

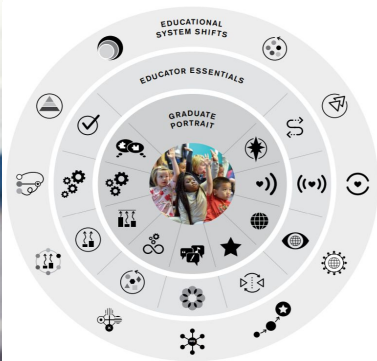
Enrollment & Program Balancing Phase 2

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





Racial Equity and Social Justice within Portland Public Schools



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



Core Value

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.



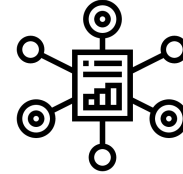
Policy

In 2011, Portland Public Schools launched a Racial Educational Equity Policy and Five Year Plan to change its practices to eliminate the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories



Lens

Our Racial Equity and Social Justice Lens is a transformative quality improvement tool used to improve planning, decision-making, and resource allocation leading to more racially equitable policies and programs.



Framework & Plan

The RESJ framework and plan intends to build on the successes of the initial equity plan while also critically examining opportunities to increase the effectiveness of Racial Equity and Social Justice practices through organizational change and system wide coordination.



Phase 2

In the second phase of the enrollment & program balancing process, Portland Public Schools will continue the multi-year process to develop a plan to balance student enrollment and programs across our district, which serves nearly 50,000 students in 81 schools. Enrollment and Program Balancing uses both a data-driven analysis process and community input to address needs such as equity and inclusion, transportation, facilities constraints, and much more.

**Preparing Our Students
to Lead Change and
Improve the World.**



Enrollment & Program Balancing | Phase 2

Beliefs, Values, and Commitments

Partnerships & Collaboration

We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

Racial Equity & Social Justice

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

Recognize Complexity

We need to resist Either Or Thinking, the urge to think of things in dualities the right way and the wrong way and assigning whole communities to one or the other. Instead we have to create meaningful space for dialogue and consideration that there are multiple experiences and multiple perspectives.

Student-Centered Outcomes

A Sense of Urgency makes it difficult to take time to be inclusive, to encourage thoughtful decision-making, to think long-term, to consider consequences. Instead we are making adjustments to our plans, process and timelines to make space for thoughtful participation and deliberation in order to more fully contend with the complex and interdependent set of decisions to be made.

Encourage Dialogue and Discussion

We encourage one another to resist the Fear of Open Conflict that may manifest when hearing many opposing opinions, and many who raise important considerations. And while we do want to support a recommendation that has widespread support, in the process to get there we do not want to shy away from difficult conversations and conflict. Instead we want to ensure that we tackle these challenges in agreement.



RESJ Framework and Plan

Individual Readiness

We are individuals throughout the organization that are self-aware of our racial identity and how that socially constructed identity has a profound significance and shapes all aspects of our lives.

PPS RESJ Professional Development Framework

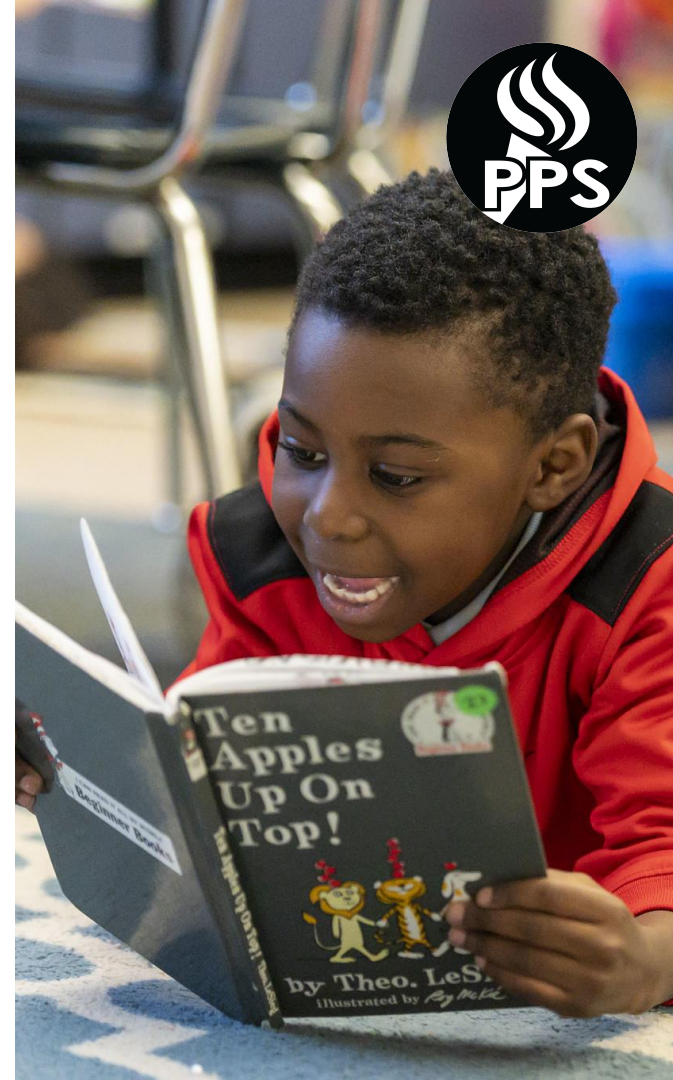
Organizational Culture

We are responsible for building a culture that proactively works to counteract inequities inside and outside of the organization. As such, we act with urgency to grow as adaptive leaders to better impact behaviors, mindsets, practices, programs and processes of the organization.

Build a positive, anti-racist culture

RESJ Systems

We are a school system that unapologetically embrace and braid RESJ practices and principles into the fabric of our dynamic system.



Culturally Responsive/Sustaining Pedagogy



Culturally Responsive Pedagogy

1. The eradication of deficits-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.



METHODS

Paseo Protocol

Empathy Interview

Composite User

Brainstorm

Looks Like/ Works Like

User Testing

Equity Pause

Notice Tool

AEIOU

POV MadLib

Brainwrite

Rapid Prototyping

Role Play Testing

Reflect Write

Constructivist Listening

Immersion

HMW

Constraints

Build to Learn

Storytelling

Dyad Convo

Need Statement

Levers

Think Aloud

Dyad Testing

EMPATHIZE

IDEATE

NOTICE

DEFINE

PROTOTYPE

TEST

REFLECT

Build Relational Trust

Liberatory Collaboration

Bias Toward Experimentation

Build Emotional Trust

Focus on Human Values

Focus on Human Values

Craft Clarity

Liberatory Collaboration

Focus on Human Values

Practice Self-Awareness

Embrace Complexity

Embrace Complexity

Bias Toward Action

Craft Clarity

Practice Self-Awareness

Notice Bias + Power

Practice Self-Awareness

Build Relational Trust

Practice Self-Awareness

Embrace Complexity

Embrace Complexity

Define Bias + Power

Bias Toward Experimentation

MINDSETS

5 Elements of Enrollment & Program Balancing | Phase 2



LAUNCH



Understand the charge



Review goals & charter

LEARN



Continue defining RESJ



Notice and identify top needs for students



Grounding, understanding, & capacity building



Listen to experiences with key topics



Brainstorm outcomes with RESJ

Spring 2021

Summer 2021



TESTING



Draft and test
various solutions



Collaboration for
input from
community

RECOMMEND



Build consensus on a
Phase 2
recommendation

Fall 2021

Student Voice and Community Engagement Framework | Phase 2



<p>Honor student and community intelligence, and lessen dominant inequities with counter narratives.</p> <p>Cognition</p>	<p>Organize young people, and acknowledge the social and political contexts they learn and live in.</p> <p>Capabilities</p>	<p>Be responsive and accountable with thought partnership and accessible design.</p> <p>Confidence</p>	<p>Use multiple engagement methods incorporating technology, and uplift BIPOC student and family voices.</p> <p>Connections</p>
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PPS Stakeholders

PPS principals, central office staff, and FLO Analytics will work to ground the process on the following sets of stakeholders:

- Students, Families, and Community Members
- SE Guiding Coalition
- RESJ Partners

Engagement Methods



Website

Survey

- Honor student and community intelligence, and lessen dominant inequities with counter narratives

Text Messaging

- Organize young people, and acknowledge the social and political contexts they learn and live in

Student Forums

- Be responsive and accountable with thought partnership and accessible design

Focus Groups

- Use multiple engagement methods incorporating technology, and uplift BIPOC student and family voices

Open House

RESJ Partners Advisory

Tribal Community Engagement

School-hosted Parent Meetings

Phase 2 | Community and Student Engagement Timeline



Community Outreach	Month	Phase 2 Element
<p style="text-align: center;">Launch</p> <ul style="list-style-type: none"> • Website (continuous) • Surveying input from families • Social media (continuous) • Texting • Principal's messages (continuous) • Public SE Guiding Coalition Meetings 	May	Launch
<p style="text-align: center;">Learn</p> <ul style="list-style-type: none"> • Continuing awareness with opportunities to share general feedback • Results from messages and surveys prioritizing black families, indigenous families, and families of color • Results from online survey of broader PPS community • Student Forum and BIPOC focus groups • Feedback on virtual open house 	May-June	Learn
<p style="text-align: center;">Brainstorm</p> <ul style="list-style-type: none"> • Continuing awareness with opportunities to share general feedback • Outreach to focus groups (black and indigenous, Spanish speaking, Chinese Speaking, teachers, students) 	Fall 2021	Brainstorm
<p style="text-align: center;">Test</p> <ul style="list-style-type: none"> • Board of Education Public Worksession 	Fall 2021	Testing
<p style="text-align: center;">Recommend</p> <ul style="list-style-type: none"> • Continued Stakeholder Engagement • School Site-based Engagement • Public Comment to the Board of Education 	December	Recommend