

SVSD Racial Equity Stakeholder Group
Agenda #3, March 3rd, 2021

Racial Equity Consultants (REC) aspires to create a world in which each and every human being is seen and valued for who they are and the talents, brilliance and beauty they contribute to the healing of our communities.

REC stands on four key elements to accomplish this work:

1. Awareness – expanding an understanding of our own biases, assumptions and racialized behaviors.
2. Knowledge – Developing knowledge of institutional racism, historical oppression and the experiences of marginalized groups.
3. Skills – building capacity to engage in cross-cultural communication and the ability to interrupt white supremacy.
4. Advocacy – elevating the voices and concerns of traditionally marginalized communities.

Objectives:

- ◇ Community building (Awareness)
- ◇ Building a common language (Knowledge)
- ◇ Introduction to subcommittee work

- **Welcome back**
- **Recognize the Land: Coast Salish:** Duwamish, Muckleshoot, Stillaguamish, Suquamish, Tulalip, Snoqualmie
- **In Relationship We...**
- **Purpose of this Team:** Developing an anti-racist lens in order to advise and guide Snoqualmie Valley School District on how to become racially equitable and anti-racist. Ex
- **Review last session** – “Othering”
- **Homework** – break out rooms (4 people)
 - Chapter 2 and Chapter 3 of [So, You Want to Talk about Race](#). Be prepared to answer the following questions:
 - In your words, why is the struggle against oppression about race and racism
 - A time when you talked about race “wrong”
 - “The 1619 Project” <https://www.stitcher.com/podcast/the-new-york-times/nyt-1619>, https://pulitzercenter.org/sites/default/files/full_issue_of_the_1619_project.pdf

- **Break**

- **Glossary – break out rooms of 6 people.**

- **Subcommittee introduction:** “Preamble”, Policy, Analysis Tool, Data Collection (Pick one that you would like to work on – Sign up on the Spread Sheet). Break out rooms: Q&A and Choose coordinator.

- **One Word Check Out**

Homework:

Read: Chapter 4, 5 and 6

- What happens when, in your experience, someone has been told to “check their privilege.”
- Why is intersectionality important to consider in this conversation about racial equity.
- How does what Ijeoma tells us differ from what you’ve learned about police?