

HPS Diversity and Advocacy Committee
January 17, 2023

Present: Abby Pater, Aimee Dittmer, Ami Taylor, Carissa Woodwyk, Chelsea Reed, Doug VanderJagt, Jacob Lenhart, Jennifer Brummitt, Jennifer Dougherty, Jordan Beel, Joy Hemmes, Louise VandenHuevel, MacKenzie Stefanich, Mandy Thomas, Marc Arnoys, Nate Hoekstra, Paul Raschke, Ryan Crete, Steve Burns

Absent: Greg Molchan, Cara Riley, Zach James

Welcome and housekeeping item: A question was brought to Mandy from a committee member, and she asked it of the group. Should names be attached to votes? This would allow the committee to keep track of who supports or disapproves of measures. This idea had been briefly discussed at a prior meeting, but the group had not previously voted upon. Committee members were asked to think about this for discussion at a future meeting.

Committee members read the Committee Norms aloud.

The problem of practice was reviewed: *“Discrimination and harassment based on race, religion, disability, and sexual orientation is occurring at HPS. The DAC acknowledges that instances of discrimination and harassment are not limited to these protected groups. Our laws and policies require HPS to create an anti-harassment learning environment for all. With this as our starting point, how can we better collect data, implement proactive measures, and continually monitor and improve?”*

The current objective of the committee is to seek information and feedback from diverse stakeholders. The committee will clearly identify the contextual factors that surround the identified problem of practice.

Group Activity: Why do we need to hear from various stakeholders? What do we need to learn from them?

- We need to know why they care about the issue?
- We need to identify why it is important to hear from each group.

- What assumptions might be held about this stakeholder group and their perspective?

Group discussion: Who are potential stakeholders?

- Students who have experienced harassment
- People at other districts. What has worked for them? What has not worked?
- Parents of students in protected classes
- All Hudsonville Community Members
- Students in grades 6-12
- Parents of current students
- Current students grades 4-5
- Parents of students who have experienced harassment
- All residents of Hudsonville
- Experts in mental health and reconciliation
- Principals
- Teachers
- Alumni
- Parents of students who have transferred out
- Students of protected classes
- Transfer students (in or out)
- Experts in the field of DEI
- Recent alumni

Break into groups. Each group was assigned a potential stakeholder:

- Parents
- Teachers
- Community Members
- Students

Each group had the opportunity to come up with questions that they would like to ask of their groups. The groups rotated so that each one could come up with questions for each of these stakeholders. The groups then began to discuss what is the best way to gather this information, e.g., surveys, focus groups, etc.