

Ethnic Studies Community Agreements

Peer Group Norms

- Center the knowledge and experience of our students and BIPOC ESAC members:
 - Who is missing?
 - White supremacy culture.
 - Indigeneity—how are students supported in the classroom?
- Accept where each of us is and offer encouragement/support to move forward:
 - Anyone on this committee is continually engaging in this work.
- Attend to power dynamics:
 - Teacher/student relationship—learning from students based on student experiences.
 - Be aware of how you use your position and privilege (e.g., if others aren't talking, are you taking up too much airtime or emotional space?).
- Create a space for multiple perspectives:
 - Speak your truth and seek understanding of perspectives that differ from yours.
- Take responsibility for how your actions and words impact other people:
 - Impact is more consequential than intent.
- Lean into discomfort:
 - Work to grow your understanding of racism by being vulnerable.
 - Examine what makes you uncomfortable.
 - Stay engaged.
 - Incorporate conversations and thoughts that focus on needed change and truly hear, lead, and guide the experiences of BIPOC.
- Expect and accept non-closure.
- Practice examining racially biased systems and processes:
 - Individual actions are important, and systems are what are left after we leave this space.
 - Recognize and name white supremacy and settler-colonialism when it shows up.
- Focus on learning:
 - Show what you're learning (not what you already know). This is lifelong work, and we are lifelong learners.
- Work to build community and trust:
 - We're here to shift outcomes, change narratives and ensure every WA student is prepared for college, career and civic life.

Partially adapted from Color Brave Space Norms from Equity Matters. (www.equitymattersnw.com) and Courageous Conversations About Race.

