

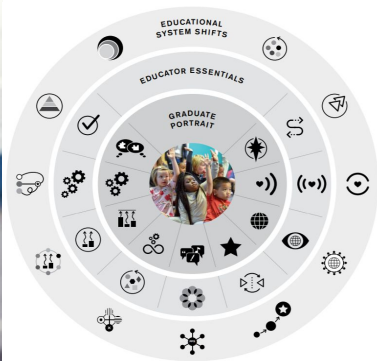
Renaming & Redefining PPS Places

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





Racial Equity and Social Justice at 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

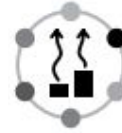
The knowledge, skills, mindsets, and dispositions needed from every adult to support the Graduate Profile in every PPS student.

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.



What Steps Is PPS Taking To Realize PPS reimagined?



Racial Equity Aligned Systems and Structures



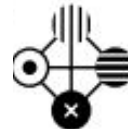
A Connected and Transformative School District



Transformative Curriculum and Pedagogy



A Culture of Physical and Emotional Safety



Cultivating Systemwide Learning and a Diverse Workforce



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.



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.

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

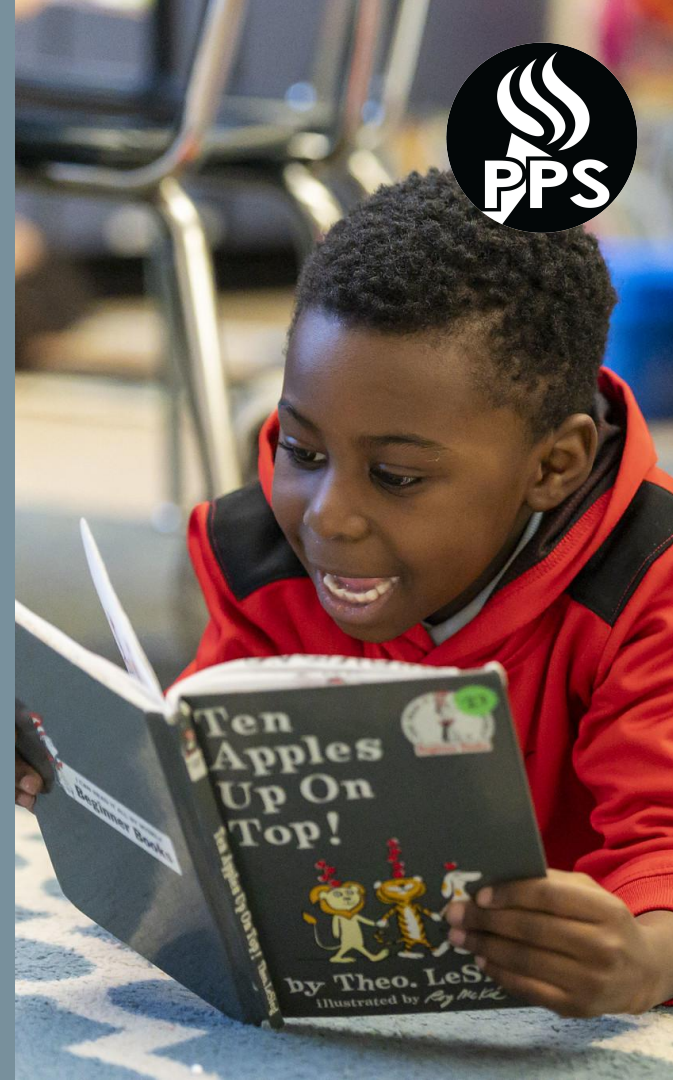
Organizational Culture

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.



Goals: Student-Led Initiatives



Student Voice

Center student voice in the district's decision-making processes so that they have:

1. Ample opportunity to discuss how they experience school,
2. Facilitated discussions where they can express various viewpoints even if they are counter to dominant narratives,
3. A system for providing feedback to district leadership regarding school issues, suggestions, and desires and
4. Multiple means of expressing their perspectives on district/school issues.

Student Identity Development & Affirmation

Increase opportunities for students to develop a positive social identity and develop language and historical and cultural knowledge that affirms and accurately describes their multifaceted identity.

Goals: Teaching & Learning

Instruction

Identify, adopt, support and implement culturally responsive instructional practices.

Curriculum

Implement GVC across all content areas, ensuring equitable access and opportunity for all PPS Students by implementing a comprehensive, rigorous, and culturally responsive and sustaining core instructional program and integrating culturally and linguistically sustaining teaching practices.



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.





Renaming & Redefining 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

Call to Action

Students and community members want more agency in determining who our school buildings venerate:

- Jackson MS
- Jefferson HS
- Wilson HS
- Lane MS
- Benson
- Alliance
- Kellogg



Our Approach

In 2018, the PPS Board of Education revised PPS' renaming policy to ensure the language in the policy was consistent, clear and provided the community with our organization's values for renaming school buildings. Following the completion of policy amendments, staff updated the Administrative Directive to align with the Renaming Policy. In 2020, our community--and nation--is in the midst of a uprising--in large part due to the energy and determination by our young people to disrupt the status quo which plagues individuals, culture and systems and policies all across our institutions.

As an educational organization dedicated to preparing students to lead change and improve the world, and in concert with the demands to dismantle systems of oppression, we will approach the analysis and potential renaming of our buildings by ensuring we:

- Integrate our evolving commitment to Racial Equity and Social Justice, one that centers the views and experiences of our Black, Indigenous and Students of Color.
- Strengthen the Administrative Directive by applying a racial equity community design process that incorporates acknowledgement and the dismantling of power constructs, dives deep into the history and subsequently strategies to heal as a community and one that co-creates and empathise with communities most impacted.
- Strengthen the process and approach so that our young people and broader community have a critical knowledge and the capacity to understand, interpret, analyze and express their perspectives regards district or school issues.
- Align the process to PPS' outlined goals of racial identity development, student leadership and voice in our Racial Equity and Social Justice Framework and Plan.

Renaming and Redefining PPS Places Principles

Centered in Racial Equity and Social Justice

Student Centered - Student Co-Led

Equity Centered/Liberatory Design

Culturally Responsive/Sustaining Pedagogy

Coherence and Alignment

Reinforces Graduate Profile





Utilizing Equity-Centered Design

How do we apply it to an inclusive BIPOC student-centered process?

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

Proposed Process to Amend the Renaming Administrative Directive

September 2020

Phase I: Scan - Refine the charge, review current administrative directive and procedures, conduct empathy interviews.

October - November 2020

Phase II: Case Study - Review and study Wilson HS renaming process and define issue areas and potential solutions (October - December 2020; Board Approval Tentative - December 2020)

December - January 20/21

Phase III: Ideate - brainstorm new/revised solutions

February - March 2021

Phase IV: Propose - draft AD and practice changes, propose to Superintendent

April 2021

Phase V: Reflect - develop six-month and subsequent annual review process for proposal.

Suggested Team Membership

Students:

- MS and HS
- Cultural Clubs/Leadership

Staff:

- RESJ
- Engagement
- OTL
- OSP
- Comms

Community:

- RESJ Partners

