



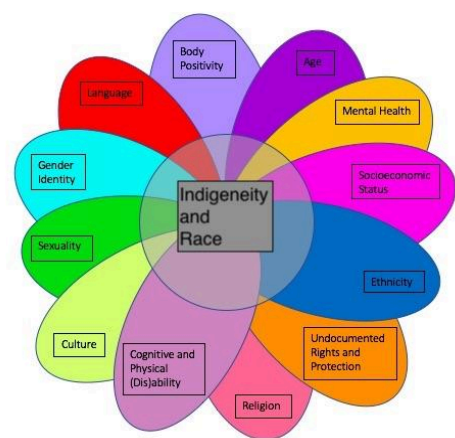
2024-27 Racial and Educational Justice Framework The Northshore School District

Northshore’s core mission is to strengthen the community through excellence in education. To realize this mission requires each and every student to leave their grade, their school, and their district ready for the next level. It also requires each and every student to feel valued, included, and affirmed as they move through their educational experiences. The organization and divisions of the District must focus on increasing the knowledge and skills of the people working with and for students to disrupt the institutional oppressions that minoritized groups of students experience based on their intersecting identities. The 2024-27 Northshore School District Racial and Educational Justice Framework serves as a three-year plan to help Northshore School District administrators and staff continue to engage in and expand the implementation of justice-driven, culturally responsive, and culturally sustaining strategies in their schools, classrooms, or departments as they align with the District mission.

This is not an evaluative tool for staff, but a tool to 1) measure system progress on justice-driven student experiences as indicated by each intended outcome listed in the Framework and 2) provide administrators and staff with guidance to nurture the “everydayness” of educational justice in their schools, classrooms, or departments. The accompanying [2024-27 Racial and Educational Justice Handbook](#) serves as an additional tool to provide examples of concrete adult actions to lead to the fulfillment of each below intended student outcome in the Framework. Professional learning and supporting resources will be provided across each throughline for the next three academic years, with the recognition that the work of educational justice isn’t always linear and so that administrators and staff have the agency to be responsive to needs based on their own school or department contexts. As a school or department, this may look like selecting one throughline per year, focusing on one of the four P’s at a time, and/or identifying a series of intended student outcomes per year to be responsive to your needs/contexts.

The development of this Framework was led by the Racial and Educational Justice Department and co-designed with students, families, staff, and administrators in Northshore. The three throughlines are: anti-discrimination and microaggressions, identity-affirming environments and experiences, and student and family co-design. Each throughline has four intended student outcomes that reflect justice-driven considerations as they relate to power, policy, practices, and pedagogy (the four P’s).

As we think about discrimination, identity-based microaggressions and slurs, and identity-affirming strategies, we continue to keep diversity and intersectionality in mind. The “Intersectional Diversity Flower” is included here as a visual aid to help us consider that range of dimensions and considerations as we activate our work. Note: in the Flower, Indigeneity and Race are consistent intersecting factors with, between, and across each petal; so, in thinking about the diverse populations and communities within a school or department, we ask educators think about 1) the ways that Indigeneity and Race intersects with the identities represented on each petal and 2) the intersectionality that occurs within and across each identity petal.



"Intersectional Diversity Flower" Created by Ayva Thomas



THROUGHLINE ONE: ANTI-DISCRIMINATION AND MICROAGGRESSIONS	
POWER 1A: Students feel like they have the agency to tell an adult when discriminatory incidents occur	PRACTICES 1B: Students have awareness about how to advocate for their self and their peers
POLICY 1C: Students have the access to inform and shape anti-discrimination protocols at the school level and policies at the district level	PEDAGOGY 1D: Students have a deepened understanding about microaggressions and identity-based slurs

THROUGHLINE TWO: IDENTITY-AFFIRMING ENVIRONMENTS AND EXPERIENCES	
POWER 2A: Students feel like they can share about their intersecting identities in classroom and school settings	PRACTICES 2B: Students get to experience environments and opportunities that affirm their identities
POLICY 2C: Students have the access to inform and shape identity-affirming protocols at the school level and policies at the district level	PEDAGOGY 2D: Students have a deepened understanding about their own intersectional identities and that of their peers

THROUGHLINE THREE: STUDENT AND FAMILY CO-DESIGN	
POWER 3A: Students and families have opportunities to be a part of brainstorming, planning, and implementation processes about justice- and education-related topics that directly impact them	PRACTICES 3B: Students and families have opportunities to collaborate with classroom, school, and district level adults about justice- and education-related topics that directly impact them
POLICY 3C: Students and families have access to influence student-related protocols at the school level and policies at the district level	PEDAGOGY 3D: Students and families have a deepened understanding about how to enact their own advocacy around justice- and education-related topics that are important to them