

Video Public Comment - [Brant Guillory - Spring Sports Eligibility](#)

<p>Rebecca Poling</p>	<p>Wake County SROs should be replaced with PeaceBuilders</p>	<p>Dear Chair Sutton and WCPSS Superintendent Moore,</p> <p>In Wake County public schools all students should be treated with dignity and respect. Currently there are police officers in Wake County schools who, by the requirements of their jobs, are trained to be on guard, expecting criminal behavior. Instead, individuals who have training in methods of communication with students, should replace SROs and be responsible for teaching students appropriate behavior in conflict resolution.</p> <p>Currently, with SROs in schools, Black students have been charged with 73% of school-related delinquency complaints, despite representing only 22% of the student population. I am concerned that school resource officers are unknowingly pushing Black and Brown students toward the school-to-prison and to the school-to-deportation pipeline. Many school districts across the county have removed police from public schools replacing them with professionally-trained school resource personnel who are able to address the issues of concern and resolve the problems with a long-term solutions.</p> <p>Instead of paying for SROs, Wake County Public Schools should reallocate funds toward programs that include community PeaceBuilders, social workers, healthcare professionals, school psychologists, counselors, and other resources that support students, families, and community members.</p> <p>I stand with the Enloe High School students, the Wake County Black Student Coalition, the Southern Coalition for Social Justice, Education Justice Alliance, and the ACLU of North Carolina. I want #CounselorsNotCops and #PoliceFreeSchools so all Wake County students feel safe, supported, respected, and hopeful.</p> <p>Kind regards. Rebecca Poling, retired healthcare professional</p>
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Donna M White	Police in Schools	<p>Dear Chair Sutton and WCPSS Superintendent Moore,</p> <p>I urge you to take action to build school environments where all students are treated with dignity, love, and respect. With police officers in Wake County schools, Black students have 73% of school-related delinquency complaints despite representing only 22% of the student population. I am concerned that school resource officers are funneling Black and Brown students toward the school-to-prison and to the school-to-deportation pipeline. Wake County Public Schools should follow the example of multiple school districts across the county and immediately terminate all law enforcement contracts and remove police from schools.</p> <p>Instead of paying for police, Wake County Public Schools should reallocate funds toward preventive programs and alternatives to criminalization. This includes fully-staffed, school-wide restorative justice initiatives; community peacebuilders; social workers; physical and mental healthcare professionals; other resources to support families and community members as determined by them.</p> <p>Let's take steps to make Wake County schools safe places for students and staff without criminalizing child behavior and actions resulting from trauma.</p> <p>Thank you for your leadership.</p> <p>Sincerely, Donna White</p> <p>2931 Mars St. Raleigh, NC 27604</p>
Jenny Gidley	Return to in person school	<p>My comments are to advocate for the return to in person school full time. For those parents that chose in person school this semester, our children should be permitted to return in person full time. This was the original plan for grades 4-5 in January and should be implemented immediately along with at a minimum grades 6-8. There is plenty of data available are both for US schools as well as international schools that have successfully been in person since last September. The CDC guidelines support this. Remote learning should continue for those families that desire this option.</p> <p>Our children's education and mental health are suffering with continued remote school. If full</p>

		time return is not possible, then something more frequent than once every three weeks should be implemented. Additionally rebalance the days so that all rotations receive an equitable number of in person days.
Jennifer Kirby	Cohort 2 Receiving Insufficient Days in Person	From my communication with Board members, I understand that you're aware of how imbalanced the cohorts are for high school students (Cohort 2 receives only 5 days of in person school from mid-February until April 19th- they may as well be in virtual academy). I have also heard that no changes will be made until the fourth quarter. How are you going to ensure that all 3 cohorts get the same number (or as close as possible) to in-person days, especially for our high school students who have been out of school since March 2020? Why are we waiting until quarter 4 when so many changes have been made to the school year along the way?
Jennifer Curtis-Maury	4th and 5th Grade Plan B	I would like to urge the school board to move 4th and 5th grade to Plan A. That is what parents signed up for in the Fall. If that is not possible, then please provide a 2 week rotation. The 3 week rotation is VERY disruptive and simply not enough in person time. Lastly, I saw a proposal for changes to the cohort calendar (is keeping 3 week rotations). I feel that the revised calendar should NOT be adopted and that if you are leaving 3 week rotations, you should also leave the calendar in place as is. (Speaking for Year Round)

<p>Ally Edwards</p>	<p>11/23/2020 Student Achievement Meeting SPED Services</p>	<p>Dear WCPSS BOE</p> <p>Please note that Karen Hamilton stated problems begin when parents ask for their child's educational record. A parent is entitled to request and receive their child's record to prepare for a student's IEP meeting.</p> <p>Date</p> <p>Re: FERPA Request for all of xxxx's educational records</p> <p>Dear Mr. Principal</p> <p>In preparation for our child's upcoming IEP meeting, we are requesting a copy of all of student's records since s/he entered school. We request this under FERPA, the Family Education Rights and Privacy Act, and IDEA 2004, the Individuals with Disabilities Education Act.</p> <p>Please include all of his/her records, which include, but are not limited to: Cumulative file, confidential file and compliance file. Please include all reports written as a result of school observations and evaluations; reports of independent evaluations; medical records; nurse's records; summary reports of evaluation team and eligibility committee meetings; IEP's; school team committee meeting notes; any correspondence written between school personnel regarding our child where s/he is mentioned by name, initials or by code, including email; any correspondence written between parents and school personnel, including email; any and all records maintained by teachers and any member of the IEP team; notes or letters written in connection with any planning or discussions, or any other matters in connection with the student. Please include any and all personally identifiable information, print, email, video or audio recording that exists.</p> <p>Thank you in advance for your cooperation.</p> <p>Very truly yours,</p>
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		Ally Edwards
Cindy Gorman	request daily instruction for all Plan B elementary students	<p>Dear School Board members,</p> <p>I am requesting action be taken by the school board to allow Plan B 4th and 5th grade students access to daily instruction.</p> <p>As a parent of a child enrolled in Plan B, and having participated in the cohort rotation since the fall, I strongly urge the board to recognize that it is time to allow ALL Plan B elementary students access to in person daily instruction.</p> <p>Our school leaders have done a wonderful job of instituting the safety protocols, enforcing the mask mandate, and working to adapt their buildings to the needs of staff and students. However, the 4th and 5th grade students to date have been unfairly sidelined, and should no longer be forced to remain in 3 week rotations.</p> <p>The board needs to allow our schools autonomy to work with the numbers in their building and allocate the students appropriately. As a parent, I feel confident they can source a solution which would bring the 4th and 5th graders back into the school. This has been done successfully in many schools within the public and private sector when given the opportunity and say so.</p> <p>I am asking the Board to please pass a resolution to allow all Plan B elementary students the benefit of daily instruction and the schools the freedom to embrace it.</p> <p>Sincerely, Cindy Gorman</p>

Kate Fish	11/23/2020 Student Achievement Meeting Special Education	<p>Dear WCPSS BOE and Parents in the community who have children in SPED Since Ms. Hamilton does not speak of resources for parents with children and special needs. Since no formal ECAT training will be given to parents who ask. Often in a meeting check boxes are filled out very quickly, discussions do not happen.</p> <p>I was able to find great information on the NCDPI website.</p> <p>These free training tutorials are found online as well. Anyone can watch the videos. Get trained for your next annual IEP meeting. Be informed, parents helping parents.</p> <p>Training Videos — Exceptional Children (ncpublicschools.gov) Kate Fish</p>
Courtney Burns	11/23/2020 Student Achievement Meeting SPED SECTION	<p>Raise the bar of competence. Stop trampling the rights of students and families. It takes a certain type of leader to be effective. How many directors does the Special Education department have under Ms. Hamilton? The presentation spoke of the teacher breakdown, but no mention of staff numbers at central office. Why is this number not shared with the public?</p> <p>The following information is found online regarding the ECAT software program WCPSS uses. Why is Ms. Hamilton stating this is time consuming, inefficient, when everything points to the opposite.</p> <ul style="list-style-type: none"> <li>• ECATs eliminates redundant data collection, reduces paperwork, and focuses on ease of use of the Exceptional Children process for the user while still maintaining compliance to federal and state mandates. A Record Review component allowing users to report on items being monitored and the corrective actions for the student record to meet compliance. A Mediation, Due Process, Complaint and Facilitation component, which tracks and reports on events that occur with disputes pertaining to a student's free and appropriate public education and any corrective actions and/or resolutions to the issues.</li> </ul> <p>Thank you, Courtney Burns</p>
Christina Hall	Student Records after Graduation	<p>Dear Wake County Public Schools Board How long does WCPSS keep student files after they graduate? Where does all the information go? Is it shredded? I never seen a permission slip regarding student files after my child graduated. Am I able to request and keep the file? It is no use of the school now. Please advise.</p>

		Christiana Hall
Wade Thompson	Student Achievement Meeting Special ED 11/23/2020	<p>Dear Ms. Moore, Mr. Sutton, Ms. Mahaffey and Board Members</p> <p>The SPED Department at WCPSS needs drastic improvement. Ms. Hamilton mentions 20 indicators for NCDPI Compliance Monitoring. See SLIDE 8. However, she skips over 1-10 indicators, jumps to Indicator 11 see SLIDE 9 and not one single board member asked this question. She then neglectfully does not talk about 12 through 20 indicators for NCDPI Compliance Monitoring.</p> <p>As a school board are you all SPED certified? What type of training do you have? What type of additional training do you receive with regards to special education? This is a fair question. These students matter. These families matter. But as a board no one raised a question on this presentation being incomplete?</p> <p>Instead, you just praise, and pat each other on the back. The system is badly broken, and the leadership is to blame.</p> <p>Regards, Wade Thompson</p>
Ms. Barb Anderson	Student Achievement Meeting 11/23/2020 SPED SERVICES	<p>Dear Ms. Moore Mr. Sutton Ms. McCaffey and Board Members</p> <p>We need to see Ms. Hamilton's job description. It is preposterous for her to state that if a parent requests their child's record that it means dispute. All parents have the right to request and review their child's records. Ms. Hamilton does not support parents and instead works against them.</p> <p>It is time for an independent investigation of the WCPSS SPED department.</p> <p>Regards, Barb Anderson</p>
Frank & Becky Renaldo	SALARIES REQUESTED MUST EXPOSE News and OBSERVER	<p>To the Wake County Public School Board and Keung HUI</p> <p>A current list of WCPSS salaries needs to be requested and made public. It is long overdue. We ask that you do not vote and grant Ms. Moore an extension of a contract for 2024. We understand the search for a superintendent is lengthy and can take up to a year. You may want to seriously look in that direction. Time to take the turkey out of the oven. Its officially done.</p> <p>Frank and Becky Renaldo</p>

Yvonne Clarkson	SPED Principal Ms. Hamilton	<p>Dear Ms. Moore Mr. Sutton Ms. McCaffey and all the Board Members Please help me understand, when a student is identified SPED services does Karen Hamilton become my child's principal? I ask this because in the achievement meeting, she supports principals, but parents share how a principal will say that is a special education issue, that is an administrative decision that Karen Hamilton will oversee and her staff. Yet my understanding my child's principal should be Millbrook, instead it appears its Ms. Hamilton. Thank you, Yvonne Clarkson</p>
Candi Goodwin	SPECIAL ED LEA in IEP MEETINGS	<p>Dear Ms. Moore Mr. Sutton Ms. McCaffey A child has an IEP, and therefore is assigned a SPED LEA at the local school site level. This typically is an assistant principal or head principal. Who makes the administrative decisions to assign the SPED LEA that will oversee my child's IEP. Is it Ms. Hamilton or the Head Principal? This is an issue, because when a problem with a SPED LEA occurs whom do, we report this to? Parents are given the run around. So is it the head principal or Ms. Hamilton? Is the SPED LEA supported by the Central Office only, does Ms. Hamilton tell the SPED LEA what to do, and how to do it, to teach them not to be compliant, take advantage of parents, and deny FAPE for the student? Or is it the head principal that is choosing these decisions. Does the head principal make decision with Ms. Hamilton? When a SPED LEA is sending emails that are, misleading, untrue and false, where does a parent go? We want to see a job description in her contract. The school district loses in settlements, the special education student loses in an education, and it continues to happen. Please explain. Candi Goodwin</p>

Virginia Cline	Allowing grades 4-8 back to school full time in-person	<p>To the Wake County School Board,</p> <p>I ask that you please allow all children, especially grades 4th - 8th back into the classroom full time, no longer meeting in cohorts. My children have been out of school for over a year now. Up until recently my children have done alright with the remote learning, even though they would prefer to go back to in class learning. Recently I have noticed a marked lack of motivation to continue attending online classes, they are no longer motivated. I have asked them both why they are not interested in school anymore. My daughter's answer was very simple, she is tired of being in school online all of the time and doesn't see the point of working hard when "school and teachers don't care about her". I am concerned. I have noticed an attitude and personality change (not for the better) in my son as well. He wants to be back in school. His eyes hurt from the computer screen and technology is not always working the best, in his opinion. I am a school librarian in a local private school. I have been back in school with my students since August, we have been fine following the guidelines of social distancing and wearing masks. Please listen to the parents, students, law makers, health experts who are pushing for schools to reopen completely, the time is now. Thank you.</p>
Stephen DeCiantis	School sports	<p>I would like the board to reconsider its position regarding sports at the middle school level. It doesn't seem right or fair to not allow competitive sports at this level but yet they are allowed at every other level. If it is safe at the high school level and in recreation leagues, why isn't it safe at middle school? I would like my daughter and all the athletes to get a fair shake. They work hard and this would help bring them another step closer to the new "normal" we are all seeking and adjusting to. Thank you.</p>
Kim Collie	Opening up WCPS High Schools	<p>Please lead by example and do the hard right over the easy wrong...the hard right is to open up our schools!</p>
Kathryn Asad	cohort rotations	<p>I would like to see consideration given to modifying the cohort rotation schedule as well as the number of cohorts. I think we should consider having just 2 cohorts to increase the frequency children would receive in-person instruction. If this is not achievable, children should be given the opportunity to attend in-person instruction more frequently, and weekly, even if it is for 1.5 days a week. In-person students are remaining largely disengaged because they are only in school once every 3 weeks for a partial week of in-person instruction (due to the very ineffective asynchronous days).</p>

Kathryn Asad	elementary school siblings	<p>One of the issues my family has faced is the division of grades K-3 and 4-5. I have a 1st grader who will attend daily beginning tomorrow. And I also have a 4th grader who will remain in the 3-week cohort rotation. I would advocate that 4th and 5th graders with siblings in younger grades should be allowed to attend in-person daily like their siblings. Dividing siblings that attend the same school creates a lot of problems for families, and is difficult for children to understand, which furthers disengagement for the child at home. Parents can also face a lot of resistance from the sibling who is in daily because they want to stay home too. I do not believe our youngest learners can endure any more time learning remotely. They must be in school full-time. In order to support families of young children and truly serve the most students, K-3 siblings in 4th and 5th grade should be considered for daily instruction.</p>
Kathryn Asad	more school autonomy	<p>I would like to advocate for more autonomy to be given to individual schools, so that they can coordinate how to safely return to in-person learning with the resources that they have. Trying to coordinate this across a huge school district is difficult, and not all schools are in the same position in terms of physical resources, teachers, and numbers of in-person vs. virtual students. I believe that in-person learning will continue to be pushed out unless schools can be given the freedom to accommodate the students to the best of their abilities following strict and detailed guidelines created by the school board.</p> <p>Some schools may be able to utilize outdoor classrooms and instructional assistants. Other schools may be able to use town/city community centers, which are currently already receiving a lot of financial assistance to run programs for parents that need daily care. This money should be directed to the schools, which is a much safer environment for students to be in. These programs are not a substitute for school and there is no way these programs can meet the educational needs of a student, as they are blended environments with multiple ages. Children need more support during virtual learning than a day-care program could provide.</p> <p>I am confident if schools were given more freedom, we could better serve a larger population of students. It has almost been a year, and it is clear that coordinating policies across a large district will continue to delay the return to in-person learning. Parents, children and teachers who are not comfortable with in-person learning can and should remain in the virtual academy.</p>

Susan Book	SRO/PEACEKEEPERS	<p>Hello Wake County School Board,</p> <p>I'm writing today to ask you to consider using Peacekeepers instead of SROs in our schools. SROs, even well trained, can cause trauma by the mere uniform they wear. They may make a few feel safer, but to many students, SROs cause fear and anxiety.</p> <p>My son at ages 8 and 9 had run-ins with SROs. It changed the way he viewed school and the police at large. He became frightened that he would be arrested at school for forgetting something or minor mess ups. Just getting my son into the building became a challenge.</p> <p>SROs should never be used in elementary schools yet they sometimes get called. My son is Autistic. SROs were called to talk to my son because of things my son said during a meltdown. Things he has no memory of saying because his brain was in lay man's terms malfunctioning due to overstimulation. I was not even told that an SRO would visit my son until after the fact.</p> <p>The trauma of these encounters endures still. My son watches my speed in the car because he fears getting pulled over by the police. He jumps and asks about sirens he hears.</p> <p>Peacekeepers won't be perfect, but they won't carry the trauma that a uniformed officer carries and that is significant. Peacekeepers will be there to keep peace. With a limited job, perhaps teachers will call someone with professional mental health training to deal with kids like my son. Maybe we can turn down the temperature in our schools and see our children as children.</p>
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<p>Bekah Brown, Education Justice Alliance</p>	<p>WIDA ACCESS Testing Guidance for EL Families</p>	<p>Dear Superintendent Moore and School Board Members,</p> <p>We write today to urge you to take the important action to provide more transparency with families regarding the in-person administration of the WIDA ACCESS test for emerging bilingual students (also referred to as English learners or English language learners) during the COVID-19 pandemic.</p> <p>As public health data amply demonstrate, these students and their families are uniquely and disproportionately at risk of contracting COVID-19 and suffering severe outcomes. The WIDA ACCESS in-person testing – which entails multiple separate test administrations for multiple hours over multiple days – places the students (and, in turn, their families and communities) at imminent health risk and harm.</p> <p>Many EL students and families, grassroots organizations, and advocates have begun voicing their concerns since this particular proficiency test, the WIDA ACCESS test, does not have a remote option. Some states have responded with detailed guidance for districts and families about voluntary participation in WIDA ACCESS testing. Here is an example of what that guidance may look like: (<a href="https://www.cde.state.co.us/communications/accesstesting2021">https://www.cde.state.co.us/communications/accesstesting2021</a>)</p> <p>We ask that the WCPSS School Board of Education issue formal guidance to all schools concerning how teachers should communicate to parents about this testing. We ask that parents of ELL students are informed, in their first language, of their option to forego in-person ELL language proficiency testing during the pandemic if they are concerned that their children and families will not be safe in taking such in-person tests at the present time. Parents must be informed that they and their children will not face any consequences or sanctions if they elect the option to forego in-person tests and that their students will continue to receive ESL/ELL services. We would also like for parents to be made aware of the transportation options available if they would like their child to participate in testing.</p> <p>While measuring EL students' English proficiency remains important, EL students and their families should not be forced into schools and expose themselves to unnecessary risks during these unprecedented times. Beyond the imminent health risks, there are serious testing reliability and validity issues and civil rights concerns.</p>
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Renee Sekel	SROs	<p>I am writing to ask the Board to end its SRO program. We have now heard from students who have been harmed at school by SROs who make racist comments and who treat BIPOC students differently than they do white students.</p> <p>Our schools should be places where all kids feel safe and supported. Instead, SROs have made our schools less safe for the children they are supposed to serve.</p> <p>Please remove all SROs from our schools, end the contracts between WCPSS and law enforcement agencies, and divert the funding for the SROs to programs such as Peacebuilders.</p>

Fernando Martinez	Invest in Peacebuilders and remove SROs from WCPSS	<p>Dear Chair Sutton and WCPSS Superintendent Moore,</p> <p>As we reflect on multiple WCPSS board meetings during the pandemic we value the board's intention to rethink how schools' function and its role in supporting our families when schools reopen. Board members have said multiple times that "we don't have to go back to the old ways of conducting business". Schools are opening this week and if there is a good time to make deep changes and work towards reducing racial disparities in school discipline and in court referral, this is the time. EJA encourages you to work for a future where all students are treated with dignity, love, and respect. But please reflect and knowledge that police officers in Wake County schools do not do that and actually contribute to pushing students out. Based on your own statistics Black students have 73% of school-related delinquency complaints despite representing only 22%of the student population. EJA is concerned that school resource officers are funneling Black and Brown students toward the school-to-prison and to the school-to-deportation pipeline. Wake County Public Schools should follow the example of multiple school districts across the county and immediately terminate all law enforcement contracts and remove police from schools. Instead of paying for SROs, Wake County Public Schools should reallocate funds toward preventive programs and alternatives to criminalization. This includes fully-staffed, school-wide restorative justice initiatives; community peacebuilders; social workers; physical and mental healthcare professionals; other resources to support families and community members as determined by them.</p> <p>EJA's want #CounselorsNotCops and #PoliceFreeSchools so all Wake County students feel safe, including Black and Brown students.</p> <p>Sincerely, EJA team: Letha Muhammad Fernando Martinez Bekah Brown</p>
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<p>Georgia Broitman</p>	<p>Remove Wake County SROs and replace them with Peacebuilders</p>	<p>Dear Chair Sutton and WCPSS Superintendent Moore,</p> <p>I want a future where all students are treated with dignity, love, and respect. But with police officers in Wake County schools, Black students have 73% of school-related delinquency complaints despite representing only 22% of the student population. I am concerned that school resource officers are funneling Black and Brown students toward the school-to-prison and to the school-to-deportation pipeline. Wake County Public Schools should follow the example of multiple school districts across the county and immediately terminate all law enforcement contracts and remove police from schools.</p> <p>Instead of paying for SROs, Wake County Public Schools should reallocate funds toward preventive programs and alternatives to criminalization. This includes fully-staffed, school-wide restorative justice initiatives; community peacebuilders; social workers; physical and mental healthcare professionals; other resources to support families and community members as determined by them.</p> <p>I stand with the Enloe High School students, the Wake County Black Student Coalition, the Southern Coalition for Social Justice, Education Justice Alliance, and the ACLU of North Carolina. I want #CounselorsNotCops and #PoliceFreeSchools so all Wake County students feel safe.</p> <p>Sincerely,</p> <p>Georgia Broitman</p>
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