

# Reparations for Black Students & Families



9/30 Steering Committee Meeting

---

# Agenda



01

## Welcome

Opening Remarks from the  
OUSD & J4OS

02

## Introductions & Community Builder

Who is here and what does  
Reparations Mean to us?

03


## Setting the Context

History, Context and Charge  
of the OUSD Reparations  
Resolution

04

## What is in the Resolution

Reviewing the Resolution &  
Explore how we will get this  
done!



01/

# Opening by Edgar

J4  
OS

Justice 4  
Oakland Students



02 /

# Roll Call

When  
YOUR  
name  
appears,  
please say  
Present!



# Public Comment



# Vote on our Governance Members

## Chair

Enter Nomination

## Co-Chair

Enter Nomination

## Secretary

Enter Nomination

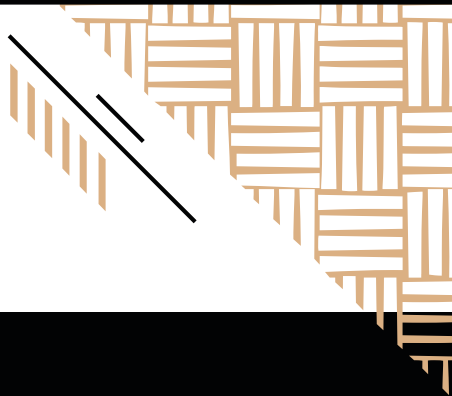
# Meeting Logistics

Are there modifications to the agenda?

# Modifications to the agenda?







# Brown Act 101



# Why is the Reparations Task Force Brown Acted?

The Brown Act is California's Open Meeting Law(Gov. Code, § 54950 et seq.)

## Examples of legislative bodies subject to the Brown Act

- Appointed bodies – whether permanent or temporary, decision-making or advisory – such as planning commissions, civil service commissions and other subsidizing committees, boards, and bodies.
- All subcommittees and commissions created by formal actions of the board are subject to the Brown Act
- All subcommittees and commissions created by formal actions of the board are subject to the Brown Act
- **Volunteer groups, executive search committees, task forces, and 'blue ribbon committees' created by formal action of the governing body are legislative bodies.**

# What Does the Brown Act Require?

---

- Meeting agendas must be posted prior to meetings
- That actions and deliberations in the meeting must be taken openly and in public
- Minutes must be recorded on the actions taken at the meeting
- A **quorum (a majority of the members)** must be present at each meeting
- A **quorum (a majority of the members)** must not have a meeting that is not posted or public
- Public comment may be taken at a set part of the meeting (e.g., at the beginning or closing) or before discussion of particular items
- Public comment must be allowed before an action is taken
- Materials distributed at a meeting must be available for public inspection at the meeting, or after the meeting if prepared by another person

# What actions can a quorum take?

---

**The quorum for this Task Force = 13 members.**

Quorum Actions to Avoid	Quorum Actions that are Possible
<ul style="list-style-type: none"><li>● Serial phone calls or conversations</li><li>● Electronic communications among a quorum (emails, social media, etc.)</li><li>● “Reply All” email communications among a quorum</li><li>● Majority of members may not email each other to discuss committee matters beyond scheduling or other non-substantive issues</li><li>● Use of intermediaries to develop “collective concurrence”</li><li>● Committee “polling”</li></ul>	<ul style="list-style-type: none"><li>● Individual contacts between a committee member and others</li><li>● Community meetings</li><li>● Social gatherings</li></ul> <p>(Gov. Code, § 54952.2(c))</p>

# Who's Here? - CORE TEAM

Dexter Moore, Jr., Superintendent Fellow - OUSD Office of the Superintendent

Kampala Taiz-Rancifer, Organizer - Oakland Educational Association

Curtiss Sarikey, Chief Of Staff - OUSD Superintendent Office

Jody Talkington, Senior Director - OUSD Superintendent Office

Jerome Gourdine, Director of Targeted Strategies - OUSD Office of Equity

Pecolia Manigo Awobodu, Co-Exec Dir. - Bay Area Parent Leadership Action Network



# Developing Black Thriving Indicators



# Instructions

1. Introduce yourselves in your group
2. Brainstorm responses to the two questions:
  - a. Experiences we have witnessed/experienced of black families and students NOT Thriving
  - b. Experiences we have witnessed/experienced of black families and students Thriving
3. Review the sample Black Thriving Indicators
4. Discuss as a group - what indicators might be relevant for black families and students in OUSD?



Experiences we have witnessed/experienced  
of black families and students NOT Thriving

Insert text

Insert text

Experiences we have witnessed/experienced  
of black families and students Thriving

# BLACK THRIVING INDEX INDICATORS

A Vision for What Every Black Child Should Experience in OUSD

\*\*These outcomes and indicators were developed through a series of forums and focus groups with over 200 Black: students, parents, family members, teachers, school staff and Principals in 2018-19



## Physically and Emotionally Healthy

- Can express emotions
- Have access to mental health supports
- Are supported to heal from trauma
- Experience HOPE
- Resolves conflict in healthy ways
- Have access to healthy meals at school
- Have attained life skills

- Demonstrate resilience
- Are able to set and respect boundaries
- Has healthy interpersonal relationships
- Demonstrate empathy and active listening
- Have basic needs met in order to learn (stable housing, etc)

## I Feel Empowered and My Family is Engaged



- Black Students:
  - Are developed as leaders
  - Have a sense of future goals
  - Can productively question authority
  - Understand how to be an ally
  - Feel responsible to community
  - Can advocate for themselves
  - Can negotiate power relationships



- Black Parents/Families:
  - Feel welcomed on campus
  - Are supported to engage in school improvement efforts
  - Have access to Black parent/family groups
  - Can navigate the school system
  - Are in school decision-making roles
  - Can advocate for their child

## I Feel Safe and a Sense of Belonging

- The adults in my school know me and care about me
- Safe from police on campus
- Free from harassment and bullying
- Access to mentors/counselors
- I'm not being targeted or pushed out
- Safe to express all parts of myself
- Access to Restorative Justice programs
- Access to trusting adults
- People have my back
- Emotional and physical safety
- People have high expectations of me and support me to achieve my potential
- I am not being 'othered'



## SAFETY AND BELONGING

## HEALTHY

## EMPOWERED

## LOVED AND AFFIRMED

## ACADEMICALLY PREPARED

## I Feel Academically Prepared and Supported

- Performing at Grade Level in all subjects
- College and Career ready
- Are independent learners
- Access to supports needed to come up to grade level
- Black teachers and leaders are recruited, retained and supported
- Access to Math/Reading Interventions and Specialists



- Supported to speak up and ask questions
- Graduate A-G eligible for UC/CSU college
- See self reflected in curriculum
- Can think critically and solve problems
- Access to A-G courses, AP classes, academies/pathways, internships

## I Feel Seen, Loved, and My Identity is Affirmed



- My gifts, talents and strengths are seen, valued and nurtured
- See self reflected in teachers/staff
- Knowledge of Black/African history
- Learn about Black identity/culture
- The full spectrum of Black identity is acknowledged and celebrated
- Love yourself and Black people
- Confidence and pride in Black identity
- Feel loved and cared for
- Feel comfortable expressing or displaying Blackness
- Have access to culturally responsive curriculum and teaching



Based on our Brainstorm, some Indicators for Thriving Black Students Might Be...

Insert text

Insert text

# Closing

## Soma Check:

How are you feeling right now? How do you know?



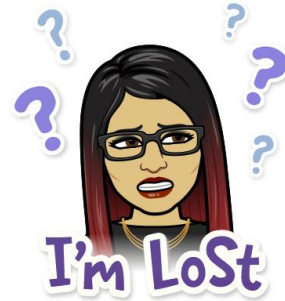
1



2



3



4



5