

Name	Public Comment
<b><u>ITEM #8 - Non-Agenda Items</u></b>	
Mary Holmes	<p>As stated in my prior email to all of you, I ask the Board to reconsider the district's policy of prohibiting students from receiving credit when taking courses through Johns Hopkins Center for Talented Youth (CTY), and allow my son and other students to take classes such as AP Calculus BC through CTY. I ask the Board to place this matter on the August 28, 2020 agenda.</p> <p>Currently, in order for the district to approve off-campus classes, the classes must be given by an accredited institution that provides an official transcript showing grades and credits. Although CTY is accredited and provides official transcripts with grades, CTY does not issue credits because it is a non-degree granting institution.</p> <p>CTY is accredited by the Middle States Association of Colleges and Schools, Western Association of Schools, College Board "AP" Designation, National Collegiate Athletic Association of Approved Courses and University of California A-G Approved Courses. CTY provides each student a grade and an academic record.</p> <p>SDUHSD's requirement that the off-campus program must be one that issues credits is unnecessarily restrictive, especially with today's pandemic. I know our district prides itself as one of the best districts in the state and country, but by having an unnecessarily restrictive requirement, it is not being innovative. The requirement does not ensure a better program – in my experience, the current off-campus programs approved by the district are not better than CTY-JHU. Further, the requirement is not needed to know how many credits to place on transcripts. A course such as AP Calculus BC has a set amount of time to adequately prepare for the AP test, which is based upon College Board requirements. The district, when dealing with a non-credit issuing institution such as CTY-JHU, should award the same amount of credits as the high school – not more and not less. The number of credits should not be a mystery and would simply be based on the number of credits given by the district for that particular course.</p> <p>Contrary to SDUHSD's mistaken belief that SDUHSD needs to certify and then self-report the courses to UC and that this "is not something CCA or SDUHSD offers." SDUHSD does not need to certify and self-report because CTY's AP Calculus BC course is approved by UC. I spoke to the UC admissions office that approves all the online courses, and they confirmed that CTY-JHU's AP Calculus BC is one of the UC's approved courses. While it is true that UC will not approve a course offered by CTY when the course is not offered by a student's high school, AP Calculus BC is offered by CCA, and it is therefore approved by UC and does not require certification and self-reporting by SDUHSD. If UCs recognize that a student has met their subject requirements (in this case, AP Calculus BC) when that student completes CTY's AP Calculus BC without having to retake the course, why can't our district approve that off-campus course?</p> <p>Thank you for your time.</p>
Marianne Grosner	<p>As you are aware, CSBA or California School Boards Association is a membership-driven association that provides policy resources and training to members and represents the statewide interest of public education through legal, political legislative, community and media advocacy.</p> <p>CSBA offers Premier Business Affiliate memberships to law firms that school districts use to litigate against families with disabled students. In particular, the two special education law firms that you contract with, such as the one you sued us with, Dannis Woliver Kelley, as well as Fagen Friedman &amp; Fulfrost, both are Premier Business Affiliates at CSBA. This membership is \$25,000 per year. CSBA states "CSBA introduces its members (school board) directly to business affiliate companies, providing the unique opportunity for affiliates to shape current and potential customer attitudes toward products and services"</p> <p>The International Dyslexia Association, Autism &amp; Special Education Groups, National Association for the Advancement of Colored People (NAACP), etc do not have the financial means to join CSBA to "shape attitudes" for the elected school board members.</p> <p>It further states on CSBA's website that "As an affiliate, you can meet your market: the more than 7,000 school board members, superintendents, executive assistants, facilities managers and business officials who spend more than \$70 billion annually to equip and maintain thousands of school buildings and provide educational opportunities for more than six million public school students."</p> <p>The private law firms fighting special education students are profiting from our tax dollar. What are the private law firms, who school boards approve for special education, doing to support our students with disabilities? Are any of the private law firms who are paid with tax payer dollars advocating for special needs students or African American students with disabilities? We need more education, less litigation. Thank you.</p>
Michele Fortin	<p>As a parent with graduating senior at CCA this year I just wanted to thank the Foundation for the support that they provided for our seniors to make the best of a difficult end of the year. Every senior family who elected to opt -in had a Graduation Yard sign delivered to their doorstep in June and students received a customized t-shirt when they picked up their caps and gowns. Most significantly, all seniors with their families were able to participate in the Graduation car parade last Friday. As a participant, I can tell you that it was a blast and the comments provided on the FB CCA Seniors page were overwhelmingly positive. The seniors loved it. All of this was funded by the Foundation and as a CCA parent, I'm grateful to them for taking the lead to support these initiatives that celebrated our graduates.</p> <p>I also wanted to thank for Foundation for the support they provide the Envision conservatories. My son was in the Theatre conservatory and the education he received beyond the elective classes he took was exceptional. The opportunity to work with guest artists who are working actors, acting coaches and directors provided a level of insight into theatre as a career that is not generally a part of the standard education. The experience he received in stage tech, acting, directing and play writing was also way beyond what other high schools are able to provide. The conservatory programs and the facilities that provide performance spaces for our students depend a great deal on financial support from our parents and the Foundation. The Foundation funds everything from guest artists' salaries to sheet music, musical instruments to new lighting and sound systems, computers, software and other technical teaching aids that enable our students to receive professional-level training. As a direct result of this support, my son – as well as several other CCA students – will be attending NYU's Tisch school for theatre. Many of his fellow conservatory students will also be going to some of the country's top theatre programs</p>
<b><u>Item #10e - CONSIDERATION OF APPROVAL OF SDUHSD LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) / COVID-19 OPERATIONS REPORT</u></b>	
Anonymous	<p>Mask wearing should be mandatory. WHO has already recommended wearing masks as effective preventive measure. All children should wear mask at all time during at school inside or outside if classroom regardless the of distance. This is esp important indoor when there is no good air circulation.</p>

Name	Public Comment
<b>Item #10k - CONSIDERATION OF 2020-21 REOPENING OF SCHOOL PLAN: FRAMEWORK UPDATE</b>	
Thad Kousser	<p>I write as a parent who is very extremely grateful to have two children in the San Dieguito Union High School District, who recognizes the tremendous complexity of the challenge you face in crafting an educational plan next year, and who understands that parents' perspectives on how to manage the return to learning are as diverse as the students our district serves. I'm urging that the district use this critical planning time to conduct a more comprehensive and open survey of family views about alternative approaches to reopening in the fall.</p> <p>Specifically, I do not think that the recent survey sent by the district will provide an accurate gauge of family preferences. It boiled a complex set of choices into a single question with only three allowed answers, no opportunity to voice support for a different approach, and no open-ended responses allowed. Crucially, it did not give families the chance to support the balanced approach of a fall plan that follows the best practices identified by the California Department of Education's "Stronger Together" Guidebook. After reading that important document, its science-backed guidelines promoting the use of protective equipment (pages 5-6), physical distancing (pages 6-8), and creative instructional scheduling models (pages 12-14) gave me confidence that schools have an opportunity to reopen responsibly.</p> <p>Families that want to support the "Stronger Together" approach were left with no voice. We had no chance to back an option recognizing that a strong, if modified, in-person educational experience this fall could provide the best social-emotional learning outcomes (pages 17-18), serve the needs of English learners (pages 21-24), and help address demographic divides in learning that can be exacerbated by remote education. Instead, the survey set up a false choice between students' physical health and their social and emotional well-being.</p> <p>To be clear, for our family and for others who are attempting to follow the clear guidance of local, state, and national health experts, setting a strong tone and taking reasonable steps to support physical distancing and wearing masks is paramount to moving forward. It provides the best opportunity to bring us back into schools, businesses, and community spaces with each other. While we recognize that ensuring absolutely perfect compliance is never realistic, school leaders can create an expectation of safer practices. Students follow their teachers and principals – most of the time! – so here is one critical area in which schools can lead.</p> <p>Why should our students feel less safe walking into their school than they do walking into a store or restaurant, where masks and distancing are required? A reopening plan that fails to prioritize physical distancing and mask wearing would risk this. Most importantly, if our schools take an approach that fails to put safety at the forefront, making reasonable scheduling innovations and a strong approach to mask wearing, we will miss the best chance we have to bring and keep our students back together over the next academic year.</p>
Kristin Demarest	<p>A growing body of scientific studies is demonstrating the vital importance of masking to control covid. It is the simplest public health intervention available that provides significant results. Masks are our best way to return to some degree of normalcy until a vaccine is ready. By the time school starts, this body of research in support of masks will only have grown. It is not acceptable to make masks optional. For masking to work, we need the majority of people to be masked. If you do not make masks mandatory, the school will eventually shut down. When the students return, you will likely be forced by circumstance to make them mandatory. Make the right decision now. Do the right thing for your students and your faculty. Do not cave to those who say it violates their liberty. For those who cite liberty, they should be reminded of this quote from Thomas Jefferson: "A nation, as a society, forms a moral person, and every member of it is personally responsible for his society."                      We live in a society. Every person in society has an obligation to that society. There are rules, regulation, and laws in life. If they do not like it, they should be given the option of schooling from home. Please make the sound scientific and public health decision and do not cave to a vocal, misguided minority.</p>
Joshua Graff Zivin	<p>I appreciate all the hard work that the District is undertaking to prepare for the Fall. I also appreciate the transparent communication regarding the impossibility of keeping our children 6 feet apart at all times, particularly as they transition between classrooms. In light of this impossibility, I am concerned about the voluntary mask policy. There is now an abundance of evidence on the efficacy of masks in reducing disease transmission. I understand that it is neither practical nor conducive to learning to have students wear masks all day long. However, a policy that required masks during class transition times does not seem unduly burdensome and would substantially reduce the risks to students, staff, and all of their families. I would like to see the District revise its policy to reflect this hybrid approach -- one where masks are required during high-contact moments and optional otherwise.</p>
Shannon Kearns	<p>Dear Dr. Haley and School Board Members,                      I am a parent of a high school sophomore at CCA and a 7th Grader at Earl Warren Middle School. A week ago I took an online survey, which was removed from the website yesterday, regarding my preference for how and/or whether the students in our district should return to school next year. I found the survey to be poorly worded and a bit confusing so I want to make my opinion clear. I do not think students should return to school unless they follow the advice of the local, state and national health experts by practicing social distancing and wearing masks while at school.                      Everyone wants to go back to normal. Every parent wants their kid to experience high school like they deserve, by going to class, playing sports and attending social events. However I think the issue is how do we go back in a way that will allow our kids to stay at school so they can experience high school as best they can given the pandemic but without spreading the virus. Personally, I worry that if we don't take certain precautions like wearing masks we may have a significant increase in COVID cases that could result in a strict stay at home order being enacted again. My hope is that we can go back in a responsible way so we can keep our kids at school rather than at home and online.                      On March 13th my oldest son had to stop physically attending CCA. He had to leave his friends, classmates and teachers. Most importantly, he had to give up playing a sport he loves, baseball, and say goodbye to the seniors on the team who never got the chance to play their final season. My son made these sacrifices and we, as a family, have followed the stay at home orders. Nothing has changed since March 13th. The risk of getting COVID seems to be the same as it was in the spring. We may know a little more about the virus but we aren't any safer unless we take steps to protect ourselves and others by wearing masks and social distancing. You have referenced the effects that being socially isolated may have on our kids. I get that. However there is also a mental health aspect of sending our kids back to school even though nothing has really changed since March 13th without the safeguards that are recommended by every health expert at the local, state and national level. Even though the California Department of Public Health encourages but does not require face masks, I urge the Board to require students to wear face masks when they return in the fall. If you truly want to keep schools open you will implement every safeguard that will help make this possible. Wearing a facemask and social distancing are two necessary health and safety measures to implement at our schools next year.</p> <p>Regards,                      Shannon Kearns</p>

Name	Public Comment
Anonymous	<p>It is made clear to masks adhere to keep virions at bay.</p> <p>Should a student insist to ignore the request, how shall the others stay?</p> <p>Will they be offered a place, a mask-only space, to pass the remainder of day?</p> <p>Where tutors give equity, to our health diversity, and inclusion remains the way?</p> <p>When an outbreak begins, and schools close once again, Will we ask where the blame does lay?</p> <p>Or do we heed the requirements, for safe learning environments? No mask...No class. What do you say?</p> <p>In summary: There is overwhelming evidence that our children will be safer and schools more inclusive if masks are required indoors, rather than optional, especially in classrooms, to address the issue of asymptomatic transmission of covid19. If we can require immunizations for school children in the name of public health, and we can enforce school dress codes to create an optimal learning environment, there is no excuse not to make masks mandatory until either a vaccine is readily available, or there is a bountiful supply of N95 masks for children and teachers who prefer to not take unnecessary risks. For cloth masks to be effective, ALL people in a room must be wearing one. Making masks mandatory is a common sense precaution to avoid illnesses that would force children to miss school for quarantine, or worse, close down the school should an outbreak occur.</p> <p>If masks are not required, if a student walks into their class and finds a classmate not wearing a mask, will there be a special "masks-required" space on campus where masked students can retreat to and work independently, or with other masked students, teachers, and tutors?</p>
Chris Herold	<p>CDC recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain. How is it even a question whether masks should be required in schools during this upcoming period of an expectant "Second Wave". Other restrictions on school attendance are already in place that are not dependent on student "comfort" (dress code) or parental predilections (vaccines). To make masks optional will not only create massive social divides in school, but WILL put everyone at greater risk. Perhaps a mask requirement will only be deemed necessary after death has touched our community directly. But why wait for death? After it has visited, those lives are forever lost. When the data exists and it is possible to be proactive in a reasonable fashion (i.e. cloth masks), why would you choose any other course? Lives are in your hands with this decision. I expect (and hope) that your shoulders do not desire to carry the burden of a policy decision that directly results in unnecessary death.</p>
<p><b><u>Item #10l - CONSIDERATION OF SCHOOL-CONNECTED ORGANIZATIONS: HIGH SCHOOL FOUNDATIONS DRAFT HANDBOOK</u></b></p>	
Anonymous	<p>I'd like to comment on school foundations. My oldest child arrived in the district in 2009, and I still have a rising sophomore and junior at CCA. I am very distressed by what appears to be an attack on the foundations, specifically CCAs, by a member of this board, and I don't understand why. The CCA foundation has repeatedly funded large items that frankly should have been district responsibility, with money earned from facilities rental to benefit all students. I've been around the district long enough to remember what happened before the foundation at CCA took care of facilities rentals. The district office was incapable of managing contracts, and uninterested in doing any extra work, so if a lessee was locked out by mistake, oh well. The district staff were so far removed from the site that if items were damaged in a classroom, or a teacher arrived Monday morning to discover their classroom completely left in a mess, the district could (or would) do nothing, and they didn't work with school staff to determine when the school needed facilities for educational purposes. The result was that teachers refused to release availability based on bad experiences, and lazy and incompetent service from the district scared away potential rentals. This should be obvious from the history of facilities revenue. Now that foundation staff is managing facilities, CCA has been able to have things like the gross, germ-laden carpeting replaced, lunch tables provided for students, and most recently the sound system in the large theater replaced, which is going to be essential given no doubt the theater will be used constantly as a classroom. These things would have had to be paid for directly by the district if not for foundations, and local control over rentals. This coming year, the foundation should be poised to help provide things that will make it safe for students to return, and can help relieve some pressure on the district. If you think that the district is suddenly going to divert all that money from CCA for their own use, you don't know history. First, there isn't going to be any money, because the district isn't capable of managing facilities. Second, the CCA foundation enjoys enormous support from families and students. Trying to dissolve our foundation and take funds will be viewed by the CCA community as a blatant power grab, and will poison the community against the school board, who will be viewed as stealing from CCA students. Creating an antagonist view of us-against-them between an award winning school community and the district and board is a huge mistake, and would be so sad. Many parents at CCA are quiet and trust the school and board to do their jobs. But if you know anything about our community, it should be obvious that taking away funding for enhanced STEM and arts activities will not be tolerated. CCA is one of the top public schools in the nation. Please don't ruin that.</p>
Sean McSherry	<p>My name is Sean, and I am going to be an 11th grader at CCA. I am not really an amazing student or anything, but I have found CCA to be a great school, and a lot of that is because I am in programs that are helped by the CCA Foundation. Coming from middle school, I didn't know a ton of people, and I'm pretty quiet. But my first semester I had a class called Stage Craft, Technical Theater. We actually learned how to build sets for plays and musicals, and even things like graduation. Now, I am a member of Theater Conservatory at CCA, Theater Tech. It is a really special program and it is one of the highlights of my day. Not only that, but I've learned skills which I've been able to use to get a part time job and entrance to a summer program. Most important to me, I've met some of the nicest people who are now my friends, and everywhere I go I see people I know who greet me, and I feel like I belong at CCA, for the first time really ever at a school. The foundation has volunteers on it that are also involved in Theater Conservatory, and because of that they understand and work hard to support our program. Please don't take that away. CCA would not be the place it is without Conservatory programs, and they won't exist without the foundation support at our school. Part of my role is to recruit new student members for conservatory so that our program will continue after we are gone. I want future students to get the chance that I did, so please let the foundation continue supporting us.</p>
Wendy Gumb	<p>My written comment will be different from my public comment slightly because the document was posted 30 minutes before the deadline to submit comments. I will provide my comments separately and would like the opportunity to speak regardless the numbers of speakers on this topic.</p>
Amy Scease Caterina	<p>As a former foundation president, I will be providing comments on the Foundation Handbook.</p>
<p><b><u>Item #10m - CONSIDERATION OF ACCEPTANCE OF GIFTS &amp; DONATIONS</u></b></p>	
Wendy Gumb	<p>I will publicly read my comment</p>

Name	Public Comment
Dana Kizlaitis	<p>I wanted to make donors aware that District used the law firm Dannis Woliver and Kelly, t \$360/hour and an Associate up to \$235/hour to litigate against a special needs student January 2020. This is the highest hourly cost for Special Education attorneys compared to Fagan Friedman Fulprost. The hourly cost using tax dollar for the trail was up to \$595/hour for both attorneys from Dannis Woliver Kelly. Our tax dollar was also used to pay the judge at trial. The trail was held in a conference room Pacific Trails Middle School. The trails are typically open to the public and I want to let the public and students know that they should look to attend public trails against special education students that are held at District Offices. I attended an open trail (due processes)at Temecula Valley USD at their District Office against a dyslexic student. The District also used the Dannis Woliver Kelly. I was a non-related legal guardian for an African American student and District also used DWK for 1.5 years in IEP meetings. When he was 17 he was tested at 2nd grade reading. When he turned 18, District denied him reading remediation. Me and student received a letter stating he was college and career ready. Before making donations, please look into the HOURLY rate for special education attorneys at San Dieguito using tax payer dollars. Mock trails students should be given an opportunity to attend trails against special education students and learn how our tax dollar is used to pay private law firms to fight students with disabilities.</p>