

From: [Guled Muse](#)
To: [Young, Victor \(BOS\)](#)
Cc: [Freddie Martin](#)
Subject: (URGENT) RULES COMMITTEE SHOULD APPROVE FREDDIE MARTIN TO THE AFRICAN AMERICAN REPARATIONS ADVISORY COMMITTEE
Date: Monday, April 26, 2021 9:26:55 AM

This message is from outside the City email system. Do not open links or attachments from untrusted sources.

Greetings Members of the Rules Committee,

My name is Guled Muse, and I am a Community Organizer in the Mission and Head facilitator of the LEAD Program, a program that develops residents to become Community Leaders. I write to you today with full certainty and pride that Freddie Martin is the right candidate for the African-American Reparations Advisory Committee.

Seeing him evolve from a trainee in my Leadership Academy to being a colleague in multiple Outreach projects in the City, Freddie has shown a deep commitment to his walk of being a servant to the community. Who is better to approve than someone that is native San Franciscan, understands the plight for representation and reparations of the Black community, and has shown tremendous integrity in his work as a Community Organizer.

I can not stress enough that the Rules Committee seriously considers having Freddie Martin in the African-American Reparations Advisory Committee. You can either email or call me at 707-655-0509 if you have any questions.

Best Regards,

Guled

Cindy De La Vega
180 O'Farrell Street

April 20, 2021

Dear Board of Supervisors of San Francisco,


This letter is in support of Izzabella Velez for Seat 13 of the Oversight committee. My name is Cindy De La Vega and I've been in the cannabis industry for several years. I am the owner of Stiizy Union Square and the CEO.

The ordinances that pass through San Francisco directly affect people like Izzabella. Her passion for San Francisco will continue the legacy of creating a model program for the country to reproduce. Her dedication to perform civic duty is what our community needs in order to achieve this. Izzabella's dedication to the cannabis industry is shown through her work that she does behind the scenes, volunteering and helping organize BALCA (Bay Area Latino Cannabis Alliance) and United Playaz. She is a mentee of SFEG (San Francisco Equity Group) and the Success Centers. Izzabella also works with cannabis everyday, hands on at Endo Industries' distribution center and is curating her own brand release this summer.

Izzabella embodies the equity community and is the product of many of San Francisco's city-funded programs. Through hard work, Izzabella continues to rise from poverty and has plans of a bright future in cannabis through her equity verification. I believe with her experience in several careers, activism and strong problem-solving skills, she would be a fresh addition to the committee. As a young person, it's not just her experience, but most important her potential that makes her a great candidate for this position. It's important to have representation and give young people of color a chance to make their communities a better place. I believe Izzabella Velez is a great role model for struggling youth in the Bay Area. She is a great example of the success that San Francisco is willing to accomplish through their equity program.

Thank you,

Cindy De La Vega



From: [Carletta Jackson-Lane](#)
To: [Waltonstaff \(BOS\)](#)
Cc: [Peskin, Aaron \(BOS\)](#); [Young, Victor \(BOS\)](#); [Grier Geoffrey \(DPH - Contractor\)](#)
Subject: African American Reparations Advisory Committee April 26, 2021 BOS Rules Committee
Date: Monday, April 26, 2021 2:53:58 PM

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Honorable President ,Supervisor Shamann Walton,

Thank you for the opportunity to be considered for possible appointment to the African American Reparations Advisory Committee.

Although i was not selected, I would like to be added to the alternate list; if there should become a vacancy.

I would like to thank you for all your hard work and vision to empower the African American residents of the City and County of San Francisco.

I would also like to address the persons who are currently living outside of San Francisco due to gentrification of African Americans.

Their input is greatly needed,,: however we do have current residents with outstanding commitment to address our reparations initiatives.

Thank You for your leadership as President of the Board of Supervisors and we as a community stand behind you 100%.

Thank You,

Carletta Jackson-Lane, JD
Co-Chair, SF Behavioral Health Commission
415-948-9101 cell
cjacksonlane@yahoo.com

From: [tenaya lafore](mailto:tenaya.lafore)
To: [Young, Victor \(BOS\)](mailto:Young_Victor_(BOS))
Subject: African-American Reparations Advisory Committee
Date: Monday, April 26, 2021 10:25:31 AM

This message is from outside the City email system. Do not open links or attachments from untrusted sources.

I had the wrong email address Please accept this letter of recommendation for Freddy Martin.
Thank you!

----- Forwarded message -----

From: **tenaya lafore** <tenayapapaya@gmail.com>
Date: Mon, Apr 26, 2021 at 9:54 AM
Subject: African-American Reparations Advisory Committee
To: <victorg.young@sfgov.org>

To whom it may concern,

I am writing to endorse Freddy Martin for the African-American Reparations Advisory Committee. I had the privilege of working with Freddy for most of last year when I helped to facilitate a Tenderloin and SOMA-based community leadership class he participated in called the LEAd program (Leadership, Empowerment, and Advocacy Program). I was consistently impressed with Freddy's patience and vision, his respect and encouragement for other participants, and his commitment to building grassroots community leadership.

To me Freddy demonstrates the best kind of leadership - in classes he consistently asked other people what they thought while also sharing his own perspective, looking to find common ground and build unity. He also had a deep wisdom about the connection between justice for the Black community and for all of San Francisco: in one conversation he told me that he wished everyone could see that given the disproportionate rates of homelessness, poverty, and disability in the Black community, if we can address the effects of racism in our city it will make our community and society stronger as a whole. His life experience, perspective, and approach to community change will make him a strong addition to the city's essential work developing a plan for reparations for the African American community in San Francisco.

I strongly endorse Freddy for this Committee. If you have any questions please don't hesitate to contact me.

Sincerely,

Tenaya Lafore
CCSF Faculty
University of San Francisco doctoral candidate

From: [Grier, Geoffrey \(DPH - Contractor\)](#)
To: [Young, Victor \(BOS\)](#); [Peskin, Aaron \(BOS\)](#)
Subject: Appointment Candidate to the African American Reparations Advisory Committee
Date: Monday, April 26, 2021 1:34:54 AM

Supervisor Peskin / BOS Clerk Young -

I highly recommend Carletta Jackson-Lane JD, Executive Director of Sojourner Truth Foster Family Service Agency (Sojourner Truth FFA), and Co-Chair of the Behavioral Health Commission for appointment to the African American Reparations Advisory Committee. Tasked with the responsibility of advising San Francisco, her exceptional ability to work with people in groups will be a strong asset to this Advisory Committee. In her capacity as Co-Chair of the Behavioral Health Commission, Carletta has maintained a steady hand in the face of Covid19 issues, righting service inequities and a clear understanding of how to make process work best for you.

Please feel free to contact me directly with any questions

Geoffrey Grier
Executive Director SF Mental Health Education Funds
SF Behavioral Health Commission
1380 Howard St., 2nd Flr
San Francisco, CA 94103
650.438.3964

Letter of Recommendation for Cannabis Oversight Committee

My name is Sam Castro, and I grew up in San Francisco from the Fillmore and Richmond Districts. This has contributed to my persistent commitment to the city I love. I pursued my career in LGBTQ mental health and advocacy, and wouldn't have been able to without the support of my family and close friends in the Bay Area, such as Izzabella Velez. Now, I am the Director of Equity & Inclusion at an integrated health clinic, where we provide behavioral, mental, and primary care services for underserved communities.

Izzabella Velez has been a significant friend in my life for the past 10 years, and as our relationship has grown, she has become an empowering networking connection and colleague. Knowing her since our adolescence, I can share witness to the fact that she struggled with being exposed to drugs at an early age. Due to this, Izzabella instantly had to learn survival skills and establish the confidence to work for her own future and goals without any support. Even at the age of 14 and raised in poverty, Izzabella was never afraid to stand out and be an advocate for the overall health and wellbeing of the San Francisco community. She began to volunteer for the United Playaz, carried herself through high school and refused to let the War on Drugs be a factor that hindered her success.

I've watched Izzabella grow as a community advocate and strive towards making sure San Francisco stays the city we love and deserve, tackling all forms of her intersectionalities, such as her Latinx and Filipinx background. As San Francisco's Cannabis Equity Program is designed to lower barriers to cannabis licensing for those hardest hit by the War on Drugs, I strongly believe Izzabella will be a great asset to the Cannabis Oversight Committee. Not only would she bring a fresh perspective to an already established committee, but she would bring first-hand experience and knowledge about the War on Drugs; thus, giving her the motivation and passion to commit to the Committee goals and objectives. I know Izzabella through her equity work as being an entrepreneur, and for her current involvement with nonprofit organizations that serve minority populations. With all these values she embodies, I know her vision will continue to help foster a respectful and empowering workplace that strives towards continual change.

Izzabella Velez will be an essential voice to represent those living in poverty, those who are minorities, and those who want the overall success and equity of the Cannabis Industry. Please consider my recommendation for Izzabella Velez for Seat 13 on the San Francisco Cannabis Oversight Committee, in honor of continuing to build empower diverse leaders.

Letter of Recommendation for Cannabis Oversight Committee

In solidarity,
Sam Castro

From: [Carletta Jackson-Lane](#)
To: [Peskin, Aaron \(BOS\)](#)
Cc: [Young, Victor \(BOS\)](#)
Subject: Board of Supervisors - Rules Committee Monday 26, 2021 Interview African American Reparations Advisory Committee
Date: Friday, April 23, 2021 5:06:59 PM

This message is from outside the City email system. Do not open links or attachments from untrusted sources.

Good Afternoon, Honorable Aaron Peskin,

My name is Carletta Jackson-Lane, JD. I spoke with Mr. Victor Young about my interview for appointment by the Rules Committee of the San Francisco Board of Supervisors on Monday April 26, 2021. He stated I should send an email directly to you as Chair of the Rules Committee. I would like to be considered for seat 10 and seat 4 on the African American Reparations Advisory Committee. My birthdate is May 21, 1955; and I will turn 66 years of age this year on May 21, 2021. I have been a San Francisco resident since 1960; and have been blessed enough to continue to live in this beautiful city.

Thank You for this Opportunity,

Carletta Jackson-Lane, JD
401 Yerba Buena Avenue
San Francisco, CA 94127
415-334-7865
415-334-5681 FAX
415-948-9101 Cell
cjacksonlane@yahoo.com

From: [Paulette R Jones-wickliff](#)
To: [Young, Victor \(BOS\)](#)
Cc: paulettewick@gmail.com
Subject: BOS Public Comment to Seat on Reparation Committee
Date: Monday, April 26, 2021 10:26:22 AM
Attachments: [image001.jpg](#)

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Public Comment for Reparation Task Force Appointment:

Good afternoon BOS, I have applied for a seat on this committee, this is my first time applying for such position. Just some brief info about me, I am African American woman born in raised in SF, graduated from Mercy High School, residing on Potrero Hill with my family, my daughter attends SF Independent School, Katherine Del Mar Burke, I have watched Potrero Hill and our District change drastically and believe I have ability offer this committee a true perspective on how to move forward an assess reparation goals and objectives as we move forward with this historical topic of equity for African Americans in SF County.

My parents came to San Francisco from Alabama and wove themselves into the fabric of our community. For several decades, my father operated a cleaning and janitorial service Jones Maintenance. His business office was on Grove Street, just west of Masonic. To assure a diverse and well-rounded educational experience, together with other parents, my parents Roxie and Walter Jones founded Pacific Primary School, which continues to this day at the corner of Baker and Grove Streets.

With the background and life experience provided by my parents and my personal upbringing in San Francisco, I became a social worker. Obtaining both a bachelors and master's degrees in social worker at Cal State Sacramento, my first years in the profession were spent in Sacramento. In 2011, Paulette returned to work in San Francisco, after the passing of my mother, Roxie Jones.

My social work career experience started with Child Welfare in Sacramento and Solano County, and in SF as a pediatric social worker, first at UC, now at Kaiser SF, working with families experiencing discrimination and marginalized groups makes me extremely well qualified to address the issues which this task force is focusing upon. These experiences are in addition to my own life experiences as a black woman raised and living in San Francisco.

Finally, please consider my current circumstances. My husband and I are raising our daughter in San Francisco witnessing first hand and personally confronting the challenges which a young black child must deal with in education and general experiences in San Francisco. In multi-generational home, as an Essential Worker during this pandemic, also caring for my aging 87yr father.



Paulette Jones-Wickliff, ACSW

Kaiser Permanente San Francisco Medical Center

2425 Geary Blvd San Francisco, CA 94115
Phone: (415) 833-4900, Fax: (415) 833-6839
Email: Paulette.R.Jones-Wickliff@kp.org



Paulette Jones-Wickliff, ACSW

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Email: Paulette.R.Jones-Wickliff@kp.org

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Thank you.

From: [Mattie Scott](#)
To: [Peskin, Aaron \(BOS\)](#); [Young, Victor \(BOS\)](#)
Subject: Carletta Jackson-Lane Appointment
Date: Monday, April 26, 2021 4:10:03 PM

This message is from outside the City email system. Do not open links or attachments from untrusted sources.

Dear SFBOS Aaron Peskin and Victor Young, I hope you are well and safe. I know Ms. Carletta Jackson-Lane who I've worked with in our African American Communities here in San Francisco, Oakland, in our State and as a member of our Mothers In Charge SF Chapter. Ms. Jackson-Lane continues to serve, support, and empower our hurting communities impacted by health and racial disparities within our communities. As a health and wellness leader for our Foster Care children, youth and families, including working with victims of violence, the incarcerated and formerly incarcerated, she is the ideal, skilled and qualified person to be appointed to the African American Reparations Advisory Committee. I sincerely urge you to appoint Ms. Carletta Jackson-Lane.

Thank You,
Mattie Scott, Founder/ED
Healing 4 Our Families & Our Nation
SF Mothers In Charge Chapter Leader
SF Brady United CA President
415-412-1469

From: drvhunnicut@aol.com
To: [Peskin, Aaron \(BOS\)](#)
Cc: [Young, Victor \(BOS\)](#)
Subject: Carletta Jackson-Lane Recommendation to the African American Reparations Advisory Committee
Date: Saturday, April 24, 2021 9:40:43 PM

This message is from outside the City email system. Do not open links or attachments from untrusted sources.

Good Evening Supervisor Peskin,

It is with great pleasure that I recommend Dr. Carletta Jackson-Lane for a position on the African American Reparations Advisory Committee.

She has been a San Francisco resident for over 45 years, and she has served in a number of responsible positions for years, including her outstanding work at the Sojourner Truth Foster Service Agency. As the Executive Director at that organization, Dr. Jackson-Lane has worked with low-income, at risk children, youth, and families to give them better opportunities to thrive and succeed in life.

Additionally, Dr. Jackson-Lane serves as the President of the San Francisco and Professional Business Women's organization in San Francisco, and she is a member of the Powerful Women International Connection (PWIC), a group of women who are sponsoring projects that help children, youth, and families locally, nationally, and internationally.

She is a worthy candidate for this new position. Dr. Jackson-Lane knows what is at stake for everyone in this matter. She understands the African American community and their needs, and she is aware of the implications for other people as well.

Supervisor Peskin, please seriously consider appointing Dr. Jackson-Lane to the African American Reparations Advisory Committee.
She is a superb candidate, a great humanitarian, and the right person for this position.

Thank you!

Dr. Veronica Hunnicutt
Community Advocate and Activist
Former Educator and Administrator at City College of San Francisco
CEO, HG Inc.

From: [Mattie Scott](#)
To: [Peskin, Aaron \(BOS\)](#); [Young, Victor \(BOS\)](#)
Subject: Carletta Jackson-Lane Appointment
Date: Monday, April 26, 2021 4:10:03 PM

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Thank You,
Mattie Scott, Founder/ED
Healing 4 Our Families & Our Nation
SF Mothers In Charge Chapter Leader
SF Brady United CA President
415-412-1469

From: drvhunnicut@aol.com
To: [Peskin, Aaron \(BOS\)](#)
Cc: [Young, Victor \(BOS\)](#)
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She is a worthy candidate for this new position. Dr. Jackson-Lane knows what is at stake for everyone in this matter. She understands the African American community and their needs, and she is aware of the implications for other people as well.

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She is a superb candidate, a great humanitarian, and the right person for this position.

Thank you!
Dr. Veronica Hunnicutt
Community Advocate and Activist
Former Educator and Administrator at City College of San Francisco
CEO, HG Inc.



April 25, 2021

Supervisor Aaron Peskin
Supervisor Rafael Mandelman
Supervisor Connie Chan
San Francisco Board of Supervisors
Rules Committee
1 Dr. Carlton VB. Goodlett Place
City Hall, Room 244
San Francisco, CA 94102-4689

Re: Christopher Callaway (Cannabis Oversight Committee, seats 12 and 13)

To whom it may concern:

I am writing in support of Chris Callaway for an appointment to the Cannabis Oversight Committee.

My name is Ken Stratton and I have been an attorney for almost thirty years. Today, I am a law partner at Rogoway Law Group in San Francisco. We specialize in cannabis and business law, as well as litigation, and our clients are cannabis businesses and entrepreneurs, seed to sale. We have represented Chris on a pro bono basis for over a year.

Chris was one of the first equity applicants in San Francisco and his business, Eureka Sky, was the first equity applicant dispensary to open in the City.

Chris is a quick study, articulate, patient, informed, and reliable. For these reasons, I have enjoyed working with him. Given his temperament, I am sure Chris would be an active and collaborative committee member. Perhaps more importantly, from our many conversations, I know that Chris has had a sincere interest, for over a year, in growing the cannabis industry here in San Francisco. He seems particularly interested in regulatory considerations and in helping equity applicants find their voice within the City's cannabis community. Put another way, I believe it is compassion and concern for others than is motivating Chris Callaway to seek appointment to the Cannabis Oversight Committee, rather than opportunism.

In my opinion, for all these reasons, we would be fortunate to have Chris on the Committee, working to improve the equity program here in San Francisco.



**YOUNG
COMMUNITY
DEVELOPERS**

1715 Yosemite Avenue
San Francisco, CA 94124
(415) 822-3491 main
(415) 822-4958 fax
www.ycdjobs.org

April 23, 2021

San Francisco Board of Supervisors, **ATTN: Rules Committee**
1 Dr. Carlton B. Goodlett Place, City Hall, Room 244
San Francisco, CA 94102-4689

Re: Letter of Support for African American Reparations Advisory Committee Applicant, Randal Seriguchi, Jr.

Dear Members of the Board of Supervisors:

My name is Dion-Jay Brookter. I am the Executive Director of Young Community Developers (YCD) and I served on our San Francisco Police Commission. **I am writing in strong support of Randal Seriguchi, Jr's application to the African American Reparations Advisory Committee.**

Our work at YCD addresses the intersection of community, economic development, and local capacity building as the platform for lifting Black San Franciscans out of generational poverty. We look at community development through a holistic lens; one that sees the interconnection of social services in the neighborhood as a lever for improving the quality of each one individually. In this context, our collaboration together directly impacts the success of our young people and their ability to compete in a 21st century global economy.

It is imperative that African American Reparations Advisory Committee members consider the holistic impacts of their decisions on students, children, and their families. I am confident that Mr. Seriguchi will bring that perspective to the Committee. He will use his experiences as an attorney, an entrepreneur, a lobbyist, an artist, and a community organizer to consider every angle that affects the whole--both as their own intricate pieces and the entire picture.

I've known Randy since he arrived in Bayview as the Executive Director of Urban Ed Academy (UEA) in 2016. He inherited an organization with tremendous community capital--with children, families, and community partners--and expanded UEA's network to include more Black stakeholders throughout the city. What was once a Saturday school program serving Black boys has transformed into a bold vision to place one Black male teacher in every elementary school in the city. **I am proud to know Randal and enthusiastically support his nomination.**

Randal is eminently qualified to serve on the San Francisco African American Reparations Advisory Committee. He brings relevant professional knowledge across a number of dimensions, including the law, policy change, and implementing innovative ideas. He is a community practitioner, a skilled listener, and a dedicated public servant. He will represent the interests of this community well.

I urge you to support Randal's nomination to the African American Reparations Advisory Committee.

A handwritten signature in blue ink, appearing to read "Dion-Jay Brookter", with a large, stylized flourish that loops back around the name.

Sincerely,
Dion-Jay Brookter

Executive Director
Young Community Developers
dbrookter@ycdjobs.org

Thank you for giving his candidacy your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ken Stratton', with a stylized flourish at the end.

Ken Stratton

From: [Felisia Thibodeaux](#)
To: [Peskin, Aaron \(BOS\)](#); [Mandelman, Rafael \(BOS\)](#); [Chan, Connie \(BOS\)](#)
Cc: [Hepner, Lee \(BOS\)](#); [MandelmanStaff, \[BOS\]](#); [Fregosi, Ian \(BOS\)](#); [Young, Victor \(BOS\)](#)
Subject: Felisia Thibodeaux: Consideration of Appointment to African American Reparations Advisory Committee
Date: Monday, April 26, 2021 4:25:53 AM

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Dear Supervisors:

My name is Felisa Thibodeaux, a 3rd Generation San Franciscan and I humbly submitted my application to be considered for appointment to the African American Reparations Advisory Committee. A committee that I believe I am uniquely qualified for. I am applying for the following seats:

Vacant Seat 2, new appointment, must be an individual who has been displaced from San Francisco due to gentrification (residency in San Francisco not required), for an indefinite term.

Vacant Seat 10, new appointment, must be a person who is employed by or in a leadership position in a charitable, social service, or religious organization principally serving the African-American community, for an indefinite term.

Over the course of my life in San Francisco-born and raised in the Bayview Hunters Point neighborhood, resided in the Geneva Tower (formerly known as the Eichler Towers), The Laurel Street Apartments in Fillmore, The Hayes Street Project and The Saint Francis Terrace on 3rd and Folsom Street.

Born to a mother who worked 25 years at Southern Pacific Railroad (on Brannan St and 1 Market Plaza) and a father who was a Merchant Seaman (docked at Pier 25 on the Embarcadero). Raised by a grandmother who was a nurse at SF General and a grandfather who was the Head Custodian at Sears and Roebuck on Geary Blvd.

As a youth I worked for YCD's Chocolate City, and as an adult I worked in

Visitacion Valley relocating the Geneva Tower residents to their new home after the demolition/implosion of the Towers, trained and employed homeless individuals to work for Community Housing Project (CHP) in a social enterprise, championed the causes for older adults (seniors) for Bayview Senior Services and currently the Executive Director for Southwest Community Corporation at IT Bookman where I am currently launching a Covid-19 Vaccination Center & Test Center in partnership with DPH Community Wellness HUBS.

When woven together these variables has afforded me the opportunity to see San Francisco up close and personal and to view San Francisco at some of its best times and worse times. My family survived the gentrification of Black residents called the Urban Renewal, the Dot.com boom and bust and the likes. I've experienced 5 Superbowl championships as a 49er Faithful, the "Torture" of 3 MLB World Championships as a Giants and "Believed" as we welcomed the Chase Stadium after 3 Championships with the Warriors.

Due to these factors and more San Francisco became a city that after all that - I could not afford to live here-so in order to obtain my piece of the American Dream, I purchased a home in Antioch - Contra Costa County but continue to commute upwards of 4 hours each day to work in the city I can't help but LOVE.

I have had the pleasure engaging community and conducted listening session and focus groups for the African American Arts and Cultural District and learn firsthand how not only how our elders viewed this City but also the young folks. I saw how the older San Francisco Black community worked to build this city and raise their families and I have also witnessed some of the destruction caused by gun/community violence by the youth and youth and young adults and how they Beat this city up.

I have dedicated my life to this City and would love the opportunity to help champion what reparations could look like by an appointment to this committee. My participation brings the Black Seniors voice to life, and I feel I would do that voice justice. I represent marginalized communities and communities that bear the inequities of health, food, employment and

other disparities. My goal is to keep my finger on the pulse of our Black seniors and to help them obtain the benefits they uniquely qualify for and or are entitled to.

I don't just Love San Francisco-I am San Francisco.

Felisia Thibodeaux, Executive Director

Southwest Community Corporation

I.T. Bookman Community Center

446 Randolph Street

San Francisco, CA 94102

(415) 586-8020 x110

(415) 877-0236 (cell)

fthibodeaux@itbookmancenter.org

From: [Charles Pappas](#)
To: [Hepner, Lee \(BOS\)](#); [Charles Pappas](#); [Peskin, Aaron \(BOS\)](#); [Angulo, Sunny \(BOS\)](#); [Angulo Sunny \(BOS\)](#); [Young, Victor \(BOS\)](#); [Chan, Connie \(BOS\)](#); [MandelmanStaff, \[BOS\]](#); [Office of Cannabis \(ADM\)](#); [Board of Supervisors, \(BOS\)](#)
Cc: [Steph Tucker](#); [Raymond Gamley](#); [Peter Engerone](#); [Elizabeth Greene](#)
Subject: Final summary/More/Additions Cannabis Oversight Com app/BOS/Rules Com 04/26/21
Date: Sunday, April 25, 2021 9:30:59 PM
Attachments: [CP_OC.odt](#)

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Charles Pappas Sum: Cannabis Oversight Committee Appt

*"Briefly again, because of continued increased, piqued COC appt interest: now to **express/clarify reasoning choices** further and primarily, seeking the **SF disabled community more represented** generally/throughout SF.*

*Specifically, I am a most **qualified representative- medical cannabis patients, seat 16.***

*Secondarily, my **8 years experience as a Berkeley Cannabis Commissioner** certainly help to **increase the Oversight Committee span, scope, productivity**, especially considering the **already existing qualified and talented Oversight Committee members**."*

Qualified experience- seats 16 (above), [15](#) [14](#) [13](#) [12](#) (see email below for more details)

seat 15- work force, economic development- Divinity Tree 2005-12 SF

seat 14- experience CA cannabis laws regulations- Bureau of Cannabis Control

meeting attendance, contact as Berkeley Cannabis Commission

seat 13- Equity Applicant- similar Police Code status SF license, fed intervention

seat 12- owner cannabis storefront retailer- formerly Divinity Tree 2005-12, SF
PS For CP summary and seat applicant list with incumbents see attachment

From: Charles Pappas
To: aaron peskin ; Angulo Sunny (BOS)
Cc: Steph Tucker; Raymond Gamley ; PETER ENGER; Elizabeth Greene
Sent: Tuesday, April 20, 2021
Subject: More/Additions Cannabis Oversight Committee application/BOS/Rules Com 04/26/21

Dear Supervisor Peskin,

Please indulge a few sentences of additional public comment which I will try to add next Monday, if given the opportunity.

*"I truly appreciate and **respect the concept of allowing incumbent members reappointment** considering the **travails of a Covid-19 year**.
Nevertheless, I hope you will consider my **8 year experience of Berkeley medical and then Cannabis Commission membership**, as well as being elected chairman and vice chairman half that time period.*

*Since then I've **attended numerous CA Bureau of Cannabis Control meetings**, many of their **sub-committees**, as well as meeting and contact with **Bureau Director Lori Ajax**, and then **Attorney Alex Traverso**.*

*After forming **Community Partnership 4 Health in Berkeley (2015)** and navigating, the **cannabis business application/licensing permitting process** which the **then Berkeley Medical Cannabis Commission had initiated, formulated, proposed from 2011-2014**, I have also been **seeking appropriate locations in San Francisco for reopening the successful 2005-12, SF permitted 2007 Divinity Tree Patients' Wellness Coop, on Geary St in the Tenderloin**.*

*Unfortunately, by the end of 2014 both **Planning Department and Board of Appeals** judged my **Divinity Tree permit 'abandoned due to 18 month closure'** despite a **6 month discrepancy between the Planning Commission and SF DPH**, for when business operations ceased.*

*Finally, while I confess to a more common inclusion, as a **white male heterosexual**, I do have the **diverse qualities of being a senior citizen, with a severe disability and wheelchair bound for over 47 years with a vast amount of cannabis experience, spiritually socially medicinally.**"*

Peace and Love, Stay Safe and Healthy

Charley Pappas 510-486-2686 H, 510-501-2686 C

ps I have 2 attachments about the Oversight Committee and previous overview.

On Sunday, April 18, 2021, Charles Pappas wrote:

Dear Supervisor Peskin,

As a member of the Rules Committee please consider my application for membership on the Cannabis Oversight Committee. My resume and support letters are attached.

As mutual friends of Bobby Lu from North Beach, you might remember our meeting 6 or 7 years ago at a bar at 7th and Brannan. I am in a wheelchair and a later conversation you forewarned me predictable trouble with the Board of Appeals!

At that time I knew most of the BOS but presently only you. Hi to Sunny assuming she is still with you!!

Peace and Love, Stay Safe and Healthy

Charley Pappas

510-486-2686 H 510-501-2686 c nberkhills@sbcglobal.net

ps Any pre-meeting contact is welcome. It was difficult applying more timely with late notice. I applied for several spots appropriate to my qualifications without knowing what members would be reapplying or leaving.

From: Charles Pappas
To: Rafael Mandelman ; Chan Connie (BOS)
Cc: Steph Tucker ; Raymond Gamley ; PETER ENGER
Sent: Sunday, April 18, 2021,
Subject: Additions To Cannabis Oversight Committee application/Board of Supervisors - Rules Com 04/19/21

Dear Supervisors,

I have attached resume and recommendations of support because I would like to be considered for membership on the Cannabis Oversight Committee. Please pardon the lateness of this notice. I plan to attend the Zoom meeting and would welcome any contact with you your staff, even before the Rules Committee starts.

Peace and Love, Stay Safe and Healthy

Charley Pappas 510-486-2686 h 510-501-2686 c nberkhills@sbcglobal.net

From: Charles Pappas

To: SFGovTV, DT (TIS) ; Board of Supervisors, (BOS) ; Chan, Connie (BOS) ; Haney, Matt (BOS) ; Stefani, Catherine (BOS) ; Peskin, Aaron (BOS) ; Mandelman, Rafael (BOS) ; Law, Ray (ADM) ; Young, Victor (BOS)

Cc: Steph Tucker ; Peter Engerone ; San Francisco Office of Cannabis

Sent: Sunday, April 18, 2021

Subject: Additions To Cannabis Oversight Committee application/Board of Supervisors - Rules Com 04/19/21

Dear Victor Young, Rules Committee;

I am attaching below letters of support and a resume for my cannabis oversight membership application.

Thank you for your attention and consideration.

Peace and Love, Stay Safe and Healthy,

Charles Pappas 510-486-2686 h 510-501-2686 c

ps The application process would have been easier with a full 8 days agenda announcement before the April 19 Rules Committee meeting. Also, knowing what commission seats would be available, or would be reappointed, could have helped as well.

Re: RESPONSE REQUIRED: Consideration of Applications and Appointments - Boards and Commissions

- Charles Pappas
 - To: Young, Victor (BOS)
- Bcc: Peter Engerone, Steph Tucker, Raymond Gamley, Regent Press, Catherine Katt Fri, Apr 16

Dear Victor Young and Rules Committee,

Thank you for your review and consideration so far, and replying to my Cannabis Oversight Committee membership application. I plan to attend the Remote Meeting on Monday, April 19, 2021 at 10:00am, Rules Committee Meeting.

Also prior to the meeting I will contact the Rules Committee Supervisors or their legislative aides as recommended. Because I did not provide a resume or letters of support with my application I will ask them if I should send in this additional information.

Again, thank you for your time and consideration.

Peace & Love, Safe & Healthy

Charles Pappas c 510-501-2686 h 510-486-2686

RESPONSE REQUIRED: Consideration of Applications and Appointments - Boards and Commissions

- Young, Victor (BOS) Cc:Hepner, Lee (BOS), Office of Cannabis (ADM), Law Ray (ADM) Thu, Apr 15

Dear Applicants,

Monday, April 19, 2021 at 10:00 a.m. - REMOTE MEETING

- Cannabin Oversight Committee

Please confirm you will be in attendance (remotely) by replying to this e-mail.

You will be expected to remotely attend the hearing, speak on your qualifications, and respond to any questions from the Supervisors. Supervisors will have been provided your application, resume (if provided), and any letters of support—please expect that they have reviewed them—however, in preparing your remarks, provide a brief background (2-3 minutes) of your qualifications.

BEST PRACTICES

- Call from a Quiet location
- Speak slowly and clearly
- Turn down any televisions or radios around you

You should contact Rules Committee Supervisors (Peskin, Mandelman and Chan), if you have not done so already, to introduce yourself. If a Supervisor is not available, ask to speak with or meet with a legislative aide. Contact information is provided below.

What to expect at Committee

1. Anticipate item(s) before yours. Barring any complications or questions, you can estimate when your hearing item should be called.
2. The Chair will call upon applicants to speak in the same order as listed on the agenda.
3. Limit concise comments to 2 minutes or less.
4. Provide a brief overview of your qualifications; speak specifically to how your experience matches the requirements of the seat(s) to which you are applying.
5. Speak to your goals, should you be appointed: why do you want to be appointed? what do you hope to accomplish?
6. (For reappointments: The Supervisors will also be interested in hearing your perspective on the work that the body has done and why you want to serve: what are your goals and plans for the future of the body? What else could the body be doing?)
7. Supervisors may ask whether or not you have previously attended meetings and whether or not you have participated in the body's work.
8. Following your presentation, Supervisors may ask additional questions, but do not always do so. If so, you will be provided additional time to respond as necessary.

9. After all applicants have spoken, speakers may testify on applicants' qualifications during public comment. This can be in addition to their letters of recommendation.

Letters of support or other documentation may also be given to me prior to the hearing, and I will distribute those to the Supervisors and include them with your application packet.

Rules Committee Supervisors will be recommending appointment(s) to the full Board of Supervisors for consideration. You may contact them directly with information provided below:

Supervisor Aaron Peskin, Chair (aaron.peskin@sfgov.org)

Aide: Lee Hepner (lee.hepner@sfgov.org)

Main Office: (415) 554-7454

Supervisor Rafael Mandelman, Vice Chair (Rafael.mandelman@sfgov.org)

Aides: MandelmanStaff@sfgov.org

Main Office: (415) 554-6968

Supervisor Connie Chan, Member (connie.chan@sfgov.org)

Aide: Ian Fregosi (ian.fregosi@sfgov.org)

Main Office: (415) 554-7410

If you have any questions or concerns in the meantime, don't hesitate to call or email.

Thank you again for your interest!

Victor Young Board of Supervisors

Sunshine Ordinance Task Force

- Your application to the one of be below listed bodies will be considered by the Board of Supervisors Rules Committee at the following remote meeting (agenda attached):

Charles Pappas To:Victor.Young, Cc:Schwartz, Jeremy (ADM), Steph Tucker, Mon, Mar 15

Dear Victor Young,

could you please give me a call or Email me regarding when to apply for Cannabis oversight Committee appointments. I believe I qualified for appointment categories 12-16 (especially the latter #16).

Thank you for your time and attention.

Yours truly,

Charles Pappas c: 5105012686 h: 5104862686 e: nberkhills@sbc-global.net

FELISIA D. THIBODEAUX

7/22/2014

Dear Sir or Madam:

It is with great excitement that I submit my resume to your company. I am confident my skills, as well as, leadership ability makes me a viable candidate for your current opening. I have excellent organizational skills, which helps in meeting deadlines and prioritizing tasks. I am very proficient using many forms of advance technology and Software (i.e. M/S Excel, Word, PowerPoint, Access, Publisher and Yardi (Voyager), and I show great pride when it comes to the ability to communicate effectively. I am a self-starter, as well as, quick learner and I have a keen sense for the attention to detail.

I have over 25+ years working with the public and over those years have worked with a wide range of diverse populations (handicapped/disabled/ wheel chair/immobile, HIV/Aids, Special Needs, Mental Health, Drug and Alcohol Dependent, multiple cultures and languages, etc.) These responsibilities allowed me the opportunity to maximize with great expertise the ability to multi-task.

My current areas of interest are Business Development in the Social Enterprise community; Community Organizing, Community Development, Affordable/Supportive Housing, and Property Management (Commercial and Residential). I directly supervise a staff of 40 team members and responsible for 3 Social Enterprises.

In addition to the aforementioned details, I successfully completed the Leadership San Francisco Training Institute with the San Francisco Chamber of Commerce and I am actively engaged in the "You Go Girl", Youth Leadership and Development Program.

I welcome the opportunity to meet with you and/or your colleagues in the near future to further discuss my qualifications, as well as, your companies' needs.

I can be reached at (415) 877-0236, as an added convenience you may email me @ fthibodeaux1@gmail.com

Thank you for your attention, and I look forward to hearing from you in the near future.

Very Truly Yours,

Felisia Thibodeaux
Prospective Employee

Felisia Thibodeaux
(415) 877-0236

fthibodeaux1@gmail.com
900 143rd Avenue, #188
San Leandro, CA 94578

OBJECTIVE

To obtain a position where I can provide strategic leadership in developing innovative and effective operations that contribute to the "Mission of an organization" that directly impacts the social, economic and/or physical attributes of those overcoming barriers to self-sufficiency (housing, employment)

EMPLOYMENT HISTORY

Bayview Hunters Point Multipurpose Senior Services, Inc. (SF, CA)

03/12-Present Director of Operations

07/11-2/12 Housing Specialist

CHP Enterprises (Social Venture) (SF, CA)

08/07-06/11 Enterprise Operation Manager

Professional Apartment Managers (Lodi, CA)

10/04-08/07 Regional Director

Mercy Housing California/Mercy Services Corporation (SF, CA)

04/02-04/04 Community and Resident Initiatives Coordinator II

08/99-03/02 Property Manager II

New United Motor and Manufacturing, Inc., (Fremont, CA)

04/97-10/99 Executive Assistant, (Manufacturing/Plastics)

03/96-04/97 Maintenance Clerk/Dispatch, (Manufacturing/Plastics)

04/94-03/96 Senior Staff Assistant, (Production Control/Logistics)

10/93-04/94 Staff Assistant, (Human Resources/Training and Development) (Temporary)

EDUCATION/TRAINING

2016 In pursuit of Bachelor of Science Degree, Business Administration Management, University of Phoenix (Oak, CA)

2009 Facilitator Training, SF County Jail/Northern California Service League (SF, CA)

2008 Facilitator Training, Behavior Health, San Francisco Unified School District (SF, CA)

2004 Certificate of Completion, Leadership San Francisco (SF Chamber of Commerce), (SF, CA)

2001 Certified Trainer, "HRI", VV Community Resiliency Project (SF, CA)

1988 Certificate of Completion, San Francisco Renaissance Entrepreneurship Center (SF, CA)

1986 Associates of Secretarial Science Degree, Heald College, Business Division (SF, CA)

1985 Silver Seal High School Diploma, James Madison High School (Houston, TX)

SPECIAL SKILLS

Type 85+ wpm	Ten Key - Touch	Dictation/Transcription	Legal Secretary
Social Media	Light Bookkeeping	Invoicing/Billing	Recruitment
A/R & A/P	Event Coordination	Switchboard/Phone Server	Trainer/Facilitator
Class B, Driver License	Motorcycle Endorsement	CPR/First Aid	

HARDWARE/SOFTWARE

M/S Word	Money	Print Shop	Yardi/Yardi Voyager	M/S Excel
Print Master	M/S Publisher	Photo Shop	Print Artist	Internet
M/S Access	Home Publishing	HUD Manager	Rent Roll	M/S PowerPoint

ADVISORY BOARDS/CIVIC ENGAGEMENT

2009	You Go Girl, Youth Leadership and Development (SF, CA)	2003	Board President, Women Realizing All Potential (SF, CA)
2007	Dads and Moms for Grads (Pittsburg, CA)	2002	Advisory Member, Seniors on the Move, Advocacy Group (SF, CA)
2004	Treasurer, Network for Survivors of Community Violence (SF, CA)	2000	Chairperson, Parent Advisory Committee, Columbia Park Boys and Girls Club (SF, CA)
2003	One Economy, Women's Initiative (SF, CA)		

HIGHLIGHTS OF QUALIFICATIONS

Program/Business/Workforce Development

- Developing and implementing operations procedures for Agency with 50+ staff.
- Assisting in the creation of a new developed Employee Handbook for Agency with 50+ staff
- Major role in the overall strategic direction, growth planning and successful implementation of 3 start-up Social Enterprises.
- Contributor to the development of the start up business plan with emphasis on the operations and marketing plan.
- Drafted the line staff operations manual using many forms of advance technology.
- Successfully hired over 100 formerly homeless adults overcoming barriers to employment.
- Collaborated with local, state and federal agencies to secure funding and resources that directly impacted the measured outcomes and "Bottom Line" of the business venture.

Community Development/Organizing

- Event Coordinator for large scale event, 2500+ attendees, multiple venues. Fundraising, Donor/Sponsorship
- Facilitated community meetings and support groups (domestic violence, substance abuse, community violence) utilizing conflict resolution and problem solving skills.
- Fostered and garnered resident participation and leadership, by using proven outreach techniques ensuring the needs of the community were being addressed.
- Developed and facilitated workshops detailing the affordable housing application process to educate community.
- Facilitate

Property Management

- Market upcoming lease up of newly constructed affordable housing units. Assit with preparing Resident Selection Criteria
- Leased up from new construction 148 unit Tax Credit property, with multiple funding sources.
- Hired, trained and developed entire staff including Resident Services, Facilities Maintenance and Leasing Consultants.
- Received excellent rating on all audits conducted (local, state and federal agencies)
- Worked hand-in-hand with local Boards to establish joint collaborations and community resources.

Manufacturing

- Implemented more than 25 suggestions resulting in cost savings of more than \$25K to departmental budget.
- Created the Adhoc system for tracking repetitive break downs resulting in a change to the PM schedule.
- Identified inefficiencies in operations and proposed necessary changes. Re-organized department utilizing "Business Process Re-Engineering", having a direct impact on overall operations budget (head count, manpower hours).

PROFESSIONAL EXPERIENCE

Program/Business/Workforce Development

- Developed and managed a youth leadership and development program for girls with an emphasis on healthy living; career and educational opportunities; and introduction to the 'Arts'.
- Provided direct oversight and ensured sound financial strategies and management systems of the establishment.
- Successfully managed the Finance/Accounting, Human Resources and Marketing of the social venture working from a 5-year strategic plan.

Community Development/Organizing

- Major role in the creation, development and implementation of a certification program "Training of the Trainers" designed to certify community members on how to successfully present the "The Health Realization" model.
- Built sustainable relationships with participants using interpersonal skills; making the assessment of clients more effective, thus allowing the referral to services to be easily accessed.

Manufacturing, Toyota Production System (TPS)

- Completed Toyota Production System Training and implented gained knowledge useful for production control and strategic cost saving
- Kaizen-Constant Improvement, Muda-Waste Elimination, JIT-Just InTime Delivery System, Jidoka-Quality Control, Kanban-Inventory Control, Hoshin – Goals w/ targets.

REFERENCES Excellent references furnished upon request

From: [Board of Supervisors, \(BOS\)](#)
To: [BOS-Supervisors](#)
Cc: [Calvillo, Angela \(BOS\)](#); [Somera, Alisa \(BOS\)](#); [Ng, Wilson \(BOS\)](#); [Laxamana, Junko \(BOS\)](#); [Nagasundaram, Sekhar \(BOS\)](#); [Mchugh, Eileen \(BOS\)](#); [Young, Victor \(BOS\)](#)
Subject: FW: Recommendation for Charles Pappas, Cannabis Oversight Committee
Date: Monday, April 26, 2021 10:07:33 AM

From: chezgreene <chezgreene@sbcglobal.net>
Sent: Sunday, April 25, 2021 10:44 PM
To: Board of Supervisors, (BOS) <board.of.supervisors@sfgov.org>
Cc: nberkhills@sbcglobal.net
Subject: Recommendation for Charles Pappas, Cannabis Oversight Committee

This message is from outside the City email system. Do not open links or attachments from untrusted sources.

To Whom it May Concern –

I am writing to support Charles Pappas' application to the San Francisco Cannabis Oversight Committee. Charley served on the Berkeley Cannabis Commission for eight years, and was Chair of the Commission for three of those years. The commission worked to develop recommendations for recreational cannabis and medical cannabis regulations and procedures for the City of Berkeley. These regulations covered all aspects of the cannabis industry in Berkeley, including sales, cultivation, and manufacturing, and were among the first cannabis regulations to be adopted in California. Berkeley's regulations also included innovative features such as free cannabis for low-income patients and greenhouse gas standards for grow facilities. Charley was a key member of the commission and was heavily involved in crafting the commission recommendations that were forwarded to the City Council.

Charley has been involved in the cannabis industry for many years as a business owner and an industry advocate. His energy and industry knowledge would make him an effective member of San Francisco's Cannabis Oversight Committee.

Sincerely,
Elizabeth Greene
Former Secretary, Berkeley Cannabis Commission

Crack Kills and Love Heals:
Gradual Effects of Crack Cocaine on African American Children
In an Urban Environment

Tachelle Herron

Urban Issues of Black Children and Youth AFRS 678
Professor Shawn A. Ginwright, Ph.D
December 14, 2011

Table of Contexts

Research Questions:

How has crack cocaine gradually transformed African American children's development?

Introduction

Ø Abstract

Ø What is crack cocaine?

Ø Where is crack cocaine located?

Literature Review

Physical Development of children exposure to crack cocaine in utero

Ø Exposure to crack cocaine in utero

Ø Birth defects associated with crack cocaine

Ø Mortality Rates of infants

Ø Lack of brain development

Ø Effects of crack cocaine on Children

Psychological Factors of Children exposed to crack cocaine environments

Ø Parent and child relationship

Ø Learning Disabilities

Ø Behavioral problems

Ø Child Abuse (Physical and Mental)

Economical Factors of Children exposed to crack cocaine environments

Ø Hardships

Ø Struggle

Ø The lavish life

Methods

Ø Questionnaire for African American children

Ø Interview a special education teacher

Ø Interview school psychologist

Ø Interview three people exposed to crack cocaine as a child in an urban environment.

Results

Conclusion

Appendix

Reference

Introduction:

I was mystified, manic, and miserable that my own mother traded me for a fifty shot of crack cocaine to my aunt, who was my mother's drug dealer. My mother began to use crack cocaine following the death of my father, two years after I was born. I have chosen to write on this subject since I have a direct experience with not only the physical, but also a psychological, and emotional impact of living in an urban environment surrounded by crack cocaine. I was born at the emergence of crack cocaine in 1980 in the African American community. Therefore, for the first five years of my life, I was exposed to an abnormal environment surrounded by poverty and crack cocaine users. As a result, in 1981, my mother became a victim to the deadliest and by far worst drug on Earth to date, crack cocaine. After the death of my father, she began her continuous crack binge. In 1983, I was placed in four different foster homes due to my unpredictable behavior as a child. I was abused physically and emotionally by my last foster guardian. I vividly remember when I was four years old, my mother came to visit me in the foster home. She became extremely angry with the foster care worker when she saw the bruises on my face, legs, and back. She immediately took me away from the foster home, despite the charge of kidnapping and the instability of a permanent home. She took me to live in a three-story mansion with her boyfriend in the Oakland Hills before moving to Sunnydale projects in San Francisco. We then moved to West Point, and finally Harbor Road in Hunters Point.

Often my younger cousins would come over my mother's house to play with me, while our parents would smoke crack, deal drugs, and sleep all day. We were exposed to chemicals that could and did damage our health. In fact, as children, our environment was comprised by various other drugs, such as marijuana and cocaine.

Fortunately, when I was five years old, I was removed from my mother's custody and she was declared an unfit parent by the State of California. Since 1986, my paternal grandmother and my father's youngest sister raised me in a nurturing, loving and supportive environment. I ate healthy meals, slept on clean sheets, felt loved and important. I never had to smell crack cocaine again, or face the psychological challenges of it in my life. Sadly, I had to undergo psychological treatment twice a week at the Bayview Mental Health Department because of the trauma I experienced. My life was focused and structured. I attended community congregation meetings three times a week for one or two hours as well as secular school five days a week. I had a challenging time adjusting to a nurturing environment; however, I was able to put aside my difficulties after days, months and years of being in a loving and supportive environment.

Abstract:

By studying the effects of the physical and psychological impacts on children that had experiences similar to mine, might help heal the lingering pains I have as I uncover the anger many children have due to exposure to crack cocaine. I plan on researching the gradual effects of crack cocaine in an urban community, among African American children. This paper discuss the effects of in utero exposure to crack cocaine, and the gradual effects on the mental and physical development of children within the Hunter Point urban environment.

Imagine a three-year-old African American girl crying as a result of not eating for two days. Picture a fifteen-year-old African American boy being forced to sell crack cocaine for money in order to help his family financially. Feel the despair of a seventeen-year-old girl soliciting sex for money, in addition to being sexually abused at home. The common denominator in all their lives is their mothers smoke crack cocaine, tobacco, and marijuana. I know from experience that African Americans endure insurmountable amounts of neglect, abuse, and misdirection from gradual effects of crack cocaine in the urban environment. For this research paper, I am focusing on African American children in an underprivileged urban neighborhood where crack cocaine is prevalent as I explore the horrendous impact of crack cocaine on African American children from in utero to eighteen years of age. I will give insights into the abnormal environments in which numerous at risk children are daily exposed .As a result, this paper will provide an Afrocentric community perspective on the second holocaust that has caused an urban devastation in Hunters Point.

Crack cocaine is prevalent in several impoverished neighborhoods for two reasons; the nature of the substance and it is accessibility. According to experts, cocaine is a white powder that comes from the leaves of a coca plant in South America. The coca leaves are dried in the sun, then mixed with gasoline, diesel fuel or motor oil to form a white paste. Crack is a form of cocaine that has been chemically altered so that it can be smoked (Superintendent of Documents, N/A). Documentation indicates that crack cocaine is mixed with rat poison, ammonia, baking soda as well as other toxic impurities. When cocaine is heated and mixed, it makes a cracking sound. As

a result, it becomes a chemical base substance called crack cocaine. Crack cocaine has a smooth texture, dull creamy color and is extremely addictive. As a freebase drug, crack cocaine can be heated in a pipe and inhaled. Once the vapors are absorbed through the lungs and reach the brain, it delivers a strong surge, known as a "rush." Individuals like teenage mothers and homeless young men develop a craving for crack cocaine, which results in a chronic drug addiction at a very early age (Superintendent of Documents, N/A).

In the urban community of Hunters Point, crack cocaine is referred to as, "hard, rocks, dope, spitters, hubba rocks. Sadly, there are reports that crack cocaine is being pressed into pills (Superintendent of Documents, N/A). Once a person inhales the vapors of crack cocaine, their brain, lungs, and body are affected especially their executive functioning, the ability to plan sequentially, to engage in higher order cognitive functions, to connect decision with consequences cause and effect relationships. All of this causes African American children to suffer in numerous ways--neglect, physical/psychological abuse.

Literature Review

Crack cocaine is a devastation in the urban community and the main reason there is an achievement gap in education and numerous of African American children are in foster care. In the article, *Daughters' perspective on Maternal Substance Abuse: Pledge to be a Different Kind of Mother* by Murphy et al. they state, "Due to the substance abuse epidemic that peaked in the mid-1980's significant number of young adults grew exposed to maternal drug use" (Murphy et al. 2010) According to Murphy et al. there were 1.7 million crack cocaine users in 1980 and 1.2 million in 2001 which places children exposed to this environment at risk for a wide range of medical and development problems (Murphy et al. 2010).

In the article, *Crack Babies: Here they Come, Ready or Not* by Elliot and Coker, they report that 11% of newborns have been exposed to crack-cocaine (Elliot & Coker, 1991). Evelyn Davis, M.D states that cocaine remains the illicit drug of choice among the pregnant women (Sautter, 1992).

In the article, *Severity of Drug Use, Initiation of Prenatal Care, and Maternal- Fetal Attachment in Pregnant Marijuana and Cocaine/ Heroin Users* by Carol Shieh and Melva Kravitz They also states prenatal illicit drug use is associated with adverse maternal and infant outcomes.

Such as infant respiratory, cardiovascular and neurologic complications; preterm labor; low birth weight; inadequate maternal interactive behavior; and poor infant cognitive and motor development (Shieh and Kravitz, 2006).

A number of scholars have recently suggested that the remaining disabilities for children that are exposed to crack-cocaine are birth defects, learning disabilities as well, as unpredictable behaviors. As a result, Elliot and Coker acknowledge that children exposed to drugs in utero are becoming common (Elliot and Coker, 1991).

They state "women that are using crack-cocaine give birth to premature babies that suffer from weigh less, shorter arms and legs as well as a smaller head circumferences than infants of drug free mothers" (p. 61). Children that are born exposed to crack cocaine have tiny heads associated with mental retardation and cerebral palsy

(Elliot and Coker, 1991). 90% of these children have a language delay some one coo or babble on time nor say a single word like mommy and daddy by age two (Sautter, 1992). Sautter states that by the age four and five many of these youngsters cannot speak in phrases and some do not understand what they are hearing (Sautter, 1992).

According to a Stanford University neurologist Richard Fultho, a child born with a small head often has a below normal intelligence quotient level by age three to six. In other words, African American children exposed to crack cocaine suffer from outward displays such as seizures, cerebral palsy, as well as mental retardation.

Most children have an array of symptoms that include hyperactivity, sudden mood swings, extreme passivity, apparent lack of emotion, slow language acquisition and or mild speech impairment (Elliot and Coker, 1991) Many are overwhelmed by stimuli like noise or piles of toys, have trouble interpreting nonverbal signals, are easily frustrated, and find it hard to concentrate (Elliot and Coker, 1991). Children that are born in utero that are exposed to crack cocaine develop medical and neurological problems.

For example, In the article *Crack Healing the Children*, by R. Craig Sautter, he states the number of drug exposed children, born each year ranges from 375,000 to 739,000. He continues to explain how nearly 5% has been exposed to crack cocaine, 17% exposed to marijuana and 73% to alcohol (Sautter, 1992). The fast growing group of drug abusers in this country is adolescent girls, in which many of them will soon be mothers (Sautter, 1992). The National Association for Perinatal Addiction reported that low-income women of color were ten times more likely to be reported drug users. In addition, exposure to crack cocaine often leads to unstable and chaotic lifestyles (Lam et al, 2004). About 13% of all babies delivered in the hospital are affected by crack cocaine; as a result many are premature and require intensive care (Sautter, 1992). Researchers predict that by the end of the decade up to 60% of all inner city children will be prenatally exposed to drugs (Sautter, 1992). Exposure to crack cocaine is an enormous cost the United States of America. In fact, it cost between 1 billion dollars to care for a newborn child that is born exposed to crack cocaine. In addition, to the first year of childcare that 1.4 billion for the first year care (Sautter, 1992). As a result, Sautter reports that teachers are seeing an unusually high proportion of kindergarteners functioning at low levels and exhibiting behavior problems (Sautter, 1992) United States Representative Charles Rangel reports that "Children exposed to crack cocaine are unable to concentrate, overwhelmed by the slightest stimulation, suffering from delayed speech development" (Sautter, 1992). Unable to deal with drug exposed children in the classroom teachers often send these children to special education. According to United States Representative Charles Rangel special educational services can cost three to five times as much as regular education (Sautter, 1992). As social worker report that some children exposed to crack cocaine were filthy, had lice and impetigo (Pidy, 1990).

Psychological Factors

Clearly, crack cocaine represents a major distraction contributing to child abuse, neglect, and abandonment of parental responsibilities. Children born to parents that are drug addicts have a challenging home life (Dunlap, Golub & Johnson, 2006). Elliot and Coker reports that crack babies are very high risk for neglect and abuse in the home (Elliot and Coker, 1991).

In making this comment, Elliot and Coker express that parents who use crack cocaine

provide an abnormal living environment for their children. The crack epidemic of the 1980s crack cocaine contributed heavily to these conditions further destabilizing many African American families (Murray, Golub, Dunlap, Johnson & Benoit, 2008). According to Murray et al no-parent household were increasing and African American children ended up with grandparents, caring aunts in foster care and in-group homes (Murry et al. 337).

Children exposed to crack cocaine are labeled by psychologist as disorganized. Therefore that have difficulty focusing on one activity (Chira, 1990). According to teachers and child development specialists children exposed to crack cocaine have brain damaged and cannot seem to learn in the typical classroom environment (Chira, 1990). I think Chira is mistaken because she over looks achieved levels of social and emotional development that various children have displayed in working partnerships of child caring professionals (Sautter 1992). I still insist that every child can learn if they are provided with the right resources and a loving and caring environment. Therefore, Carol Cole is mistaken when she states that all children exposed to crack cocaine cannot learn in a typical classroom.

Given a proper supportive structured environment with strong emotional support as well, as conscious efforts by teachers to crack exposed children can help to form emotionally satisfying attachments with other children (Chira 1990). Along with the physical complications, children who are exposed to crack cocaine demonstrate signs of extremely disturbed behavior. Children exposed to crack cocaine are typically hypersensitive and often avoid eye contact with anyone. In fact, they have difficulty forming attachments and showing emotions (Chira, 1990). Some children that are exposed to crack cocaine are violent or self-destructive (Chira, 1990).

Chria states, “[Children exposed to crack cocaine] have the tendency to act aggressively or to withdraw completely when over stimulated” (Chria, 1990). Additionally, Sautter claims that “Children affected by psychosocial trauma and children who may be affected by prenatal exposure to drugs have the same kind of behavior” (Sutter, 1992). So, researchers cannot tell the difference between a child exposed to crack cocaine and postnatal psychosocial traumatic conditions. I agree with this claim even though I was not exposed to crack cocaine until after I was born, yet I developed various traumatic experiences that required therapy.

Similarly, in the book *Code of the Street* Elijah Anderson outlines some factors that contribute to the psychological factors that destabilizes and already weak unit that African American family (Anderson, 1999). Anderson states, “It starts when the daughter gets in with the wrong crowd. Begins to run around at all hours of the day and night. If she has [children that are exposed to crack cocaine] she has less time for them” (p 216). Basically, Anderson is saying that the maternal substance abuse leads to the maltreatment and psychiatric disorders in African American children.

In the article, *Daughters' Perspective on Maternal Substance Abuse Pledge to be Different Kind of Mother* by Murphy et al, they state “Many women who have abused drugs experienced high rates of childhood trauma themselves, which places them at risk for subsequent ineffective and ambivalent parenting and higher rates of neglect and abuse if their own children (Davis 1990; Kearney, 1998)

In fact, the degradation of women within the urban environment has led to the development of stereotypes as well as derogatory terms for [teen mothers] that are drug addicts. (Fullilove et al,

276) The intense stigmatization of [teen mothers] within the urban environment is a complex pattern that includes a history of sexual and physical abuse during childhood (Fullilove et al 276) Which is considered symptoms that are use to assess the psychological health of teen mothers. Symptoms such as depression, anxiety and traumatic stress due to the degradation and victimization through participation in exchange for sex for drugs. As a result teen mother's psychological disturbances, plus the use of crack cocaine, is the cause for the castigation for failure in maternal roles (Fullilove et. al). Unusual events associated with crack cocaine are stressful, as well as disturbing in the lives of many African American youth.

In the article Psychological Correlates of Trading Sex for Money Among African American Crack Cocaine Smokers by Risser et al who conducted a study among African American female crack cocaine users who traded sex for money. In the case study reveals that "African American [female teenagers] who smoke crack cocaine are more likely to exchange sex for money, and those that do, are more likely to be homeless, single have more sex partners with more sexual transmitted infections"(p.646). Risser et al. Also states that, "Psychological disorders are associated with having a large number of sexual partners in exchange for sex (Risser et at, 2006).

Risser et al. acknowledges that "African American [female teenagers] that used crack cocaine and have multiply sex partners report high levels of depression, anxiety symptoms of post-traumatic stress disorder which reduces drug treatment success" (p.646) They conducted an analysis on 193 females ages 18 to 40 years old. Risser et al. reports 66% are currently having trading sex for money/crack cocaine; in fact, they had less than a high school education (Risser et at, 2006). This risky behavior has shown to increase the risk for homelessness, poverty, continuous drug psychological distress all of which increase [female teenagers] at risk of acquiring HIV (Risser et at, 2006).

Sadly, numerous of these {female teenagers} become mothers to children exposed to crack cocaine, passing on the post-traumatic stress disorder from _____ events that are recurring and stressful.

According to Drew Priddy, in her article, *A Social Worker's Agony: Working with Children Affected by Crack Cocaine* illustrates several case studies that outlined many situations of children in homes where parents were drug abusers and children had symptoms of stress disorders. Priddy states, "No social worker is prepared to deal with children living in crack cocaine environments... I was facing the horror head on...I took a leave of absence from my job because of severe stress anxiety" (Pidy, 1990). Seeing children that are neglected and abused born addicted to crack cocaine is something that slowly creep up on many social workers (Pidy, 1990). Piddy observes that many children exposed to crack cocaine do not attend school often and their teachers have to call home. Furthermore, their physical appearance is often [unsanitary]; moreover, they are hungry. She also emphasizes that [children exposed to crack cocaine] are brought into the shelters after drug raids [in urban community projects] (Pidy, 1990).

In fact, Piddy she identifies a case of two African American girls brought to the shelter after a drug raid in an urban community project. Piddy recalls "The thirteen year-old-girl looked like a skeleton and was partially disrobed; whereas, the two year old girl was well nourished and clean" (p.197). Piddy describes the living conditions of the two girls as filthy with a foul stench in the air.

As piles of garbage along with human feces lay on the floor in a corner of the small apartment. While the children slept on a soiled mattresses without sheets or pillows next to piles of dirty clothes with barely any furniture (p.197).

According to the police report thirteen people were living in a two-bedroom apartment. Piddy reports that the thirteen-year-old girl was addicted to crack as well as repeatedly sexually abused. Along with the two-year-old girl who tested positive for rectal gonorrhoea. (Piddy, 197). She emphasizes how young teens [exposed or addicted to crack cocaine] have to go to an adolescent drug programs or juvenile in order to detox from crack cocaine. She also emphasized that children also go into foster homes in addition to therapy for their compulsive behavior binges (Piddy, 1990). The caseload for crack related children was 80% in the 90's according to Piddy (Piddy, 1990). Her article is fundamental in showing the living conditions and psychological mental state of the children exposed to crack cocaine in an urban environment. Indeed it is highly likely that the children are neglected in the home.

Behavior disorders are also common in children that are exposed to crack cocaine, which typically leads to acts of violence in the urban community. In the book *Black Youth Rising* by Shawn Ginwright acknowledges between 1988 and 1998, black families in urban American experienced the loss of thousands of youth to violence (Ginwright, 2010). According to Ginwright, "The introduction of crack cocaine combined with the lack of job opportunities, funneled numerous black youth into the drug economy (p.4)

In the article *Crack Healing the Children* by R. Craig Sautter reports that an emotional distraught African American children appeared in court and are assigned to residential drug treatment programs. on a parole violation for burglary charge. In order to fight the effects of crack cocaine, that has damaged their biological system before they was born (Sautter, 1992) In most cases drug exposed children are mislabeled and considered the bio-underclass or lost generation, however children exposed to crack cocaine should not be considered doomed it is possible that a large percent of children exposed to crack cocaine in utero can survive and even prosper in life (Sautter, 1992).

Economical

The economical impact of crack cocaine can't be underestimated. For example, I have a career, attend San Francisco State University, maintain a 3.00 grade point average and I was exposed to crack cocaine in an urban environment as a child. As well as many of the African Americans that I associate with; however, due to the living conditions of countless of African American children in homes that parental supervision is limited they are not that fortunate. There forth they are forced to earn money other ways in order to survive in complex situation. Piddy emphasizes that when one of her caseload [children exposed to crack cocaine] was hungry he would break dance at Fisherman's Wharf or steal money in order to eat at McDonalds (Piddy, 1990).

As a result, in the article *Crack 'Hoes and Skeezers: Traumatic Experience of women crack users*, Robert Fullilov et. al states that "Crack cocaine use has become epidemic in many ways impoverished inner-city area in the United States" (Fullilove, 1992). Crack cocaine is an economical exchange that feeds, clothes and shelter many African American children and families. Form my personal observation; crack cocaine has paid for multiple wars, building of cities in America, weapons of mass destruction overseas, high price lawyers, education and

record labels.

For example, Calvin Broadus aka Snoop Dogg identifies various hardships and struggles while being exposed to crack cocaine in an urban environment. Snoop Dogg poignantly articulated the economical factors associated with violence, drugs, and entrepreneur lifestyle for most African American men.

From the depths of the sea, back to the block
 Snoop Doggy Dogg, Funky, yes but of the Doc
 Went solo on that ass, but it's still the same
 Long Beach is the spot where I served my cane
 Follow me, follow me, follow me, follow me, but don't lose your grip
 Nine-trizzay's the yizzear for me to f*** up shit
 So I ain't holdin nuttin back
 And motherfucker I got five on the twenty sack
 It's like that and as a matter of fact [rat-tat-tat-tat]
 Cuz I never hesitate to put a n**** on his back
 Yeah, so peep out the manuscript
 You see that it's a must we drop gangsta s*** (Broadus, 1993).

In other words, Snoop Dog believes, that he went from the bottom to the top in his social economically status due to the association and exploitation of members in his urban community. He was apart of a social group but he went solo as a result of having problems with attaching and bonding with others. Snoop Dogg emphasizes that in Long Beach, California he sells crack cocaine to people that follows him in which contributed to his economical lavish life. According to Snoop Dogg, in 1993 was the year he decided to live the lavish life after living a life full of hardships and struggles that are surrounded by violence. He insists that uses drugs as well as violence in order to function within his urban community. Snoop Dogg celebrates the fact that he would not hesitate to kill another human being since he is apart of a gang that uses violence as a way to deal inner city drug problems (Broadus, 1993). Snoop Dogg explains the code of the streets to African American adolescents through his lyrics musical lyrics he explains selling crack cocaine, violence, and murders as the economical exchange for typical way to function in an urban environment (Broadus, 1993).

Similarly, in the book *Dark Alliance* by Gary Web explores the lifestyle of a street vendor entrepreneur name Ricky Donnell Ross. Ricky was an African American teenager who liked to play tennis as well as restore cars. Web states “Rickey had a bit of a problem, by his senior year... he still could not read or write” (p.127)

As a result, he dropped out of high school and began a life as entrepreneurial capitalist (p.127) Web emphasizes that, “Ross was arrested by the police for burglary and disorderly conduct (p.128). However, charges were dropped for mistaken identity. Web indicates that Ricky saw his first [crack rock] in 1979, as a result [Ricky] began selling crack cocaine one year later, as a teenager. Web states, “a friend gave Ricky his first fifty-dollar rock, in which Ricky sold to a

pimp(p.124) As a result, the pimp ordered 100 dollars more (Web 1998). Obtaining more cocaine in order to chemically alter its appearance as well, as selling it to people of color, seemed to be Ricky Ross agenda. This economically exchange of money and drugs paid for Ricky's lavish lifestyle as the "King of the Los Angeles Crack Market" from a teenager until he was an adult (Web 1998).

Both Snoop Dogg and Ricky Donnell Ross, contributed to the hauntingly illumination of the horrendous consequences of crack cocaine in their community as teenagers. As a result, they experienced struggles, hardships, as well, as the lavish life of gang affiliated African American entrepreneurs. In fact, hundreds young men of color strive or die for the chance distribute crack cocaine to their urban community for economic mobility. Sadly, this is a repetitive cycle that becomes the main source of income for underserve low-income African Americans in Hunters Point. Numerous of American Americans teenagers believe that selling crack cocaine is an economical option to overcome hardships as well as a way out of poverty. However, due to unpredictable behaviors associated to crack cocaine in utero or in the community murders among African American youth are increasing (Derbeken 2011).

According to an article in the San Francisco Chronicle newspaper there were a total of ninety-seven deaths related to crack cocaine in Hunters Point as of December 18, 2011 (Derbeken, 2011). The economic aspect associated with crack cocaine causes a catastrophic epidemic in all urban environments in America not just Hunters Point. In fact, the last time San Francisco had more than ninety- seven homicides was in 1995 (Derbeken, 2011). I can recall twenty of my friends in a ninety-day period that were assassinated during 1995 in various projects throughout the city. I remember attending funerals every week with friends as well as, visiting street corners that were marked as memorials monuments for African American men that were not over eighteen years old. Derbeken states, "In 1995 San Francisco recorded 104 killings (Derbeken, 2011). For this reason, I know personally that teenagers were killed due to drug-related violence which is linked to their economic struggles, hardships that is connected to gradual acts of violence in an urban community.

Research Questions:

1. How has crack cocaine gradually transformed African American children's development?
2. What are the physical developments of children exposed to crack cocaine?
3. What the psychological as well as economic factors of African American children that are associated or exposed to crack cocaine who are living in an urban environment?

Method:

First, I designed and implemented research using a questionnaire with youth from the Bayview Hunter's Point Foundation. This community-based program provides mental health services for individuals twelve to sixty-four years old. They also provide mental education and health classes in various schools throughout Hunters Point. I am a pervious client of the Bayview foundation and received therapy on many occasions when I was a child. The methodological approach implement in this foundation is innovative in establishing relationships between clients and therapist. For example in exchange for good behavior during therapy I was awarded time to play with all their nice toys.

The foundation personnel are extremely culturally aware and pair clients with the best therapist to meet their needs. I spoke to a female African American therapist twice a week, until I

was ten years old. She asked me various questions about my mother, my childhood, and current home situation. When I lived with my mother, I was taught never to tell what happens in the home. So, I was reluctant to communicate with my therapist for many months about things that had occurred in my home life.

I kept my experiences with this foundation in mind when I questioned various African American adolescent on their home life. I questioned only African American children born and reared in Hunters Point between the ages of fifteen and nineteen years old. I asked them all questions on their knowledge of crack cocaine as children. As a result, they spoke openly and freely about their association with crack cocaine in their home and community with me.

Next, I interviewed a San Francisco Unified School District special education teacher. I met with her at a Chinese restaurant after a long and exhausting day of teaching children. She provided me with expert advice, as well, as an Afrocentric perspective on urban toxicity as to why African American children have unrecognized disabilities. As a result, she explained why children exposed to crack cocaine drop out of school. Since the emergence of crack cocaine, she has taught students exposed to crack cocaine. Currently, some of the students she taught are all grown up and doing amazing things. I am one of the students that she taught. She is the aunt that provided a loving, nurturing environment helping me become the person that I am today.

Then, I interviewed a special education psychologist by the telephone. She explained the clinical psychological factors that impact brain development and controls behaviors in children.

She mentioned that by the time a child is six years old, 90% of their brain has reached their potential growth. She explained the process of brain development and the possible prevalent characteristic of children that are exposed to crack cocaine and the different outcomes when the children are reared in nurturing, loving, structured environments.

Finally, I conducted interviews with an African American community casework, and her teenage niece that was exposed to crack cocaine in utero. They clarified the anatomical/physical psychological and emotional characteristics as well as provided further insight into the social impacts of crack cocaine on children in Hunters Point.

Results

Crack cocaine gradually transformed African American children's development, with potential birth defects, cognitive disabilities, as well, as multiple hardships in life. Crack cocaine has transformed the stability of the family in urban community therefore, several innocent children are forced to live among dysfunctional family structures and suffer traumatic stress disorders or be placed in foster care and group homes. Children exposed to crack cocaine develop complex health issues that place them in great danger. Such as outward displays of seizures, cerebral palsy, mental retardation, hyperactivity, lack of emotion and language impairment. All in utero cocaine exposure has created a plethora of new issues that impact the child, schools, community health centers and families in general. In utero exposure has been shown to cause behaviors similar to Attention Deficit Hyperactivity Disorder, and at times it has affected children's cognitive levels. Resulting in impulse control, and in boys more than girls. Reason for this is when a mom uses cocaine during pregnancy it affects the development of the various areas of the brain, including the prefrontal cortex. On another level, studies find that crack cocaine use is also often found in families that are exposed to domestic violence, neglect and in general, poor parenting.

So, it quickly becomes a multi-level issue.

The physical developments associated with children that have been exposed to crack cocaine is incredibly expensive and detrimental to their physical development. Facts state that 13% of all babies delivered in the hospitals are a result of premature births associated with crack cocaine (Sautter, 1992). Between 375,000 to 739,000 children are born exposed to crack cocaine a year and it cost 1 billion dollars to care for a newborn baby exposed to crack cocaine (Sautter, 1992). The physical elements are of premature births of children that are exposed to crack cocaine results in shorter arms, legs, and a smaller head circumference (Elliot and Coker, 1991). A delay in language development along with the neurological problems also creates motor problems in their development (Sautter, 1992).

The psychological aspect associated with African American children that are exposed to crack cocaine is that they usually have a challenging home life that results in abandonment, neglect and abuse (Dunlap et al. 2006). Children exposed to crack cocaine demonstrate far less impulse control, and have difficulties functioning in school and society because they are very impulsive (Ghee, 2011). Some children are not able to make the connections between decisions and consequences. Others demonstrate disruptive behaviors, which makes it extremely difficult to have good relations with peers, so they isolated or learn to play the role of the "bad" kid (Ghee, 2011). Children exposed to crack cocaine have less impulse control, caused by recurring, stressful and frustrating experiences. They suffer from posttraumatic stress disorder from multiple unusual events in an abnormal environment. Behavioral therapy, medications, and even a safer stable environment can improve the psychological effects associated with crack cocaine for African American children (Doe, 2011).

The economic factors that are associated with crack cocaine involve African American teenagers that either solicits crack cocaine in exchange for money. Crack cocaine is found mostly in impoverished inner-city area in the United States" (Fullilove 1992). Lavish life style in urban communities originate from the economical exchange of crack cocaine (Web 1998) Teenager boys sell crack cocaine to feeds, clothes and shelter themselves (McDaniels 2011) African American teenage girls solicit sex; crack cocaine as well as their reputation in order to economically maintain a sense of security in the urban community. The introduction of crack cocaine combined with the lack of job opportunities, funneled numerous black youth into the drug economy (Ginwright 4).

Crack cocaine has lead to the degradation of women, teen-age pregnancy and the depletion of the African American family. Young teenage mothers within the urban environment fail to meet cultural standards for a typical African American woman by continuing to ease her pain with multiple drugs crack cocaine (Fullilove et. al 1992). Degradation and victimization through participation in exchange for drugs is the causation for failure in maternal roles (Fullilove et. al 1992).

I agree that a complex pattern of abuse from childhood could cause anyone to become chemically depended on any drug as well as neglect his or her responsibilities. The periods of uncontrolled binges, impaired thinking that leads to prenatal complications is something that I have

witness in Hunters Point. For instance, Robert Hightower, aka Rob is a eighteen year old African American entrepreneur he stated, “ I’m a hustler by nature and a drug dealer by night” (Hightower, 2011). In order for Rob to have his basic necessities met he has to sell crack cocaine for money in order to pay for food (Hightower, 2011).

A seventeen year old African American female name Furtaisha stated, “[Crack cocaine] is what I sell, [sex] is too I [need] money... I [have to] eat.” (Jones, 2011). Although both teenagers admit that they both sell crack cocaine in their community; yet, African American females also sell their bodies, jeopardize their health, reputation and life to obtain her basic necessities (Jones 2011). Rob reports that, “My association is money... Money connects me to a job, a house to stay in ...I would not recommend everybody to do this [sell crack cocaine]. Some people get robbed, played or killed in the dope game” (Hightower, 2011). Rob was the oldest out of all the African American teenagers I interviewed and who seemed more knowledgeable about the economic aspects as well as the dangers associated with crack cocaine. He explained that his older cousin introduced him to crack cocaine as a source of residual income (Hightower, 2011). In other words, selling crack became a family business as a way to help mobilize, and stabilize his urban lifestyle. Rob states, “[My cousin] went to [Federal Prison] for selling [crack cocaine out of state] I [do not] know people out [of] my city – or in [any] other states. I am not trying to be flamboyant [I am just] taking care of my three year old crying sister [that has not eaten in two days]” (Hightower, 2011).

In most cases, I discovered African American children who were exposed to crack cocaine in Hunters Point only sold crack cocaine to obtain money for their basic needs; food, clothes and shelter since their parents were unable to do so. The youngest person I interviewed, explained to me why he chooses not to go to school. Anza reported “I been selling [crack cocaine] for a year and [weed] on and off for two years. I would stop if I have a job... [I do not] go to school [the] teachers think [I am dumb]... [there is more] money on the streets of [Hunters Point] than in a stupid school” (McDaniels, 2011). The special education teacher I interviewed explained that children that were exposed to crack cocaine has trouble establishing a lasting relationships and trust, along with a feeling of sense worthiness (Ghee, 2011).

Due to the fact, that most children like Anza lack exposure to genuine loving/caring relationships at home they experience a higher drop out rate, increased teenage pregnancies, higher death rates and multiply involvement with the law (Ghee, 2011).

The effects of crack cocaine on African American children is not only detrimental to their physical development, but also their social emotional development; however, it is complex due to parent and child relationships which contributes to the psychological factors. During my interview with a special education psychologist, she conveyed to me that her daughter used crack cocaine exposing her grandson Dustin to impaired cognitive functioning and unhealthy environment. Doe states, “My daughter was heavily influence by her friends when she was younger and, I lost her to the streets when she was thirteen. She had [Dustin] when she was sixteen years old [his mother/my daughter] left [her child] on my front porch and I have not seen her since” (Doe, 2011). As a result, she explains how Dustin was placed in foster care until he was six years old. He developed emotional behavior problems with limited mobility due crack cocaine. She recalls, “I took him into my house knowing that at six years old, 90% of [Dustin’s] brain has reached [his] potential growth” (Doe, 2011). She emphasized how she used various intervention strategies structured activities such as giving

Dustin tropical fish to increase his level of ownership and responsibility. She said, "He loved them fish and he took real good care of them too" (Doe, 2011). She insists that hands on experience helps to teach [Dustin]. She used moderations skills and ideals, such as love, faith, and hope to contribute to his successful outcomes. She concedes that she placed him in mild to moderate class within special education to allow him the academic pacing and support for him to excel or reach his potential. As a result [Dustin] graduated with a high school diploma, obtained a job and attends a community college. Doe celebrates the fact that Dustin was never arrested and he is a wonderful young man (Doe, 2011).

She states, "I gave him a home, love, knowledge that contributed to the aspects that gave him a fair chance in life because he was loved and nurtured by someone" (Doe, 2011).

Along the same lines, a sixteen-year old African American girl name Erica was sheltered from knowing that she was exposed to crack cocaine her entire life by her grandmother. Her aunt Wanda Taylor explained how she knew her niece Erica was exposed to crack when she was an infant. Wanda said "[Erica's] mom [was] on drugs real bad when [Erica] was born. I can tell by the way [Erica] looks her eyes [are] wide, she would twitch and cry a lot. It took her longer to walk. [Erica] was two years old when she learned to walk and she cry a lot until she was seven years old. [Erica] is a straight A+ student"(Kelly, 2011). Erica said "I have a flat chest and small face...I know who I am [my grandmother Shirley] is the one that wants to cover up everything...I know [my grandmother] loves me. I am glad too (Jones, 2011). In making this comment, Erica understood her physical characters as a child are due to exposer crack cocaine as well as the psychological out come of a child within a loving environment.

Conclusion

In conclusion, the gradual effects of crack cocaine are truly detrimental to the development of African American children especially those in an urban environments. Due to the fact that African American mothers are polysubstance drug abusers and suffer from childhood traumatic experiences. This repetitive cycle of exposure to multiple drugs including crack cocaine is what mentally enables African American children's development in an urban environment. As a result, many African American children are burden with stigmatized the labels of "problem children or crack babies" and other derogatory terms. However, negative uncertainties of mislabeling children exposed to crack cocaine by scholars, teachers and medical personnel has caused many African American youth to feel ashamed of whom they are.

But, other than the physical distinctions of children exposed to crack cocaine in utero, there are no behavioral differences between a child that has been raped and a child that has been exposed to crack cocaine. Therefore, if a child is exposed to crack cocaine in their environment and in utero, providing direct support a structured predictable, loving and nurturing environment will help them development appropriate strategies that can assist them through out their life.

Forming a tracking system through the local hospitals can establish a linkage system in which children can receive early intervention. Just as Erica, Dustin, and myself had with our loving grandparents. Children exposed to crack cocaine in an urban environment have complex health issues, such as outward displays of seizures, cerebral palsy, mental retardation, hyperactivity, lack of emotion and language impairment. All which, result in potential birth defects, cognitive disabilities, as well, as multiply hardships in life.

However, being reared in a positive family structure w/ loving and nurturing people with positive direction, a resourceful education these children so thrive to be well adjusted individuals. Truly, any child can prosper if they are given the right resources and a loving environment. Therefore, African American children exposed to crack cocaine must have a faith, love, and patience in order to produce successful outcomes through social interventions. The essence of this formula for success can be summed in by words from a very ancient book of which guardians of children that have been exposed to crack cocaine implement daily. It states:

“Love is long suffering and kind. Love does not delight in evil but rejoices with the truth. Love always protects, [love] always trusts, [love] always hopes, [love] always perseveres. Love never fails”.

I conclude with the question to research further, will love help heal the painful memories of parenting failures associated with crack cocaine urban communities among children and their parents?

Appendix 1

Ethnicity: African American

Sex: Woman

Age: 51 years old

Occupation: Caseworker

Name: Wanda Kelly

Question: Do you know what crack cocaine is?

Answer: Yes

Question: What do you know a child exposed to crack cocaine?

Answer: Yes- Tweety – Her mom on drugs real bad when she was born. Her grandmother Shirley raised her since she was 4 months old. Yeah Tweedy is a [crack baby]

But ain't no body told her tho. Her grandmother has hid it for years that she was a [crack baby].

Question: How do you physically know that she is a child that was [exposed to crack cocaine?]

Answer: I can tell by the way she looks. Her eyes – kinda like wide and big when she was little she would twitch and cry a lot. It took her longer to walk she was 2 years old before she walked

Question: How is has exposer to crack cocaine effected her mentally?

Shit it made her smarter (laughing) well I don't really know how she feels all I know is that she is smart and a straight A student But she has some hidden agendas kidna sneaky

End of interview 4 minutes and 28 second.

Appendix 2

Ethnicity: African American

Sex: Female

Age: 16 years old

Occupation: Straight A Student

Name: Erica Jones aka Tweety

Question: Do you know what crack cocaine is?

Answer: Yes my mother used drugs when I was born so huh yeah I know.

Question: How did you know you exposed to crack cocaine?

Answer: Well my science teacher explained the difference between a healthy baby and premature baby in class on day. I researched some other stuff on the Internet and looked at my baby pictures. But no one in the family ever talks about my mom and I thought they know that I know but I know I am not stupid.

Question: How does that make you feel?

Answer: I ain't mad or nothing I guess I feel like you. I just don't care cause. I have no relationship with her I don't even know where she is. I actually have never seen my mother.

Question: Would you ever sell or use crack cocaine?

Answer: No.

Question: Why?

Answer: Cuz my body already little and deformed for a 16 years old. I have a flat chest and small face why would I want to look worse than that. My grandmamma said I am having problems knowing that I am black whatever that means. I think she confused I know who I am she da one wanna cover up everything. She kinda weird at times but I know she loves me. I am glad too. Cos

I would not have a mama. End of interview 6 minutes 4 seconds

Appendix 3

Ethnicity: African American

Sex: Male

Age: 15 years old

Occupation: Street Pharmacists

Name: Anza McDaniels (Aka Zay)

Question: Do you know what crack cocaine is?

Answer: Yes

Question: Have you ever smoked crack cocaine?

Answer: No

Question: What is your connection to crack cocaine?

Answer: Huh by that question what do you mean what's my connection?

Question: How are you associated with crack cocaine?

Answer: It helps me eat. It put clothes on me and my sisters and food my stomach.

Question: You sell crack cocaine?

Answer: Yea I have too.

Question: How long have you sold crack cocaine?

Answer: I been selling for a year and a half on and off. I would stop if I have a job tho real talk. But I aint old nuff, and I aint gonna go to school teachers say im hella dumb. Not you tho der is no money on the streets of the point is a stupid ass school.

End of Interview 4 minutes 3seconds.

Appendix 4

Ethnicity: African American

Sex: Female

Age: 17 years old

Occupation: Capitalist

Name: Furtaisha Jones aka (Taisha)

Question: Do you know what crack cocaine is?

Answer: Yes

Question: Have you ever smoked crack cocaine?

Answer: Yes

Question: What is your association with crack cocaine?

Answer: My mother was on crack when I was born and she still smoking. I don't really care about her anymo'. I smoke crack when aint nothing else to some

Question: Why?

Answer: Cos she let my step daddy rape me and she didn't do nothin' all she car bout is getting high and him.

Question: What?

Answer: Yeah- he started fuckin' me when I was 8 continued till I was 12. Dat's when I got on. Hit the streets, started smoking weed...drinking and maybe a pill or too. I do what I gots to do aint no bodys gonna take care of me. So I tuned to the streets, they love me I respect them.

Question: Are you ok along in the world at seventeen?

Answer: All I know is that I cant go home so I gots to hustle. By all means I aint gone be no stupid bitch. But I aint having no babies. I got this thang in my arm so I cant have babies for seven years, Imma keep getting dis I don't want no kids I aint good enough I barley can take care of myself out here. Pimps and tricks is all I know. Crack is what I sell, pussy is too I gets money cos I gots to eat or I will get beat.

End of interview 7 minutes 4 seconds.

Appendix 5

Ethnicity: African American

Sex: Male

Age: 19 years old

Occupation: Hustler/ Entrepreneur

Name: Robert Hightower aka Rob

Question: Do you know what crack cocaine is

Answer: Yes

Question: Do you know where crack cocaine comes from?

Answer: It come from Columbia and huh it come from Mexico. Yeah.

Question: Do you know what is in crack cocaine?

Answer: Huh No...not really. Nah yea I know what is there all types of stuff.

Question: Have you ever sold crack cocaine?

Answer: Who me ...? Sniffle sniffle.... Hmmmyea

Question: Why did you sell crack cocaine?

To make ends me ...I gotta do what I gotta do I cant get a job the white folks not hiring me

I'm not finna be broke out here

Like some of these other cats

Some people do it just to do it and high side get some close and shoes

I do cos I gotta do it -I don't like it tho -Keep it real tho

I pay my mama bills and feeds my family from the money

Why have the money and don't handle ya business

Man I gotta do what I gotta do.

Question: What is your association to crack cocaine?

Answer: I am not a user! I would never smoke crack! My association is money...money...money

Money connects me to a job a house to stay in you know you what I am saying

My connection is to get this money

I would not recommend everybody to do this

Some people get rob played or killed in the dope game

It aint fo everybody

I watched my older cousin grind for a while and he put me on to the game

I was smarter than my cousin – hell yeah I am smarter than that *****

See he went to the FEDS for selling dope outta state

I don't know people out my city – or in other states so I aint gone get caught up

I don't mess around I am not trying to be flamboyant

I'm just me a "Man Child" taking care of my three year old crying sister cos she aint ate in two days"

I just got it don't be mad

People that know me know me

Im a hustler by nature and a drug dealer by night.

End of interview 10 minutes 3 seconds.

Appendix 6

Ethnicity: African American

Occupation: Special Education Teacher

Age:65 years old

Name: A. Ghee

Question: Have you taught children that were exposed to crack cocaine?

Answer: Yes, I have taught for 15 years in the Unified School District children that were assigned to special education for various learning disabilities associated with drugs and trauma.

Question: What are the behaviors associated with children affected by crack cocaine?

Answer: Some have difficulties functioning, they are very impulsive. They are not able to make the connections between decisions and consequences. Many times during the day they show disruptive behaviors.

Question: What are the learning disabilities associated with crack cocaine?

Answer: Establishing a lasting relationships and trust, along with a feeling of sense worthiness, This is only because they lack exposure to genuine loving/caring relationships at home. African American children experience a higher drop out rate, increased teenage pregnancies, higher death rates and multiply involvement with the law.

Question: What hardships have you faced teaching children that are exposed to crack cocaine?

Answer: I've faced--the frustrations of my own limitations that focuses on what will happen to my students as they leave high school when they have not master social cues. I realize that this training must begin in the elementary school for our students to develop into socially appropriate adults who are able to meet the challenges of day to day life.

Question: What are the learning disabilities associated with Crack cocaine?

Answer: Learning disabilities various from social/emotional to the cognitive domains. Many students experience the inability at times to understand sequential steps to math problems, cause and effect relationships which rendering these students to develop low self-esteem, depression/anxiety issues. Current research indicate that brain dysfunctions can be corrected by developing areas of the brain via various techniques of stimulations.

End of interview 19 minutes 23 second.

Appendix 7

Ethnicity: African American

Sex: Female

Occupation: Special Education Psychologist

Age 56 years old

Name: (Jane Doe)

Tachelle: Hello

Psychologist : Hello

Tachelle: Thank you for doing this interview for me via telephone.

Psychologist : No problem.

Tachelle: As a Special Education Psychologist what are the psychological factors that impacts the brain development and controls behaviors in children exposed to crack cocaine?

Psychologist : Wow ... that is a great question. What class is this for?

Tachelle: Urban Studies 678 Black Youth Development

Psychologist: Well in that case let me tell you my story so you can see that what the books say is different for what actually happens in the urban environment.

Tachelle: Ok

Psychologist: My grandson Dustin was a crack baby. My daughter was heavily influence by her friends when she was younger, I lost her to the streets when she was 13. She had my grandson when she was sixteen years old. She left him on my front porch on night and I have not seen her since. I took my grand son to the hospital and they told me he was exposed to crack cocaine and they had to keep him for close observation. Dustin was placed in foster care till he was six years old. He had developed emotional behavior problems with limited mobility. I took him into my house

Knowing that at six years old, 90% of their brain has reached their potential growth. I had these tropical fish that Dustin would take care of. He loved them fish from that he learned how to care them and form an attachment to others and basic skills. I placed him in mild to moderate class with in the special education department at Phillip and Sala Burton. He graduated with a high school diploma, obtained a clerk job at San Francisco General hospital as well as attending classes at a community college. Dustin has a black berry phone thing and a great job and his own apartment. He has never been arrested and he is a great kid. I gave him a home, love, knowledge that contributed to the aspects that gave him a fair chance in life because he was properly loved and nurtured by someone.

End of Interview 15 minutes 3 seconds

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From: [Tachelle Herron-Lane](#)
To: [Young, Victor \(BOS\)](#); [Peskin, Aaron \(BOS\)](#); [Mandelman, Rafael \(BOS\)](#); [Chan, Connie \(BOS\)](#)
Subject: Greetings and Salutations from Tachelle
Date: Sunday, April 25, 2021 10:01:42 PM
Attachments: [Letter of Intent .pdf](#)
[Letter of Recommendation for Tachelle Herron Lane.docx \(1\).pdf](#)
[INTEGRATE OR SEGREGATE PUSHING MARGINALIZED STUDENTS TO THE EDGE OF EDUCATION BY TACHELLE HERRON.pdf](#)
[Gradual Effects of Crack Cocaine on African American Children In an Urban Environment by Tachelle Herron .pdf](#)

This message is from outside the City email system. Do not open links or attachments from untrusted sources.

Hello My name is Tachelle Herron Lane and I would like to be on the African American Reparation Advisory Committee. Attached is my letter of Intent, Letter of Recommendation and my research on the barriers and experiences of Black children in an urban community.

My overall goals and experiences as an educator and caregiver have always been centered around one ambition: connecting Black people with their community and creating a bridge to foster relationships towards college. I have a rich history of actively participating in multiple projects as a student leader alongside political figures.

While attending SF State as an undergrad, I was selected to be on the Dean of Students committee. During that time, I effectively represented the students I served by creating inclusive campus events that built relationships between students, faculty, staff, and our local community. I was also involved in multiple student engagement initiatives, including but not limited to: the remodeling of the annex, revamping our gym, and providing feedback for the development of our Mashouf Wellness Center. Based on the needs/desires of the students, I successfully acted as a student liaison to the Dean of Students so that we may better serve our unique population.

Additionally, I have an active reputation of being involved with historical and cultural student organizations, often while employed within a nonprofit organization in San Francisco that advocates the same values as SF State. Together, we were able to offer mentorship to students, provide tours of our campus, and encourage future Gators. These connections and experiences resulted in SF State students earning jobs with the nonprofit and within our local San Francisco Unified School District.

I have also served as the president of the Education Opportunity Program Student Organization and worked as an Outreach Coordinator Project connect which helped students network with faculty members. These roles also helped students master their academics and encouraged them to go on to graduate school. Furthermore, I have had the pleasure of serving as the chairperson of multiple historical graduations in which our only goal was to maximize and enrich the student experiences here at SF State.

In my years as a Gator, I have actively worked to help shape and lift the university commitments to social justice, civic engagement, and accessibility on and off campus. During graduate school I was the Vice President of University Affairs which led to many changes that provided basic needs for 30,000 students for the next 10 years. I will continue to demonstrate the same commitment, work ethic, and care that I have always

shared if appointed to the African American Reparations Committee.

Thank you for your time and please let me know if you have any questions.

In Solidarity,

Tachelle Herron Lane

415- 375-2434

Best,

Tachelle

“You don't make progress by standing on the sidelines, whimpering and complaining.
You make progress by implementing ideas.”

- Shirley Chisholm

INTEGRATE OR SEGREGATE: PUSHING MARGINALIZED STUDENTS TO THE
EDGE OF EDUCATION

A field Study submitted to the faculty of San Francisco State University
In partial fulfillment for the requirement for the degree

Master of Art
in
Education: Equity and Social Justice

By Tachelle Ilisha Herron- Lane

San Francisco, CA

May 2015

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Tachelle Ilisha Herron-Lane

2015

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I also want to express gratitude to my family, friends, community and employers for their constant inspiration during this process. Finally, I would like to express my gratitude to the brave students who faced their fears and overcame the injustices of education in order for me to have the privilege and opportunity of a lifetime towards a decadent education in America.

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Chapter 1: Introduction

Imagine, if you will, that there was a legal way to separate students of color in special day classrooms isolated from the rest of the general population of the school without any rigorous coursework and academic development or social involvement. What if the educator assigned to teach the students was either burned out, unsupported, unprepared, overwhelmed by job responsibilities or any combination of the above. This is a scenario that plays out all too often in schools throughout the United States of America. What this does is continue to marginalize students who are already push out of classrooms and continue to lower the expectations of teachers who are expected to develop goals and transitional plans that would integrate these students into the general education classroom. This then creates a cycle of segregation into special education creating in effect a “dumping ground” for students of color.

Sadly, some students and teachers feel powerless and excluded from the school culture. This awkward feeling has created a social phenomenon that excludes predominately African American and Latino students from learning to the best of their ability.

Since most high school educators work in a gigantic urban school five days a week, for eight hours a day surrounded by hundreds of students. Special education educator's duties consists of teaching non energetic social and emotional disturbed students in a special day classroom with limited resources four times a day for sixty minutes. Special education teachers must transition and co-teach a general mainstream education class with thirty students for two hours a day with a general education teacher. Five of the thirty students in the general mainstream classroom require individual educational plans with different academic accommodations.

On top of teaching both educators must hold parent teacher conferences in the middle of the day for students with individual educational plans. They also must input daily grades and daily attendance on a computer base system as well as a hard copy. A special education teachers must also case manage fifteen students with proper quarterly individual educational evaluations.

Many people would find this occupation hard to do however, there are the talent teachers who demonstrate equality can be reached.

Background

As a dedicated employee of nine years in a Northern California Bay Area school district, I have worked with high school students who are at risk of not completing high school. Many of the students experience social and emotional trauma from everyday life experiences and bring that into the classroom. Therefore certain behaviors like emotional disturbances and lack of skills

reindeers them candidates for special education. Most are placed in isolated special day classrooms sitting in the margins of education waiting to either be transition into general mainstream education classrooms for a brief moment.

I have notice how students who have transition usually they sit in the back of the general classroom and seldom complete their work. Some students become overwhelmed and they either cut class or return to a segregated special day classroom. I continuously I motivate and encourage students to think outside of the box all the while they are trapped in a segregated classroom at the end of the hall away from the general population of students. Daily I academically coach students with intellectual and emotional disabilities who experience firsthand inequities in education.

As a Black female educator, I have work with a handful of enthusiastic educators who assist and guide students as they transition (at sixteen years of age) into general mainstream classrooms. Some of the educators who I work with have Eurocentric perspectives on education. Other educators have a holistic approach with a global-centric perspective that provides guidance and self-realization for students with social and emotional behavioral problems. To be a highly qualified educator you have to care how a student learns and think in and out of the classroom. An educator also has to make sense out of education in order for students to understand the value of learning. Bias practices in education have played a major role in the inequity of education. Instead of shaping the minds of brilliant intellectual students through enlightenment and education, some educators will refuse to teach and refer them to the dean of students to be disciplined. Real caring educators wake up every day, commute numerous miles to work in order

to assist and motivate students to reach their true potential as productive members within society. Not because they want to but because they care. So, based on this premise and given that teachers must adhere to the mandatory statewide delivery of transition services in special education, students of color are being shuffled from the already existing margins and transitioned into general mainstream education classes.

For most of their academic journey special education has been a specific designed program that housed them with their “unique and exceptional educational needs” yet some students continue to be forced to the edge of education and ultimately drop-out or are pushed of school.

Historical Decisions

In 1954, the Supreme Court made a historic decision in the landmark court case *Brown vs. The Board of Education of Topeka, Kansas*. They ruled that racial segregation in American schools was inherently unequal and should be outlawed with deliberate speed in all public places. Title II Section 201 granted equal access without discrimination or segregation (Public Law 88-352, July 1964). As a result, of this new law against segregation and discrimination, angry mobs of cynical individuals blocked students of color from integrating into equip schools to further their education. Their attempts to deny access to students of color the right and privilege to a fair education failed due to the assertive force and legal protection of the United

States Federal Marshals. Several students of color were personally escorted into schools across the nation with the full support of the federal government (Bridges, R, 1999).

The shift in equality in education for students of color had a long way to go before students could reach their true potential academically. First, teachers needed to be properly trained how to teach students of color. Second, a curriculum needed to be established to teach students with special needs. Finally, parents concerns needed to be addressed and solved before angrier mobs of cynical people appeared at the schools. It actually took years to integrate students of color into schools with highly qualified teachers with necessary resources. However, as students of color slowly integrated into equip schools they were being pushed into the margins and placed in special day classrooms without anyone being held accountable for providing a quality education to the students (DeMatthews, D.E & Mawhinney, H, 2013).

Therefore in 1965, the Elementary and Secondary Education Act (ESEA) was written to close the achievement gap for students who were marginalized underserved schools. Due to the fact that many students of color who lived in a low income community were diagnosed with a learning or emotional disability contributed to the low performance test rates. As a result, substantial amount of federal money went towards improving educational performance for students of color who lived in underserved school districts. For example, the establishment of a national curriculum, setting up benchmarks and goals to measure the progress of students. This method seem to push more students in the margins by giving them individual educational plans with multiple learning disabilities. Such as emotional disturbance, speech or language

impairments and intellectual disabilities were placed on students of color. This act led to placing more students in segregated special day classrooms (DeMatthews & Mawhinney, 2013). So, once again students of color were excluded from general mainstream classrooms instructions in American schools, which was a clear violation of the laws codes and acts previously established in America.

Then in 1975, the Individual with Disabilities Education Act of 1975 (IDEA) ensured any student with a disability would have the opportunity to receive an education in a least restrictive environment like their peers. The IDEA Act open doors for millions of children with disabilities and ensured appropriate services to throughout American schools. However, over the years there were several amendments to the IDEA Act to accommodate the growing trend of students with disabilities in special education. Nevertheless the academic achievement of students of color in underserved communities continuously relieved an overrepresentation of students of color in special education programs (Laws, 2015).

So in 1990, The Americans with disabilities Act (ADA) required schools to make reasonable accommodations for people with disabilities. The requirement was for all programs and services to be offered in the most integrated setting as possible. The attempts to pull students out of special day classrooms and grant them equal access to education was a direct way to pull students from the margins of special education. However, many students of color were left behind in the margin and the numbers for special education students increased as test score decreased (Laws, 2015).

As a result, in 2001 the No Child Left Behind Act (NCLB) became a major federal law that reauthorized federal money to numerous federal education programs in order to improve reading and math scores for students in underserved schools. Yearly standardized academic testing reports were to show the improvement of marginalized students. As a set national goal schools were expected to all underserved students reading and math levels at 100% proficiency by 2014. Sadly, after five years of tracking and testing students, forty-two states in America did not reach their goals and were granted waivers from the department of education.

With that said clearly schools across America are failing to make adequate yearly progress with students who are underserved and left in the margins. In the field of education students with disabilities can be grouped and separated for instructional purposes according to their instructional need . A referral base procedure places students with learning disabilities in special day segregated classrooms and push them in the margins away from the mainstream of learning. Students in special day classes who attend underserved schools with either an intellectual disability (ID) or emotional disturbance (ED) spend less time in general education classrooms for various reasons (Special Education Rights and Responsibilities, n.d). Some are placed in less restrictive environments within a special day classroom designated for slow learners with little or no expectation for academic achievement (Katsiyannis, et al., 2012). Underserved students who are pushed in the margins through special education testing are guided through a structural system that is data driven from referrals based on behavior and academic accomplishments. For students of color historically equity in education has been a struggle yet a few have been able to

reach their true potential. In my experience students are not intentionally left behind. However, some are pushed into margins of education and left there without a proper formal education.

Statement of Problem

The purpose of this study is to examine the types of referrals given to students who are either segregated in special day classes or integrated back into general mainstream classrooms.

Through interviews with educators who work with marginalized students and office referrals data I plan to explore this process. This information may lead to better assisting students during their transition stage into general mainstream classes. I want to also investigate how educators interpret and experience teaching in self-contained special day classrooms and co taught integrated classrooms with students who are pushed to the edge and left in the margins of education.

Research Questions

This study will examine the referral procedures of educators who work with students of color in special education who are in transition. This study will further attempt to examine the following.

- What types of referrals are given to students of color in the transitional stage who are in special education?
- How do educators transition students in special education into general education mainstream classrooms?
- What pedagogical practices are used by teachers in special day classes to facilitate learning with students of color who have social and emotional problems?

Clarification of Terms

The terminology used throughout this paper is special to the disciplines of special education.

Therefore it is important to highlight some of the words and phrases that may need clarification.

Educator: A person who has a job/career in the field of education who works with students within a teaching institution such as a school or college.

Marginalized: A group or individual who has a social disadvantage due to the fact that they are pushed to the edge of society. They are usually confined to a lower or outer limit of the mainstream and considered unimportant. Their needs and desires are ignored giving them a powerless position

Special Day Classroom: (SDC) A classroom located inside of a public school that students with disabilities attend and receive specialized instruction separate from the general population of the school.

Co-Taught Classroom: A classroom within a school with collaborative plans to accommodate students transitioning from special education into general classroom. Two credentialed educators collaborate in order to accommodate the needs of students with (IEP's) in a general mainstream classroom.

General Mainstream Classroom: A classroom within a school that provides common core standards and lessons to students with or without disabilities.

Transition: A process for students with disabilities in attempts to increase a sense of belonging within a school.

Inclusion: The practice of educating students who have disabilities along with their nondisabled peers.

Students of Color- A term used to describe students with African, Black, or Latino students.

Chapter 2: Literature Review

The success of any school program is dependent upon the quality and effectiveness of its professional staff. Performance of the staff members lies with the administrator of the school department or program- Michelina DeAngelis

The purpose of this study is to examine the impact the referral process has on students who are segregated into special day classrooms and then integrated into general mainstream classrooms. This study is aimed to show the referral impact and transition of marginalized students within a high school. This review of literature includes theory and research post *Brown vs. The Board of Education Topeka* court decision in 1954. In order to correlate and investigate if students of color are still subjected to capricious unlawful discrimination practices within the educational system. The *Brown* decision provided several training institutions for educators in order to deal effectively with problems caused by desegregation of schools. Educational specialists, psychologist, speech therapist the advent of desegregation irrevocably changed the face of education in our nation (Collier, 2002). Many scholars believe that the implementation of *Brown* accounts for the disparity in percentages of African-American teachers and African-American students. The retention of special education teachers is a critical concern across the nation, due to teachers burnout and quality of education for students with special needs (Fore, et al. 2002).

However in 2015, there are still inequalities in schools among students of color who are in designed programs such as special education. Some believe a difference between a student's culture and schools culture can lead [educators] to misread a student's aptitude, ability or intent. Resulting in [students of color] being penalized in [general education], and disproportionately assigned to special education (Delpit, 1995).

Clearly, in order to raise educational achievement unequal educational practices must be more than just a law (Darling-Hammond, 2007). A mismatch between the students and educators sophisticated sense of language or standardized test could be the reason for the unequal achievement or stereotyping students of color. The widespread belief of students of color has led to a negative backlash in which their academic needs are overlooked. (Delpit, 1995). Moreover, placing students in special education requires that “they” bear a label of having a cognitive, behavioral or physical disability (Hibel & Morgan 2005).

Referrals

A major factor contributing to the disproportionate placement of culturally diverse [marginalized] students into special education is the referral process from educators. Once a referral is made for special education evaluation the student is less likely to return to the regular classroom because a special need has been identified (Kearns et al., 2005). Language differences, cultural practices are perceived as deficiencies rather than differences. So culturally different students are referred to special education for emotional and behavioral disorders (Reilly, 1991). Students with emotional and behavioral disorders are more likely to be placed in a more segregated setting (Katsiyannis, et al., 2012).

Moreover, Reilly (1991) argues that any behavior that violates cultural norms acceptable and appropriate to one's age is defined as a behavioral disorder (Reilly 1991). Some of the behaviors that violate cultural norms can range from withdrawal to aggression, disrupting classroom procedures, stealing, defying authority, refusal to follow directions, tantrums and acts of destruction. As a result this type of behavior can result in educators labeling a [students] with a behavior disorder, writing a referral to place them in special education (Reilly, 1991).

In addition, nationwide 2.5 million students are identified with a learning disability and placed into special education. Most of these students have either an emotional or behavioral disorders are more likely to be placed in more segregated settings. As a result they experience poor academic and behavioral outcomes (Fuchs & Fuchs, 1995). The Individual with Disabilities Education Act (IDEA) included provisions on discipline to ensure administrators maintain a safe and learning environment. This gave school principals added provisions to place students in an alternative educational setting (Katsiyannis, et al., 2012). Some educators feel special education classes are immoral and demoralizing. They believe that special education is more harmful than helpful (Fuchs & Fuchs, 1995).

Also the Individual with Disabilities Education Act (IDEA) required transitional services and goals for students with individualized education plans (IEP). Highly qualified educators identify students through a multidimensional evaluation process. From a series of test and observations students are placed in less restrictive environments with age appropriate peers based on the referral. Long term and short term goals are established and documented in the student's individualized education plans (IEP). Full time paraprofessionals, psychologist, social workers,

counselors and occupational therapist work with students in special education in order to meet the goals of the students (Fuchs & Fuchs,1995).

However, [some] students in special education exhibit behavior such as pushing, hitting, profanity, threats or physical harm. This type of behavior leads to disciplinary actions outside of the classroom. A students with violent behavior who repeatedly violate school rules and regulations receives disciplinary [referrals] for suspensions (Katsiyannis, el at., 2012).

Therefore referrals has lead to disproportionate placement of students of color who are at risk of not graduating high school based on their behavior (Hibel et al., 2010). As a result referrals for behavior have pushed students to the edge of education placing them in a segregated environment based on their individual needs (Elite-McNulty 2002).

Segregation

During the Supreme Court trial of *Brown vs. Board of Education of Topeka* the Chairman of the Department of Education Hugh W. Speer testified, “*schools* are not equal between Black and White students.” He list various reasons how the school and education were not equal and he emphasized that a certain type of “special classroom” was only available in schools for children who were White and not Black (*Brown v. Board of Education of Topeka. Vol 8. 112- 113. 1952*).

Although Speer’s expert determination was based on his thorough examination of multiple educational programs, buildings, behaviors of students and teachers in schools. As a result, he discovered visible and financial difference between schools of [Black and White] children.

However, Speer mentions that the schools that housed [students of color] were older buildings with broken down furniture and overworked teachers. He emphasizes that books were outdated, classrooms were smaller and the curriculum was curtailed. According to the various testimony

from experts in the field of education “special rooms” were for [intellectual disabled] and handicapped students in the [White schools] (*Brown v. Board of Education of Topeka. Vol 8. 112-118. 1952*).

Before 1954 there were not any “special rooms” set aside for [Black Students] in American public school systems. The superintendent testified that the special rooms were for groups of students who were unable to fit into regular classrooms to “do regular” work (*Brown v. Board of Education of Topeka. Vol 8. 80-81. 1952*). Although I should know better, I cannot help think that a special day class is a modern way to segregation students of color in the 21st century.

To take to case in point, there were 6 million students in special day classroom separated from other students in a public American schools in 2005 (Hibel et al., 2010). This modern day way of placing a student into special education requires that they be “labeled” as requiring special assistance to meet the cognitive, behavioral and or physical demands of the school's general curriculum (Hibel et al., 2010). A number of scholars have recently suggested that students who are labeled “mildly handicapped” have been referred to special education by their teacher because of problems of academic learning or unusual social behaviors (Lilly, 1975). It has become common today to make inappropriate generalizations concerning an individual student because they have been given a label with undeniably negative connotations (Lilly, 1975).

Granted that most [Black] children in America preliminary education was in a segregated school. However, after 1954 the number of [Black] students served in special day classroom “special rooms” has increased (Kearns el at., 2005 & Lilly, 1975) As a result, state legislatures are mandating special services for all students who have exceptional educational needs (Lilly, 1975). Studies show that [some] students in in special education who come from [underserved

communities] have showed no improvement in academic or social functioning. As well as students in self contained classrooms “special rooms” will have no growth in social skills (Spierstein et al., 2001). Therefore, students of color with mild disabilities are overrepresented and mis-identified and segregated in special education services. Some are placed in special rooms now called “special day classes” (Kearns et al., 2005).

Studies show number of students served by special education increase every year (Lilly, 1975).

Hundreds of court cases are brought to trial that indicated an overrepresentation of Black students in special education increased after courts forced districts to desegregate their schools (Eitle, 2002). The Education for All Handicapped Children Act (Public Law 94-142) changed the landscape of education in America again. (Project IDEAL, 2013). For example, any student with unique and exceptional talent is eligible for special education services. Studies show that once a referral is written by a teacher a student will be less likely to return to the regular education classroom (Kearns et al. 2005). The Education for All Handicapped Children Act allows educators to group students with special needs in self-contained classrooms with limited access to interaction with same aged peers (Schoger, 2006).

As a result of this new system of segregation of students based on test and social and emotional ability. The government enforced Public Law 105-17 in 1997 to require that school districts ensure the placement of students of color into special education be reflective of the student's

“unique needs.” Specialized tests were given to measure student’s cognitive, academic and linguistic ability. Most or all of these tests are problematic for most students of color (Ford & Helms 2012).

It is evident that program goals for students with social and emotional issues are identified and monitored through Individual Education Plans and referrals by educators, therapist psychologist and specialist (Schoger, 2006). However, the constant overrepresentation of [students of color] is a vast problem in which school psychologist are working on to prevent abuse of the special education referrals (Kerns, 2005).

Methods used to assess [students of color] have generated controversy among educators, parents and policymakers for decades. The controversy aim is towards the injustices of the standardized measures tested on students with different cultural backgrounds and biases toward [students of color]. One would think that mandated monitoring of academic outcomes for marginalized student population would close the gap in academic achievement (Proctor et al., 1981).

According to Proctor et al. (1981) educational segregation exist because [students of color] in special education are likely to have a more restrictive placement in self-contained classrooms separate schools and spend time always from the general education population. For instance since 1968 African American males are overrepresented in special education and given the label of being intellectual disabled or emotionally disturbed (Proctor et al., 1981).

Brosnan 1983 insists that special education serves as a vehicle for transferring [marginalized] students from a regular classroom into a stigmatizing classroom for students with learning disabilities. As a result a disproportionate over placement of [marginalized] students

from underserved low socioeconomic communities are in special education in a restricted environment Brosnan, 1983)***. Hibel and Morgan agrees that [Black] students are 2.4 times more likely to be identified as candidates for special education. 80% of special education students are from low socioeconomic status or an ethnic heritage that is not of European ancestry.

***** NEED TO QUOTE ON WORK CITED PAGE)

Transition

Since educational segregation clearly still exist many argue to end special education placement entirely in order to reduce the number of students of color being placed in special day classes. As a result the Individuals with Disabilities Education Act (IDEA) mandated a statewide delivery of transition services for students in special education in 1990. Therefore, transitioning into general education became a critical component for students in special education.

According to the Department of Education the Individual with Disability Education Act (IDEA) provides special education services to 6 million students per year. The federal government spends an additional \$4,000 a year on students in special education. Nevertheless [students of color] are failing and dropping out of school who are in special education (Hibel, et al. 2010). Furthermore, 30% of [students of color] in special education are in jail or unemployed after high school (Hibel & Morgan 2010). One would think that a [student of color] would excel

academically instead of fail with so many efforts to accommodate their learning in special classroom. In fact, education segregation could be eliminated if all students were placed in mainstream classes and had 1x1 professional support during academic instruction.

According to school psychologists only [students of color] who do not display signs of behavioral problems, or have major learning disabilities are integrated back into general educational classes (Hosp, et al. 2001). However, policy and laws mandates that all American schools create structures that increase access to general education classrooms for [all] students with disabilities not some.

According to the California Education Code 56031 “Special Education”... is a specially designed program with designed instruction to meet the “unique needs” of individuals with “exceptional needs”... individuals with “exceptional needs” shall be grouped for instructional purposes according to their instructional needs (California Education Code 2014).

This new innovative law contributes to the disproportionate placement and segregation of students in special day classrooms if only for the sole reason of language difference (Hibel et al. 2010). In order for school districts to ensure proper placement of students with “unique needs,” Standard test are given to measure students cognitive, academic and linguistic ability. According to Ford and Helms (2012) standard test are culturally problematic for most students of color (Ford & Helms 2012). Where as Kearns and Linney (2005) reports that the disproportionate representation of [marginalized students] in special education starts with the school's

psychologist. They believe those psychologists are principal components and factors that qualify students for special education services. The research suggests that culturally competent school psychologists should deliver culturally sensitive services. Assessments, consultations and interventions should be given in a way that supports schools, teachers, students and families.

Many believe that school psychologists are the gatekeepers to special education. Their job is consist on testing, tracking and transiting a student receiving special education services (Kearns, 2005). Testing is about 20% of assessing a student before they can transition into the general education (Baker, M 2015). Students who have a history of hitting, pushing kicking or verbal outburst are usually housed in special day classroom (Katsiyannis, el al. 2012). Others students are given cultural or linguistic bias standardized test they can not pass and are transitioned in special education because of low test scores (Reilly, 1991).

Historically, as a group, students of color have never obtained scored as high as their counterparts in the same setting (Ford & Helms 2012). They should not need to, [educators should] embrace the [students] interest and [native language] (Delpit, 2002). However [students of color] in special education are likely to be placed and left in a less restricted environment (LRD) separated from the general education population (Blackchett, 2010). Mainly, because of their emotional or intellectual disability (Proctor, et al., 2012). So in order to meet the needs of all students with disabilities some school districts use a model called “push in” that includes co-teaching special education students in general education classes (Schoger, 2006).

Educators Role

The role of an educator is critical to the social and emotional development of the students in which they teach or come into contact with. Although, when a student has a powerful persistence

and unrecognizable behavior factors a stereotype threat created can create problems for the student and the educator. However, there is hope and a mysterious link between intellectual performance and direct academic support from qualified educators (Steele, 2010).

Educators can not simply ignored a student's behavior or push students in the margins of education in a classroom, however they can become disgruntled teachers and refuse to teach students allowing them to sit and not learn anything useful. Some educators leave their position due to stress, lack of support, and behavioral issues with students. Some educators are choosing to leave special education for general education causing a reverse phenomenon in education for teachers (Fore el at., 2002). So, reverse inclusion programs with general peers are monitored models of instruction by educators that is co-taught in general classrooms (Schoger, 2006).

Educators are being moved from a segregated teaching environment to a co-taught less restrictive environments by their vocal and engaging administration towards a more inclusive program (DeMatthews & Mawhinny, 2013). Ultimately the success of any school program is dependent upon the quality and effectiveness of its professional staff (DeAngelis, 1981.) Studies have shown benefits in area of social acceptance and self esteem for students and educators in inclusive education. Improvement with instructional practices and of a sense of being within the school community have been reported by educators who serve students with disabilities. Positive interactions took place between educators and students when adaptations were made for support and socialization (Wolfe & Hall, 2003)

Inclusion opportunities are limited due to lack of qualified staff and other difficult encounters when attempting to meet student's unique needs in school. Therefore many students

with disabilities are served in segregated self-contained classrooms that offer few opportunities for interaction with same- aged peers served in the general education classroom (Eitle 2002). Most educators who leave special education, do so because of insufficient certification, high stress and poor working conditions (Fore el at., 2002). Due to the higher caseloads of students to monitor educators are overworked and underpaid. Nevertheless educators are encouraged to provide assessments, consultations and interventions on ways that would support school, students and their families (Kerns el at. 2005). With a supportive principal and adequate resources teacher retention would not be a problem in large urban schools (Fore el at., 2002).

Smaller class sizes and more support in the classroom for educators are practical suggestions for enhancing retention of educators (Fore el at., 2002). DeAngelis (1981) points out that educators should have clear objectives, relate to the staff needs and be an integral part of the school. As a result the responsibility for the performance of the educators lies with the administrators of the school and department chair (DeAngelis, 1981). Educators must be trained in activities designed to develop skills and attitudes necessary to work with students who have social and emotional disabilities (DeAngelis, 1981).

Chapter 3: Methodology

When teachers do not understand the potential of the students they teach, they will under teach them no matter what the methodology- Lisa Delpit

Research Design

The purpose of this study was to examine the referral process of educators who work with students of color in special education. This study was conducted at a large urban high school in

Northern California. The school has 2300 students enrolled and 150 faculty members. Within the special education department there were 16 respondents the researcher chose 8 educators to interview. This study used a mixed methods research design that employs both quantitative and qualitative measures. The researcher interviewed educators who work with students of color in special day classes and general mainstream classrooms.

The participants were chosen based on their job title and years of experience in the field.

Researcher used personal classroom observation and data analysis as methods of inquiry as well.

Observations of a special day classroom and a general mainstream classroom were conducted during a general school hours. Referral database from the counseling office was reviewed and copious notes was be taken on the numbers of referrals, interventions and suspensions were given to which type of students in a Northern California high school.

Interview were audiotaped and important sections of the interviews that related to the study transcribed. All data was analyzed and triangulated to strengthen the evidence and provide a more depth study. The interview questions were structured to understand how educators work with students who have social and emotional behavioral issues who are in special education. The questions were developed by the researcher based on data driven referral system that determined the actions of an educator and administration with the Northern California high school.

Qualitative answers were collected and compiled during research this was an important factor in the research because participants were engage in a relaxed conversational style with researcher.

All answers were examined and coded into themes based on major areas of focus found in the literature review. The researchers develop charts and graphs to order to understand the different type of students and classrooms there were in a Northern California High School. The

responses were subjective and based on individual's personal experiences in a special day classes as well as the impact that it has on the referral process to integrate into general education classes. Each participant worked closely with students of color who receive special education services. Each participant cultural background was vastly different, they range from all parts of the world.

Data Collection

Through a combination of interviews with educators, I crossed reference the clarity of their experiences with counseling data in order to understand the referral process students in special education. The data collected through (SOS) Student Office Support and one on one interviews provided quantitative and qualitative information that will show the social phenomenon known as the achievement gap in education for students of color.

I conducted interviews in a private room that ranged from fifteen minutes to thirty minutes. From the semi-structured interviews I was able to determine how many educators used referrals to assist students transition or integrate into society properly. I also collected computer data from the counseling and wellness center to see what types of students were given referrals From the (SOS) Student Office Support office computer data showed the various categories that separated students ethnicity, gender, and grade level, reason for referral, restorative measures and if the students is in special education or general education.

I was the only data collector and both data systems I used collects and graphs multiple referrals and interventions for students of color who are in special education. The data displayed the impact of a dynamic referrals system put in place to track student's behavior and academic progress.

Data Analysis

The analysis of the quantitative and qualitative data was straightforward. Each participant interview match the system data. From the data and interviews I was be able to categorize the qualifications and expectations for educators as well as support they needed in the classrooms. I created a thematic analysis and excel chart to show demographics and educators experiences with marginalized students who have referrals.

Additionally, each educators interview provided valuable information on how [educators] cope and work under conditions with high levels of stress (Fore et al., 2002). I transcribe each interview and see what teaching methods and issues educators encounter with students with special needs. Overall a link between behavior and special day classes lead to students of color who were marginalized and shuffled back and forth in the mainstream without the adequate competent skills needed to succeed. As a result they are pushed back into special day classrooms separated from the general mainstream

Limitations of Study I expect to find a number of educators who actually less concerned about the overrepresentation of students of color in special education.

Chapter 4: Study Findings

“We [educators] must embrace the children, their interest, their language... we must respect them, so that they feel connected to us. Then and only then, might they be willing to [learn].”- Lisa Delpit

Profile of School and Participants

I conducted an ethnographic study of a high school in a Northern California name Emmett Till Academic High School. The school was established in the 1920's and expanded over the years to accommodate the growing trend of students. The entrance to the school is breathtaking surrounded by ivory gigantic pillars and humongous radiant arch ways surrounded by tall dazzling olive palm trees. Emmett Till Academic high school has glamorous internal features such as: a space observatory on top of the school, two standard basketball courts, spacious brick laid courtyard, huge turf football field with a connecting tunnel for students safety. Also there are (5) computer labs, (3) gymnasiums, and (1) dance studio with wall to wall mirrors. To monitor the student's safety and for protection of school property there is a school wide surveillance cameras on every floor and in every hallway and tunnel of the school. The school has 150 faculty members and 2300 students the student's ethnic population varies in numbers the breakdown consists of:

74% Asian students

12% Latino students

4.6% African American students

3.4% White students

.06% Pacific Islander students

.02 % American Indian students

The teachers ethnic population breakdown consist of

3% African American / Black faculty

80% European / White faculty

15% Chinese / Asian faculty

2% Multicultural faculty

Emmett Till Academic high school is equipped to offer the highest type of academic curriculum and training in commercial and technical branches. The school provides programs and pathways for students through various academies such as: Health Academy, Information Technology, Biotechnology, Environmental Science, Hospitality and Tourism and Digital Photography.

The school also received two awards in 2005 that they display prideful in their trophy case in the main hallway. The first award is for being a distinguished California school and the other award was an exemplary career and technology education award few schools are awarded this honor. Math is the school's best academic strength. Emmett Till Academic high school has established fundamental steps to uplift and move students out of the margins of education one step at a time in accordance with the law and professional development.

The first step was the wellness initiative district wide in which the school was the first in the district to have a wellness program in order to assist students with social and emotional needs. The school's wellness program has eight psychologist and therapist and any educator can refer a students to the wellness department for social and emotional issues. Referrals are usually paper based or computer generated yet anyone student can walk in and request services (Douglass,2015).

The second step was the reduction of special day classrooms within the special education program. Within the school there are twenty nine co taught classes which is more than any other school district wide. The school's special day classes has reduced the size to three to four students in the classroom (Douglas, 2015).

The final step was to place marginalized students back into the sight of education. Emmett Till Academic High School established and uses a highly structured program that is referral base for students in special education. The schools program is called Success, Opportunity, Achievement Resilience most people call it (SOAR). This program address social and emotional issues in a less restricted environment. The SOAR program is a-entry program into general mainstream education classes in order to establish transition and meet individual educational plans for each students in program (Tubman, 2015). According to the special education department head Mr. Newton, Special Education students have historically been marginalized in the public education system, and Emmett Till Academic high school has worked hard to bring [special education students] more and more into the mainstream, whenever possible.

The school's referral database, personal observation and interviews with educators showed a complex problems that could segregate or integrate a student of color in special education. My first personal observation was of a marine science special day classroom.

Within Emmett Till academic high school there are five special day classrooms (SDC). Each classrooms located in the corner of a hallway away from the general classrooms. There is one classroom on the ground floor, three on the first floor and one classroom on the second floor.

Each classroom has student desks, working computers, old textbooks, a functional television, projector and white board. To accommodate students who are not accustomed to sitting at desk there are standing table with metal stools in the corners of the rooms close the windows.

There is poster paper on the glass window of the classroom so other students walking in the hallways will not see the students inside of the special day classroom. Some educators do this at the request of the students. I sat in a special day classroom and did an observation of the interaction of students and teachers here are my findings.

Ethnography of a Special Day Classroom

Subject: Marine Science

7:55 a.m. - 1st bell rings

7:56 a.m. - Teacher in room setting up projector and laptop

7:57 a.m. - Paraprofessional enters classroom

7:58 a.m. -8:00am three students enter classroom and take a seat in the back of the room.

Student # 1 African American male

Student # 2 Latino male

Student # 3 Chinese male

All three students sat at their desk quietly. The paraprofessional walks to back of the room and passes to the students a black and white ditto with pictures, boxes and lines.

8:00 a.m. - Second bell rings- security yells “get to class...move, move, move”

A Samoan student enters the classroom as the teacher attempts to closed door.

8:01 a.m. - The last student closes the door and stumbled around a few tables before he took a seat in the back of the classroom.

8:02 a.m. -8:05 a.m. -The teacher ask the class, How many of them have seen the Movie “Finding Nemo” A brief class discussion takes place on the movie.

8:05 a.m. - 8:15a.m- The teacher lead a class discussion on coral reefs and where they are located. Students are asked to draw and label different types of coral reefs on a black and white ditto. On the whiteboard the teachers displayed a colorful projection of coral reefs. Each students completed their faded ditto and awaited further instructions.

8:16 a.m. - The paraprofessional pulled down three window shades while the teacher prepared the next lesson. Two students ask to go to the Bathroom but we denied access by the teacher.

8:20 a.m. to 9: 40 a.m. -Teacher logs into Netflix and play the Disney Film *Finding Nemo*. The teacher stops the film every 5 to 7 minutes to show the different marine life. She ask the students to write and drawn the images in the film. All the students remained in their seats only one was granted permission to the bathroom. There were not any behavior problems that required assistance from the dean or security. Each student wrote the answers on the black and white ditto - and turned it into the teacher thirty seconds before the bell rang for class to end.

After class I glanced at the students work on the teacher's desk. I notice the once student did not write their name on their work, another student wrote the answers but not in the correct spaces on the ditto and that no of the students has a pencil or was prepared for class when the bell rang. The teacher did not give the students books but she did provide them with radiant new pencils. Attendance was not taken at the beginning of class rather at at end of class so the teacher could keep each student engaged in open dialog.

Ethnography of an General / Co-taught Classroom

In an inclusion there are two teachers in which the classis co-taught by one general education teacher Mr. Newton and a special education teacher Mr. Washington. The students of color who

are in the classroom have transition into mainstream from special education. All of the names have been changed to protect their privacy.

There are two teachers in the room before the bell rings for class. Thirty sophomores enter the classroom and take their seats. The class is a co-taught history class for general education with posters and written work by the students on three of the four walls.

11:10 a.m. and the second bell rings for class. The general teacher Mr. Newton instructs the class to read the board and complete their “due now” in their composition notebooks.

11:15 a.m.- Special education teacher Mr. Washington walks toward to the desktop computer, logs on begins to take attendance of the students in class. Mr. Newton grabbed a blue marker and ask “who can tell me three causes of the American Civil War.” No one raised their hand to answer Mr. Newton’s question so he called on the first student in the second one of the classroom. The students spoke in a low tone voice and said “slavery. Mr. Newton praised the student and called on the next student in the third row of the classroom.

11:25 a.m.- A student wearing headphones and a hood enters the classroom without a pass and takes a seat in the back of the crowded classroom next to an open window. Mr. Newton transitioned from the “due now” to the “main lesson.” As Mr. Washington strolled around the classroom and motioned for other students to take out their books.

11:26 a.m - 11:28 a.m -Special education teacher Mr. Washington walked towards the back of the classroom and asked the student “please remove their headphones and take out their book”.

11:29 a.m- 29 students placed 30 hard bound slightly new textbooks on their individual desk. Mr. Newton instructs the class to hand in their homework to the person on their left and pass it

forward and turn to page 301. The special education teacher sat at the desktop computer and updated the attendance record.

11:30 a.m - Late student reached under his desk, grabbed his American history textbook and took his white ear buds out of his ears.

11:31 a.m. to 12:15 p.m- Multiple powerpoint slides were shown to students. Page numbers were referred to and students were asked to read popcorn style from the textbook and answer a series of questions about the American Civil War. While Mr. Newton lectured Mr. Washington sat in the back of the classroom with the students who were in special education. The American history class in a general education class was interactive however; the students who sat in the back of the classroom with Mr. Washington were not interactive or responsive to the lecture or educational lesson for the day.

Educators Responses

In order to protect the identity of the educators involved in the interviews, the researcher chose to use pseudonyms for each educator. The following demographic chart shows the pseudonyms that will be used in this study along with some key demographic information of the participants.

Key Demographics

ethnicity	nym	e	Occupation	onal Background	
erman	ker	ogist		ters dential	keley ncisco niversity nia School of ional logy
black	uglass	al		ters dential	ouse College /’s

					ncisco State ity
White	rshall	ment Head		helors ters dentials ification	ity of lo ity of San co
Black	Bois	fessional			llege of San co
Black	oman	onal Specialist		helors ters tors of phy	l University iversity
White	asant	onal Specialist		helors ters	keley ity of San co
Chinese	shington	Education Teacher		helors dentials	ncisco State ity can ity

White	lls	anager		helors ters entials	ncisco State ity
White	ton	Teacher) Credential) Bachelor	ity of y

Referrals Impact

Many of the participants interviewed reported that they had either a Master's degree or a teaching credential prior to entering the field of education. Each educator's was highly qualified teachers with educational backgrounds they have adequate knowledge how to work with students who are marginalized.

Interviews conducted with educators fit into the categories of interest set out by the researcher in the literature review: referral impact, segregation and transition. However, educators brought up unanticipated area where they face behavior, academic and truancy issues among students who are marginalized in school. The researcher asked a series of questions to each participant in hopes to gain a better understanding on educator’s experience.

Researcher: What does the term “marginalized” mean to you?

Mr. Newton stated:

Marginalized populations refers to those groups that are often overlooked and underserved in society at large. Special education students have historically been marginalized in the public education system, which is why we have been working hard to bring them more and more into the mainstream, general education environment whenever possible.

Similarly Ms. Tubman, felt that:

Students who are structurally kind of outside of the mainstream who are activity excluded and not able to participate in the kind of common activities.

Mr. DuBois points out:

Marginalized students are left out and not included in everything and they are kind of looked over.

Researcher: Who looks over the student?

Mr. DuBois:

Teachers and other students- they refuse to teach them or deal with them.

Mr. Douglas said:

I think marginalized means where [students] do not have access to things. Educators across the board may have a prejudice. I think it is ignorance on culture - especially for African Americans. African American and Latino students cannot just sit and listen - they need discussion and participation. Those type of things needs to happen more for students who are marginalized - and that is what I have been trying to push here for students to have more of a voice and their voice become validated through academic achievement.

Mr. Washington said:

Marginalized means being on the edges we tend to focus on the very smart students in AP and honor classes - and we have AVID classes for students in the middle and then the marginalized students are usually the ones at the bottom.

Ms. Wells stated that being marginalized ment:

Put in a small category. Kind of set aside.

Ms. Wells stated:

Marginalized I believe it means students who have not had the same opportunities as students who come from families - where there was a lot of push and pre teaching during early childhood years - of the basic skills that students - definitely need in order to do well in higher education

Ms. Baker stated:

Marginalized means that a student is not able to access the full curriculum of the school that is offered to any student because they have already been. Some type of stereotyped ability level behavioral ability level and therefore they have unfairly not been allowed access certain programs that they should be allowed to base on people's prejudices or judgment by a student's history. [Students] who are left out of things for unfair reasons or personal prejudices or previous records.

In other words marginalized students are left behind and excluded from normal activities in the school segregating them.

Researcher: How do students with social and emotional issues react to your teaching instructions?

Ms. Tubman:

It really depends on the kids. some are eager to learn, school is a safe place. Things are kind of chaotic in their heads or homes and sitting down with a book is kind of safe [for students with emotional disturbances]. The average kid in [special education] has lot of anxiety about school. Some feel fear of failing or not being able to do it, which they often don't even try. There is a lot of learned helplessness and avoidance, they can be foot draggers to the extreme.

Mr. Washington said:

I don't know so much how they react. I take into consideration [students] background. You have to gage their mood and see how they are feeling. Sometimes [students do not eat breakfast].

Researcher: Why do you think students do not eat in the morning?

Mr. Washington:

Most [students] don't have time, it takes about two hours to get here by bus.

Researcher:

Are the buses on time?

Mr. Washington:

Sadly no, a lot of students miss first and second period and just cut the rest of the day with their friends. Off campus lunch makes it impossible to have a full class after lunch.

Researcher: What do you do about that?

Mr. Washington:

Send referrals about their attendance.

Ms. Pleasant stated:

I get good responsive students

Researcher: What do you do?

Ms. Pleasant:

I try to make sure that the students well being is stabilized before I can provide academic instruction. [for example] have they eaten. do they have their needs met [are they] prepared to learn. I check in with them first, before I do academic stuff.

Ms. Wells:

[Students] react by needing a lot of structure. [Students] need the discipline. There are days [students] need love like a mother.

Researcher: What are some behaviors or social problems that you have witnessed among students in Special education within general classrooms?

Mr. Douglas, said:

Educators across the board may have a prejudice - something in their head about who or what this student will do - I think it is ignorance on culture - especially for [students of color] it hurts [students] the most. Realizing the different learning styles of learning, such as African American and Latino students [who] can not just sit and listen [students of color] need discussion.

Participation [was a social problem] when I was a teacher and students not doing their homework.[So] I would give [students of color] extra credit by participating in the classroom. As long as [the students] were engaged and participating they could make up for not doing homework or a test that they missed because they were absent.

Mr. Washington said:

Well there is one senior class that I co teach in a general [mainstream classroom] and there is one students... she has been in special day classes for much of her academic career. For her senior year she has been[integrated] in co taught classes. I definitely see that she has a hard time fitting in with her peers in the [mainstream classroom]. The social skills and communication with “general education” students is just not there you can tell she feels uncomfortable.

Ms. Wells stated:

For older students I see issues around their whole education career. [Students of color] did not have that co taught environment. [Students of color] were in a separate classrooms.

Researcher: What issues do you see?

Ms. Wells stated:

With the inclusive practices movement [educators] kind of pulled them out and stuck them in a class with thirty students in a general mainstream classroom. Sadly I have saw older students fall off, their attendance fell off they stop coming they felt initiated they were really never taught the skills to how to be successful in that big classroom and so to throw them in during their sophomore junior or senior year is not fair.

Researcher: What is not fair?

Ms. Wells:

The transition from the separate [SDC] classroom to the in to the large general mainstream] classroom setting.

Researcher: Why is the transition into a general mainstream classroom not fair?

Ms. Wells:

Most [students] who act a little crazy in the separate[SDC] classroom they don't raise their hands. In the [general mainstream classroom] big setting they saw students are not cursing and yelling. [Students] are raising their hand to ask permission to go get up and get a pencil or go to the restroom. Some special education[students] conform to the group and the behavior of the rest of the classroom and [other special education students] attendance just dropped off.

Ms. Tubman stated:

Social awkwardness but its more extreme [students with emotional disturbances] don't really know how make friends. [The students] can't respond to a positive interaction. The way [a students with emotional disturbances] get social interaction or attention is through negative behavior.

Researcher: Can you give and example?

Ms Tubman:

[Sure] disrupting class, being rude, telling something someone off [students getting the giggles.

Doing whatever it takes to get people to notice them.

Ms. Pleasant:

A lot of students might not want to participate in the curriculum because of their learning disabilities, so then they will create a distraction through disruptive behavior. There is a lot of lack of impulse control - and because of the nature of the disability it can create an explosive situation.

Researcher: Can you explain and explosive situation?

Ms. Pleasant:

It is a lot is like sibling rivalry or a replication of what might be happening in the neighborhoods or families situation but that being replicated in the classroom.

Research: How many referrals have you written for students at your current school?

Mr. Washington said:

None this year, none last year, only one my first year it was for defiance .

Researcher: Why?

Mr. Washington:

I have come to realize [that] referrals don't really work that well. I rather just talk to the students or call the parent myself. Instead of sending [a student] out the classroom.

Researcher: Does that work well?

Mr. Washington:

For the most part, if the parent is home or if they speak English.

Ms. Tubman stated:

One.

Researcher: Why?

Ms. Tubman:

For Defiance [the student was] tearing things up in the classroom- reached beyond where we could handle it and so you know we needed to exist him out of the classroom. [The student] needs to be in a protective space and supervised and that is the time for the dean. We try to contain a behavioral problem within the classroom. [A student with social and emotional issues] can take a timeout they can get away from the main part of the instruction if necessary and go out for a walk.

Researcher: Does the student go alone?

Ms. Tubman:

No, we have plenty of paraprofessionals and security guards that will monitor and escort [a student].

Ms. Pleasant:

I tend to not write that many referrals - I tend to do [other restorative practices]. I have written about a total of ten referrals this year.

Researcher: What type of referrals have you written for students?

Ms. Pleasant:

Most of the referrals that I have written are usually a combination of disruptive behavior, rude language, disrespect to the classroom or teacher or classroom walk outs. I have not written any referrals for my co taught classrooms just my special day classroom. I talk to the [student] I try to see how I can adjust my teaching and where they are sitting in the class. I will call on other resources such as calling the parent if I can reach them so they can back me up with [the student]. I also have written referrals to the wellness center and counseling office for attendance and mental health issues.

Researcher: Do you see an increase or decrease in the number of marginalized students in Special Education?

Ms. Baker stated:

A decrease.

Researcher: Why?

Ms. Baker:

One is due to frankly California Department of Education coming in and serving the schools. A huge team from Minnesota offer advice how to make the assessment and the whole process of teaching special education students more sensitive to students backgrounds and different strategies for having people work together to assess a student rather it come from one individual.

Researcher: Who are the people who work together?

Ms. Baker:

A teacher, administrator, nurse, case manager, psychologist, therapist.

Researcher: How do you assess the student?

Ms. Baker:

I [meet with a student] 3 to 4 hours the whole semester. I rely on looking at the student in the classroom and comparing them to others students. I also meet with all the students teachers to get a feel about the student. About 15 hours goes into each kids assessment. I would also interview the parents. I have to know what is going on at home. I have to know alot of different things. Like if they are living with 30 people in 1 room and they have no where to do [home]work. there is a lot [of assessment] that goes way beyond testing a [student]. Testing is about 20% of assessing a student [in special education]. Also I have to consider if the student is eating properly on a daily bases.

Mr. Dubois:

Slight increase

Researcher: Increase in which ethnicity and gender?

Mr. Dubois:

African American and Latino Males.

Ms. Tubman, felt that:

The numbers are going up - more heavily you see that among certain groups you know - Boys - boys are more likely to end up in special ed- in certainly an Ed classroom - and then communities of color - girls interesting enough often with mental health issues are slower to be diagnosed because they are quieter - then they don't show the signs of needing help.

Ms. Wells stated:

I have seen moving kids out [of special education] that have the ability to work in a general [mainstream classroom] situation. [students] move into a co teaching situation that may have minimum behavior issues.

Mr. Washington:

I think at this school school it is improving [because] of the co-teaching model that we have been implementing over the last couple of years.

Ms. Pleasant:

With the co taught movement there is a slight decrease we are getting less students with learning disabilities and more with slight behavior problems.

Researcher: What happens to the students with behavior problems?

Ms. Pleasant:

I had 5 African American boys who were extremely bright without a learning disabilities. [They would] sit a small classroom losing out on major instruction and curriculum peer work, group work, collaboration process.

Researcher: What type of classroom was that?

Ms. Pleasant:

A special day class room.

Mr. Douglass is the current Principal at Emmett Till Academic High School. He has worked in the field of education for the last twenty-five years. I interviewed him in his office surrounded by countless awards and merits of appreciation for his dedication and work in education. In a relaxed semi formal conversation I asked Principal Douglas a series of questions that could shed light on placement of students in special education.

Researcher: What assistance does the school provide to educators who work with students who have social and emotional issues?

Mr. Douglass:

Emmett Till Academic High School has a district wide wellness initiative. We were 1st school in the district to have a wellness program. We have 8 different psychologist and therapist on site. Anybody can refer a student to wellness for social and emotional issues a teacher, principal, or janitors. Best thing about our wellness center is that they are clinical. Everything is confidential so it creates a safe environment for our students.

Researcher: What are the average class sizes for special day classes?

Mr. Douglass:

That is a real big struggle that we are having right now because there has been a history of over identifying [students of color] ,especially African American and Latino students. We have 29 co-taught classes here at Emmett Till Academic High School - that is more than any school in the district. In the [special day classes] there are 3 to 6 students. The students with higher skills can help the students with lower skills so we keep the classes size low.[Some students] have different learning style that the [general mainstream classroom] does.

For example 65 % of Asian [students] can sit at that desk and listen to the teacher. [Whereas students of color] have to get up and move around, because that is not their learning style. [Sitting] does not work for [some students of color] - what ends up happening is [students of color] are designated as Attention ADHD [attention Deficit hyperactivity disorder] or emotionally disturb.

Researcher: What are the average class sizes for general education classes?

Mr. Douglass:

We really make an effort and we sacrifice a lot to keep class sizes low. The largest class is PE with 41 students, all other classes range between 20 and 30 students per class. Freshman classes are usually [smaller] between 25 and 27 students.

From personal observation Emmett Till Academic high school has the largest inclusion program in the city however, they have a highest truancy rate within their special education department as well. According to the school's referral data system male students receive more referrals than female students and freshman receive the highest number of referrals in the school. The data also reports that student of color in special education receive more referrals than students in general education (Counseling Office Referral Data, 2015).

In fact behavioral referrals for students of color were for noncompliance, disruption or walking out of class. Retroactive conversations and verbal communications were the pedagogical practices used by educators (Counseling Office Referral Data, 2015). The educators suggest that leading factor of students misbehaving is “attention getting”. The second leading cause for students misbehavior was “avoiding work/emotional issues.” In making this comment, educators realize the students social and emotional behaviors and write referrals in order to get them the proper help they need. Students argue that “negative adult interactions” and “attention getting” are the reasons that they have receive referrals (Counseling Office Referral Data, 2015).

According to personal observation and counseling office referral data, Black students and Latino students lost a total of 1,300 instructional minutes (9 days) due to educators referrals. The breakdown of the referrals revealed that 6 of the top 10 students referred were in special

education. A Latino male student in special education lost 23 days of instructional minutes. A Black male student in special education lost 21 days of instructional minutes.

Admittedly there are several types of referrals given to students of color everyday, for behavior, wellness, or off campus services. However, when instructional minutes are lost educational segregation begins again, outside of the class they were just in.

Granted administrator's duties are difficult, however the principal has went to great lengths to ensure that students of color receive an equitable education. Upon completion of the interview with the principal I interviewed Mr. Marshall, the special education department head at Emmett Till Academic High School.

Researcher: What is the average caseload of a Special education teacher?

Mr. Marshall:

The average caseload is between 10-16 Students.

Researcher: What is the job description for Special Education Teachers?

Mr. Marshall:

It consists of maintaining an [individual educational plan] IEP for every students on their caseload , providing every student on their caseload with an education program that most fits their educational needs per on their disabilities. Teaching classes both [special day classes] SDC

and co-taught [inclusion] classes. Teachers are also expected to maintain a working knowledge of new legal requirements of special education teachers.

Researcher: What is the placement procedure for students in Special Day classes?

Mr. Marshall:

So when we decided where a student goes we follow what we call an LRE. Less restrictive environment that is a legal mandate to place a student as close to fully mainstream and in the general education environment as possible. So for example, we testing data such as the Woodcock Johnson and other assessment available to us to identify students strengths and weakness academically.

So if a students is placed in an SDC [special day class] it is due to data which shows us that it is a relative area of need. For example the same students could have tested high in math in which case we would lean more towards mainstream for the student in math.

Researcher: What is the placement procedure for students in Special education into general education classes?

Mr. Marshall:

Everything we do is data driven. We look at where [the students] academic scores are. We look at success based on teachers observations, report cards, attendance and their area of strengths are. If

a student is really low in English but they again are at grade level or slightly below grade level in math - then that would cause us to select that student for a general education class.

Research: What types of referrals are mostly given to students in special education and why?

Mr. Marshall:

Behavior, truancy and mental health.

It was a cold misty morning in which I was able to catch up with the school psychologist.

It took me quite a few weeks to ask her for an interview due to the fact that she has two campus that she covers as a psychologist. We sat across from each other in her tiny dingy office surrounded by numerous copper color folders. Looking around her office and her posture in her chair I could tell she had a heavy caseload and is under a lot of stress. Ms. Baker is always in a meeting with a teacher, student, parent, or therapist everyday. Ms. Baker is responsible for the psychological evaluation of every student at Emmett Till Academic high school in special education. She is considered to be the “gatekeeper” to special education, she either allows them in or push them out.

Researcher: What role do you play in the Special Education student evaluation process.

Ms. Baker:

I assess students for disabilities - Such as Autism - cognitive impairment - which is now called intellectual disability since Obama administration - he felt that it was a better way of describing it it was in the pass called mental retardation. some people would call it ID- there are a lot of

acronyms in special education. Emotional disturbance - the primary is specific learning disability. that is the one that the majority of students in the school district and this school is that is the disability in which they qualify for special education services.

Researcher: Do all students fall within all the parameters for Special Education?

Ms. Baker:

Every 3 years we do a reevaluation and when we do the reevaluation we see if they are still eligible or are they not or where they never so some [students] we say are no longer eligible and they go back into the general education program. and others remain in special education.

Researcher: What are some issues/problems that a student might face when transitioning into General mainstream classrooms?

Ms. Baker:

It depends - special education is a fairly large spectrum you have everything from minor accommodations in the general education classroom to having 2 teachers in the classroom. One general education and one special education teacher.

If a student is coming from a least restrictive environment [Less restrictive Environment] LRE - they just need a few accommodations - maybe they need more time on test

Some students come from a small special day classroom with 10 to 15 students and one special day teachers. The [students] are not custom to in the general population of students in a general mainstream classroom.

Also in special day classes [teachers] don't assign homework to [students] because they believe that the students are at a level. If [students] take [homework] home they won't be able to do anything because they need one on one support.

[Student who transition] from a SDC class have a real struggle because apart from having a larger classroom they are not used, to having to complete homework. and that has been a big issues because the student can seem really bright and the teachers will say they participate [in class] yet they do not complete their homework. Particularly at this school we have been noticing that.

For the last fourteen years Mr. Dubois has served as a paraprofessional in a urban high school in Northern California. Although he does not have a teaching credential or college degree. Mr. Dubois has hands on experience in which made him a valuable educator to the school. His support in and out of the classroom provides mentorship to students with special needs. He has provided insight to the social and emotional behaviors of students as well as the impact of referrals into special education.

Researcher: How do you assist students with social and emotional issues in a SDC classroom?

Mr. Dubois:

Normally I assist students based on their [educational] needs. Some students have emotional needs so, I will assist them in a way to make them feel comfortable in a classroom make sure that they are in a safe environment. [Other students] have [academic] needs and I will help them in whatever subject they needs help in. I [provide students] with guidelines and [simple] steps to learn different [concepts]. These [students] come from years and years of special ed with years and years of behavior that is trained or branded in their thought process. [Some students] can be disruptive and playful and do not want to participate in normal classroom activities.

Researcher: How do you assist students with social and emotional issues in a general classroom?

Mr. Dubois:

Normally when I am in a general classroom I will focus on [students in special education] they are mainly who I work with. I make sure that [the students] can participate in the classroom like everyone else. -[Many of the special education students] have never been in a general classroom setting. I would sit next to the [students] and talk them through instructions if they are willing to participate for the day. Sometimes they do not want to work with me and I leave them alone until they are ready to do work. Which is seldom and not often in a [general education classroom].

Chapter 5: Conclusion

If [educators] do not have some knowledge of children's lives outside of the realms of paper and pencil work, and even outside of the classroom, then [educators] cannot know [a student's] strength- Lisa Delpit

The social disadvantage of being in a powerless position in an educational setting is a social phenomenon that has tried to wedge, close and repair the achievement gap. Historically and legally students of color in America have been pushed to the edge of education causing an academic gap that has not been repaired in years. Different laws and rapid methods have emerged in education to segregate students of color is since 1954. Elite-McNulty (2002) reports that after the desegregation of schools, the number of students of color in special education rose (Eitle-McNulty, 2002). Furthermore, retention for educators is a constant struggle with the

evolving changes in educational practices and disciplinary tactics that push students into the margins of education (Fore, et al., 2002).

Sadly, educational segregation is tracked and monitored through various computerized systems mandated by policies and laws. A school's dean can track the number of referrals a student receives, their ethnicity, gender, grade level, and reason for referral. A school's psychologist can monitor a student's progress and the teacher can track a student's attendance. In order for a student to transition into general education behavioral and intervention plans are designed by a team of educators through an individual education plan. When a student is respectful to others, responsible enough to complete their homework and responsive to academic instruction and test they are integrated into co-taught classrooms. Once a student is transitioned into the general classroom they are either marginalized further or they thrive in the mainstream classroom. A support team is put into place and an individual education plan is evaluated and monitored by educational specialist in the best interest of the student .

Even though there is a legal way to separate students of color in special day classrooms isolated from the rest of the general population of the school without any rigorous coursework. Educators at Emmett Till Academic high school has twenty- nine co taught classroom. Every student of color over the age of sixteen years of age has transition into a co taught class.

A student either has one or two general core class, which can include a physical education class in order to be in compliance with the state mandate law. Most educators are supported and prepared nevertheless they are still overwhelmed by job responsibilities of being an educator in a high school. Each teacher in the special education department at Emmett Till Academic high school has helped who attend school on a daily bases transition into general education. The only

ongoing problem with transition that I witness was the attendance of students of color was higher identical to the number of truancy referrals received by the counseling office.

As a result of this study, the following conclusions can be drawn:

1. Students of color in special education who attend Emmett Till Academic High school when they attend school receive an engaging academic instruction in co-taught and special day classrooms.
2. Within the segregated special day classrooms students are more so allowed to learn as they go and interact with each other to build social and academic skills.
3. Students of color can receive daily positive academic and social feedback from educators on a daily bases.
4. There are programs and structured environments that can guide students out of the margins back into the mainstream of education. Such as sports, student organizations and mental health facilities on campus .
5. There are attendance issues from fears of being unwanted and unusual while identified as a students in special education which has caused students to be pushed them to the edge of education and dropout of school.

However, many of the students of color in special education at Emmett Till Academic high school have taken many steps to come to school and achieve the education needed. They travel on crowded buses and by foot for up to two hours to get to school. They want to feel safe, learn and socially react with their peers. Truly, educators at Emmett Till Academic High School attempt to go the extra mile needed to assist a student to transition out of a special day classrooms. They provide nutritional food and emotional support to a student who has social and

emotional behavior disorder. Educators at Emmett Till Academic high school seldom write behavior referrals to the dean for students, instead they talk to the student and parent in hopes they can work out any problems without disciplinary actions.

Recommendations

To address the education segregation issues in schools today it would be best to eliminate special day classrooms and place wellness centers and train educational specialist to work with students with social and emotional disabilities.

Further Research:

Students in special education receive trancy letters from referrals from educators when they are not attending school. How do educators make sense out of education for students of color in an urban community to want to attend school? What barriers are preventing students in special education from attending school on daily, weekly, monthly bases.

Appendix 1

Teacher Questions

What does the term “marginalized” mean to you?

How do students with social and emotional issues react to your teaching instructions?

What are some behaviors or social problems that you have witnessed among students in Special education within general classrooms?

How many referrals have you written for students at your current school?

What types of referrals have you written for students?

Do you see an increase or decrease in the number of marginalized students in Special Education?

Principal Questions

What assistance does the school provide to educators who work with students who have social and emotional issues?

What are the average class sizes for special day classes?

What are the average class sizes for general education classes?

Department Head

What is the average caseload of a Special education teacher?

Is there a mentor program for new Special Education teachers?

How many professional development meetings/ workshops are there for Special education teachers?

What is the Job description for Special Education Teachers?

What is the placement procedure for students in Special Day classes?

What is the placement procedure for students in Special education into general education classes?

Psychologist Questions

What role do you play in the Special Education student evaluation process.

Do all students fall within all the parameters for Special Education?

Can any exceptions be made for students who do not meet all the requirements?

Paraprofessional Questions

How do you assist students with social and emotional issues in a special day classroom?

How do you assist students with social and emotional issues in a general classroom?

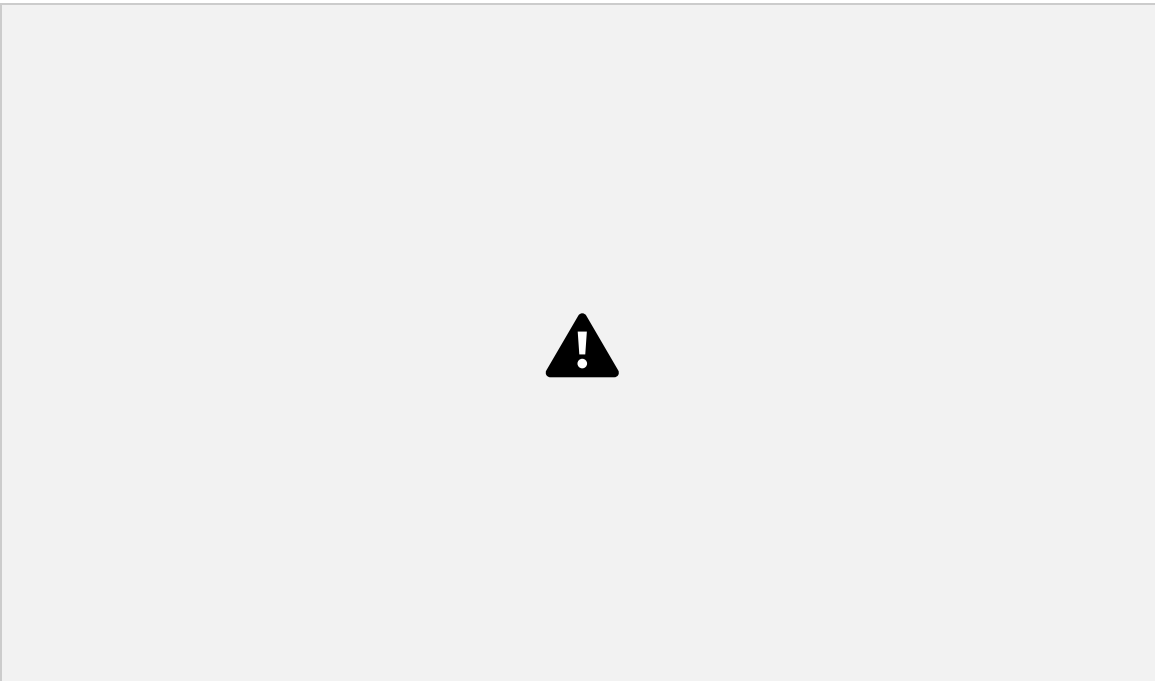
Appendix 2

Educational Transition Plan of Students in Special Education



Appendix 3

Referral Data Breakdown of school from counseling office





Top 10 Reasons For Referrals from counseling office

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4/18/21

To whom it may concern,

My name is Katherine Gonzalez and I am a resident of San Francisco and a cannabis worker. I am writing this letter to show my support for Izzabella Velez for Seat 13 of the Cannabis Oversight Committee. I have worked under Izzabella previously in the cannabis industry and have witnessed for myself the passion that she shows for both her community and for the industry. As someone who has actually experienced the consequences of the war on drugs, and as a San Francisco native, Izzabella is by far the best candidate for the position to truly speak on behalf of others who have similarly been affected by the war on drugs. If the city wishes to see change in the effect criminalizing cannabis in the past has had on the city, then the best bet is to assign the position to someone who not only understands the community and their needs, but is a part of it as well. Now that cannabis is legal in California and the industry is growing, many going into the industry are driven only by the profits to be made rather than the benefits it can bring to the community, so I believe it is extremely important to have representation that cares for the wellbeing of the community and the workers that keep said industry alive. Izzabella is inarguably someone who cares for the wellbeing of both the community and workers, and I believe this should be one of the most important qualities for selecting for this position. If the city of San Francisco is serious about making amends for the war on drugs, it starts with really listening to what the community is asking for.

Thank you for your time,
Katherine Gonzalez

Andrew J. Cecena
Thursday, April 22, 2021
1914 6th Ave. Apt. 03
Oakland, CA 94606
415.290.3008
andrewcecena@gmail.com

To Whom It May Concern:

I'm writing to express my support for the candidacy of Izzabella Velez for seat 13 on the cannabis oversight committee. I have known Izzy for a few years now, first as a co-worker, and subsequently as a friend. And I can attest to her character, her work ethic, and her passion for wanting to make a difference in the cannabis industry and at the political level. With all the different myriad of levels that one would want to make a difference, for her this is personal...not only is she the youngest applicant running for this seat, which I believe can make its own difference bringing a perspective that reflects and acknowledges people of her generation. But she is also a woman of color who has had to overcome a lot in her short life. She has been a self-sufficient person who has not only taken care of herself; but many people in her life, including family members. And I think that is a testament to her character and the type of candidate that one would want to have as a representative for the cannabis oversight committee.

Having grown up in S.F., as well as below the poverty line, and having also been a direct result of the impact of the war on drugs, I think Izzy can provide a unique insight into the plight that many people have felt and still do within San Francisco, as a result of the draconian laws still on the books in many parts of this country regarding cannabis. And it is because of this that I think she would be not only a powerful voice BUT an impactful one for the equity community. It will also allow her to pursue larger things within her life as far as cannabis politics goes.

Thank-you,

Andrew Cecena

From: [Jiavani Haynes](#)
To: [Peskin, Aaron \(BOS\)](#); [Mandelman, Rafael \(BOS\)](#); [Chan, Connie \(BOS\)](#)
Cc: [Young, Victor \(BOS\)](#)
Subject: Board of Supervisors Rules Committee Meeting - April 26
Date: Friday, April 23, 2021 11:40:22 AM

This message is from outside the City email system. Do not open links or attachments from untrusted sources.

Hi,

I am emailing you to introduce myself, Jiavani Haynes, as an upcoming filler of the Vacant Seat 15 within the African Americans Reparations Advisory Committee. I do live in public housing here in San Francisco's Bayview District 10.

I am honored to have the opportunity to attend the Board of Supervisors Meeting on Monday, April 26, 2021. I look forward to formally introducing myself and meeting you all. I am grateful for the opportunity to collaborate and work together on San Francisco's mission of equal opportunity, equal rights and freedom for all.

Getting ready to graduate from San Francisco State University in May, with a degree in Criminal Justice amplifies my willingness and readiness to make effective changes within the communities of San Francisco. I have to reassure myself that where I started from, won't be where I finish and everything in between have been stepping stones that are helping me climb the ladder to my true purpose.

I do have a heart for the community, an egalitarian mindset and the will to see restoration within the criminal / social justice systems.

I am here for the journey to a better hope and future for San Francisco County.

Thank you for your time.

Best,

Jiavani Haynes
(510) 246-6347



To whom it may concern,

This is a letter of recommendation for Larry Martin for appointment to the African American Reparations advisory Committee. Larry is a community activist, a leader for the African American community, a student and much much more. I first met Larry when he completed the Healthy Corner Store Coalitions Food Justice Academy in 2017. In the past three and a half years I have seen Larry take his leadership skills, lived experience, and passion and apply them to helping his community. At an SFMTA rally in November of 2020 Larry got on the microphone and passionately explained the connection to transit loss and the effect that has on the black community in the Tenderloin and SOMA. Larry has also recently begun his journey to become a drug and alcohol counselor so that he can help those afflicted like he once was. Larry's lived experience, his desire to help his community, and the way he uses activism and education to create transformation makes Larry a truly great candidate for the African American Reparations advisory Committee.

-John McCormick

Program Manager, Healthy Corner Store Coalition



April 23, 2021

SF Board of Supervisors Rules Committee
1 Dr. Carlton B. Goodlett Place
SF, CA 94102

To the Members of Rules Committee:

I am writing to highly recommend Larry Martin for to be appointed for any of seats 5, 6, 7, or 15 in the African American Reparations Advisory Committee. I have known and worked with Larry Martin for over 9 years and know him to be a dedicated, hard-working, passionate community leader in the Tenderloin and SOMA neighborhoods. His personal life experiences and journey give him a singularly unique perspective that I believe would be invaluable and absolutely crucial to the work of the Committee.

As a leader in the Tenderloin People's Congress, the South of Market Neighborhood Residents Assoc. and Black Unity Partnership, just to name a few, Larry has demonstrated a deep understanding of the challenges and opportunities in some of our most marginalized communities. Especially communities of color.

I believe he would be a great asset to the Committee and highly recommend his appointment. Thank you for your consideration.

Curtis Bradford, co-Chair Tenderloin People's Congress
and

Curtis Bradford, Community Organizer

Tenderloin Neighborhood Development Corporation (TNDc)

210 Golden Gate Ave. San Francisco, CA 94102

☎ 415-426-8982 (Cel)

☎ 415-358-3962 (Office, currently not in use)

✉ cbradford@tndc.org

Hello My name is Tachelle Herron Lane and I would like to be on the African American Reparation Advisory Committee.

My overall goals and experiences as an educator and caregiver have always been centered around one ambition: connecting Black people with their community and creating a bridge to foster relationships towards college. I have a rich history of actively participating in multiple projects as a student leader alongside political figures.

While attending SF State as an undergrad, I was selected to be on the Dean of Students committee. During that time, I effectively represented the students I served by creating inclusive campus events that built relationships between students, faculty, staff, and our local community. I was also involved in multiple student engagement initiatives, including but not limited to: the remodeling of the annex, revamping our gym, and providing feedback for the development of our Mashouf Wellness Center. Based on the needs/desires of the students, I successfully acted as a student liaison to the Dean of Students so that we may better serve our unique population.

Additionally, I have an active reputation of being involved with historical and cultural student organizations, often while employed within a nonprofit organization in San Francisco that advocates the same values as SF State. Together, we were able to offer mentorship to students, provide tours of our campus, and encourage future Gators. These connections and experiences resulted in SF State students earning jobs with the nonprofit and within our local San Francisco Unified School District.

I have also served as the president of the Education Opportunity Program Student Organization and worked as an Outreach Coordinator Project connect which helped students network with faculty members. These roles also helped students master their academics and encouraged them to go on to graduate school. Furthermore, I have had the pleasure of serving as the chairperson of multiple historical graduations in which our only goal was to maximize and enrich the student experiences here at SF State.

In my years as a Gator, I have actively worked to help shape and lift the university commitments to social justice, civic engagement, and accessibility on and off campus. During graduate school I was the Vice President of University Affairs which led to many changes that provided basic needs for 30,000 students for the next 10 years. I will continue to demonstrate the same commitment, work ethic, and care that I have always shared if appointed to the African American Reparations Committee.

Thank you for your time and please let me know if you have any questions.

In Solidarity,

Tachelle Herron Lane

415- 375-2434

Graduate College of Education
San Francisco State University
1600 Holloway Ave
San Francisco, CA 94132

Dear Selection Committee:

I am pleased to submit a most favorable appraisal of Ms. Tachelle Herron-Lane, a brilliant young woman ready to learn, lead and love anything she does. She earned her Liberal Studies and Africana degree in May 2012 and her Masters degree in Education Aug 2015 with a focus in Equity and Social Justice from San Francisco State University. She successfully completed several classes with me and has demonstrated exceptional abilities in communication skills and in offering useful information to the class. She is committed to learning to the point that she always informs the class of the latest excellent article or book she has read. All of the students really appreciate her generosity in sharing data. Ms. Tachelle Herron was always in class well before the state time and never missed a class. I especially enjoyed her delightful insights of historical interpretations. She was wonderful to see at each class session because she was patient, informative and wise in saying things that pulled the best from other students and from me.

Ms. Tachelle Herron- Lane is an individual of many talents and with excellent communication skills. She is realistic in approaching challenges and creative in crafting solutions, which should make her an excellent candidate for the African American Reparations Advisory Committee. Her critical papers were always well researched and thoughtfully organized. Ms. Herron-Lane is extremely kind and has a sweet radiance about her. Not only are her words based on substantial readings but also her manner of speaking is very peaceful and kind. She will make an excellent teacher, principal or educational specialist. I believe she has a history of educators in her family and they have impacted her life in extremely positive ways. She is meant to be an educator.

I have found this young woman to be resourceful, mature, innovative and kind in all dealings with me and other students. She was a joy to have in class, as she was extremely cooperative, thoughtful and personable. I can think of only a select group of students with whom she can be compared. Certainly your committee would benefit from having a quality person like Ms. Tachelle Herron-Lane on board.

Sincerely,

Dr. Doris Flowers
Department Chair for Equity and Social Justice
College of Education
San Francisco State University
415-225-7289

Re: Christopher Callaway (Cannabis Oversight Committee, seats 12 and 13)

To whom it may concern:

I am writing in support of Chris Callaway for an appointment to the Cannabis Oversight Committee.

My name is Ken Stratton and I have been an attorney for almost thirty years. Today, I am a law partner at Rogoway Law Group in San Francisco. We specialize in cannabis and business law, as well as litigation, and our clients are cannabis businesses and entrepreneurs, seed to sale. We have represented Chris on a pro bono basis for over a year.

Chris was one of the first equity applicants in San Francisco and his business, Eureka Sky, was the first equity applicant dispensary to open in the City.

Chris is a quick study, articulate, patient, informed, and reliable. For these reasons, I have enjoyed working with him. Given his temperament, I am sure Chris would be an active and collaborative committee member. Perhaps most importantly, from our many conversations, I know that Chris has had a sincere interest in growing the cannabis industry here in San Francisco for over a year. He seems particularly interested in regulatory considerations and in helping equity applicants find their voice within the City's cannabis community. Put another way, I believe it is compassion and concern for others than is motivating Chris Callaway to seek appointment to the Cannabis Oversight Committee, rather than opportunism.

In my opinion, for all these reasons, we would be fortunate to have Chris on the Committee, working to improve the equity program here in San Francisco.

Thank you for giving his candidacy your consideration.

Sincerely,

Ken Stratton

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Thank you for giving his candidacy your consideration.

Sincerely,

Ken Stratton

From: [Don Falk](#)
To: [Young, Victor \(BOS\)](#)
Cc: [Freddie Martin](#)
Subject: Letter of Support: Nomination of Freddy Martin to African American Reparations Advisory Committee
Date: Saturday, April 24, 2021 4:14:19 PM
Attachments: [image002.png](#)
[image004.png](#)
[image006.png](#)
[image008.png](#)
[image010.png](#)
[image012.png](#)

This message is from outside the City email system. Do not open links or attachments from untrusted sources.

Dear Mr. Young:

I write in support of the nomination of Frederick Martin to the African American Reparations Advisory Committee.

I serve as the leader of Tenderloin Neighborhood Development Corporation, a nonprofit community development organization that provides affordable housing and an array of services to people with low incomes in the Tenderloin and throughout San Francisco. Among the 4000+ homes that TNDC manages and serves, nearly 25% are set aside for people who have experienced homelessness; and more than 85% are considered Extremely Low Income, with incomes under 30% of the Area Median Income.

I first met Freddy while in the process of seeking community representatives for TNDC's Board of Directors. Staff from our Community Organizing Department suggested and enthusiastically endorsed his candidacy, where he was an active participant in the group's organizing work. Following my interview with Freddy, and the subsequent vetting process with TNDC Directors, he was elected to the Board, where he has served for more than four years, currently as Vice President.

In his time on Board, Freddy has demonstrated a deep understanding of racial equity and related issues that reflects his lived experience. He has spoken eloquently in Board and Committee meetings, and he has been a positive force in moving the group towards its goal of becoming an anti-racist organization. He would bring to the Advisory Committee not only the values and life experiences that would serve the group well, but also exposure to the realities of organizational life as a result of his role with respect to TNDC's governance and operations. He is a good listener, a passionate advocate and a positive contributor to the group's deliberations and work.

Finally, in both his community organizing and his work on the Board, the focus of his efforts has been in serving those most at risk, people of color, unhoused, and disenfranchised San Franciscans to help them obtain deeply affordable housing and otherwise meet their needs.

Please do not hesitate to let me know if there is any additional information I can provide, and thank you for your consideration. -Don

Donald S. Falk

From: [Don Falk](#)
To: [Young, Victor \(BOS\)](#)
Cc: [Freddie Martin](#)
Subject: Letter of Support: Nomination of Freddy Martin to African American Reparations Advisory Committee
Date: Saturday, April 24, 2021 4:14:19 PM
Attachments: [image002.png](#)
[image004.png](#)
[image006.png](#)
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Please do not hesitate to let me know if there is any additional information I can provide, and thank you for your consideration. -Don

Donald S. Falk

Chief Executive Officer (he, him)
Tenderloin Neighborhood Development Corporation
201 Eddy Street | San Francisco, CA 94102
p 415-358-3923 | c 415-264-7949
dfalk@tndc.org

tndc.org



tndc_logo_fullcolor_tagonly.png



At TNDc, we believe that everyone deserves to thrive. We support tenants and community members in building transformative communities through Homes, Health, and Voice. Together, we can build a future with economic and racial equity. Join us at tndc.org!

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From: [Chris Callaway](#)
To: [Peskin, Aaron \(BOS\)](#); [ChanStaff \(BOS\)](#); [Mandelman, Rafael \(BOS\)](#); [MandelmanStaff, \[BOS\]](#); [Young, Victor \(BOS\)](#)
Subject: Oversight Committee Hearing
Date: Monday, April 26, 2021 9:01:18 AM

This message is from outside the City email system. Do not open links or attachments from untrusted sources.

Greetings Supervisors and Staff Members,

I am looking forward to speaking with you all today as you consider appointees for the Cannabis Oversight Committee. I am reaching out to let everyone know that I'll be joining the meeting from the hospital, as my partner and I just welcomed a beautiful baby girl into the world yesterday. Mom and baby are doing remarkably well, but due to Covid it is just the two of us caring for our wonderful newborn, and as you can imagine it may be challenging for me to attend the entire 3 hour hearing.

I know it is not easy juggling the interest of so many, and our city is lucky to have so many well qualified individuals applying for this committee. Although I do not wish to publicly sling mud, I feel it is important for me to speak up in regards to one potential nominee, Brandon Hallinan. Brandon was the lawyer who drafted the operating agreement for San Francisco's first equity dispensary Eureka Sky. I was naively coerced into signing this document without legal counsel, and I doubt this agreement would pass the muster of the OOC's standards today. Unfortunately for me, this agreement empowers my business partners to turn their 60% of the business into 100% every month, with little or no recourse. I am saddened to say San Francisco's first equity dispensary is anything but equitable. I also know Brandon was sanctioned due to ethical reasons and I sincerely hope this is not the direction the Board of Supervisors has in mind for this rather important committee.

If our equity program is to succeed and become a model for other equity programs, we should celebrate the success stories of people like Sean Richards and Nina Parks, but also closely examine where the program went awry and failed its applicants. If given the opportunity to serve on the committee, I'd like to be a voice to all the hopeful applicants still struggling to make their way through the program. I believe my unique experiences can help balance the interests of everyone working to build a successful cannabis industry in San Francisco. Although I do not view my first equity dispensary as a success, I am very grateful for the opportunities the equity program continues to provide for me and so many others.

Thank you for continuing to support equity and our wonderful city,

Chris Callaway
415-802-6160

From: [Peskin, Aaron \(BOS\)](#)
To: [Jiavani Haynes](#)
Cc: [Young, Victor \(BOS\)](#)
Subject: Re: Board of Supervisors Rules Committee Meeting - April 26
Date: Saturday, April 24, 2021 10:30:42 AM

Thanks. See you on Monday.
Aaron

From: Jiavani Haynes <jhaynes2@mail.ccsf.edu>
Sent: Friday, April 23, 2021 11:39:52 AM
To: Peskin, Aaron (BOS) <aaron.peskin@sfgov.org>; Mandelman, Rafael (BOS) <rafael.mandelman@sfgov.org>; Chan, Connie (BOS) <connie.chan@sfgov.org>
Cc: Young, Victor (BOS) <victor.young@sfgov.org>
Subject: Board of Supervisors Rules Committee Meeting - April 26

This message is from outside the City email system. Do not open links or attachments from untrusted sources.

Hi,

I am emailing you to introduce myself, Jiavani Haynes, as an upcoming filler of the Vacant Seat 15 within the African Americans Reparations Advisory Committee. I do live in public housing here in San Francisco's Bayview District 10.

I am honored to have the opportunity to attend the Board of Supervisors Meeting on Monday, April 26, 2021. I look forward to formally introducing myself and meeting you all. I am grateful for the opportunity to collaborate and work together on San Francisco's mission of equal opportunity, equal rights and freedom for all.

Getting ready to graduate from San Francisco State University in May, with a degree in Criminal Justice amplifies my willingness and readiness to make effective changes within the communities of San Francisco. I have to reassure myself that where I started from, won't be where I finish and everything in between have been stepping stones that are helping me climb the ladder to my true purpose.

I do have a heart for the community, an egalitarian mindset and the will to see restoration within the criminal / social justice systems.

I am here for the journey to a better hope and future for San Francisco County.

Thank you for your time.

Best,

Jiavani Haynes

(510) 246-6347

From: [Lorenzo Listana](#)
To: [Young, Victor \(BOS\)](#)
Cc: [Peskin, Aaron \(BOS\)](#); [ChanStaff \(BOS\)](#); [MandelmanStaff, \[BOS\]](#)
Subject: Re: Letter of support for Freddy Martin"s application for a seat on the African-American Reparations Committee
Date: Sunday, April 25, 2021 10:56:23 PM

This message is from outside the City email system. Do not open links or attachments from untrusted sources.

Dear Supervisors,

My name is Lorenzo Listana, a local resident and community organizer in SoMa and Tenderloin. I am writing this letter to express my support for Freddy Martin to be appointed to one of the seats on the African-American Reparations Committee. I personally have known Freddy since 2014 as one of the resident community leaders in SoMa and Tenderloin.

In 2014, Freddy started as one of my resident volunteers when I organized the SoMa TNDC Resident Community Association, a resident-led organization of TNDC tenants in SoMa. He became one of its officers when an election was held that year. Freddy demonstrated his commitment and leadership in working for tenants' rights and because of that he became an Americorps volunteer working with the Housing Rights Committee.

After his service as an Americorps volunteer with the Housing Rights Committee, Freddy became a full-time community organizer with the Senior and Disability Action for three years now. He was also elected Co-chair of the recently formed SoMa Neighborhood Residents Council (SNRC), a resident-led neighborhood wide organization of SoMa residents and the Mid-Market Coalition (MMC), a coalition of ten resident-led groups and community-based organizations in SoMa and Tenderloin.

I believe he will be able to provide deeper insights and knowledge about the African-American Community in San Francisco because of his proven dedication, leadership, and experience in organizing. If selected, I am sure he will be an exceptional member of this committee. So, I highly recommend Freddy Martin to be appointed to one of the seats on the African-American Reparations Committee.

In community,
Lorenzo

Lorenzo Listana
Lead Community Organizer
Tenderloin Neighborhood Development Corporation
201 Eddy Street
San Francisco, CA 94102
Phone: (415) 358-3925

Fax: (415) 776-3952

Chinese philosopher Lao Tzu said that "A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves." -

From: [Freddy Martin](#)
To: [Young, Victor \(BOS\)](#)
Subject: Re: RESPONSE REQUIRED: Consideration of Applications and Appointments - Boards and Commissions
Date: Monday, April 26, 2021 11:55:23 AM
Attachments: [image001.png](#)

This message is from outside the City email system. Do not open links or attachments from untrusted sources.

1. I AM FREDDY MARTIN AND APPLYING FOR SEATS 5, 6, 7, & 15 - I AM CURRENTLY A HOUSING ORGANIZER WITH SENIOR AND DISABILITY ACTION, 5 YEARS SERVING ON THE BOARD OF TNDC AS A COMMUNITY REPRESENTATIVE - CURRENTLY THE VP., CO-CHAIR OF MID-MARKET COALITION WORKING ON SECURING THE BUILDING OF, MAINTENANCE OF, AND EQUITY FOR BLACK AND BROWN PEOPLE AS WELL AS ALL THE DISENFRANCHISED AND DISCRIMINATED AGAINST PEOPLE. I'M A SURVIVOR OF INCARCERATION, BEING UNHOUSED, EXPERIENCED ON THE JOB DISCRIMINATION, AND LIVE AND HAVE LIVED IN HUD HOUSING. I AM NOT ASHAMED OF ANY OF IT, ONLY KEENLY AWARE THAT THERE WERE ELEMENTS OF RACISM AGAINST BLACKS THAT WERE ALWAYS AT WORK AND SET THE STAGE FOR THESE ATROCITIES TO HAPPEN IN MY COMMUNITY SINCE MY ANCESTORS WERE ENSLAVED HERE, AND FOR QUITE SOME TIME I DIDNT EVEN KNOW IT! BUT SINCE BEING ENLIGHTENED AND WOKE!

I HAVE BEEN ABLE TO TURN SOME OF MY MESSES INTO MESSAGES THAT WE AS BLACK PEOPLE MUST LEAD THE WAY IN THE CHANGE THAT WE WANT, MUST, AND NEED TO SEE. REPARATIONS TO ME MEANS WHEN PEOPLE HAVE PAYED THEIR DEBT TO SOCIETY FOR CRIMES COMMITTED THEN THEY SHOULD BE FULLY INTEGRATED WITH THE SAME RIGHTS BACK INTO SOCIETY. A SEAT AT THE TABLE FOR ALL OF US I FEEL THAT HOUSING SHOULD BE AFFORDED TO EVERYONE, BECAUSE WE KNOW THE EFFECTS OF REDLINING AND OUTRIGHT DISCRIMINATION; SO THAT MUST BE REVERSED. EQUAL FAIR HOUSING FOR ALL, POLICY CHANGES MUST HAPPEN AND HAVE GOTTEN MY ENTIRE ORGANIZATION AND SOME ALLIES TO PARTICIPATE IN THE HOUSING ELEMENT 2022 WITH THE SF PLANNING DEPT. I HAVE BEEN ABLE TO CO-CREATE THE FIRST EVER JUNETEENTH CELEBRATION IN MY JOB (INTERNAL CHANGE FROM THE INSIDE OF ORGS IS MUCH NEEDED AS WELL) ALSO DEVELOPED THE FIRST EVER AFRICAN AMERICAN RACIAL & SOCIAL EQUITY & JUSTICE ALLIANCE AT WORK TO ADDRESS RACISM/DISCRIMINATIONBLACK PEOPLE SPECIFIC ISSUES IN SEVERAL AREAS, LIFTED UP THE VOICES AND NEEDS OF OUR PEOPLE WITH DISABILITIES AND SENIORS. NO JUSTICE NO PEACE. ALSO I HAVE BEEN PARTICIPATING IN SEVERAL PROJECTS TO ASSESS AND ADDRESS THE DELAPIDATING DETERIORATING CONDITIONS IN A GOOD PERCENTAGE OF SUBSIDIZED AFFORDABLE HOUSING. MOLD GROWING ON TOP OF MOLD,

RESPIRATORY INFECTIONS FOR GRANDMOTHERS FATHERS AND CHILDREN AS A RESULT, AND HAVE HELPED GET THEM JUSTICE. HOUSING IS ONE OF OUR MOST BASIC NEEDS, NOONE IN THIS RICH CITY SHOULD HAVE TO BE UNHOUSED. WE ARE EQUAL WE ARE VALUABLE AND I WILL CONTINUE TO FIGHT FOR, WORK TOGETHER WITH, AND DEMAND THAT WE BE TREATED AS EQUALS, GIVEN THE SAME OPPORTUNITIES AS EQUALS, AND WE DESERVE HEALING AND REPARATIONS. WE CAN DO THIS BY WORKING TOGETHER WITH THE FOLKS THAT HOLD AND DISTRIBUTE THE FUNDS. BUT WITH US LEADING THE WAY! TO NEW, INNOVATIVE AND CREATIVE SOLUTIONS; LIKE THE WORK WE'RE DOING WITH HRC AND MEGABLACKSF. WE WERE NEVER INFERIOR. WE WERE NEVER LESS. WE WERE NEVER ALONE.

I HOPE THIS IS NOT TOO LATE AND IF I CAN I WILL SEND MY RESUME

On Thu, Apr 22, 2021 at 4:35 PM Young, Victor (BOS) <victor.young@sfgov.org> wrote:

Dear Applicants,

Your application to the one of be below listed bodies will be considered by the Board of Supervisors Rules Committee at the following remote meeting (agenda attached):

Monday, April 26, 2021 at 10:00 a.m. - REMOTE MEETING

- Cannabis Oversight Committee (see attached agenda)
- African American Reparations Advisory Committee (see attached

agenda)

A Microsoft Teams invitation will be emailed to you shortly. Please test your ability to connect prior to the meeting.

Due to the current emergency, the Rules Committee will be convening remotely via videoconference and allow applicants to participate remotely via videoconference. In order to facilitate your participation remotely, we are requesting applicants log into the Teams meeting 15 minutes prior to the meeting to virtually check in with staff so that we are able to identify you and coordinate your presentation at the correct time. We ask that you turn off your camera and mute your line until the Committee calls on specific applicants to speak. After you have presented, please remain on the line as the Committee may have additional questions.

I would also suggest that you monitor your email prior to the meeting for any last minute instructions.

If you are unable to attend the meeting (remotely) please let me know by replying to this e-mail.

You will be expected to remotely attend the hearing, speak on your qualifications, and respond to any questions from the Supervisors. Supervisors will have been provided your application, resume (if provided), and any letters of support—please expect that they have reviewed them—however, in preparing your remarks, provide a brief background (2 minutes) of your qualifications.

BEST PRACTICES

- Call from a Quiet location
- Speak slowly and clearly
- Turn down any televisions or radios around you

You should contact Rules Committee Supervisors (Peskin, Mandelman and Chan), if you have not done so already, to introduce yourself. If a Supervisor is not available, ask to speak with or meet with a legislative aide. Contact information is provided below.

What to expect at Committee

1. Anticipate item(s) before yours. Barring any complications or questions, you can estimate when your hearing item should be called.
2. The Chair will call upon applicants to speak in the same order as listed on the agenda.
3. Limit concise comments to 2 minutes or less.
4. Provide a brief overview of your qualifications; speak specifically to how your experience matches the requirements of the seat(s) to which you are applying.
5. Speak to your goals, should you be appointed: why do you want to be appointed? what do you hope to accomplish?
6. (For reappointments: The Supervisors will also be interested in hearing your perspective on the work that the body has done and why you want to serve: what are your goals and plans for the future of the body? What else could the body be doing?)
7. Supervisors may ask whether or not you have previously attended meetings and whether or not you have participated in the body's work.
8. Following your presentation, Supervisors may ask additional questions, but do not always do so. If so, you will be provided additional time to respond as necessary.
9. After all applicants have spoken, speakers may testify on applicants' qualifications during public comment. This can be in addition to their letters of recommendation.

Letters of support or other documentation may also be given to me prior to the hearing, and I will distribute those to the Supervisors and include them with your application packet.

Rules Committee Supervisors will be recommending appointment(s) to the full Board of Supervisors for consideration. You may contact them directly with information provided below:

Supervisor Aaron Peskin, Chair (aaron.peskin@sfgov.org)

Aide: Lee Hepner (lee.hepner@sfgov.org)

Main Office: (415) 554-7454

Supervisor Rafael Mandelman, Vice Chair (Rafael.mandelman@sfgov.org)

Aides: MandelmanStaff@sfgov.org

Main Office: (415) 554-6968

Supervisor Connie Chan, Member (connie.chan@sfgov.org)

Aide: Ian Fregosi (ian.fregosi@sfgov.org)

Main Office: (415) 554-7410

If you have any questions or concerns in the meantime, don't hesitate to call or email.

Thank you again for your interest!

Victor Young
Board of Supervisors

1 Dr. Carlton B. Goodlett Place, City Hall., Room 244
San Francisco CA 94102
phone 415-554-7723 | fax 415-554-5163

victor.young@sfgov.org | www.sfbos.org



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From: [Helynna Brooke](#)
To: [Peskin, Aaron \(BOS\)](#)
Cc: [Young, Victor \(BOS\)](#); [Carletta Jackson-Lane](#)
Subject: Recommendation for Carletta Jackson-Lane
Date: Monday, April 26, 2021 8:46:27 AM

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Dear Supervisor Peskin,

San Francisco Board of Supervisors Rules Committee

Chair: Supervisor Aaron Peskin

I highly recommend Carletta Jackson-Lane JD, Executive Director of Sojourner Truth Foster Family Service Agency (Sojourner Truth FFA), and Co-Chair of the Behavioral Health Commission, for appointment to the African American Reparations Advisory Committee. As a member of a group tasked with the responsibility of advising San Francisco, her exceptional ability to work with people in groups in a very respectful and inclusive manner, will be a strong asset to this Advisory Committee. When people's emotions run high or they feel disrespected or don't feel they are being listened to, Ms. Jackson-Lane is able to de-escalate the situation in a way that everyone feels heard.

Ms. Jackson-Lane is widely recognized as a leader and advocate for disadvantaged children, transition-age youth, and families across the State of California. Her work is deeply rooted in serving high-risk, low income and trauma-exposed communities of San Francisco and the greater Bay Area.

As a champion for children who have suffered physical, emotional or sexual abuse, Ms. Jackson-Lane is a leading voice in the San Francisco Bay Area anti-human trafficking community. She is also on a mission to educate the public that there is no such thing as a "child prostitute," but rather such a child is a victim of child abuse and commercial sexual exploitation.

Embodying the spirit of Sojourner Truth, the celebrated 19th century emancipated female slave, abolitionist and women's rights advocate, Ms. Jackson-Lane has expanded on Truth's vision to abolish modern day slavery and in particular homegrown, domestic trafficking of all children and adults. Ms. Jackson-Lane has been a member of San Francisco Coalition against Human Trafficking (SFCaHT) since 2012,

Ms. Jackson-Lane is a former president of the San Francisco Commission on the Status of Women, and is a founding member of the National Coalition of 100 Black Women San Francisco Chapter. She is a mediator for San Francisco Police Department / San Francisco Police Commission - Office of Citizen Complaints. She serves on the San Francisco District Attorney's Office of Neighborhood Courts, and is a Certified Community Mental Health Specialist.

Among Ms. Jackson-Lane's awards and community service recognitions:

- Recipient of Leadership San Francisco class 2013-2014
- Professional Women of the Year Award 2010, San Francisco Business & Professional Women's Club
- "People of Color" Conference Nov 2015, presenter "Violence is a Public Health Epidemic"

informed-trauma services

- Mothers In Charge "Standing for Justice" Washington DC, June 2015
- Mothers In Charge " Justice or Else" Washington DC, October 2015,
- San Francisco Brady Campaign "Standing Against All Violence" December 2015 member/
collaborative partner

Sincerely,
Helynna Brooke

From: [Rachael Tanner](#)
To: [Young, Victor \(BOS\)](#)
Subject: RULES CMTE - Letter of Support for African American Reparations Advisory Committee Applicant, Randal Seriguchi, Jr.
Date: Sunday, April 25, 2021 11:52:14 PM

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April 23, 2021

San Francisco Board of Supervisors, **ATTN: Rules Committee**
1 Dr. Carlton B. Goodlett Place, City Hall, Room 244
San Francisco, CA 94102-4689

Re: Letter of Support for African American Reparations Advisory Committee Applicant, Randal Seriguchi, Jr.

Dear Members of the Rules Committee,

My name is Rachael Tanner. **I am writing in strong support of Randal Seriguchi Jr.'s application to the African American Reparations Advisory Committee (AARAC).**

Randy is eminently qualified to serve on the San Francisco African American Reparations Advisory Committee. He brings relevant professional knowledge across a number of dimensions, including the law, policy change, education, and implementing innovative ideas.

I've known Randy since the early 2000s. Together, he and I worked to defeat a ballot proposition that aimed to make affirmative action illegal in the state of Michigan; we were both undergraduate students at that time. The experience we shared profoundly impacted our lives. Since then, Randy has been on a trajectory to continue fighting for civil rights in California.

Under Randy's leadership at Urban Ed Academy, the "Man The Bay" project is thriving as a brilliantly creative way to involve multiple stakeholders in Urban Ed Academy's goal of improving educational outcomes for the students. **His mission to place one Black male teacher in all San Francisco elementary schools.** Randy's mission is powered by UEA's provision of housing and other social benefits for Black men committed to teaching in the city. Through this work Randy is helping San Francisco live out the age old phrase: It takes a village to raise a child.

It is imperative that Committee members consider the holistic impacts of their decisions on students, children, and their families. I look at education from a holistic vantage point--one that sees the interconnection of the quality of our education, workforce development, and housing systems. I am confident that Mr. Seriguchi will bring that perspective to this assignment if selected.

I am proud to know Randy and enthusiastically support his application. He will be a valuable, cooperative, and visionary member of the Committee. He will not only share his

ideas, but also bring ideas from District 10, from educators, students, and parents. **He will ensure that the Committee can accomplish its goals by focusing on the real needs to Black San Franciscans.**

Since our days of organizing on campus, Randy's passion and fire for change have only burned brighter. He will bring that same passion, urgency, and dedication to this work. I urge you to support him along with me.

Sincerely,

Rachael Tanner

For Identification Purposes

Planning Commissioner, City and County of San Francisco

Assistant Director of Planning & Development Services, City of Palo Alto

District 6 Resident

--

Rachael Tanner, Master in City Planning

Cell 269.352.4509 | E-Mail R.Ann.Tanner@gmail.com

From: [Valeri Bocage](#)
To: [Peskin, Aaron \(BOS\)](#); [Young, Victor \(BOS\)](#)
Cc: [Carletta Jackson-Lane](#)
Subject: Support for Carletta Jackson Lane - Board of Supervisors African American Reparations Advisory Committee.
Date: Saturday, April 24, 2021 11:51:54 AM

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To Whom It May Concern;

I am in full support for Carletta Jackson Lane to the Board of Supervisors African American Reparations Advisory Committee.

Carletta is an Extraordinary woman that will bring much wisdom and knowledge to any organization.

Valeri Bocage
CEO/President
www.pwicconnections.com
415-742-5239

From: [Dr. CAROLYN Ransom-Scott](#)
To: aaron.peskin@sfg; [Young, Victor \(BOS\)](#)
Cc: [Carletta Jackson-Lane](#)
Subject: Support For Carletta Jackson-Lane Esq. To African American Reparations Advisory Committee
Date: Saturday, April 24, 2021 1:53:38 PM

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Re: Full Support for Ms. Carletta Jackson-Lane Esq.- Board of Supervisors African American Reparations Advisory Committee

Saturday, April 24, 2021

To BOS: Mr. Aaron Peskin
Mr. Victor Young

I am in full support and fully confident in Ms. Carletta Jackson-Lane Esq. fulfilling a position as a member of our African American Reparations Advisory Committee. Carletta has and currently served San Francisco wearing many different hats from From Justice system, Social Services and more. Ms. Lane is well acquainted with the needs of our African American affairs with a depth of knowledge around our issues in need of solutions. I ask that you nominate Ms. Lane as an Advisor.

In Community,
Rev. Dr. Carolyn Scott,
Faith Base Organization

Sent from my iPhone

From: [Harriette S. STEVENS EdD](#)
To: [Peskin, Aaron \(BOS\)](#)
Cc: [Young, Victor \(BOS\)](#)
Subject: Support for the Appointment of Carletta Jackson-Lane to the African American Reparations Advisory Committee
Date: Sunday, April 25, 2021 6:43:55 PM

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Dear Supervisor Peskin,

As the current president of the San Francisco Mental Health Education Funds (SF MHEF), Inc. a nonprofit organization, and former co-chair of the San Francisco Behavioral Health Commission (BHC), I am submitting my support for the appointment of Ms. Carletta Jackson-Lane, JD to the African American Reparations Advisory Committee.

I've known Ms. Jackson-Lane for many years. She is the current co-chair of the San Francisco BHC and Vice-President of the SF MHEF. More importantly, Ms. Jackson-Lane serves as Executive Director for the Sojourner Truth Foster Family Service Agency, Inc. that recruits, trains and supervises foster families and supports birth families and extended family members to cope with complex problems that have put their children at risk of abuse. Families of color receive this support throughout the city, and particularly African American families in the Visitacion Valley and surrounding neighborhoods.

I believe that Carletta Jackson-Lane has demonstrated leadership skills and is employed by a social service organization that principally serves the African American Community. She has the ability to provide leadership and will be an effective member of the African American Reparations Advisory Committee. Ms. Lane-Jackson has my full support and should be considered by Members of the Rules Committee for appointment.

Sincerely,

Harriette S. Stevens, Ed.D., (*she, her*)

President, San Francisco Mental Health Education Funds, Inc.
San Francisco Behavioral Health Commissioner
c: 510.847.2823 f: 415.831.7542

From: [Chriselle Raguro](#)
To: [Young, Victor \(BOS\)](#)
Cc: [Freddy Martin](#)
Subject: The African-American Reparations Advisory Committee
Date: Monday, April 26, 2021 9:23:12 AM

This message is from outside the City email system. Do not open links or attachments from untrusted sources.

To the Committee,

My name is Chriselle Raguro, I am a community organizer for the Filipino Community Development Corporation, and a Managing Attorney at the Tahirih Justice Center. Freddy and I work together as co-leads of the Mid-Market Coalition. The Mid-Market Coalition is a group consisting of several resident-led groups and resident-serving organizations in SOMA and Tenderloin with the goal of advocating for affordable housing and community programming for the residents of the mid-Market.

This email is to serve as the highest possible recommendation of Freddy Martin for a seat at the African-American Reparations Advisory Committee. Freddy is a fierce advocate and leader of the Black community in SOMA and Tenderloin, and also of other communities, including people with disabilities, LGBTQIA+, artists, people without stable housing, the Filipino community and so many more. He has a keen understanding of the intersectional issues that many people face in the community and uses that understanding to inform his work and his interactions with community members. He centers the community, equity, and inclusion in his advocacy and decision-making. Freddy's leadership, experience, and knowledge will be invaluable to the African-American Reparations Advisory Committee and will ensure that the voice of the community is heard at this table. I have learned so much about how to lead with intention and how to empower others to step into leadership roles from Freddy, and I know that he will continue to do this through the Committee.

Please do not hesitate to contact me should you need additional information.

Best,

--

Chriselle Raguro, Esq.
chriselle.raguro@gmail.com
(415) 763-9074

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