

# Civic Engagement and Unrest

A Tool Kit for Resilience  
and Empowerment★



PORTLAND  
PUBLIC  
SCHOOLS

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# Message from the Superintendent ★

American democracy offers a myriad of ways to participate and engage. We are in a time of increasing social division, young people demanding a racial reckoning, a global pandemic, an economic crisis, and the threat of continued violent riots. The 2020 presidential election and aftermath are further testing our community and country. They challenge us to ask ourselves: *Who are we, and what do we want for our future?*

As educators, we have an opportunity and obligation to support our students (most of whom are not yet of voting age) by helping them understand how our democracy works and ensuring they have the objective knowledge of current issues to put in context the outcomes of an election. We have a responsibility to make sure our students understand that civic participation is necessary for our democracy to thrive. The more our students know about our systems of government, the more prepared they will be to engage in critical civic discourse and participate in the betterment of our community. Additionally, our values of racial equity and social justice require us to provide culturally responsive curriculum and instruction. We must assist students to develop critical consciousness and sociopolitical awareness to challenge injustice and disrupt inequities and oppression of any group of people. Public education can be a powerful antidote for the lack of civility we often see in political discourse today. We have the skill and practice to support students as they develop their own critical thinking and empowerment skills.

Now more than ever, we need the next generation of leaders to demonstrate the characteristics outlined in our vision, [PPS reImagined](#). The heart of our vision is the Graduate Portrait. It is our promise to our students and families. At this moment, our students are called upon to navigate and adapt to complex challenges, and three elements of the graduate portrait are especially applicable:



- **Resilient and Adaptable Learners** where students can embrace discomfort and navigate persistently through failure to success by adapting themselves to the environment or changing it. They make use of community and cultural assets to develop networks of allies to help them persevere through challenges and embrace continuous learning for professional growth and personal fulfillment.
- **Reflective, Empathetic, and Empowering Graduates** where students demonstrate empathy, curiosity, respect, and interest in other points of view. They seek to empower others and are accepting, appreciative, compassionate, and kind toward others.
- **Transformative Racial Equity Leaders** where students understand how our communities have been impacted by racial injustice, and they can recognize and interrupt the conditions that enable it. They can deconstruct the dominant narrative and change it to a more balanced and inclusive one. As racial equity-driven problem solvers, they engage in community conversations about social justice issues and help develop and implement solutions that respect and include the perspectives of other cultures.

I want to encourage all of the adults in our PPS community to draw upon our reserves of resilience to support our students' learning and the contextualization of this time in our democracy. I believe as strongly as ever in the power of democracy and our role as educators to support it. If we want to champion positive transformative change, we have to fight misinformation with education and support the principles of a just democracy. I want to continue to stress the importance of everyone in our PPS community coming together to support one another. By recognizing our mutual interdependence, we can continue to strengthen our school system so that our students are empowered and prepared for all the challenges before us.

We updated and adapted our 2020 Election Tool Kit into our **Civic Engagement and Unrest: A Tool Kit for Resilience and Empowerment**. It contains information, guidance, and resources to assist staff preparation for the inauguration and beyond. This tool kit includes an outline of staff expectations, access to lesson plans that align with our graduate portrait, election and civics content, professional development tools for educators, a directory of internal and external supports for students, our Guidelines for Political Speech and PPS Hate Speech Protocols, and a list of additional supports for staff. This tool kit can also be found on the PPS Site Admin Portal and will continue to be updated over time.

**Guadalupe Guerrero**

Superintendent



# Talking Points for Senior Leaders★

As leaders and educators, we are uniquely situated and directly responsible for supporting our students' learning and contextualization of civil unrest and compounding crises. As we have become all too familiar with in the past year, such events often create conditions that threaten the well-being and the safety of students and staff.

Delivering on our responsibilities to students and addressing safety require all of the staff of PPS to engage in thoughtful and adaptive *preparation*, *mutual support*, and a collective *focus* on modeling and teaching the characteristics we espouse in our Graduate Portrait.

**In the Educator Essentials attributes from the [PPS Vision](#), PPS staff are called upon to be:**

- **Adaptive & Resilient** with a commitment to “developing the skills and persistence to shift the system and structures around them when necessary and build their own resilience through self-care, and collaboration with students, educators, and others.”
- **Consistent & Reliable** with “consistently high expectations and levels of preparedness so they can best respond to the needs of the students in front of them.”
- **RESJ Centered** with a commitment to be “courageous change agents who actively promote and ensure racial equity and social justice. They understand that the perceived reality, based on the dominant culture, has often excluded the perspectives of people of color. They understand that they can replace the narrative with a more inclusive and objective multi-cultural approach that contributes to the positive identity development of adults and students of color. They ensure equitable access to learning for every student, and their diverse learning styles, through clearly defined racial equity and social justice-based practices, and culturally and linguistically responsive teaching and curricula and materials. They create safe learning communities that value diversity in their departments, schools, and classrooms.”



## What is expected of me?

We can expect further civil unrest on Inauguration Day in particular, as well as the days leading up to the inauguration and possibly beyond. As a leader, it is your responsibility to prepare, in advance, you and your team for events that we can reasonably anticipate will have distressing repercussions for our student and staff, including the January 20 Inauguration Day. Preparations should include addressing potential impact in advance, including:

- Schedule a team meeting.
- At the meeting, review the Superintendent’s message and the PPS Civic Engagement and Unrest Toolkit.
- Reinforce the themes of resiliency and empowerment. Discuss how those themes apply to the events of January 6 and Inauguration Day and beyond for your team.
- Make a plan for Inauguration Day, the day after, and beyond. Get specific:
  - Your direct reports who are team leaders should plan their team meetings and individual check-ins with their direct reports in advance of Inauguration.
  - Review the internal and external supports and resources available to our students, staff, and communities, identified in the PPS Civic Engagement and Unrest Toolkit.
  - Anticipate what may occur leading up to and after the inauguration. Engage your team in walking through different scenarios, and the expectations of one another, how each person will handle those scenarios. Identify any supports needed.
  - While we want to prepare for unrest, Inauguration Day is traditionally a time for celebration of the peaceful transition of power fundamental to American democracy. You may want to consider a joyful recognition of Inauguration Day as part of your planning, demonstrating one of our Core Values, Joyful Learning & Leadership.

**Joyful Learning & Leadership:** We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process.

- Set aside times you and your team will be available for one another.
- Remind staff of the guidelines regarding [political speech](#) by public employees.
- Practice optimistic closure. The PPS Vision and Graduate Portrait paint a compelling vision.

*From the Superintendent’s message: “Public education can be a powerful antidote for the lack of civility we often see demonstrated in political discourse today. We have the skill and practice to support students as they develop their own critical thinking and empowerment skills.”*

- Check in with your direct reports regarding their readiness and ability to follow through on your and the district’s expectations.
- Reach out with questions and for support.



## Staff Expectations

While the result of the election has consequences for our staff members on a personal level, we also have an obligation as public school employees to present an objective, non-biased view of the election. To that end, we have the following expectations of staff members leading up to and following the determination of the election results:

### Do:

- Share factual information about the electoral process with students.
- Acknowledge the context of what is happening in the community, state, and in this case, the U.S. capitol. Ignoring or minimizing what may be causing significant anxiety is another form of trauma.
- Support students through [culturally responsive practices and strategies](#). Be prepared with an activity that allows them to give voice to what they are experiencing. You know your students and classroom. This is about creating community and acknowledging that every individual has a right to feel whatever it is they are feeling. Their reality and feelings are not up for debate. Set classroom expectations for the activity you choose.
- Make space for students to share their feelings in a productive manner. Using sentence prompts such as "I feel..." Be prepared to move students to a virtual breakout room if hateful or discriminatory comments are made.
- Only share factual information with students. To answer questions, say, "That's a really good question and I don't know the answer, but we can try to find out together."
- Encourage students to find support among friends and loved ones and encourage students to seek support when they need it. Help students identify who their support network is and suggest adults such as counselors and social workers if they need it.
- Promote empathy with your students. Empathy is not only good for those around you, but it can also promote good health, lower stress, and prevent burn-out while connecting you to other people in deep and meaningful ways.
- Continue to practice routines to provide a sense of normalcy for students.
- Encourage students to practice some basic emotional and self regulating skills which may include: taking breaks when they need them, getting outside if possible, avoiding social media, eating healthy foods, getting enough sleep, and giving themselves grace and acceptance for what they feel.



## **Don't:**

- Share personal feelings about the winner/loser of the election.
- Make assumptions that families and students share your personal views of President-Elect Biden and President Trump.
- Make inflammatory comments about any of the parties, politicians, or their policies.
- Ignore discriminatory behavior or words. Address them in the moment and refer to [district resources](#) on responding to hate, bias, or discriminatory speech.

## **Support for Students and Families**

Like all of us, students and families are experiencing uncertainty, stress and anxiety related to the November election and its fallout, the pandemic and economic fallout, the racial uprising, and climate change. We know our students who are Black, indigenous and people of color, and their families, experience this trauma differently and more intensely.

To offer support, we've gathered internal and external supports, listed by school, in the PPS [PPS Menu of Student and Family Supports](#). This catalog shows what we are currently offering and establishes new ways that our PPS students and families can access supports during this season of comprehensive distance learning.

## **Additional Resources**

### **Serving Immigrant Families:**

PPS remains committed to creating safe and inclusive learning environments for all of our students regardless of race, gender, gender identity, religion, ethnicity or immigration status. The link below provides a full list of resources for immigrant families.

<https://www.pps.net/domain/4352>

### **RESJ Partnerships:**

PPS continues to partner with culturally specific organizations to help serve and support our students. The link below highlights our partner organizations here to support students.

<https://www.pps.net/Page/15401>

### **ACLU - Know your Rights**

Everyone has basic rights under the U.S. Constitution and civil rights laws. Learn more here about what your rights are, how to exercise them, and what to do when your rights are violated.

<https://www.aclu.org/know-your-rights/>





# Expectations for Day Of and Beyond ★

PPS is preparing for several potential scenarios that may occur as a result of civil unrest this year. Below is detailed information PPS Leadership will utilize for decision making during inauguration week.

## **Criteria for suspending in-person- transition to CDL for MS/HS and other in-person school based activities/work**

### Student & Employee Safety

- Civil disturbance active protesting on campus
- Civil Disturbance near campus prevents students and staff from safely going to and from campuses

### Extensive Building Damage

- Broken windows
- Extensive hate speech
- Fire damage
- Utility outages

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## **Student Attendance During Protests**

- PPS is not sponsoring any student-led protest, but we do recognize students' constitutional right to freedom of expression.
- Staff who learn of organized student walkouts/protests should communicate with Elisa Schorr, Area Senior Director of High Schools (ewinger@pps.net), and Molly Emmons, Director of Security (memmons@pps.net).
- Student led-walkouts/protest, if students in MS/HS grades choose to leave campus during in-person(hybrid instruction) to participate in a walkout/protest will not be monitored by district staff once they have left PPS property. PPS staff (teachers, support staff, administrators) will remain on campus and continue to attend to students who remain in the classroom. PPS staff to the best of their ability will identify students who have left campus to engage in the walkout/protest and will attempt to notify parents/guardians in a timely manner. PPS cannot ensure student safety once students have left a PPS campus.
- During Hybrid and/or Comprehensive Distance Learning, student-led protests on school grounds do not interrupt class instruction. PPS staff (teachers, support staff) will continue with scheduled work, whether virtual or elsewhere, attending to those students who remain in distance learning instruction, unless directed otherwise by a school administrator.



**Student Attendance During Protests (continued)**

- During CDL, attendance can occur through attending a virtual class meeting, students submitting work, or students communicating with the teacher. These methods allow flexibility for students who need to log in and access material at a different time on any school day. Because of that flexibility, physical attendance tracking during previous protests is not possible during CDL. Student participation should not result in an absence if they adhere to logging in within the 24 hour window of the class day and completing the work.

**Timing of Decisions**

- EOC Team will convene regularly to monitor the situation.
- EOC will assess current situations and make closure recommendations to the Superintendent

**Campuses at Higher Risk for Protests by location and/or school name/mascot (no known threat at this time)**

- Lincoln
- Jefferson
- Cleveland
- MLC
- Chapman
- Grant
- Scott
- Sabin
- Vernon
- James John
- Kenton
- Woodlawn
- Lent

**Mitigation Efforts to Protect Higher Risk Campuses**

- Cover windows where statues are visible
- Dedicated security patrols
- Intrusion alarms single trip

**Response & Recovery-Clean Up Strategies for Building Damage**

- Increase number of on-call maintenance
- Emergency contract for clean-up/repair

**School Based - Limited In Person Activities**

- Operations
  - Maintenance
  - Custodial
  - Security
  - Nutrition Services
    - Meal distribution: Monday - Friday. 3:30 - 4:30
  - Construction
  - IT distribution
- Instruction
  - Transportation
  - Hybrid & CDL support (administration and educator)
  - Athletics
- 3rd Party / Other
  - Childcare
  - SUN



# Lesson Plans★

The Office of Teaching and Learning's Humanities Department has curated lessons plans and resources to help educators engage with students throughout the school year and align to our vision, PPS reimagined: *A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.*

Lessons will align with the following attributes of the Graduate Portrait:

**Resilient and Adaptable Learners:** Students are prepared to navigate, adapt to and meet life's complex challenges. They can embrace discomfort and navigate persistently through failure to success by adapting themselves to the environment or changing it. They have a growth mindset, knowing that new knowledge and skills are always possible, and they see mistakes and failures as learning opportunities. As informed and resourceful self-directed lifelong learners, they advocate with pride for their rights and for themselves. They make use of community and cultural assets to develop networks of allies to help them persevere through challenges and embrace continuous learning for professional growth and personal fulfillment.

**Reflective, Empathetic, and Empowering Graduates:** Students are self-aware, reflective, and able to recognize personal bias toward people, cultures, and situations. They operate from a strengths based perspective and demonstrate empathy, curiosity, respect, and interest in other points of view. They seek to empower others and are accepting, appreciative, compassionate, and kind toward others.

**Transformative Racial Equity Leaders:** As racial equity leaders, students take part in making our society more just and equitable for people of color. They understand how our communities have been impacted by racial injustice, and they can recognize and interrupt the conditions that enable it. They develop agency and advocacy skills to challenge injustice and change oppressive systems in their communities. They understand that the dominant historical narrative can minimize the perspectives of people of color and contribute to institutional racism. They can deconstruct the dominant narrative and change it to a more balanced and inclusive one. Students respect the perspectives of all cultures. As racial equity-driven problem solvers, they engage in community conversations about social justice issues and help develop and implement solutions that respect and include the perspectives of other cultures.



## Elementary Resources and/or Lesson Plans

[Kindergarten - 5th Grade 2020 US Presidential Election Lessons for LA / SS \(ELA Courses on Atlas\)](#)

[Reflecting on Events of January 6th](#) (3rd-5th): PPS 4th grade educator, [Jai Blair](#) of Woodlawn Elementary School assembled this slide show to help students understand and process the recent events on Capitol Hill. (Includes all partner languages)

Time for Kids Chaos at the Capitol (2nd-5th): [Google Slides](#) or [PDF](#) (Includes all partner languages)

PBS- [Classroom resource: Three ways to teach the insurrection at the U.S. Capitol](#)

Common Sense Media: [Talking to Kids About the Violence at the U.S. Capitol / Cómo hablar con los niños sobre la violencia en el Capitolio de los Estados Unidos](#)

Common Sense Media: [Explaining the news to our kids / Cómo hablar con tus hijos sobre las noticias](#)

[Seven Lessons from Mister Rogers](#): The host of Mister Rogers' Neighborhood taught kids critical emotional and social skills that are still relevant to children and adults today.

Teaching about the Capital Coup Attempt: [A presentation to guide classroom discussions](#): a collection of resources compiled by Aubrey Pagenstacher, librarian at Ainsworth

## Middle School Resources and/or Lesson Plans

PBS Classroom resource: [Three ways to teach the insurrection at the U.S. Capitol](#)

Common Sense Media: [Talking to Kids About the Violence at the U.S. Capitol / Cómo hablar con los niños sobre la violencia en el Capitolio de los Estados Unidos](#)

Common Sense Media- [Explaining the news to our kids / Cómo hablar con tus hijos sobre las noticias](#)

[Ida B. Wells Education Project](#): 5 Tips for Teaching in Time of "Civil Unrest"

[Beyond the Spotlight](#): Resources for teachers on the days after the attack on the U.S. Capitol.

[PBS-Structured Academic Controversy](#): A highly structured, small group discussion that is designed to help students achieve three goals: 1) to gain a deeper understanding of an issue, 2) to find common ground, and 3) to make a decision based on evidence and logic.

[American Federation of Teachers](#): THIS MOMENT IN TIME: NAVIGATING UNPRECEDENTED HISTORICAL EVENTS.



[American Federation of Teachers Foundations of Democracy and Government:](#)

Wondering what makes a democracy tick? Share My Lesson's Foundations of Democracy collection provides access to lesson plans, resources and professional development for educators to help students understand what democracy is and why it is so important.

[iCivics: Peaceful Transfer of Power:](#) For over two centuries, American political offices have peacefully transferred power after every election. Use this infographic to show students how precedent, tradition, and legitimacy have helped create this democratic norm. Consider the importance of a peaceful transfer of power and why it is important to a democratic form of government.

[Facing History and Ourselves:](#) Fostering Civil Discourse: A Guide for Classroom Conversations.

Oregon Jewish History Museum and Center for Holocaust Education: [Curiosity and Questions: Navigating Critical Conversations](#)

[iCivics Election 2020:](#) Provides students with election-focused civics games and lesson plans that include simulations, vocabulary development, graphic organizers, and active participation opportunities.

[Digital Civics Toolkit:](#) Offers a collection of resources for educators to support youth to explore, recognize and take seriously the civic potentials of digital life.

[Library of Congress:](#) Teach students the Electoral College through Math and U.S. History Lenses

[Next Up:](#) Leadership development and civic opportunity for young adults with local Oregon organization

[OPB-PBS: The Election Collection:](#) Middle and high school educators across the U.S. are empowering students to share their take on issues that matter to them. Learn how your students can create and publish audio or video commentaries for a national audience.

[KQED's Youth Media Challenge: Let's Talk About Election 2020:](#) Students have a lot to say to the president-elect. Students care deeply about the issues that will impact their lives - both leading up to the election and through the inauguration. Get inspired by their powerful commentaries, covering everything from the COVID-19 pandemic to climate change and immigration.

[Teaching about the Capital Coup Attempt: A presentation to guide classroom discussions:](#) a collection of resources compiled by Aubrey Pagenstacher, librarian at Ainsworth

Civic Engagement and Advocacy: [Teaching Tolerance Election 2020](#)

Critical Thinking - News sources: [Teaching Tolerance Digital Literacy](#)



## High School Resources and/or Lesson Plans

C-SPAN [Lesson Plan: Learning from Previous Presidential Transitions](#)

C-SPAN [Lesson Plan: The History of Contested Presidential Elections](#)

PBS- [Classroom resource: Three ways to teach the insurrection at the U.S. Capitol](#)

[CNN10](#): News for young adults explained in 10 minutes.

Common Sense Media- [Explaining the news to our kids](#)

[Ida B. Wells Education Project](#)

Article- [Tomorrow is Not Simply Another Day at School](#)

[Mikva Challenge - Attack on Capitol](#) - Lesson ideas

[Civic Disobedience](#) - Learning Plan from Teaching Tolerance

[PBS-Structured Academic Controversy](#) (strategy & notetaker)

[Fostering Civil Discourse](#): A Guide for Classroom Conversations

[American Federation of Teachers](#): This moment in time: Navigating unprecedented historical events

[ELA GVC 9-12 Civic Engagement Connections](#): See this quick overview to see where civic engagement topics are embedded in the high school English GVC units and lessons.

Oregon Jewish History Museum and Center for Holocaust Education: [Curiosity and Questions: Navigating Critical Conversations](#)

PPT (Robert May in Maryland) [Making Sense of January 6, 2021: A failed attempt to upend American democracy](#)

[Oregon Historical Society 9th-12th Curriculum](#): In this curriculum, students will learn about the rights and responsibilities of U.S. citizens as well as the steps they can take to actively participate in civic life. Educators can use the curriculum with or without a museum visit.

[Next Up](#): Leadership development and civic opportunity for young adults with local Oregon organization

[Digital Civics Tool Kit](#): Offers a collection of resources for educators to support youth to explore, recognize and take seriously the civic potentials of digital life.

[Library of Congress](#): Teach students the Electoral College through Math and U.S. History Lenses



## High School Resources and/or Lesson Plans continued...

[The New York Times](#): Writing Prompts, Challenges, Lesson Plans and Other Resources for Teachers and Students.

[OPB-PBS: The Election Collection](#): Middle and high school educators across the U.S. are empowering students to share their take on issues that matter to them. Learn how your students can create and publish audio or video commentaries for a national audience.

[KQED's Youth Media Challenge: Let's Talk About Election 2020](#): Students have a lot to say to the president-elect. Students care deeply about the issues that will impact their lives - both leading up to the election and through the inauguration. Get inspired by their powerful commentaries, covering everything from the COVID-19 pandemic to climate change and immigration.

Civic Engagement and Advocacy: [Teaching Tolerance Election 2020](#)

Critical Thinking - News sources: [Teaching Tolerance Digital Literacy](#)



# Professional Development ★

Recent events in our city, state and in the nation have called for our educators and leaders to support our students by facilitating meaningful and engaging conversations. We want to ensure that all educators are prepared to facilitate meaningful and engaging conversations with students on a range of topics associated with our current circumstances.

## The following may help lead to constructive, thoughtful conversations:

**Talk about issues and not personalities** – This is from the lens that many people in our community supported both candidates, and we don't want to increase the divide by focusing on the people. What are the issues that people feel are important to express? What does this say about the divide in America?

**Identify concerns** – Let people talk about what they are sitting with. What are the things we need to be aware of and talking about

**Process emotions** – This is the most challenging part because people will be emotionally charged and we want to give people the opportunity to express their emotions.

**Process next steps** – How do we come together to combat the divisive nature of our country and communities? What do we need to do to support each other with conversations, gatherings and events designed to invite diverse groups to work together?

Let's Talk is a guide from Teaching Tolerance to help educators facilitate critical conversations with students:

[Teaching Tolerance: Lets Talk! Facilitating Critical Conversations with Students](#)

Facing History and Ourselves: Fostering Civil Discourse

[https://www.facinghistory.org/sites/default/files/publications/Fostering\\_Civil\\_Discourse.pdf](https://www.facinghistory.org/sites/default/files/publications/Fostering_Civil_Discourse.pdf)

The Teaching Channel: Teaching Respectful Talk

<https://learn.teachingchannel.com/video/speaking-respectfully-nea>





## Resilience Building Approach

Students, families and staff are facing incredible stress. We know our BIPOC students and families experience this trauma differently and more intensely. And we know how important building resilience is as we talk about the election and potential consequences. Consider the following:

1. Talk with your students about how to identify and adopt self care practices.
2. Encourage students not to lean into despair. As much as possible, try to redirect to asset based and positive outlooks during discussions. Try to motivate students to reflect on opportunities for growth, learning and optimism.
3. Encourage students to stay Informed and get information from trusted news sources, but be sure to take breaks from the screen and the news.
4. Encourage students to find support among friends and loved ones and encourage students to seek support when they need it. Help students identify who their support network is and suggest adults such as counselors and social workers if they need it.
5. Promote empathy with your students. Empathy is not only good for those around you, but it can also promote good health, lower stress and prevent burn-out while connecting you to other people in deep and meaningful ways.

[Brene Brown: The Power of Empathy](#)

## Social Emotional Learning

PPS Office of MTSS created the following presentation to help build and deepen your classroom community: [Community Meeting Slides](#)

Casel created the following presentation to help promote equity and healing: [CASEL - Reunite, Renew, and Thrive: Social and Emotional Learning \(SEL\) Roadmap for Reopening School](#)

American School Counselor Association:

<https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/helping-students-troubling-times>

Guiding Principles to a Trauma-Informed Approach (Visual)

[https://www.cdc.gov/cpr/infographics/00\\_docs/TRAINING\\_EMERGENCY\\_RESPONDERS\\_FINAL.pdf](https://www.cdc.gov/cpr/infographics/00_docs/TRAINING_EMERGENCY_RESPONDERS_FINAL.pdf)

## Conversations About Race

Edutopia created this culturally responsive piece to support talking about race in the early elementary classroom: [Edutopia: How to start talking about race in the early elementary classroom](#)

Teaching Tolerance curated lessons to support learning about Race and Racism:

[Teaching Tolerance: Teaching About Race, Racism and Police Violence](#)



# Directory of Internal/External Supports for Students★

PPS provides resources and support for students and families throughout the year. If the civic unrest proves stressful for students, below are several internal and external resources and services to support our students.

## Existing Menu of Student and Family Supports

This summer, Portland Public Schools educators, central office leaders, public health professionals and community leaders, came together to build a comprehensive plan to ensure that in this time of distance learning, our PPS students and families have the resources and supports they need. This guide provides a full list of resources by school.

### [PPS Menu of Student and Family Supports](#)

The Office of Student Support Services fosters empowered living for every student, family, and staff member by collaborating with them to provide student-centered responsive services and programs. These systems of support will enhance academic and social-emotional learning while also being inclusive of all abilities and cultures. School based counselors and social workers are integral to student success during this time.

**Counselors** - School counselors focus on helping students address their academic, personal/social, and career development goals and needs by designing, implementing, and evaluating a comprehensive school counseling program that promotes and enhances student success. School counselors work to promote safe learning environments for all members of the school community and regularly monitor and respond to behavior issues that impact school climate, such as bullying, student interpersonal struggles, and student-teacher conflicts. Effective school counseling programs are a collaborative effort between the school counselor, teachers, families, and other educators to create an environment promoting student achievement, active engagement, equitable access to educational opportunities, and a rigorous curriculum for all students.



- [Framework for PPS School Counselors](#)
- **Crisis Response Group for Black/African American Students:** Here is the [flyer](#) and FAQ's, [link to register](#), [video](#).
- **Middle School Native Student Meeting:** Jeanette Scantling, Counselor at Metropolitan Learning Center, is hosting a weekly Middle School Native Student Meeting starting Mondays, October 19th at 12:15-1:00 p.m. Please let your native students know and share [the flyer](#).

**Social Workers** - Social workers work to decrease barriers to learning created as a result of systemic racism, poverty, inadequate health care, and neighborhood violence. School social workers often focus on providing supports to historically underserved populations of students that have a high risk for truancy and dropping out of school, such as youth who are homeless or in foster care, students who identify as immigrants or refugees, students transitioning between school and treatment programs or the juvenile justice system, or students experiencing domestic violence. Social workers work closely with teachers, administrators, other educators, parents, and caregivers to provide coordinated interventions and consultation designed to keep students in school and build upon family and student strengths to access the culturally responsive supports needed to promote student success.

### **Serving Immigrant Families:**

PPS remains committed to creating safe and inclusive learning environments for all of our students regardless of race, gender, gender identity, religion, ethnicity or immigration status. The link below provides a full list of resources for immigrant families. <https://www.pps.net/domain/4352>

### **RESJ Partnerships:**

PPS continues to partner with culturally specific organizations to help serve and support our students. The link below highlights our partner organizations here to support students. <https://www.pps.net/Page/15401>

### **Additional Resources to help student process the election**

[Helping Students Process the 2020 Election](#)

### **ACLU - Know your Rights :**

Everyone has basic rights under the U.S. Constitution and civil rights laws. Learn more here about what your rights are, how to exercise them, and what to do when your rights are violated. <https://www.aclu.org/know-your-rights/>



# Guidelines for Political Speech★

Our role as educators and public employees is clearly defined when it comes to political speech. Oregon law strictly limits political activities that public employees may engage in during work hours. Under Oregon’s “Solicitation of Public Employees” law, ORS 260.432, public employees may not, during work hours, promote or oppose election petitions, candidates, political committees or ballot measures.

To provide additional clarification, our PPS legal department outlined specific activities and examples applicable to this law. This guidance can be found here:

[Campaign Guidelines for Public Employees](#)

It is also important to distinguish between speech that affirms our values and vision from political speech. In particular, language that supports our values of racial equity and social justice is not political speech. We also understand that **Black Lives Matter (BLM)** may be controversial for some members of the community, and PPS encourages thoughtful debate of this and other contemporary issues.

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**Back Lives Matter is a statement of social justice aligned with our commitment** to authentically affirm the identities of students, families and staff.

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Support of BLM is not a political statement, nor is it associated with a specific candidate or political campaign. It is **not a violation** of our policy for staff or students to have BLM-branded items, such as clothing, email signatures, etc.



# PPS Hate Speech Protocols★

PPS does not tolerate hate speech nor acts of discrimination. In 1997, PPS adopted the Non-Discrimination/Anti-Harassment Policy which has been amended throughout the years to respond to emerging situations. The intent of the policy is to provide a culture of safety for students, families and employees by outlining protected classes, providing mechanisms for complaints and reporting to ensure the safety and well-being of all. The district's protected classes include: age, national origin, disability, economic status, race, religion, gender, sexual orientation, and gender expression or identity. The policy also provides consequences for those who engage in discriminatory practices, dismissal of staff and trespass of parents and volunteers.

In response to the increasing number of hate speech incidents, a cross functional team worked to develop a consistent set of actions to respond to these incidents. These are outlined in [PPS Hate Speech Protocols](#). These protocols include guidelines for notification, reporting and communications support. If there is a hate speech incident, all staff are encouraged to access these protocols and follow them. It's also important to consistently 1) denounce the act; 2) reaffirm PPS values of racial equity and social justice; and 3) support targeted students.

In addition to following our protocols, we are also asking everyone to be vigilant about recognizing hate symbols in your virtual and physical environments that impact students. The Antidefamation League collates a [hate symbol database](#) that we asked operations staff to be aware of and to report any use of these symbols on school properties.

This fall, the State Board of Education adopted the The [All Students Belong](#) rule which prohibits hate symbols, specifically three of the most recognizable symbols of hate in the U.S.—the swastika (outside of a religious context), the Confederate flag, and the noose. The temporary rule took effect on September 18, 2020. It requires districts to adopt and implement policies and procedures that prohibit the use or display of the noose, swastika, or confederate flag in any program or school-sponsored activity except where used in teaching curricula that are aligned with the Oregon State Standards by January 1, 2021. The PPS Board of Education will begin considering policy updates in mid November in order to adopt and implement updated policies by the established deadline.

Additional resources can be found at [PPS.net/ResponsetoHateSpeech](https://pps.net/ResponsetoHateSpeech)



## Hate speech versus political speech

It is also important to distinguish between hate speech and political speech. Hate speech is not protected by “free speech” and both PPS and state policies prohibit the use of hate speech. Below are five common defenses of hate speech and practical suggestions to redirect adapted from Western State Center’s *Confronting White Nationalism in Schools Tool Kit*:

### Common Defense of Hate Speech

### Practical Suggestions to Redirect

### PPS Vision - Graduate Portrait

“It’s about pride, not prejudice”

Racial groups or historically marginalized groups gather and assert pride as a way to protest historic and current discrimination and cultural racism.

White pride cannot be equated with Pride month in support of LGBTQ communities, Native Pride, Latinx pride or Black Excellence.

*Positive, Confident, Connected Sense of Self:* Students have positive feelings about their personal and cultural identities and a healthy sense of confidence and self-worth. They are connected to networks of allies who serve as role models and advocates, strengthening their self esteem by nurturing their personal and cultural assets and strengths.

Pride and confidence in one’s culture does not involve speech that denigrates or promotes violence towards others.

“This is a free speech issue”

policies support the rights of schools to prohibit hate speech. We are responsible for cultivating a culture of safety for every student. Speech that threatens the safety of any students, particularly those who belong in protected classes is not tolerated at PPS. The State Board of Education also prohibits hate symbols, specifically three of the most recognizable symbols of hate in the U.S.–the swastika (outside of a religious context), the Confederate flag, and the noose.

Hate speech is not protected speech.

A range of legally upheld

*Powerful and Effective Communicators:* Students communicate effectively by organizing, writing, speaking, and presenting clear, logical, persuasive, compelling content. They understand the importance of culture, time, place, and context in developing appropriate methods of communication and can adapt the ways they communicate to various situations.

Effective communication has the power to unite us across differences.

“This is all just political correctness by social justice warriors”

Working to cultivate safe and positive school climates is in alignment with our values and vision. Here are two terms that have been co-opted and redirected in their intentions. Challenge those who mock them in defense of bigotry to replace the first with “basic respect for others” and the second with “people who are against racism.”

Prohibitions of hate speech are not efforts to be politically correct nor an attempt to limit discourse and debate.

*Transformative Racial Equity Leaders:* As racial equity leaders, students take part in making our society more just and equitable for people of color. They understand how our communities have been impacted by racial injustice, and they can recognize and interrupt the conditions that enable it. They develop agency and advocacy skills to challenge injustice and change oppressive systems in their communities.

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.



# Hate speech versus political speech continued

## Common Defense of Hate Speech

## Practical Suggestions to Redirect

## PPS Vision - Graduate Portrait

“What about reverse racism?”

Data demonstrates systemic advantages for white people in all facets of life in the US. While members of any group may commit acts of bias against any other, these acts do not add up to the institutional and cultural racism that disproportionately produces negative outcomes for people of color.

*Reflective, Empathetic, and Empowering Graduates:* Students are self-aware, reflective, and able to recognize personal bias toward people, cultures, and situations. They operate from a strengths based perspective and demonstrate empathy, curiosity, respect, and interest in other points of view. They seek to empower others and are accepting, appreciative, compassionate, and kind toward others.

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.

“We are post-racial, racism is over”

Since the horrible and violent events this summer, our community and country recognize the pernicious history of institutional and cultural racism present in our systems. We know that racially motivated hate speech incidents have increased over the past four years. We have work to do together, and we need to listen to understand and believe one another's experiences.

*Inquisitive Critical Thinkers with Deep Core Knowledge:* Students can read and analyze information, ask relevant questions, and develop compelling arguments based on facts and evidence. They can investigate history from multiple perspectives and understand how, traditionally, historical stories have been shaped by dominant cultures, and how these narratives have shaped current events

We know that to undo centuries of injustice and to rebuild a more racially just and equitable district, we must continue to remain steadfast in our commitment to racial equity and social justice.



# Support for Staff

## **Employee Assistance Program**

The [Employee Assistance Program](#) offers 24 hour crisis support, confidential counseling to any member of your household, legal services, and wellness programs.

For a complete list of services or to access services online go to [www.MyRBH.com](http://www.MyRBH.com) - access code: OEBC, Company ID for the Wellness Works Portal 10607.

You can also access services by calling 866-750-1327.

Be sure to reach out to your supervisor, if you have questions or need support.

