

Ethnic Studies CDT Notes
3/17/22 Meeting

Grade Band	Summary Notes
P-2	<ul style="list-style-type: none"> ❖ Team discusses how learning about Disability Justice impacts their thinking about the framework and begin asking questions and discussion Team talks with consultant about targeted universalism and how you can talk about this in a way that is kid-friendly like, “When we help people who are most marginalized or most in need, it helps everyone. ❖ Examples of exclusion and inclusive classes, disability rights are brought up as examples of what students could learn within the theme of history of Resistance and Liberation. ❖ Address the importance of normalizing that students have different needs and why it needs to be learned in P-2. ❖ Consultant talked about the connection across movements. ❖ Group discusses natural variances of people and the social construct of disability. ❖ Team thinks through an enduring understanding that would live in healing that would be conducive to how. ❖ Consultant shares an example of how providing an example of how an accommodation in his class for one could benefit all. ❖ Consultant shares a link to https://socialjusticebooks.org/booklists/disabilities/ an example of how primary teachers could pull a couple books to use as anchor texts to model the essential ideas from the framework.
3-5	<ul style="list-style-type: none"> ❖ The group talks about visible and invisible disabilities and how that can be associated with identity. They discuss how to frame for students the differences between personal and social identities. <ul style="list-style-type: none"> ➤ Examples like dyslexia, dysgraphia were shared and storied. ➤ Discussions about how assumptions about identity and labels can be presupposed and placed on students. ❖ Consultant makes numerous connections to the way the presenter in the Disability Justice video defines disability and how it can help so many kids make connections to their experience. He encourages this inclusion in the framework. ❖ Connections were made to the definition and content around disability and framework themes. ❖ Discussion about the importance of having our learning influence what may seem permanent in the framework, like the definitions of the themes, to be shaped and revised based on our new learning and collective understandings. ❖ Group continues to make connections to disability and Power and Oppression. ❖ Consultant introduces the concept of Targeted Universal, using the example of installing ramps for wheelchairs and how it benefited others: kids on bikes, babies in strollers, people with walkers. ❖ The group shares their dissonance with the concept of changemaker and invites our consultant to give his input as they explain their concern with it. This extends to the concept of ally and co-conspirator. A potential resource to learn more about the concepts of Changemaker and how it might be framed for teachers: https://www.haymarketbooks.org/books/401-101-changemakers ❖ Consultant encourages the group to think through how the systems are linked and gives a correlating example between color blindness and disability, and why tropes around both can be harmful. ❖ Discussion of how we need to arm kids who feel like they have to hide who they are and empower them to be seen and them have empathy for others as a result of shining through their disability and more.
6-8	<ul style="list-style-type: none"> ❖ Team focused on really getting into the framework discussing and drafting as much as they could as it related to Disability Justice.
9-12	<ul style="list-style-type: none"> ❖ Seeking clarity about the definition of “ableism” ❖ Learning about how ableism intersects with various forms and systems of oppression
Every Grade Band	<ul style="list-style-type: none"> ❖ Continuing to develop their grade-banded Framework in break out bands. ❖ Reviewed an example of a timeline activity to consider pedagogical approaches in Ethnic Studies to teaching students about historical aspects related to disability.