

JAMS PTSA Equity Resources – January 29 2026

Asking Questions and Making Connections

The report “**Left to Chance**” looks at how the culture and structure of SPS has fragmented and siloed schools by design (sesecwa.org/seattle-public-schools-report-timeline)

- What is something about your school that you wish every school in SPS could have? Why do you think it isn't available?
- The people most impacted by equity gaps are also often the ones most frequently left out of the efforts to close them. What are some barriers you have seen that push people away? What have you tried to pull them in?
- What are the assumptions we are making about schools and our equity work that are leaving people out? How do we show up for people without judgment or biases?
- How are we reaching our communities and students outside of school? Are we finding connections and building up?
- What does it look like when we are holding on to parts of the system that aren't working anymore? What could reform look like?
- What are our expectations for our schools, our communities, and our students, and what kind of future do we want?
- What are the concrete steps we can take to make our work more effective and question our assumptions? How do we make our efforts more sustainable?

Immigrant Solidarity—Protecting Students and Families

1) **Rapid Response Trainings** and Know Your Rights Workshops by WAISN (waisn.org/events)

2) **Safe Routes to Schools** can protect students regardless of status. Potential actions include “walking bus” groups, bus stop chaperones (yellow bus and/or transit), carpools, school entrance greeters/crossing guards, bike trains

3) **WA Whistles** (linktr.ee/wa.whistles) and Whistle Factory packing workshops (for more info about JAMS PTSA events contact Megan McCormick at staffappreciation@jamsptsa.org)

Disability Justice Principles (sinsinvalid.org/10-principles-of-disability-justice)

Intersectionality – Leadership By Those Most Impacted – Sustainability – Collective Liberation

“Ally” or Accomplice? (indigenouaction.org/wp-content/uploads/Accomplices-Not-Allies-print.pdf)

“Ally”:

- Can be motivated by guilt or shame
- Self-named
- Doing for others—power imbalance
- Unwilling to give up position or privilege to make way for oppressed leaders
- Asserts expert status

Accomplice:

- Mutual trust and respect
- Accountability
- Risk-taking
- Clear about any personal agenda
- Not driving a movement that is not yours

Anti-Racist Principles (pisab.org/our-principles/)

1) Learn From History – Understanding history is necessary for effective organizing.

Who are the people within the PTA and school community with institutional knowledge? How do we pass along what we have learned to future PTA members?

- Ask for the institutional insight of teachers
- Require staggered, overlapping terms for PTA Board positions to ensure continuity
- Share emeritus and alumni contacts, including parents, volunteers, staff, and students
- Clearly document discussions and decision-making processes
- Name and record harms and how they were addressed
- Maintain archives (website, shared drives)
- Use the resources offered by external organizations with deep institutional knowledge:
 - SKCDC (South King County Discipline Coalition) has years of working with schools throughout the county
 - SCPTSA (Seattle Council PTSA) has contacts and knowledge across SPS

2) Avoid Gatekeeping – Continuity of an institution can't be more important than doing the work.

How do we bring in the perspectives of, and share leadership with, the most impacted members of our community? How do we reach outside our closed circles?

- Taking the time to network, build relationships, and meet people where they are
- Talking to teachers to recruit people who might not otherwise connect with the PTA (ESL teachers and social workers are particularly good resources)
- Identifying pushes and pulls—What pushes people away? What pulls them in? How do we operationalize practices that pull people in?
 - When planning events, does the timing regularly exclude certain participants? Do attendees need childcare, or translation and interpretative services? Should food be provided? Are locations welcoming and accessible?
 - Are our actions culturally responsive? Are they relevant to, and respectful of the community for which they are intended?

3) Undoing Internalized Oppression – Feelings of superiority and inferiority affect our perspectives.

What is culture and how does your culture influence your work?

- Create welcoming and structured spaces and opportunities to share our different perspectives, personal histories, and motivations

4) Maintaining Accountability – We must be accountable to those struggling with oppression.

Have we examined our capacity to meet the requests the people may make before we solicit feedback? How do we measure success?

- Adopt a formal PTA Equity Resolution, and include an Equity toolkit for decision-making,
- Advocate for policies that allow children to participate with their whole selves
- Ask for feedback—and actually use it

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Downloads and info at jamspts.org/race-and-equity/