



**Black Parallel School Board**  
**A G E N D A**  
**October 2, 2021**

**Virtual Meeting**

**Zoom Link:** <https://zoom.us/j/128241678?pwd=QUxKUjVFQ1MvME5sTHVBN3htSUJadz09>

ID Number: 128 241 678

Password: 068425

<b>Time</b>	<b>Description</b>	<b>Action</b>	<b>Facilitator</b>
10:00 – 10:02 AM	Open Meeting	I	White
10:02 – 10:05	Presentation on Board Process and Swearing in	I/C	White
10:05 – 10:10	Introductions	I	All
10:10 – 10:15	Minutes	I/D/C	DeWitt
10:15-10:30	What is Critical Race Theory?		White
10:30– 11:15	SCUSD Updates <ul style="list-style-type: none"> <li>• Board – Pinkston</li> <li>• First Day of School challenges-Bryson</li> </ul>	I/D/C	Pinkston/Bryson
11:15- 11:35	Updates on BPSB Work <ul style="list-style-type: none"> <li>• Parent Outreach - Bryson</li> <li>• DRC/BPSB clinic – DeWitt</li> <li>• Anti-Racism forum - Pinkston</li> <li>• Dignity in School, California - DeWitt</li> </ul>	I/D	Bryson/DeWitt/Pinkston
11:35-12:00	Community Input		
12:00 noon	Adjournment		All

Action: D= Discussion, I= Information, C= Consensus

All BPSB meetings are recorded

Thank You for Your Participation

[www.Blackparallelschoolboard.com](http://www.Blackparallelschoolboard.com) and Facebook

## **MINUTES OF BLACK PARALLEL SCHOOL BOARD MONTHLY MEETING - 09/04/21**

**Date and time:** 09/04/21 10:00 am to: 09/04/21 12:00 pm  
**Present:** Bakari Chavanu, Darryl White, Toni Tinker, Carl Pinkston, Marian Bryson, Lailah Muwwakkil, Ursula DeWitt  
**Absent:** LaShanya Breazell, Faye Wilson Kennedy  
**Location:** Zoom  
**Projects/Tags:** black parallel school board

### **DISCUSSION**

#### *1. INTRODUCTIONS*

Duke Cooney, Katherine Bell, Brendan Murphy, Ornetter Jones, Allegra Taylor, Susan Ciminelli, Laurissa M. Wells, Sharon Thurman, Leana Sanchez, Zelon Harrison, Malik Muhammad, Ryan White, Rayvn M., Duke Cooney, Nikki Milevsky, Donielle Prince,

#### *2. MINUTES*

Minutes from August meeting: <https://blackparallelschoolboard.com/wp-content/uploads/2021/07/%E2%96%A0-Black-Parallel-School-Board-August-2021-Agenda.pdf>

#### *3. RESTORATIVE RESTART*

Presentation on Restorative Restart:

### **NEW CHALLENGES SCHOOL REOPENING**

Parent Concerns:

- Suspension and expulsion for willful defiance
- Current and updated 504/IEP
- Student participation independent Learning or remote learning
- Emotional/behavioral support
- Instructional Support
- Health and safety checks

### **2021-2022 NEW STATEWIDE INITIATIVES**

New Statewide policy Community Schools Independent Learning

## NEW STATE FUNDING

- Local school districts would be required to offer independent study programs and they may contract with their local county office of education.
- Expansion of transitional kindergarten, with the goal of achieving universal eligibility for all 4-year-olds by 2025-26.
- One-time funding to address California's teacher shortages.
- Special education funding gets a boost in California

COMMUNITY SCHOOLS PILLARS (it's a planning grant. The grant won't be available to all schools.)

CA statute (Section 8901 of the Education Code) requires community schools to include the following:

1. Integrated support services
2. Expanded and enriched learning time and opportunities
3. Family and community engagement
4. Collaborative leadership and practices

Toni: (Chat Notes): funding through 2028 that would allow up to 1,400 district and charter schools to transition to community schools.

## INDEPENDENT LEARNING

- A student determines the student's health would be put risk by in-person instruction
- Student must have a written independent study agreement
- School must offer the technology needed.

Ursula: (Chat Notes): FYI- Independent Study Virtual Office

Hour[https://drive.google.com/file/d/1eYIAeXlujOSx1m\\_eMt3yOgnQE5EOS E3G/view?usp=sharing](https://drive.google.com/file/d/1eYIAeXlujOSx1m_eMt3yOgnQE5EOS E3G/view?usp=sharing)

Ursula: (Chat Notes): How will the allotted # of schools per county be determined?

## INDEPENDENT LEARNING

- For TK Grade 3: Students will receive an opportunity for daily synchronous instruction.
- For Grades 4-8: Students will interact with teachers each school day, and will receive synchronous instruction once per week. (90 minutes?)

•For Grades 9-12: Students will receive synchronous instruction at least weekly. (hour weekly with one teacher)

Toni: (Chat Notes): The entire education system was allotted \$6 billion over a multi-year period for broadband infrastructure and improved access to broadband services throughout the state, including \$3.5 billion for middle-mile infrastructure in unserved communities.

Toni: (Chat Notes): universal Transitional Kindergarten (TK) as part of a mixed-delivery system for early education, phasing in eligibility so all 4-year-olds will be eligible in 2025-26.

### MASSIVE POST COVID19 EDUCATION RECOVERY PACKAGE

- After COVID19, every district must have a large scale, all-hands-on-deck plan for repairing the deficits and harms of emergency education
- Additional support is necessary for the schools where students were the most behind
- Transparency and accountability for special budgeting during COVID19.
- Transparency and accountability in the spending of relief funds in education.

Sharon: (Chat Notes): How many minutes of daily interaction w/teachers?

Not specified

Is the interaction w/ teachers via Zoom

It's both.

Laurissa: (Chat Notes): does this happen in upper echelon districts as well as lower socio economic neighborhoods?

Susan: (Chat Notes): Are students/parents free to choose indep study if they want---open to all?'

Toni: (Chat Notes): Here is the SCUSD page on independent study  
<https://learn.scusd.edu/independent-study>

Jim: (Chat Notes): You can return to your school within 5 days of the request.

5 days of your request to return, that is

Nikki: (Chat Notes): It can't be for our district because they did not apply for a waiver to provide a virtual academy. We proposed that the district apply for a waiver last spring

Leana: (Chat Notes): Possible program to explore for comparison regarding instruction using tech and student learning plans:  
[https://www.e3civichigh.com/apps/pages/index.jsp?uREC\\_ID=237802&type=d&pREC\\_ID=548733](https://www.e3civichigh.com/apps/pages/index.jsp?uREC_ID=237802&type=d&pREC_ID=548733)

Independent study is a lot less of teacher instruction. There were as much more instruction in virtual learning.

Nikki: (Chat Notes): SCUSD is also not providing the variety of courses with Independent studies. Like there won't be AP courses or specialized electives, CTE and others

Leana: (Chat Notes): I used this program with my students taking Spanish for high school credit. It is funded by the state of California and the content is developed by university of California. It is free to public school students and public school teachers.  
[https://www.ucscout.org/?gclid=Cj0KCQjwssyJBhDXARIsAK98ITQt\\_nLCu\\_7TNHX8dfbrbHyDmx4uscktG9qEcmOIGPjPk\\_TOMIRw7VEaAp6wEALw\\_wcB](https://www.ucscout.org/?gclid=Cj0KCQjwssyJBhDXARIsAK98ITQt_nLCu_7TNHX8dfbrbHyDmx4uscktG9qEcmOIGPjPk_TOMIRw7VEaAp6wEALw_wcB)

#### FIRST DAY OF SCHOOL

- School welcoming positive?
- Parent received all relevant information/enrollment
- Student tools and material available
- Clear expectation and goals?

Nikki: (Chat Notes): In Traditional Independent study students take a few classes each 6 weeks with one or 2 teachers and that is successful for some kids and families who sought out that kind of model. Then there are the students who need IS due to COVID danger. We wanted that program tied to home schools. We suggested that we seek out Secondary teachers to teach on their Preps and or zero or 7th period to make their classes accessible for students, but district wanted to do it all through Capitol City.

#### *4. SCUSD UPDATES*

##### **4-1. Board Updates —Pinkston**

Chinua Rhodes (Board member): at the most recent school board meeting, we discussed a lot of things, including independent study. Discussed the frustrations of parents of how it was handled. Board members should have meetings in their area about what's going on.

We're also discussing a Facilities Masters Plan and Equity Plan:

We had an audit done about facilities in our district, and buildings impacted by socioeconomic factors, and less resources some areas. We have an equity index developed that suggests where facilities funds should be applied to improve school facilities. Some schools are constructed entirely as portables. The portables were supposed to be temporary, and the State never got back around to building actual schools. These portable schools are many low socioeconomic areas. We need a shared definition of what all this means.

Some schools have open access, or multiple openings. This poses some threats. Some schools are less secure than others.

Laurissa: there's contamination in the water at Sac State(?). Water needs to be checked at all schools.

Nikki: (Chat Notes): Cap City and James Marshall are all portables too

We're working on a Joint Use Project at the Susan B. Anthony. We're developing a park for the school. There are also Safety issues at John Bitwell.

Attendance Resolution(?):

#### **4-2. African American Advisory Board —Ravyn, Tinker**

African American Advisory Board has been meeting almost every night and divide up into committees. We have a 26 person body to address the 13 recommendations for the task force.

Committees include:

Parent Engagement

Recommendations Committee (to monitor the implementation our recommendations)

We're calling out the district on a number of issues.

Superintendent met with our group on September 1 and talked about EPOC training.

Create a Communication Team (have our own Facebook, more presence on website)

Bakari: Suggest to the Advisory Board that the the district create a monthly or bi-weekly newsletter or other form of communication that goes out directly to African American parents, and that addresses specific needs, concerns, and issues related to African American students.

#### **4-3. Independent Learning**

#### **4-4. Restorative Justice Collaborative**

Reimagine School Safety Plan was written and put together by the Restorative Justice Collaborative:

It's comprehensive plan that was influenced by the BOP plan in the Oakland Unified School District. The plan has been delivered to the district. They have acknowledged that they have received it, but we haven't have heard from them about what they are going to do going forward.

The plan addresses what needs to be done now that cops are not allowed on campus.

Here's a copy of the plan:

<https://www.dropbox.com/s/q0cpweoeiwdh1nk/Final%20Final%20Draft%201%20Reimagine%20School%20Safty.pdf?dl=0>

87% calls to police from 2015-19 were Non-Emergency calls. This is a waste of resources. The district was paying cops to do what they already do.

### **5. UPDATES ON BPSB WORK**

#### **5-1. Million Father March**

Ten schools engaged.

500 fliers were passed. Parents contacted.

United and Guided co-sponsored the day.

Lots of activities at different schools were done on Thursday.

Derrell Roberts Development Center did a walk day on Thursday.

Million Father March landing page:

<https://blackparallelschoolboard.com/million-fathers-march/>

Sharon: (Chat Notes): Yes - the resistance from District Admins in letting Black Parents get the word out about positive resources, activities, etc. is what we currently experience in the Natomas Unified School District.

### **5-2. DRC/ BPSB Clinic**

Disability Rights of California is co-sponsoring an IEP Clinic for parents who have issues with IEP. They (the attorneys) can meet with four parents a month. Plan to launch the Clinic in October.

The meetings will be held via Zoom.

First meeting on October 1st.

Susan: (Chat Notes): Great news, Carl! It is so needed. Parents of students with IEP needs do not know their rights and how to advocate for their children

### **5-3. DSC Statewide Policy**

AB 610: school policing laws in line with the Federal guidelines. We're also working with Yo Cali.

AB 1265: connecting literacy with suspensions. When students are disproportionately suspended, it impacts their literacy skills.

Toni: The District has engaged in the following strategic planning: Equity Plan, Significant Disproportionality Plan, & (CCEIS) Mandatory Comprehensive Coordinated. Early Intervening Services

Susan: (Chat Notes): Great news, Carl! It is so needed. Parents of students with IEP needs do not know their rights and how to advocate for their children

### **5-4. Zero Tolerance Students — Ryan White**

We hold meeting twice a month, first Tuesday and third Tuesday of each month.

We been talking about the zero tolerance policies in the district which results in the unfair suspension rates and the school-to-prison pipeline.

We showed them Zero Tolerance Youth activities that have been done in the past.

We showed them our State Capital visits and plays that were performed. We have about 17 kids signed up so far. Ryan will be contacting kids who haven't showed up yet.

Sharon: (Chat Notes): Yes - the resistance from District Admins in letting Black Parents get the word out about positive resources, activities, etc. is what we currently experience in the Natomas Unified School District.

### **5-5. DSC Parent Power Work Group — Ursula**

The Parent Power group has created a curriculum about Parent Power. We want to train parents how to use the curriculum. It's about training parents to be parent organizers.

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### **6. COMMUNITY INPUT**

Malik Muhammad: I am a National Educational Consultant offering free services. My company is New Foundation Educational Consultants, LLC. I am working in the Sacramento area. I have sent several emails, messages, etc. to the school board but I didn't receive a return phone call.

Invite BPSB to partner with Solution Tree. Instructional Support System, Parent Involvement, Restorative Justice. All across the country have discovered that the problem is with adults, NOT the youth.

Malik Muhammad - New Foundation Educational Consultants, LLC

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Direct Cell 214 868-7840

Natomas Black Parents United issued public statement:

<https://www.facebook.com/NBPU2020/posts/358046669236040>

Laurissa: (Chat Notes): thank you all, this has been most enlightening. If anyone would like to connect with me, I'm here to help in any way I can. Be well and in great health and spirits everyone! :)  
wellsaurissa@gmail.com or visionsonereseach@gmail.com

Jim: thank Marian for being with the MFM. We did have Black fathers dropping off kids at schools. Classroom were packed and kids wore their mask.

Sharon Thurmond: issued a public open statement demanding the district meet with the Black community. People in community were threatened. We remain active and committed.

Duke Cooney: running for South Sacramento Supervisor. Finishing law school. My neighbors are challenged in our community. Lots of run-down structures, and problems. My neighbors don't feel safe calling 911, there's lack of community healing, and there's lack of diversity. No after-school programs, and numerous other economic problems. Working with the First Response coalition, which is needed, instead of the police. Our skills are facing systemic challenges. There's grocery store and food deserts. I want to see something different. [www.dukecooney2022.com](http://www.dukecooney2022.com);  
dukecooney2022@gmail.com

Brendan: these meetings are helpful for me as a teacher. At Hiram Johnson, we're trying to utilize restorative justice.

Mariam: supporting our kids in wearing a mask, getting personal hygiene, etc. We're working with moms to help their IEP kids. Enrollment forms are difficult to fill out, and we need to help parents with that.

Donielle: (Chat Notes): Have to head out- great to be here and as always, thank you for the comprehensive updates. I always learn so much from these meetings.

Lean Sanchez: The EPOCH training is inadequate. I feel like it's from a White lens, and it's very distance from the subject. There are other groups that should be reached out to.

Nikki Milevsky: we got an agreement for EPOCH trainings the day before school started. The district didn't send out announcements about the

training until the night before. The district platform for the training had technical issues. It was a good start, but we pushed for year-long trainings, etc. We called for BPSB to be a part of the trainings.

Katherine: wonderful to see all your faces. Great to see Mariam in person. Thank you for all that you're doing.

Ursula: thank all the teachers, principles, and community members for being here today.

Allegra Taylor: I'm hoping that the training was not developed by White people. It's important that whoever developed the training knows and understands the Black community.

Nikki: (Chat Notes): It was developed by Dr. Nancy Dome's Company

Toni Tinker: the district is pushing for equity plans. Also doing the Hate Crime Task Force. I will bring those reports to BPSB. The systems are not talking to one another. I will share the Reimagining School Safety report. The superintendent recognizes that EPOCH is not comprehensive, and it's only the beginning. He said that he will sit down with the African American Advisory Board.

Ornetter Jones:

Zelon Harrison: thank you for inviting me. We're working hard in West County Costa

Carl: three people dropped off school supplies at the office today.

Darryl: we did purchase the EPOCH series. I looked at the first module, which I found is not very comprehensive. It takes a long time to address the equities in district and the community. The reflection part is very inadequate. People have to understand how these racism and racist policies impact people. We will be viewing the module together to discuss it. I will also view the other modules.

Allegra: (Chat Notes): I want to suggest Jane Elliot Lectures & Workshops for additional training

## 7. ADJOURNMENT