

Parmenter School Council
March 10, 2021

7:45 - 8:45 AM

Agenda

1. Update on Opening School to Full and In-Person Learning
 - April 5, 2021 (K-5) Monday - Friday
 - Currently working on logistics and continued mitigation strategies
 - Hybrid no longer an option - VLA may continue

2. Diversity, Equity, & Inclusion Updates
 - New library texts - diverse characters and themes
 - Student Mentorship and Exploring Diversity through Art
 - Looking for male mentor for male group

3. Book Discussion - “How to Be an Antiracist” by Ibram X. Kendi
 - Chapter 2 (Dueling Consciousness) Guided Questions:
 - 1.) Kendi explores assimilation, segregationist, and anti-racist mindsets. What are some examples you’ve seen of each of these?

 - 2.) What is your reaction to the “War on Drugs” – the stiffer sentencing policies for drug crimes and the mass incarceration of nonviolent offenders? How does this fit within our current tensions around racial disparities in law enforcement and police brutality toward Black individuals?

 - Chapter 3 (Power) Guided Questions:
 - 1.) Kendi recounts the history of race as constructs. Have you heard this history before? What is your response to hearing the story of Prince Henry enslaving Africans? And Linnaeus’ racial hierarchy? How do these mesh with stories you have heard about race growing up?
“This cause and effect – a racist power creates racist policies out of raw self-interest; the racist policies necessitate racist ideas to justify them – lingers over the life of racism.” (p42)

 - Chapter 4 (Biology) Guided Questions:
 - 1.) Microaggressions, i.e. racial abuse – When have you witnessed or been a perpetrator of microaggressions? “brief, everyday exchanges that send denigrating messages to certain individuals because of their group membership?” (p46)

- 2.) What is the impact of this persistent daily hum of racist abuse? Kendi lists distress, anger, worry, depression, anxiety, pain, fatigue, and suicide. (p46)
- 3.) Disparities in punishment and education – “I wonder if her racist ideas chalked up my resistance to my Blackness and therefore characterized it as misbehavior, not distress. With racist teachers, misbehaving kids of color do not receive inquiry and empathy and legitimacy. We receive orders and punishments and ‘no excuses,’ as if we were adults. The Black child is ill-treated like an adult, and the Black adult is ill-treated like a child.” (p47)
- 4.) Racial categories – Kendi argues that as long as racial inequities exist, that racial categories are essential in identifying those inequities and addressing racist policies. (p54) This is why a color-blind system doesn’t work. It neglects to acknowledge the racial inequities and maintains the existing racial hierarchies and power structures. How do you respond to those who say they do not “see color?” How might we respond?

4. Next Meeting:

- April 7th or 14th?