Indian Parent Committee (IPC) Notes

December 8, 2021 6:00 PM

6:00 PM Welcome and Introductions:
- Jessica Hilderbrand (Cherokee Nation Citizen, TRUSD Special Education Teacher, TRUE Ethnic Minority Director-At Large)
- Katrina Callaway- Equity, Diversity and Inclusion Director
- Heriberto Soto-Family and Community Engagement (FACE) Coordinator
- Parent
- Parent
- Parent
- Parent
- Parent
- Dwight Harvey- Equity, Diversity and Inclusion Community Coordinator
- Parent

6:10 PM Land Acknowledgement shared by Jessica Hilderbrand

6:12 PM Fall Gathering for Native Families
- The opportunity to meet in-person for the support of the Native American Education Program, and implementing many of the pieces through in-person such as cultural enrichments, models set by neighboring school districts such as Elk Grove USD.
- Appreciation for parent/family input into the Fall Gathering as a space for those to be involved. The aspiration to continue this work further along in future events.
- The ability to talk and connect with each other through an in-person event that feels different from Zoom.
- Shared over the Fall Gathering that we have over $20,000 to start over program services, mentoring programs, professional development for staff, and additional services.

6:25 PM 5th Direction Contract and Program Services
- The 5th Direction offer trainings on book reading, youth leadership, and mentorship programs for American Indian Youth in Sacramento City Unified School District, San Juan Unified School District, and other school districts.

6:30 PM American Indian American Educator Classroom Visits
- An opportunity to provide trainings through the American Indian Education Classroom Visits that have been mostly virtual.
- The conversation around the use of the California Missions Project and the enrichment of people who are currently present in our society today.
● Deeper dive into which schools are utilizing which projects in regards to the Mission Project.
● Part of a larger conversation around curriculum that is representative of the students that we serve, and that students have the choice to select their course offerings.
● Parent shared the experience of learning California Native History through the Mission, and the need to explore the impact of “our story” with the Native American community (i.e. Missions, Gold Rush). “To natives, land is important. It’s who we are, and part of a larger generation and who we are.”
● Comment from chat: “Chicano studies did it too I had to take California Native history to get the history.”

6:45 PM Twin Rivers By-laws

● In order to be eligible for the Twin Rivers Bylaws, it would need to be approved by January 2022. Based on the award notification, we would have six months to collect and submit input into the By laws for approval.
● Roles would need to be established for parent, teacher, community members for the Bylaws and the work of the IPC (Indian Parent Committee).
● The By-laws would be submitted and created with the support of the IPC in order to be approved by the Office of Indian Education Program.
● The 506 Forms would need to collect once again for the 2022-2023 School Year, and part of the grant cycle requirements.
● There are samples IPCs with other school district that function based on its name, meeting structure, formal/informal format.
● Comment made from parent: The renaming of the IPC to the Indigenous Parent Committee.
● Comment made from participant: Is there a deadline to have the committee roles filled?
● Whether participants would be able to participate in either in-person or over Zoom through a survey.
● There is the need to consider the role as described by the By laws, and the scope of work with the participants who would be part of the IPC.
● Dialogue around the ways in which individual can approved/provide input into the By-laws through an electronic format (survey, voting, feedback on documents), especially with the check-and-balances on amendments/updates to the By-laws.
● Comment from participant: Provide a deadline in order for individuals who would like to volunteer to be part of the IPC and its role. An opportunity to fill the role through a virtual/in-person preference in order to attend.
● Comment from participant: To understand the role as described in the IPC based on time, availability, and preference.
● To Do: Development of the Survey and the IPC Roles in order to self-select individual to meet the basic roles (chair, vice-chair, secretary) to meet this requirement. The
difference could be that one would be consider a voting member, compared to a non-voting member.

7:30 PM Conclusion of Meeting and Prayer