

Agenda, Feb 22, 2021

1. Welcome and review of purpose and goals (5 minutes)
2. Norming (5 minutes) and check in
 - Lorea Martinez's slide on acknowledging and working with our emotions
3. District happenings (5 min)
4. SCC happenings and parent group check in (5 min)
5. Defining the BOD working group from the Parent working group (15 min)
6. Drafting a statement of support for conversations about systemic racism, power dynamics and current events (15 min)

Purpose

As an organization, we stand strongly against racism of any kind and commit to investing in greater diversity, equity, social justice, & inclusion in our practice.

Inspiration for today

"If you have come to help me you are wasting your time. But if you recognize that our liberation and mine are bound up together, we can walk together."

- Lilla Watson

(a [Murri \(Indigenous Australian\)](#) visual artist, activist and academic working in the field of Women's issues and Aboriginal epistemology)

Norming: Building Trust

What will allow us to talk openly in this space?

- **Stay engaged:** Remain morally, emotionally, intellectually & social involved.
- **Lean into discomfort:** This is inevitable, especially in dialogue about race. Make a commitment to bring issues into the open. Not talking about the issues creates divisiveness and it is the uncomfortable dialogue that will bring healing & change.
- **Speak your truth:** Use “I statements.” Be open about thought and feelings and not just what you think others want you to hear.
- **Expect and accept non-closure:** Be ready to “hang out in uncertainty” and not rush to quick solutions.
- **Be soft on people and hard on barriers to inclusion.**

Checking in - the emotional work of antiracism

What am I
feeling?



What
options
do I have?

Take a moment to check in
with yourself

- we will make space for
the emotional work

What do I truly want?

Larger Context

Recent rise of Anti Asian Hate Crime -from the Guardian

Stop AAPI Hate, a national coalition documenting anti-Asian bigotry during the pandemic, said the organization had received more than 2,808 “firsthand accounts of anti-Asian hate” from 19 March to 31 December. These reports are from 47 states and the District of Columbia.

Locally: Vicha Ratanapakdee, an 84-year-old Thailand native was killed in a racially motivated assault

District Happenings

Chris reported

Listening sessions are wrapping up with Inclusion Counts to help form a steering committee and set goals for that group

SCC Happenings

SCC Antiracist Parent Group - Chris Tran

Very engaged group in our in our reading group, with Racial Healing Workbook - deeper dive into chapters 5 and 6

SCC Happenings,

Staff level - mini presentation to the staff on some activities that can be done in the classroom, to think about self, who they are, and where they come from, and use that as a jumping off point for difficult conversations around diversity

This group will be meeting once a month

This group will be piloting the *Racial Healing Handbook*

and other resources, such as *Ways to Equity*

the adaptive and mindset work and then make sure we are addressing strategic, policy and curriculum needs as they arise

Classroom

Supporting teaching about racism

To craft language to allow everyone in the community to be empowered to discuss incidents of racism and the connections between current events and race, I identified the following statement from the NCTE: National Council of Teachers of English

Last meeting we broke into groups to look through this language

Tonight - we will continue this work with the goal of drafting language that can be brought to the BOD at its March meeting.

Document to add to:

<https://docs.google.com/presentation/d/1IVuE99kUvAx7vm5g9PgyhpHUdbheiZ5MTeXy4jho71w/edit?usp=sharing>

In order to ensure that all individuals have access to an education that is free of racism, bias, and other forms of bigotry, and to support the intellectual development and growth of students from early childhood education to university studies, the NCTE Committee Against Racism and Bias in the Teaching of English recommends that English language arts educators

- actively identify and challenge individual or systemic acts of racism and other forms of discrimination and bigotry in educational institutions and within our profession, exposing such acts through external communications and publications.
- express strong declarations of solidarity with people of diverse human and cultural backgrounds to eradicate forms of racism, bias, and prejudice in spaces of teaching and learning.
- promote not only cultural diversity and expanding linguistic knowledge, but explicitly push for anti-racism by participating in ongoing professional development for educators to succeed in countering racism and other forms of bigotry.
- support the enforcement of laws and policies that provide sanctions against racial and ethnic discrimination in education. Also, advocate for legislative reform that will lead to policies that provide sanctions against discrimination in education based on race, ethnicity, gender, religious affiliation, sexual orientation, class, mental and physical abilities, nationality, migrant, immigrant, and refugee status.

refugee status.

Furthermore, the NCTE Committee Against Racism and Bias in the Teaching of English recommends that

- all administrators secure funds and resources to provide opportunities for professional development for teachers and instructional programs that affirm cultural diversity among all students.
- all educational stakeholders—policymakers, parents, and the general public—understand that they can best support educators or teacher professionals and students by actively participating in public conversations about racism and bigotry in our multilingual and multicultural American society, defined in the key opening words of the United States Constitution’s Preamble, “We the People”

Source: [National Council of Teacher of English website](#)

Working Group Members

3 BOD members

3 Parent members (representing a variety of stakeholders, i.e., K-2, 3/4, 5-8, Educare)

3 Staff Members (representing a variety of stakeholders, i.e., K-2, 3/4, 5-8, Educare, Admin)

3 Learners

Proposal -

Group members attend a training to ground the work in common language. Training will be renewed annually. It could include, identity training, racial healing training and or bias training.