



Whatcom Intergenerational High School

Cultural Engagement Committee Meeting

Published on November 7, 2024 at 2:15 PM PST

Date and Time

Thursday November 7, 2024 at 6:00 PM PST

The Cultural Engagement Committee is a standing committee of the Whatcom Intergenerational High School and its meetings are open to the public in accordance with RCW 42.30 (Open Public Meetings Act). In compliance with Washington State Law and Charter School Regulations (RCW 28A.710), should three or more WIHS Board Directors be present, the meeting will be considered an official board meeting. Such meetings must follow all requirements of the Open Public Meetings Act, including proper notice, recording of minutes, and public comment periods. Official board meetings are also subject to WIHS bylaws which require posting of agendas at least 24 hours in advance, maintaining quorum requirements, and following established voting procedures. All official board actions and decisions must be made in public, with proper documentation and transparency.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Welcome and Introductions		Patrick Freeland	15 m
Your Vision, wisdom, voice and perspectives are valuable to this process. We're hoping to "do this in a good way," and also embrace principles of relationality, sense of Place, and honoring Indigenous knowledges and ways-of-life. We			

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	particularly welcome the participation of Tribal members, Elders, and Knowledge Holders who can guide us in this important work.		
	We will begin with welcomes and introductions, following our peacemaking circle protocols that honor every voice and create space for authentic sharing.		
B.	Call the Meeting to Order	Patrick Freeland	1 m
C.	Review Meeting Minutes and Norms & Agreements	Patrick Freeland	5 m

While this committee meeting does not require formal agenda approval and meeting minutes approval, review of prior meetings will occur, in particular to contextualize (and include additional as needed) **norms & agreements** and CEC mission.

- **Speak Truth - Tell your story**
- **Every Voice is Heard**
- **Always have an Opening**
- **Always have a Closing**
- **No bad circles**
- **Share the Wisdom, but leave the Details**

CEC Mission & Vision

Mission: The mission of the WIHS CEC is to help build a compassionate community within our school and world through multicultural education, awareness, and advocacy. We are committed to:

- **Creating a sense of belonging**
- **Promoting equity**
- **Cultivating social responsibility**
- **Teaching and learning**
- **Fostering representation**
- **Advocating for inclusivity**
- **Being Authentically**
- **Healthy Communication**
- **Planting Seeds of Transformation**

Vision: Create a just and inclusive society where every person is valued, empowered and equipped with the skills to be leaders, advocates, and allies.

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Overview: The CEC meets to empower, accept, and celebrate all of the diverse people within our school and community. Through outreach to diverse local communities, we hope to strengthen our school and increase inclusive practices. Working with school leaders and community partners, the CEC will expand awareness of WIHS, grow partnerships with Indigenous, global majority, and peoples representing all of Whatcom County

II. Pre-Work

6:21 PM

As we engage in this work, it is essential to recognize that Tribal Nations are domestic dependent Nations in treaty with the United States of America, a relationship that supersedes local and state laws. While cultural and ethnic considerations are important, our work must be grounded in understanding the unique sociopolitical contexts of the **Sovereign Nations** we work with and the usual and accustomed territories we reside within.

A. Review Legal Foundations of Lummi Nations Tribal Sovereignty

FYI

Patrick Freeland

5 m

These documents are fundamental laws and legal frameworks that constitute Treaty Rights to land, natural resources, and cultural sovereignty, and are important to understand:

- Lummi Nation Code of Laws <https://www.lummi-nsn.gov/website.php?PageID=831/>
- Treaty of Point Elliott 1855 <https://goia.wa.gov/tribal-government/treaty-point-elliott-1855>
- United States v. Washington (Boldt Decision) <https://lib.law.uw.edu/indian-tribal/boldt>

III. Review WIHS Land Acknowledgement

6:26 PM

The core of our discussion will center on reviewing and revising the WIHS Land Acknowledgement. We will examine this through multiple lenses, including Lummi Nation resolutions, historical context, and ways to move "beyond land acknowledgement" toward meaningful engagement and relationship-building. **We are seeking thoughtful input on ways to make our acknowledgement more meaningful, actionable, and strengthen**

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our relationships and cultural connections with the Lummi Nation and Nooksack Tribe and other Tribal communities in Whatcom County.

Pre-reading materials have been provided, including the Treaty of Point Elliott, the Lummi Nation Code of Laws, and other essential resources that will inform our discussion, however please do not feel obligated to have reviewed all of these materials in advance; also, additional recommendations for "Self Work," are encouraged. These materials will help ground our conversation in historical and sociopolitical contexts and current realities.

A. Contextualizing Tribal Engagement

FYI

Patrick Freeland

5 m

Key Terms

1. **Sovereignty**
2. **In Common**
3. **Usual and Accustomed**
4. **From Time Immemorial**
5. **Being a "guest" in these lands**

Critical Context

1. [Lisa Cook Capstone Presentation - Time Immemorial](#)
2. ["Indians of the Pacific Northwest: From the Coming of the White Man to the Present Day" - Vine Deloria, Jr](#)
3. ["Land Acknowledgement" - Lhaq'temish Foundation](#)
4. [LIBC RESOLUTION #2021-060](#)

B. Review and propose amendments and actions in regards to WIHS Land Acknowledgement

Discuss

Patrick Freeland

30 m

This review will be grounded in essential concepts including Tribal Sovereignty, rights held "in common," usual and accustomed territories, and the understanding of the Lhaq'temish People's presence on these lands since Time Immemorial. **We recognize our position as guests on these lands** and seek to align our acknowledgment with Lummi Nation's own articulation of their relationship to place, as formally expressed in LIBC Resolution #2021-060.

Our discussion will be informed by Indigenous scholarship and leadership, including Lisa Wilson's work at Northwest Indian College, Vine Deloria Jr.'s foundational writings on Indians of the Pacific Northwest, and the Lhaq'temish Foundation's guidance on Land Acknowledgement.

Critical to this process is examining not just the language we use, but its purpose and impact, asking **"Who is this for?"** We will explore how our acknowledgment can move beyond words to meaningful action, following the Native Governance Center's guidance on going "beyond land acknowledgment." Together, we will consider fundamental questions about permissions, responsibilities, and the concrete steps our acknowledgment should inspire.

IV. Revisit Ideas for CEC

Several ideas have been proposed for the Cultural Engagement Committee to work on. This space will be to gather ideas, share upcoming events and opportunities, and to assign leaders for specific ideas and/or projects.

Events that have been proposed include:

- **Partnerships with Whatcom Arts Community**
- **Murals within the school, outside of the school**
- **Expand Professional Connections**
 - **Lummi and Nooksack Tribe**
 - **Children of the Setting Sun Productions**
 - **Salmon Enhancement Partners**
 - **Downtown Bellingham Partnership**
- **First Friday Art Walks**
- **Recruit Additional Committee Members**
- **Native American Heritage Month**
- **Connect with NWIC, WCC, and WWU Events**
- **Martin Luther King Day**
- **Identify Grants/Donations to support Cultural Engagement and WIHS**

V. Community Consortium for Cultural Recognitions (CCCR) Partnership Process

7:01 PM

The Cultural Engagement Committee will review WIHS's potential membership in the **Community Consortium for Cultural Recognitions (CCCR)**. After examining CCCR's mission and impact through their website (www.wvu.edu/community-consortium-cultural-recognitions), we will discuss and determine appropriate financial and programmatic commitments.

The baseline financial commitment is \$1,000 annually, though most current consortium partners "contribute \$6,000 to ensure equitable compensation for cultural knowledge

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holders, speakers, and event support, as confirmed by Chris Roselli, "this higher contribution allows allocation of approximately \$2,000 per sponsored event."			

Committee members will identify any additional commitments to include in our proposal beyond financial obligations. Following consensus on commitments, a formal proposal will be drafted for submission to the Budget and Finance Committee for consideration in the annual budget planning process. Upon securing budget approval and establishing the designated line item, we will submit the comprehensive proposal to the WIHS Board for final review, seeking approval for both the budget amendment and formal inclusion in the CCCR.

A. CCCR Discussion	Vote	Patrick Freeland	15 m
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1. **Review** CCCR <https://www.wvu.edu/community-consortium-cultural-recognitions>
2. **Affirm** WIHS Board is open to proposal for WIHS joining consortium
3. **Agree** on Commitments
 1. \$1000 Minimum; per Chris Roselli, "organizations contribute at least \$1,000. It is important that we properly compensate speakers, caterers, and others appropriately, especially since so many have done this work with little to no compensation for many years. Currently, most partners are contributing \$6,000 which allows for \$2,000 to be spent at each event per sponsor."
 2. Additional commitments to include in proposal?

B. CCCR Proposal Development and Next Steps	FYI	Patrick Freeland	10 m
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1. **Draft** Proposal (PF) based on CEC committee feedback and recommendations
2. **Submit** to Budget and Finance Committee for inclusion into annual budget; upon budget approval and line item
3. **Submit** proposal to WIHS for budget amendment and formal institutional inclusion into the CCCR

VI. Committee Development

Reviewing Committee Development and housekeeping, gathering feedback from committee members, and finalizing tasks

1. **Create** Committee in BoardOnTrack; upload documents and information

- 2. **Ensure** Permissions
- 3. **Set** Regular Meeting Times/Locations (Hybrid recommended)
- 4. **Set** In-Person Peacemaking Circle Date(s)

Purpose Presenter Time

VII. Closing Items **7:26 PM**

A. Adjourn Meeting Vote Patrick Freeland 1 m

Thank You to all who have participated in tonight's meeting!

Notes and follow-up will be shared via email as well as meeting invites for future scheduled meetings. Meeting minutes and documents uploaded to BoardOnTrack and made publicly available as needed.

Non-Discrimination Statement

Whatcom Intergenerational High School **does not discriminate in any programs or activities** on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal, and provides equal access to the Boys & Girls Scouts and other designated youth groups.

The following compliance officers have been designated to handle questions and complaints of alleged discrimination. They are available at 1 Bellis Fair Pkwy Suite 104 Bellingham, Washington 98226, or by phone at **(360) 543-8282**

- **Civil Rights Compliance Coordinator & Title IX Officer: Dawn Walker**
dawn.walker@intergenerational.school
- **Section 504/ADA Compliance Coordinator: Dawn Walker** dawn.walker@intergenerational.school

Patrick Freeland

Signed by Patrick Freeland on 11/7/2024