

SCC Board of Directors' Antiracist Working Group



November 30, 2020

Agenda

1. Welcome and review of purpose and goals (5 minutes)
2. Norming (5 minutes)
 - Lorea Martinez's slide on acknowledging and working with our emotions
3. Checking in (jamboard) (5 min)
4. District happenings (10 min)
5. Gathering stories, concerns, : - Know Yourself - who are we - individually, collectively (15 min)

How can we create a safe space to hear stories to address and redress racism in our community
6. Defining the BOD working group from the Parent working group(10 min)

Purpose Statement: Board Resolution on Racial Equity

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

- Educate ourselves, teach our learners & model to our community what it means to be anti-racist & an ally to people of color
- Ensure staff has training, resources & support to identify explicit & implicit bias and infuse our curriculum with more focus on Black history and ethnic studies, including the historical causes & manifestations of racism, privilege, and power
- Support the seeking out of or creating opportunities for meaningful discussions on racism & civic action within our community
- Evaluate enrollment, hiring, and other practices that could potentially contribute to a lack of diversity & structures of privilege & inequity
- Evaluate how SCC as a small business can use its purchasing and contracts to further contribute to equity and diversity
- Evaluate our student disciplinary process to avoid bias against students of color and focus on restorative justice
- Evaluate our Special Education process to avoid bias against students of color and focus on restorative justice
- Actively engage with the Administration and the community on opportunities to teach and reinforce social justice

Objectives for 2020-21 School Year

- **Reading List:** Define list for inform our work & guide reflection.
- **Review Board Policies & Procedures:** Evaluate through an antiracist lens, identifying gaps and suggest ways to close the gap.
- **Research:** Look for best practices in other schools & organizations
- **Communication & Accountability:** Establish regular communication on what we are researching and what are discovering about our community & ourselves
- **Retrospective:** Prepare a retrospective of SCC's 25 year history through an antiracist lens to suggest the trajectory forward.

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.**

Anti-racist work is emotional, not just cognitive

What will allow us to talk openly in this space?

What am I
feeling?



What
options
do I have?

What do I truly want?

PAUSE

What do you need before we proceed?
Movement, water, breathe?

Update on work in the school district

Each school has activities (Chris and Paige)

BA: Book of the month, integrated lessons

TL/Mariposa: Lunch break for change -educators and parents book club around articles and other readings

WhiteOaks: parent book club, book of the month club, In and Out - pop-up library

Arundel: parent resource list for literature, integrating into their social studies curriculum, honoring names through stories

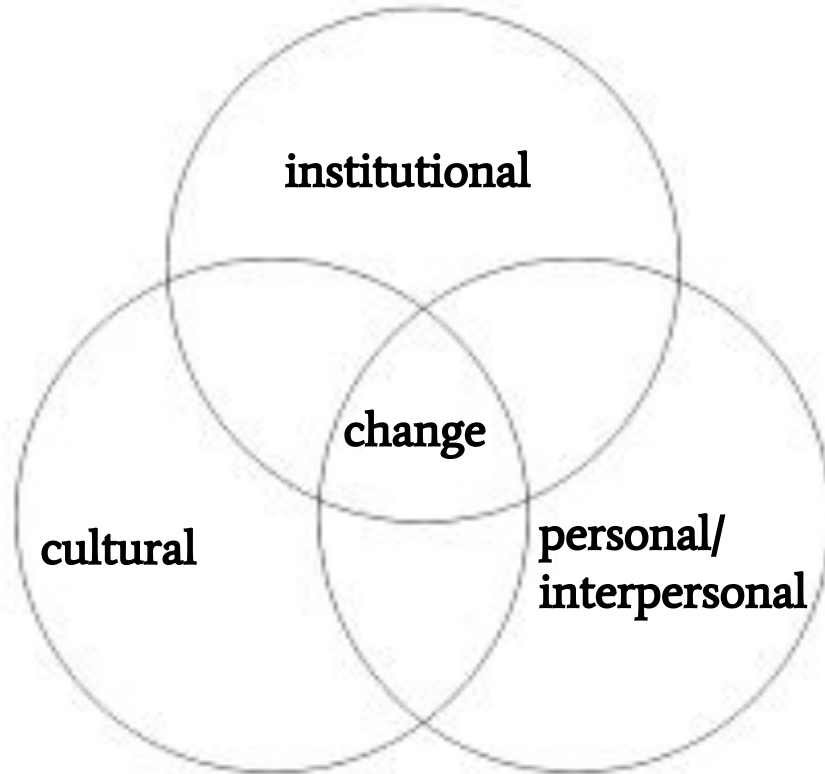
Heather: letter writing campaign (to the school board), book clubs, literature for students and parents

PTACC: Creating a reading list for all families in the district, Social Justice and Equity committee in Health and Wellness

School district has hired **Inclusion Counts** to help make a plan for Diversity, Equity and Inclusion [website](#)

Inclusion Counts is compiling info from listening and help review policies, handbooks, procedures, provide an equity report to help drive priorities

From last
meeting



Moving Forward

Three levels of work: interpersonal/intrapersonal, culture and institutional

- **Cultural: Community discussion group**
 - update
 - resource list
- **Interpersonal/intrapersonal**
 - smaller groups, family work,
- **Institutional: BOD working group**

read this: <https://www.dismantlingracism.org/assumptions.html>

What might this work look like for you? for us? (small break out rooms)

How can our work move us forward?

We need to hear each other's stories

We need to understand our own bias, and perspective

We need to practice listening

We need to develop safer spaces

We need to examine the impact of our policies and norms

Suggestion...

Establish a mechanism for collecting stories

with or without names

Stories can be reviewed by BOD working group for the purpose of

learning more,

following up,

looking for ways to address any concern,

and redress any harm

Goal...

By Winter Break create mechanism, such as google form, to share with community.

Ask for key stakeholders to give feedback on mechanism and begin to create process for managing response.

Suggestion

BOARD working group

- initial intake of stories, looking for institutional patterns, issues to be addressed
- check in with staff about their needs

Parent working group

- connecting with district
- helping address cultural issues
- work with BOD to create opportunities for interpersonal and intrapersonal antiracist work

collect stories from families/educators who have left

food brings us together

hear other people experiences

we need to examine more closely for example- parent contribution - can present challenges -is that equitable?

look harder at our lottery system - student demographics - compare

what is parent contribution - thinking about what that looks like

Listening session with Inclusion Counts - 4 affinity groups

asked for anecdotes

Perhaps we can do something like that -

one on one for those that are uncomfortable

General safety - harassment - focus groups - how do you protect privacy

ideas

Process for knowing what we will be done with the information - how do we make it feel safe - need to front load the process to create trust

given Charter's size we have to think about the impact of traditional strategies
we need to not spotlight people

if we have knowledge of discrimination or harassment we have a legal responsibility to pursue

How to present this to the community who doesn't have the same background

Start with a survey - and include an invitation - data and

Building community perspective - coming together - what is my story? what is my positioning?
- doing it in community.

What are the stories we are not hearing? Whose story is not included? How does our community shape the stories we here.

Who would be giving stories - minors and adults? Adults only? hearsay? overheard

It is important to hear stories in community and we need to recognize that it is a tough subject

Creating community - safer spaces, avoid intimidation