

## Notes from April 17 Human Rights and Equity Team:

1. We shared in partners what we have been thinking about since our last session together. This included a protocol with each person sharing their thoughts for about 2 minutes while the other person listened.
2. We paired up with another individual to discuss the charge, approved by the school board on October 18, 2018. Justin facilitated the conversation and asked that everyone read the charge statement, and highlight thinking based on the following considerations:
  - Identify key words in the passage
  - Describe the opportunities they present
  - Describe the challenges they present

*The Snohomish School District will identify and convene a group of representative community members whose purpose is to learn about the dimensions of equity and discrimination in schools as hubs and microcosms of our community; to assess needs concerning equity and discrimination across the District; and to propose shared commitments, structures and action steps designed to address identified needs. Such commitments, structures and action steps should be undertaken in a manner that is consistent with the value that we place as a community on inquiry, collaboration and purposeful action.*

An open conversation followed, in which a wide range in perspectives came to light. These included but were not limited to the following thoughts:

- The committee needs to engage in assessing where the committee stands on a range of equity issues.
- Such an assessment might include a survey. Other ideas included community meetings and dialogue.
- Looking at data around discrimination
- Identifying priorities and action steps that include reviewing policies, procedures that bring about concrete changes
- The last sentence in the charge is dishonest in that members of our community do not embrace inquiry, collaboration or purposeful action that addresses inequity.
- Our community is in trouble and that we need to be clear about where the community really is with regard to addressing discrimination and racism
- We need to meet people where they are while challenging racism, inequity and the status quo.
- We have a history of moving through these conversations as a district (transgender work in 2016). We need to draw upon those lessons.

These examples give a sense of the range of thinking but do not begin to capture the complexity and tension that exists within and between them. The discussion concluded with the idea that while this charge was approved by vote of the Board, the group can and should revisit it, possibly reframe it or rearticulate it as an expression of the Human Rights and Equity understanding of our work, as it grows and changes.

