

ENAEP PAC Meeting Notes

Date: February 2, 2026

Location: Lake Washington High School (LWHS)

Start Time: 6:00 PM

Primary Focus: Indigenous Education, Land Acknowledgement, and STI Curriculum Implementation

Attendees

- Stephanie Alcaraz – PAC Treasurer
- Jeniffer Quillin – PAC President
- Alexandria Reyes – Parent
- Anastacia – Student
- William Isaias – NSD Representative
- Ayva Thomas – NSD Representative
- Ranna Harb – NSD Representative
- Aspen Balkman – Student
- Qwinn Currier – Student
- Monica MakesColdWeather – PAC Secretary
- Claudia Macias – Parent
- Lauren Nabahe – Program Director, LWSD

Speakers (in order): Ayva, Ranna, Ayva, Lauren, Alexandria, Ayva, Alexandria, Ayva, Alexandria, Ayva, Alexandria, Ayva, Claudia

Discussion Topics

1. Purpose and Meeting Framing

- Collaborate with Native leaders and families
- Avoid placing all responsibility on one Native individual
- Emphasize land acknowledgement as an active, ongoing practice
- Use this meeting to initiate sustained partnership and collaboration

2. Land Acknowledgement as Action

- Go beyond ceremonial readings

- Recognize Indigenous presence in the school community
- Integrate into classroom learning, not just public events
- Tie into Ethnic Studies and prevent curriculum erasure

3. Student Education & Justice Conference

- Slide deck developed collaboratively on land acknowledgements
- Workshop at Student Justice Conference highlighted student questions:
 - "What do we do next?"
 - Responses included guidance on respect, posture, and continued learning

4. Protocols vs. Prescriptive Practices

- Avoid speaking for all Native people
- Encourage flexible and respectful practices:
 - Place acknowledgement early in the agenda
 - Stand during acknowledgement if standing for Pledge
 - Allow time for reflection
- Center Native student experiences and voices

5. Frameworks and Reflective Questions

- **Student-Facing:**
 - Everyday acknowledgement through small, mindful actions
- **Staff-Facing:**
 - Accountability in curriculum use (STI, tribally endorsed content)
 - Questions adapted for students, staff, and age groups
- Resources shared online for family and school use

6. Future Plans: Videos with Native Students

- Short videos to accompany slide decks/frameworks
- Feature diverse Native student experiences
- Increase engagement across classrooms

7. STI Curriculum Concerns

- Implementation of STI since 2015 is inconsistent
- Parents frustrated by delays
- District leader assessing current usage and planning reforms
- Need for structural accountability and capacity-building

8. Accountability via Danielson Framework

- Student voice, identity, and choice added to teacher evaluations
- Tie STI and land acknowledgment to:

- Teacher and admin evaluations
- Professional development goals

9. Leadership and Advocacy Values

- Focus on student/family needs over systemic inertia
- Willing to make bold stances in leadership circles
- Strategic efforts to create long-term cultural and policy change

10. Concrete School-Level Action

- Propose piloting at one school (elementary, middle, or high)
- Identify "rock star" educators to lead and model the work
- Elevate their success stories across the district
- Address misuse or misunderstanding (e.g., signs or fake cultural displays)

11. Closing & Next Steps

- Reconvene with broader community input
 - Begin with small, visible initiatives, then expand
 - Examples to explore:
 - Displays like Oneida HS
 - Native-authored book lists from previous events
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Next Steps / Action Items Summary

- Identify and select a pilot school and lead teachers
 - Integrate land acknowledgement and STI into evaluations and PD agendas
 - Launch first video featuring Native student voices
 - Begin professional development for administrators
 - Require each school to document STI implementation efforts
 - Conduct audits of signage and curriculum use
 - Schedule follow-up meetings and progress reporting
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Ending of Meeting Notes: 6:33pm