



**Black Parallel School Board**  
**A G E N D A**  
**December 2, 2023**

**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      | Chair Report <ul style="list-style-type: none"> <li>• First Five Initiative – Early Literacy</li> <li>• Independent Monitor</li> </ul>  |               | White              |
| 11:00– 11:15     | SCUSD Updates <ul style="list-style-type: none"> <li>• SCUSD Board report – Pinkston</li> </ul>   | I/D/C         |                    |
| 11:15- 11:35     | Updates on BPSB Work <ul style="list-style-type: none"> <li>• Regional Convening – White</li> <li>• Zero Tolerance Youth Team - White</li> <li>• Statewide Policy – McCullough</li> <li>• Parent Outreach – Bryson</li> <li>• Black Parent Involvement Day</li> </ul> | I/D           |                    |
| 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

## **MINUTES OF BLACK PARALLEL SCHOOL BOARD MONTHLY MEETING - 11/04/23**

**Date and time:** 11/04/23 10:00 am to 11/04/23 12:15 pm  
**Executive** Bakari Chavanu, darrywh1@aol.com,  
**Council Present:** breazellashanya@gmail.com, Carl Pinkston,  
brysonmarian@yahoo.com, Ursula DeWitt, Rayvn McCullough  
**Location:** Zoom  
**Projects/Tags:** black parallel school board

### **DISCUSSION**

#### *1. FOLLOW US*

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Subscriber to BPSB newsletter!

<https://d8czyt5tkc6.typeform.com/SACBPSB>

#### *2. INTRODUCTIONS*

Is the name misspelled? Post the correct spelling in the Zoom chat and the minute-taker will correct it.

Denise Richards, Jim Peterson, Lamaia Coleman, Marcus Adams, Maria Madril Hernandez, Marla Horne, Nikki Milevsky, Rayvn McCullough, Sharon Thurman, Shela, Shela Barnes, Shinteya Logan, Susan Ciminelli, Tiffany McDermott, Yolanda Hankerson, Zelon Harrison, Eila Bassin, Ja'nice Wisdom, Latoya Clark, Seanella Barnes, Belinda, Denise Morgan, Francina, Tom Nelson, Charlotte Banks, Charles White, Denise Richardson, Katrena Blackshire Lee, Fayzah, Karen Green, Nzinga G., Aarron Eckels, Lisa Broada

#### *3. MINUTES*

Review our minutes here:

<https://blackparallelschoolboard.com/about/board/board-packets/>

#### *4. CHAIR REPORT*

##### **4-1. First Five Initiative - Early Literacy**

Our Early Literacy group met this week.

How could you define an Early Literacy Initiative? Are we focused on early literacy or overall literacy? Jamboard notes (see attached)

We'll integrate our notes and ideas into a Narrative.

Aaron (Chat Notes): We have a blueprint for an early literacy program for AA students down here in the South Bay called the "Lantern Literacy Program," which focuses on Literacy in the community, preschool, elementary, and afterschool programming

It is important to start reading to children at an early age.

1. Womb to TK
2. K to grade 3 (children must have the ability to read by grade 3)
3. 4th Grade to 6th grade
4. Grade 7 to 11th grade

TK and K-3 teachers need to talk to one another about expectations about reading.

We want to put together a really strong assessment system.

Sharon: (Chat Notes): Were there items that focus on effective reading assessment tools for districts to determine a student's strengths and deficiencies?

What about when students transfer from school to school? Is there some assessment of students when they come into the school?

Darryl: Yes, continuous assessment must be done.

Sue: what's the science of reading?

Darryl: It's based on research about about reading. It includes a comprehensive approach to reading—Phonics, phonic awareness, etc. It puts interventions together to help students.

Nikki: (Chat Notes): sound-symbol association and rapid naming are part of the reading process

Denise: (Chat Notes): I would love to collaborate and support - please reach out [denise@equitableliteracyforall.org](mailto:denise@equitableliteracyforall.org)

Rayvn: (Chat Notes): 130 million Americans can not read above a 6th grade level

<https://www.apmresearchlab.org/10x-adult-literacy>

This speaks to the economic impact of the low literacy rates among adults  
<https://www.forbes.com/sites/michaelnietzel/2020/09/09/low-literacy-levels-among-us-adults-could-be-costing-the-economy-22-trillion-a-year/?sh=162a94294c90>

Denise: (Chat Notes): This is so great to hear the work that is focused here. Our group places this as the highest priority and offers our grassroots advocacy: [equitableliteracyforall.org](http://equitableliteracyforall.org)

GJUser4: (Chat Notes): Retired educator. Would love to get involved. Please contact me at 916-997-1675

Charlotte: (Chat Notes): Then having books where their image and life are reflected is far and few between.

The idea of reading is a very difficult subject to teach. Much of the problem with reading instruction is teachers and what they understand about reading instruction. There needs to be reading across the curriculum, including PE teachers.

Sue: (Chat Notes): There is a shame surrounding adults who cannot read or read well. Does there need to be outreach and opportunities for parents to improve their reading skills?

I-Ready Test.

Zelon: they need to use the same reading instruction for ELL students for Black students, who should include the same service as ELL students. Our children are learning another culture.

Denise: (Chat Notes): You are speaking to connecting knowledge and comprehension which is a vital part of the process of acquiring literacy. Well said!! Thank you

Nikki: (Chat Notes): Darryl is so right about the complexity of learning/teaching to read. And I agree teachers need ongoing learning

about reading. Teachers also need time to focus on students who need more individualized attention to master reading or some students need more time with teachers who are experts in overcoming reading challenges

Sharon: (Chat Notes): It seems to me that simply reading to a young child teaches them to listen and repeat, not break the code. So asking parents to read to their children without asking them to break down the sounds of some of their words, does not help children learn how to sound out words. Has the initiative looked at that component.?

Bakari: (Chat Notes): There should be Silent Sustained Reading at least once a week or more in school. Students don't get enough opportunities to read.

Ursula: (Chat Notes): We need to get back to that plan that puts an aide in every classroom.

## **4-2. Townhall/Independent Monitor**

Re: our lawsuit with SCUSD. We won the lawsuit:

<https://blackparallelschoolboard.com/scusd-lawsuit/>

As part of the lawsuit, we got an Independent Monitor to monitor the implementation of the lawsuit requirements. We've also identified a data team to monitor if we're moving forward. We also have an equity committee to monitor the implementation.

## **4-3. Dave Covin Scholarship Fund**

David Covin was the founder and creation and development of BPSB.

We're renaming our BPSB to the Dave Covin Scholarship.

<https://blackparallelschoolboard.com/resources/scholarships/>

We will publish more information on our website about Dr. Covin.

## **5. SCUSD UPDATES**

### **5-1. SCUSD Board Meeting Summary —Pinkston**

SCUSD Boarding Meeting Agenda and Minutes:

<https://www.scusd.edu/board-meetings>

Sept 21st Board meeting:

- Updates from the various employee associations.
- They approved the Community School resolution.
- Recognized Hispanic Heritage Month.
- Four presentations about the search for a new superintendent. There are four search firms that they are considering.
- Approved to the 2022/2023 financial audit. It includes the actual income and expenses of the district. The district is in a surplus, not a deficit.
- Approved Carbon Neutral initiative. The district wants to go carbon neutral by 2025(?). BPSB and the Zero Tolerance Youth Leadership Team are also a part of the initiative.

October 5th meeting:

- Updates from the different employee org.
- Recognized Filipino American History Month
- Recognized school administrators
- Recognized School Lunch Week
- Bond Oversight Committee to monitor that budgeted bond money can only be used for facilities to improve the quality of schools.

Nov. 2nd meeting:

- Recognized School Bus Safety
- Recognized Native American Heritage Month
- Professional Learning Committee and culturally responsive practice.
- Process for appointing parents to the Parent Advisory Committee
- Union Proposals.
- The received proposals for the superintendent search firms.

## **6. UPDATES ON BPSB WORK**

### **6-1. Statewide Policy - McCullough**

#### **SB 274 Willful Defiance**

Eliminating the sunset on willful defiance suspensions for grades 6th-8th  
Expanding the prohibition of willful defiance suspensions to high school students

Prohibiting the suspension or expulsion of any student based solely on truancy, tardiness or attendance records

Senate Bill 274 aims to eliminate the use of suspension for minor misbehavior permanently covered under "defiance" for California students in grades TK-12 in public and charter schools California State Bill to end suspension of Willful Defiance

We eliminated suspensions and expulsions for Willful Defiance

- Extended the protection to high school students (6<sup>th</sup> -12<sup>th</sup> ) until July 29th, 2029
- SB 274 eliminated suspensions and expulsions for students who are tardy, truant, or otherwise absent

SB 274 aims to keep California students in school while protecting students from harmful and discriminatory school Practices while practicing trauma-informed care, restorative practices, PBIS, and decriminalizing school campuses

Next Steps:

- Gather Support:

Youth, parents, and organizations should be informed that willful defiance cannot be used to suspend scholars

- Uplift on Social:

We want to uplift the passing of SB 274 on all social media platforms

- Implementation:

We want to keep school districts accountable and adhere to the new law

Zelon: we need to educate parents about their rights concerning school suspensions and learning loss. In our district, we require that students go through a process, including a restorative justice process, before they are suspended.

We must call out schools and districts when they violate the new policy. We have to track school and class suspensions because schools will find ways to get around the tracking.

Ursula: (Chat Notes): So is it a teacher suspension when a student is suspended from attending the class, but not from school, under disruption?

Rayvn: there are accountability requirements regarding the new policy.

Sharon: (Chat Notes): Does the parent have to be notified when the student is sent out of class

## **6-2. Parent Outreach - Bryson**

Attended School Site Meetings, the School Resource Faire  
Job Core Center: helping young people and adults who have fallen behind.  
Attended the SCUSD Listening session. It was a very informative meeting,  
though the turnout was low.

## **6-3. Zero Tolerance Youth Team - White**

We're developing a student conference for February about working on  
particular statewide education issues. The conference will be held in  
Fresno. Our past Zero Tolerance team did a lot of work educating admins  
about school discipline.

## **6-4. DSC CA Parent Power - DeWitt/McCullough**

Organizing 101

Parents participated in Six-month sessions:

2023 POWER ANALYSIS

ME TO WE

Workshop 1

INTERSECTING POWER ANALYSIS

Workshop 2

RACIAL CAPITALISM

Workshop 3

POWER ANALYSIS SCENARIOS

Workshop 4

(parents created their power analysis)

MAPPING YOUR LOCAL

CHESSBOARD

Workshop 5

POW DEBRIEF

Workshop 6



MONTHLY EVERY 3RD THURSDAY

5:30-8 PM

Five parents from Sacramento also participated in the DSC CA Parent Power.

Parents learned that they all shared and are confronting the same issues. We're pursuing education justice.

The "Me to We" part of Parent Power is about working together.

Want to recognize Ursula for her leadership, and Shela and Shinteya for their participation.

It's a tremendous program about learning parent power.

It provides the language and analysis that parents need to speak up and speak out.

### **6-5. BPSB Regional Partners**

California City, Handford, Contra Costa, Merced, and Natomas.

Zelon from Contra Costa and Shinteya and Sharon are here from Natomas today. Welcome!

We are organizing a convening of partners to take place next year.

### **6-6. Parent Involvement Day**

We host an annual Parent Involvement Day. It will take place on February 20, 2024.

More information: <https://blackparallelschoolboard.com/black-parent-involvement-day/>

We encourage parents to visit and observe their children's classrooms and talk with teachers. We will host a workshop to help parents know what to look for when they observe classes.

### **7. COMMUNITY INPUT**

Please Note: the minutes for this portion of the meeting were accidentally deleted, so the following is based on the recorded transcription of the summary of the input.

Maria: I enjoyed the meeting very much.

Aaron: The meeting was decisive, and I appreciate the diversity in education. Being part of this community is spiritually healing. I'm interested

in early literacy and want to know how to get involved and make progress in that area.

Thao: (Chat Notes): Thank you for listening to us. The stories parents share are powerful.

Marla: I found the meeting very interesting, especially the literacy piece. You might be interested in participating in the literacy committee.

Lamia: Thank you. Great meeting! You're all amazing and work so hard. I agree that literacy is essential and should be integrated across the curriculum. You made me think of reading in a new way, so thanks!

Tom: Thanks for hosting the meeting. Very informative.

Shelia: I enjoyed the meeting.

Elia: I want to discuss six points I plan to discuss in my Tuesday listening session. First, I want to address the in-school reading response. Dyslexic kids need extra in-school help. Second, the superintendent should get a lower base and performance-based pay incentives. I submitted a written comment to the board on this. I can provide more details offline if anyone wants to discuss my ideas further. Please feel free to cut me off if anyone has anything to say.

Sharon: Reading is fundamental for interacting with the world. I urge us to focus on high school students who struggle with reading. Additionally, how does school culture support students who struggle with reading? Do they get the help they need, or are they penalized? Lastly, we need to address mental health issues and cultural sensitivity among our teachers. We're planning a meeting to discuss these issues further. I'm particularly concerned about reading proficiency in grades 9 through 12. Thank you

Charles: As a parent and a student at the University of Minnesota, I decided to become more involved in my child's education. I reached out to the school to understand where the problems were in the system. The school conveyed that the issues were between parents and the school district. I decided to act and contacted a representative at the school district, Courtney Smith. In particular, I was concerned that my son was not receiving his speech therapy. Upon investigation, I learned that no one at

the school was receiving speech therapy due to a lack of a speech therapist. After my call, a speech therapist was appointed at the school within a week. This experience made me feel empowered as a parent.

Nikki: I've shared information about community school grants in the chat. Committees will be formed at the respective school sites, and we'll actively listen to our communities, parents, students, and teachers to understand school needs. If you're connected to these schools, please stay alert for these opportunities. I appreciate this meeting as it's always a learning experience for me.

Denise: I just want to say how much I appreciate the space. I've taken four pages of notes. Literacy is an absolute civil right for every one of our children, and if we don't ensure that they achieve that, we are not setting them up for the future. And so I appreciate this alliance and this collaboration.

Melinda: I want to express my gratitude to Marian for the invitation. Hearing the discussions about what's happening in various districts was enlightening. I commend the woman conducting observational walkthroughs, as working closely with parents is crucial. I believe the most significant impact on schools happens in the classroom; hence, working with families is vital. I've worked with some families this past year, including some from Burbank, to develop an observational framework. I appreciate all those involved in this work and thank you.

Zalon: I'm reaching out from Contra Costa County, where we're working on several initiatives. We're enforcing a policy that allows black parents from the APAC to sit on the school site council, as it's been disrespected by several principals. I'm also eager to join the literacy group led by Carl to contribute to our Black Afrocentric school proposal. We're progressing and ensuring language and reading are included in our curriculum. We're leveraging our majority African-American board and all-black cabinet to advance our goals. As a proponent of this movement, I'm striving to address all issues and bring them to light, given that we don't currently have a cultural barrier in leadership. I'm constantly learning, relying on your guidance and support. As a parent of eight Black children, I'm committed to this work and grateful for the Black Parallel School Board.

Seanella: (Chat Notes): I am in another parent meeting, but I am elated to have been invited by Shela Barnes

Shinteya: Thank you and everyone rallying behind our students and trying to make something happen.

Nzinga: I was greatly inspired by meeting him and listening to the shared wealth of information. I am hoping to be able to participate in the upcoming February event, and I am looking forward to being involved in other opportunities as well.

Tao: I believe in continuous learning and apologize for my tardiness. Education should focus on creating a learning society that recognizes individual learning styles. We must equip teachers and professionals with universal design learning strategies to help every child succeed in reading, math, and other basic skills.

Marian: As I look back to when we first started Parent Power, I remember our statement was "me as we." This expressed the idea that parents, as a group, could support each other through the problems and issues they faced. It was a powerful realization that we were not alone.

Bakari: Thanks for coming today. Silent Sustained Reading is important for all grade levels. As a teacher, I had it once a week where students could choose their books and just read. It helps reduce distractions and improve focus.

Rayvn: Thanks, everybody for coming. We will see you next month. And everyone who puts their information in the chat will contact you. Have a wonderful Saturday.

Ursula: I just wanna thank everyone for contributing to the conversation today. Thank you so much, and have a great weekend. I have nothing to add but to thank everyone for attending today.

## **8. ADJOURNMENT**