

Ethnic Studies  
Meeting Summary  
Northshore School District  
Nov. 18, 2021

- Entry info
- Introductions
- Land Acknowledgement, why, and significance of our engagement
- Review of Meeting Outcomes
- Input on why we use the following:
  - Individual Rights
  - Courageous Conversations Norms
    - Staying Engaged
    - Speaking Your Truth
    - Experience Discomfort
    - Expect and accept non-closure
- Input on what sharing community guidelines means and why it is a process that evolves over time
  - Review Community Guidelines and considerations for social justice work
    - Knowledge Construction (epistemologies and ontologies)
    - Identity (who we are, multi-dimensional, intersectionality)
    - Positionality (who are we in relation to others and different context)
    - Safety (feel heard, valued, affirmed in identities, humanizing spaces)
  - Based on prior discussion, grade band teams went into breakout rooms to discuss what they wanted to contribute to community guidelines for their teams.
- Poetry Reading and Reflection: An Invitation to Brave Space by Micky Scott Bey Jones
- A Call to Action
  - Our teams work, while it started as a smaller district project, has grown to support the recommendations of the policy work at the state level.
    - RCW 28A.300.112 and committee charge
    - Our P-12 NSD Ethnic Studies Framework will help educators “Incorporate materials and resources identified...” by the state.
- Review Hallmarks of Ethnic Studies as further guidance for our work
- Comparative analysis of OSPI Framework and Key Considerations outlined in state documents and NSD drafts.
- Grade Band teams began to review current drafted areas in frameworks by band to determine what needs to be revisited and revised, and to determine if any recommendations to the team are needed.
- Teams had the opportunity to add to the draft as a result of their readings from the state and grade band discussions and new learning.