

NAMING & DEFINING PLACES



Centering the Experience of Black, Native, and Students of Color Through A Racial Equity Design Process



December 15, 2020



PPS reimagined

Preparing Our Students to Lead Change and Improve the World

Core Values

Our enduring beliefs that will guide our actions toward our collective vision.

Graduate Portrait

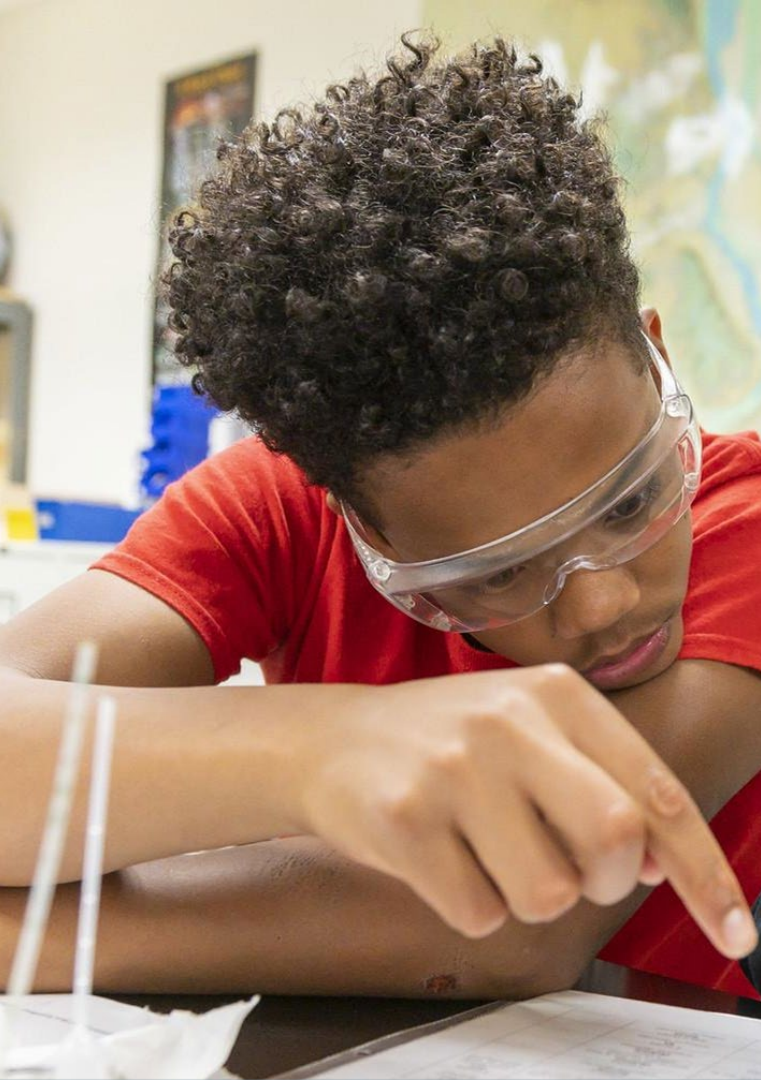
A clear and ambitious picture of what the community wants our students to know, be, and be able to do, in order to prepare them to thrive.

Educator Essentials

The knowledge, skills, mindsets, and dispositions needed from every adult to support the Graduate Profile in every PPS student.

Educational System Shifts

Changes to our priorities and operations that will help create the conditions for adults to do their best work in realizing the Graduate Profile in every student.



Racial Equity and Social Justice at Portland Public Schools

Connecting Our Collective Framework and Plan

Student-Led Initiatives RESJ Goals

Student Voice

Student Identity Development & Affirmation

Teaching & Learning RESJ Goals

- Instruction
- Curriculum





Theory of Action

IF...

We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student

...THEN

We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students, realizes the vision of the Graduate Portrait.

Preparing Our Students
to Lead Change and
Improve the World.



Culturally Responsive/Sustaining Pedagogy



Culturally Responsive Pedagogy

1. The eradication of deficit-based ideologies of culturally diverse students
2. The disruption of the idea that eurocentric or middle class forms of discourse, knowledge, language, culture and historical interpretations are normative.
3. A critical consciousness and sociopolitical awareness that reflects an ongoing commitment to challenge injustice and disrupt inequities and oppression of any group of people.
4. An authentic and culturally informed notion of care for students, wherein their academic, social, emotional, psychological and cultural well-being is adhered to.
5. A recognition of the complexity of culture, in which educators allow students to use their personal culture to enhance their quest for educational excellence.

Critical Race Theory

- Counter-Storytelling
- The Permanence of Racism
- Whiteness as Property
- Interest Convergence
- Critique of Liberalism

Counter-Storytelling

Telling the stories of our BIPOC students, families and community can challenge and counteract racial inequities and catalyze the movement for racial justice.



A Roadmap centering Racial Equity & Social Justice



Individual Readiness

Organizational Culture

RESJ Systems

1) Self-Study

2) Student Empathy Interviews

1) Designing systems to conduct schoolwide learning and engagement on culture and climate (regardless of renaming)

2) Develop technical supports, including a **Naming and Defining Places Toolkit**

Braid **General Criteria for Naming and Defining Places** through naming practices and into the fabric of our dynamic system





Naming & Defining PPS Places

Background and Context

BIPOC Students attend schools and live in a city that venerate problematic, historical figures:

- Woodrow Wilson High School
- Blanchard Educational Student Center
- Jefferson Davis Park (Ridgefield, WA)
- [Racist Slurs Permeate Oregon Geography](#)

BIPOC Students attend schools and seldom get to see or learn about local or national BIPOC leaders.

Only in the past 5 years has the State of Oregon passed legislation requiring Ethnic Studies and Tribal History as part of core curriculum.

Culturally responsive instruction is not consistently practiced, and often school communities lack a counternarrative told by BIPOC students.



Policy:

[2.20.010-P Naming District Property](#)

Administrative Directive:

[2.20.011- AD](#)

General Criteria for Naming & Defining Places

1. Student Sense of Belonging
2. Racial Equity & Social Justice
3. Centering Diverse Student Voice
4. Historical and Educational Perspective
5. Action Plan to Foster Culture Change with School Name Change
6. Articulated Process Principles or School Values System

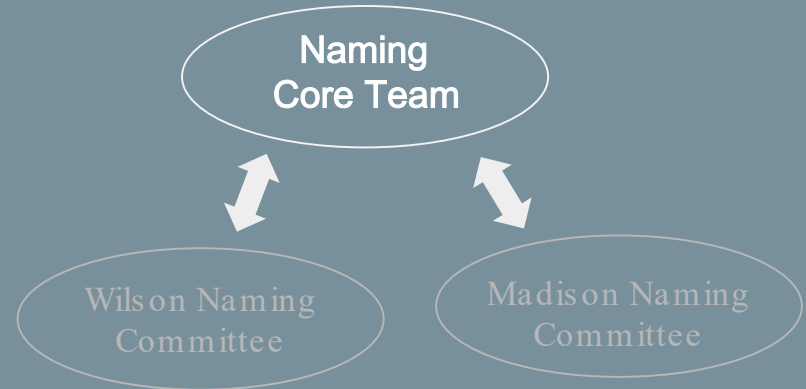


Naming Committee Core Team

The Charge

The Renaming and Redefining Committee, co-facilitated with PPS students, will design a set of recommendations to improve administrative directive and procedures for naming buildings, to be approved by the Superintendent. The committee will create racial equity -centered criteria and systems for all schools seeking a new name.

“Madison and Wilson are serving as *case studies* for the Renaming and Redefining Committee, as they utilize a Racial Equity Design Process to evaluate the current administrative directive and suggest improvements in alignment with RESJ.”





Naming and Defining: Phases

1

SCAN



Learn the charge



Review current Administrative Directive



Conduct empathy interviews

October-November 2020

2

CASE STUDY



Review case studies



Identify issues & solutions



Wilson & Madison recommendation

November- Winter 2021



3

IDEATE



Brainstorm solutions with RESJ



Begin Drafting Administrative Directive

Winter 2021

5 Phases of Naming and Defining

4

PROPOSE

5

REFLECT



Draft
Administrative
Changes

Draft Practice
Changes



Develop recurrent
review process



Finalize
Administrative
Directive

February-March 2021

April 2021

3

IDEATE

In Progress*



**Administrative
Directive
Revisions**



**Toolkit &
Resource
Guide**



**Case Studies:
Madison &
Wilson -
January 12**

How To Stay Engaged

Name recommendations will be scheduled for review for an early 2021 Board of Education Meeting. To stay engaged in the following areas, visit PPS.net/Naming.

Next Steps

- Naming and Defining Process and Phases
- Wilson Naming Process
- Madison Naming Process





Discussion