



2024-27 Racial and Educational Justice Handbook  
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.

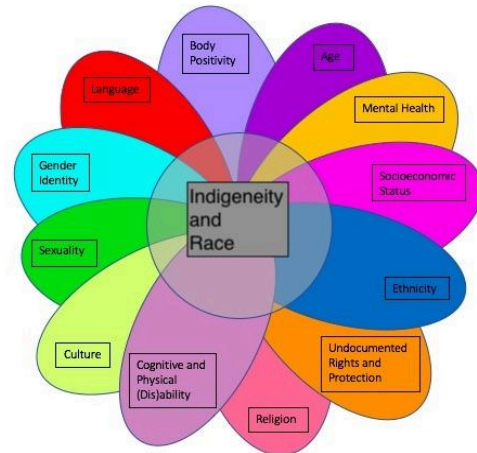
**In addition, this accompanying 2024-27 Racial and Educational Justice Handbook serves as a tool to provide examples of concrete adult actions** to lead to the fulfillment of each intended student outcome in the Framework. *This is a **working document** and will continue to be updated across the three years of work.* Each throughline in the handbook has four intended student outcomes that reflect justice-driven considerations as they relate to power, policy, practices, and pedagogy (the four P's).

- ❖ **Power = to have the capacity to inform and influence decisions.** *To engage power through a lens of racial and educational justice means to have power be shared, rather than hierarchical.*
- ❖ **Policy = a system of guidelines that inform decisions and achieve established outcomes.** *To engage policy through a lens of racial and educational justice means that policies, and their accompanying procedures and protocols, are in service of each and every student.*
- ❖ **Practices = the application of a policy, theory, concept, or approach.** *To engage practices through a lens of racial and educational justice means that they are holistic, identity-informed, and justice-driven.*
- ❖ **Pedagogy = the practice of teaching.** *To engage pedagogy through a lens of racial and educational justice means it is culturally responsive, culturally sustaining, high leverage, rigorous, identity-informed, and justice-driven.*

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. **As the Racial and Educational Justice Department**, this will look like operationalizing the work by focusing on one throughline per year (in order) in our administrative, staff, and Racial and Educational Justice School Team professional learning sessions.



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 Aya Thomas

The 2024-27 Racial and Educational Justice Handbook is separated by throughline as it relates to the intended student outcomes in the 2024-27 Racial and Educational Justice Framework. The Handbook parallels the design of the Framework and lists concrete actions to actualize each intended student outcome. Concrete action ideas are broken down into four categories (ie: Instructional Leaders, Student-facing Staff, Operations Leaders, and Operations Staff) to reflect the range of roles that are represented in our Northshore system and district community. The below chart is designed to help think through the role(s) that are being referred to.

Instructional Leaders	Principals, Assistant Principals, Deans, instructional district department leaders, instructional district systems leaders, educator leaders, TOSAs, Department heads, SDLT representatives, REJ School Team Representatives
Student-facing Staff	Teachers, Education Support Professionals, counselors, ESAs, Nurses, Student Technology Specialists, Deans, office staff
Operations Leaders	Operational district department leaders, operational district systems leaders
Operations Staff	Human Resources, Support Services, Food Services, Custodians, Transportation, Maintenance, Machinists, Ground Employees, Warehouse & Driver employees, administrative assistants, School Technology Specialists

**~ Please continue to the next page to view the Handbook ~**



## THROUGHLINE ONE: ANTI-DISCRIMINATION AND MICROAGGRESSIONS

### POWER

#### INTENDED OUTCOME:

- Students feel like they have the agency to tell an adult when discriminatory incidents occur**

#### CONCRETE ACTION IDEAS TO ACTUALIZE INTENDED OUTCOME:

- Instructional Leaders make themselves visible to students and continue to build relationships/trust with students (ex: during passing or transition periods, in hallways, at lunch and recess, before and after school)
- Student-facing Staff make themselves visible to students and continue to build relationships/trust with students (ex: during passing or transition periods, in hallways, in classrooms)
- Operations Leaders make themselves visible and introduce themselves to students and/or staff to continue to build relationships/trust (ex: on site, in the department, in schools)
- Operations Staff make themselves visible and introduce themselves to students and/or one another to continue to build relationships/trust (ex: on site, in the department, in schools)

### PRACTICES

#### INTENDED OUTCOME:

- Students have awareness about how to advocate for their self and their peers**

#### CONCRETE ACTION IDEAS TO ACTUALIZE INTENDED OUTCOME:

- Instructional Leaders champion opportunities for students to learn about student reporting and conflict resolution protocols (ex: at the beginning of the school year, at the beginning of each semester, and with visual posters/charts around the school)
- Student-facing Staff share student reporting and conflict resolution protocols with students (ex: at the beginning of the school year, at the beginning of each semester, and with visual posters/charts around the school)
- Operations Leaders champion opportunities to share student and/or employee reporting protocols with students and/or staff
- Operations Staff discuss student and/or employee reporting protocols with one another



POLICY	PEDAGOGY
<p><b>INTENDED OUTCOME:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Students have the access to inform and shape anti-discrimination protocols at the school level and policies at the district level</b></li></ul> <p><b>CONCRETE ACTION IDEAS TO ACTUALIZE INTENDED OUTCOME:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Instructional Leaders champion opportunities for students to be part of conversations about the implementation of anti-discrimination protocols at the school and/or district level (ie: so they can share ideas and be part of planning processes)</li><li><input type="checkbox"/> Student-facing Staff provide opportunities for students to be part of conversations about the implementation of anti-discrimination protocols in the classroom (ie: to address day-to-day interactions, respect, treatment of peers, empathy, etc.)</li><li><input type="checkbox"/> Operations Leaders champion opportunities for students and/or staff to be part of conversations about the implementation of anti-discrimination protocols (ie: so they can share ideas and be part of planning processes)</li><li><input type="checkbox"/> Operations Staff provide opportunities for students and/or staff to be part of conversations about the implementation of anti-discrimination protocols (ie: so they can share ideas and be part of planning processes)</li></ul>	<p><b>INTENDED OUTCOME:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Students have a deepened understanding about microaggressions and identity-based slurs</b></li></ul> <p><b>CONCRETE ACTION IDEAS TO ACTUALIZE INTENDED OUTCOME:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Instructional Leaders share <a href="#">resources</a> and provide learning opportunities about microaggressions and identity-based slurs with staff and students</li><li><input type="checkbox"/> Student-facing Staff share <a href="#">resources</a> and knowledge about microaggressions and identity-based slurs with students</li><li><input type="checkbox"/> Operations Leaders share <a href="#">resources</a> and knowledge about microaggressions and identity-based slurs with staff</li><li><input type="checkbox"/> Operations Staff share <a href="#">resources</a> and knowledge about microaggressions and identity-based slurs with students and/or one another</li></ul>
<p><b>ADDITIONAL IDEAS:</b></p> <ul style="list-style-type: none"><li>❖ <a href="#">Racial and Educational Justice Toolkit</a></li><li>❖ Students create videos to educate their peers on how and where they can report a discrimination incident</li><li>❖ Adults provide learning opportunities for students to understand the difference</li></ul>	



- between swear words and identity-based slurs
- ❖ Adults provide learning opportunities for students to understand what constitutes a joke vs. what should never be joked about (ie: identities, appearance, etc.)
- ❖ Leaders provide opportunities for students to engage in think-tank conversations about how the school can engage in anti-discrimination work
- ❖ Leaders identify patterns in discrimination and microaggression incidents at the school, including how they were addressed
- ❖ Adults remind students about the phrase and meaning of, “If you hear something, say something”

THROUGHLINE TWO: IDENTITY-AFFIRMING ENVIRONMENTS AND EXPERIENCES	
<p><b>POWER</b></p> <p>INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Students feel like they can share about their intersecting identities in classroom and school settings</b></li></ul> <p>CONCRETE ACTION IDEAS TO ACTUALIZE INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Instructional Leaders champion student opportunities to create and sustain affirming classroom and school environments (ie: affinity spaces, identity-affirming posters, book displays, read-alouds, etc.)</li><li><input type="checkbox"/> Student-facing Staff support students in opportunities to create and sustain identity-affirming classroom and school environments (ie: how to facilitate affinity spaces, how to start or sustain a student REJ club, how to advocate for themselves and their peers about an idea they have, etc.)</li><li><input type="checkbox"/> Operations Leaders champion classroom, school, and/or department spaces that affirm the intersecting identities that are represented in them (ie: flexible seating, inclusive playground options, celebrations, recognitions, posters, dialogue, etc.)</li></ul>	<p><b>PRACTICES</b></p> <p>INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Students get to experience environments and opportunities that affirm their identities</b></li></ul> <p>CONCRETE ACTION IDEAS TO ACTUALIZE INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Instructional Leaders champion opportunities for students to build and design opportunities that celebrate and affirm their identities, attend field trips, college tours, and information nights (ie: identity and multicultural nights/ days/ celebrations, school projects, student clubs, college and career nights, etc.)</li><li><input type="checkbox"/> Student-facing Staff provide opportunities for students to read, watch, and learn from diverse authors (ie: read books by BIPOC authors), scholars, community members, family members, and peers</li><li><input type="checkbox"/> Operations Leaders champion support and resources to students who are interested in experiencing an event that affirms their identities (ie: affinity spaces, mentorship opportunities, celebrations and events)</li></ul>



<ul style="list-style-type: none"><li><input type="checkbox"/> Operations Staff support students and/or each other in schools or departments and work to strengthen and sustain inclusive environments (ie: activities or opportunities to build trust and relationships, greeting and welcoming each individual, correct name pronunciation, correct gender pronoun usage, etc.)</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Operations Staff provide communication and resources to students and/or each other about experiences that affirm their identities (ie: field trip forms, transportation, celebrations and events)</li></ul>
<p><b>POLICY</b></p> <p>INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Students have the access to inform and shape identity-affirming protocols at the school level and policies at the district level</b></li></ul> <p>CONCRETE ACTION IDEAS TO ACTUALIZE INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Instructional Leaders champion opportunities for students to be part of conversations about the implementation of identity-affirming protocols at the school and/or district level so they can share ideas and be part of planning processes (ie: policies such as <a href="#">Nondiscrimination Policy 3210</a>, <a href="#">Gender Inclusive Schools Policy 3211</a>, <a href="#">Gender Inclusive Schools Procedure 3211P</a>, <a href="#">Students' Rights and Responsibilities Handbook</a>, <a href="#">Prohibition of Harassment, Intimidation or Bullying Policy 3207</a> and <a href="#">Prohibition of Discrimination, Harassment, Intimidation, and Bullying (HIB) Procedure 3207P</a>)</li><li><input type="checkbox"/> Student-facing Staff advance opportunities for students to be part of conversations about the implementation of identity-affirming protocols in the classroom (ie: to address day-to-day interactions, identity, community, empathy, etc.)</li></ul>	<p><b>PEDAGOGY</b></p> <p>INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Students have a deepened understanding about their own intersectional identities and that of their peers</b></li></ul> <p>CONCRETE ACTION IDEAS TO ACTUALIZE INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Instructional Leaders champion opportunities and shape environments that affirm the intersecting identities of each and every student</li><li><input type="checkbox"/> Student-facing Staff extend <a href="#">resources</a> and provide learning opportunities about identity with students</li><li><input type="checkbox"/> Operations Leaders champion opportunities and shape environments that affirm the intersecting identities of each and every student and/or staff member</li><li><input type="checkbox"/> Operations Staff extend resources and provide learning opportunities about identity with students and/or each other</li></ul>



<ul style="list-style-type: none"><li><input type="checkbox"/> Operations Leaders champion opportunities for students and/or staff to be part of conversations about the implementation of identity-affirming protocols at the school and/or district level so they can share ideas and be part of planning processes (see relevant policies and procedures hyperlinked above)</li> <li><input type="checkbox"/> Operations Staff advance opportunities for students and/or staff to be part of conversations about the implementation of identity-affirming protocols so they can share ideas and be part of planning processes (see relevant policies and procedures hyperlinked above)</li></ul>	
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<p><b>ADDITIONAL IDEAS:</b></p> <ul style="list-style-type: none"><li>❖ <a href="#">Racial and Educational Justice Toolkit</a></li><li>❖ Students have the opportunity to teach adults about their experiences in school and what it feels like to be affirmed (ie: staff meeting, team/leveled meeting)<ul style="list-style-type: none"><li>➢ Their voice/feedback is then utilized to shape practices at the classroom or school level</li><li>➢ There are more opportunities for feedback sessions to occur</li></ul></li><li>❖ Student-facing Staff and leaders share and teach about restorative practices to students<ul style="list-style-type: none"><li>➢ What are restorative practices? What is the process?</li></ul></li><li>❖ Leaders are transparent about the process of repair if harm is done and follow up with students</li><li>❖ Leaders work with students to update school level practices to utilize gender inclusive pronouns</li><li>❖ Leaders and staff continue to have conversations about the ways they can honor students identities at school and in class<ul style="list-style-type: none"><li>➢ Not assuming gender pronouns and asking students what their pronouns are</li><li>➢ Asking students how to pronounce their name</li></ul></li></ul>
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<b>THROUGHLINE THREE: STUDENT AND FAMILY CO-DESIGN</b>	
<p><b>POWER</b></p> <p>INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Students and families have opportunities to be a part of</b></li></ul>	<p><b>PRACTICES</b></p> <p>INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Students and families have opportunities to collaborate with</b></li></ul>



<p><b>brainstorming, planning, and implementation processes about justice- and education-related topics that directly impact them</b></p> <p>CONCRETE ACTION IDEAS TO ACTUALIZE INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Instructional Leaders utilize the Equity Transformation Cycle and/or facilitate cogenerative dialogues with students and families</li><li><input type="checkbox"/> Student-facing Staff utilize the Equity Transformation Cycle and/or facilitate cogenerative dialogues with students and families</li><li><input type="checkbox"/> Operations Leaders utilize the Equity Transformation Cycle and/or facilitate cogenerative dialogues with students, families, and/or staff</li><li><input type="checkbox"/> Operations Staff utilize the Equity Transformation Cycle and/or facilitate cogenerative dialogues with students, families, and/or staff</li></ul>	<p><b>classroom, school, and district level adults about justice- and education-related topics that directly impact them</b></p> <p>CONCRETE ACTION IDEAS TO ACTUALIZE INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Instructional Leaders champion opportunities for students and families to collaborate on various projects, ideas, and initiatives from start to finish, including the implementation of feedback loops for reflection and potential shifts in practice</li><li><input type="checkbox"/> Student-facing Staff curate opportunities for students and families to collaborate on various projects and ideas from start to finish, including the implementation of feedback loops for reflection and potential shifts in practice</li><li><input type="checkbox"/> Operations Leaders champion opportunities for students, families, and/or staff to collaborate on various projects, ideas, and initiatives from start to finish, including the implementation of feedback loops for reflection and potential shifts in practice</li><li><input type="checkbox"/> Operations Staff curate opportunities for students, families, and/or each other to collaborate on various projects and ideas from start to finish, including the implementation of feedback loops for reflection and potential shifts in practice</li></ul>
<p><b>POLICY</b></p> <p>INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Students and families have access to influence student-related protocols at the school level and</b></li></ul>	<p><b>PEDAGOGY</b></p> <p>INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Students and families have a deepened understanding about how to enact their own advocacy</b></li></ul>





<b>policies at the district level</b>	<b>around justice- and education-related topics that are important to them</b>
<p>CONCRETE ACTION IDEAS TO ACTUALIZE INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Instructional Leaders champion opportunities, space, and structures for student and family co-design</li><li><input type="checkbox"/> Student-facing Staff cultivate opportunities, space, and structures for student and family co-design</li><li><input type="checkbox"/> Operations Leaders champion opportunities, space, and structures for student, family, and/or staff co-design</li><li><input type="checkbox"/> Operations Staff cultivate opportunities, space, and structures for student, family, and/or staff co-design</li></ul>	<p>CONCRETE ACTION IDEAS TO ACTUALIZE INTENDED OUTCOME:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Instructional Leaders communicate about opportunities for collaboration, partnership, and engagement with students and families</li><li><input type="checkbox"/> Student-facing Staff communicate about opportunities for collaboration, partnership, and engagement with students and families</li><li><input type="checkbox"/> Operations Leaders communicate about opportunities for collaboration, partnership, and engagement with students, families, and/or staff</li><li><input type="checkbox"/> Operations Staff communicate about opportunities for collaboration, partnership, and engagement with students, families, and/or each other</li></ul>
<p><b>ADDITIONAL IDEAS:</b></p> <ul style="list-style-type: none"><li>❖ <a href="#">Racial and Educational Justice Toolkit</a></li><li>❖ Connect with the Racial and Educational Justice Department for brainstorming, planning, and idea-generating conversations</li><li>❖ Connect with the Family Engagement and Resource Center for brainstorming, planning, and idea-generating conversations</li><li>❖ <a href="#">Resource: Dr. Chris Emdin's "7 C's"</a></li><li>❖ <a href="#">Resource: The Equity Transformation Cycle in <i>Street Data</i> by Shane Safir and Jamila Dugan</a></li><li>❖ <a href="#">Resource: The practice of building family/community partnerships and co-design in <i>Just Schools</i> by Ann Ishimaru</a></li><li>❖ <a href="#">Resource: Planning and implementation documents by the Community Cafe Collaborative</a></li></ul>	