on racial people that had no problem with oppression and colonization need to be changed to positive, culturally affirming names. Peter Burnett -> Su Yu elementary Kit Carson -> Umoja International Academy Sutter Middle -> Miwok Middle School</p>

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Fayzah Mughal
School:	N/A
Agenda Item #	9.4
Comment:	<p>To our Decision-Makers,</p> <p>Support the proposed renaming of three schools within the Sacramento Unified School District. As a parent of 3 Black students in SCUSD schools and an outspoken witness and critic of the district's institutional racism, change is required of you.</p> <p>The names of our schools should represent the identity and ideals of the community. The renaming would honor individuals and ideals that align more with our community's values and aspirations.</p> <p>Our community is resilient and adaptable. We have the capacity to embrace this change while preserving the rich history and traditions of our schools. Further, this simple act of renaming would stand as a show of good faith from SCUSD in regard to building trust and repairing past harms.</p> <p>Together, we shall ensure that our schools are a place of learning, growth, pride, and inclusion for ALL students.</p>

**Sacramento City Unified School District
Board of Education Meeting**

June 8, 2023 Written Public Comments

Name:	Scottie Smith
School:	N/A
Agenda Item #	9.4
Comment:	<p>I write to address the need for parents/community and students now and future generations to have schools named after people that reflect positive images of who they are and aspire to become. To do so, creates a learning environment that is welcoming and offers a direction on where education should go in order to remedy racism and to help eliminate racist stereotype in education and in the larger communities.</p>

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Tenley Borchman, Black Parallel School Board
School:	N/A
Agenda Item #	9.4
Comment:	<p>To Whom It May Concern:</p> <p>I hope this letter finds you well. I am writing to express my support for the proposed renaming of three schools within the Sacramento Unified School District. As an active member of our community, I believe this change is a significant step towards reflecting the values, diversity, and spirit of our district.</p> <p>The names of our schools should represent the identity of our community and inspire our children as they walk through the school gates each day. The proposed renaming is an opportunity to honor individuals or ideals that align with our community's values and aspirations.</p> <p>I understand that change can be challenging and may bring about a variety of opinions. However, I firmly believe that our community is resilient and adaptable. We have the capacity to embrace this change while preserving the rich history and traditions of our schools.</p> <p>I urge all parents, guardians, and community members to join the upcoming school board meeting. Your voice matters in this decision-making process. Together, we can ensure that our schools continue to be a place of learning, growth, and pride for all students.</p> <p>Thank you for considering my perspective on this matter. I look forward to contributing further to this discussion and working together to make our school district the best it can be.</p> <p>Sincerely, Tenley Borchman</p>

Sacramento City Unified School District
Board of Education Meeting

June 8, 2023 Written Public Comments

Name:	Quetzal Cornejo Molina
School:	N/A
Agenda Item #	9.4
Comment:	<p>I've lived in Sacramento in ten years and eventually my kindergartener is going to ask me, like I asked my parents, why we name our schools after certain people. When I was 10 I assumed we named them after scholars and educators - people that tangibly helped improve the lives of those around them. And yet even today we still have schools named after colonizers; White men who engaged in genocide, land theft and sexual abuse in a bid for white supremacy. We like to believe we don't live in a culture that rewards bad behavior with news coverage and honorifics, but as long as folks such as John Sutter and Peter Burnett are glorified in the names and signage of institutions that our children study in, then we're just enabling further atrocities in California. Thanks for your attention. Take stock of your feelings and use them to make positive change.</p>

**Sacramento City Unified School District
Board of Education Meeting**

June 8, 2023 Written Public Comments

Name:	Audrey Robbins
School:	Sutter Middle School
Agenda Item #	9.4
Comment:	As a former student of Sutter Middle School, I fully support the name changes! It always made me feel bad going to school named after someone so horrible.

**Sacramento City Unified School District
Board of Education Meeting**

June 8, 2023 Written Public Comments

Name:	June Robbins
School:	Sutter Middle School
Agenda Item #	9.4
Comment:	As a former student of the SCUSD and of Sutter Middle School, I commend the efforts to change the names of the schools named after people that Sacramento should not be proud of.