

SVSD Racial Equity Stakeholder Group  
Agenda #7, June 9<sup>th</sup>, 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.

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.

Objectives:

- ◇ Continue to build community (Awareness)
- ◇ Continue to build a common language (Knowledge)
- ◇ Sub-committee Updates
  
- **Welcome back and Recognize the Land: Coast Salish:** Duwamish, Muckleshoot, Stillaguamish, Suquamish, Tulalip, Snoqualmie
- **In Relationship We...**
- **Equity Moments (2 rooms)**
- **Homework** – break out rooms (4 people)
  - So you want to talk about race chapters 10, 11 and 12.
    - How have you seen Cultural Appropriation at your place of work?
    - What did you grow up learning about touching other people or/and their hair, especially black people's hair?
    - What is a micro-aggression? Can you think of one you have seen, heard, experienced or perpetuated?

Asset Based Language video - <https://www.youtube.com/watch?v=PxBYYkfnkfo>

- **Microaggressions**, interrupting microaggressions and repairing harm
- **Subcommittees Updates**
- **One Word Check Out**

**Homework:**

- **Read** the end of the book: So, you want to talk about race. Chapters 13 – 17

Does it make sense that students are angry?

What were your previous understandings of the Model Minority and now what are your understandings?

What is it mean that there is no neutral ground, as we do this work?

Recalling a time, you “stepped in it,” what were the lessons you might have used from chapter 16?

What are you thinking will be your next steps as you deepen your journey?