



Board of Education Informational Report

MEMORANDUM

Date: February 6, 2019
To: Members of the Board of Education
From: Dani Ledezma
Subject: PPS Racial Equity and Social Justice Lens and Protocols

This Memorandum provides an update on the Racial Equity and Social Justice work of the district. Our aim is to elevate PPS Racial Equity and Social Justice Practices to a comprehensive, defined framework with clear system-wide racial equity and social justice actions and measurable results.

One goal of the RESJ Work Plan is to 2). Refine the PPS decision support tool (Equity Lens) and corresponding protocols that lead to measurable positive impacts for students.

We believe we can redesign our district to achieve the aspirations in our Racial Educational Equity Policy. To achieve this, we will utilize the racial equity and social justice lens to build our collective skills recognizing our bias and barriers that impede progress toward our aspirations.

What is the PPS Racial Equity and Social Justice Lens?

This tool prompts users to contemplate diversity, racial equity and inclusion and build a critical analysis of operations, programs and policies. By utilizing our Racial Equity and Social Justice Lens, Portland Public Schools aims to (a) provide a common vocabulary and protocol for evaluating policies, programs, practices and decisions for racial equity and social justice and (b) produce policies, programs, practices and decisions which result in more equitable outcomes for students. With consistent use, we will reset our thinking process, mindsets and programs and policies to ensure we mitigate for the causes of inequity.

The updated lens (attached) consists of four sections:

- 1) One page description of the tool
- 2) One page of **Beliefs** that give context to the tool
- 3) Six critical questions to be answered, documented and reviewed to support continuous learning
- 4) Glossary of terms

How will the Lens be Applied at PPS?

To ensure consistent and strategic use of the PPS Racial Equity and Social Justice Lens, the Superintendent's Leadership Team will collectively implement the 2019 PPS Racial Equity and Social Justice Lens Protocols (Attached). These protocols are designed to provide clarity and

transparency for students, families and community partners about our collective racial equity and social justice work by documenting our application of the tool, reviewing information generated by its application and utilizing that data to continue to make improvements.

Members of the Superintendents Leadership Team (SLT) have identified scenarios and a timeline for lens application in 2019 across all departments at PPS. Each quarter, SLT will review the completed lenses and will collaborate with departments and present an annual report/synthesis of RESJ Lens themes. The goal is to continue to update and refine the tool over time while also identifying additional high leverage scenarios across all district departments for application each year.

Recommendations for Members of the Board of Education

To ensure alignment and learning across the district, it is recommended that members of the Board of Education consider identifying 2-3 scenarios in which to collectively apply the PPS Racial Equity and Social Justice Lens in 2019.

Recommended applications include:

- Budget review, development and adoption
- Significant Policy changes (through the Policy Committee)

Staff are available to facilitate the process and document board answers.

Racial Equity and Social Justice Work Plan Update

In January, PPS launched a work planning process to support the PPS Racial Educational Equity Policy. This is an inclusive planning process to surface high leverage opportunities to build on this important work into our three year road map for Racial Equity and Social Justice.

We recognize that efforts from the prior five years have resulted in significant personal growth for administrators, teachers, students and families. Our next challenge is to continue to support that individual growth and transform our collective culture so that we are prepared to build equitable systems.

Four temporary teams are currently reviewing local and national effective practices and will analyze opportunities and challenges for adoption and leverage at PPS. These teams are:

1. Teaching and Learning
2. Student Led Initiatives
3. Community Partnerships
4. Talent Diversity

From this analysis, PPS will draft and adopt an updated Racial Equity and Social Justice Framework with goals and a work plan. This work is being done in alignment and coordination with the Vision, upcoming strategic plan and budget processes.

In this process, team members and members of the Superintendent's Leadership Team are also identifying recommendations to update the PPS Racial Educational Equity Policy and will provide continued updates to the Board of Education.



**Racial Equity and Social Justice Lens Protocols
2019**

Who will use the Racial Equity and Social Justice (RESJ) Lens?

The goal is for everyone at Portland Public Schools to regularly apply the updated RESJ Lens beginning in January 2019. All employees will continue to practice utilizing the critical thinking and evaluation skills developed while using the lens as part of PPS’s commitment to racial equity and social justice. We believe this practice will continue to inform our organizational development and strengthen our collective impact. The result of creating an organizational culture where the RESJ lens is regularly utilized and the results are analyzed will focus everyone on achieving measurable outcomes addressing our internal barriers and practices.

When will the RESJ Lens be applied?

To effectively roll out the use of PPS’s updated RESJ Lens all departments will identify scenarios for use in 2019. It is expected that departments will complete the RESJ for at least the identified scenarios, however, it is likely that departments will also find it useful for additional scenarios.

PPS Department	Scenarios	Estimated Month Completed
Superintendent’s Leadership Team	2018/19 Work Plan Development	January
	2019/20 Budget Development	May
Human Resources	Talent Diversity Recruiting Strategy	March
	Principal/Building Administrator Comp Review	April
	Pay equity audit and compliance plan	May
Finance	Procurement Process Review for vendors	February
	Construction spend review for DBE/MWESB	May
Custodial/Maintenance	Recruit talent diversity in our custodial and maintenance workforce.	Ongoing
Facilities Asset Management	Parks Collaboration Agreement review	Fall start

	<p>Setting CUB fees Childcare</p> <p>Assessment of educational adequacy of school facilities</p> <p>Adoption of ADA Transition Plan Update</p> <p>Finalize project and budget priorities to include equity metrics including, but not limited to, Title 1 schools.</p>	<p>Late fall start</p> <p>Summer</p> <p>Summer</p> <p>Summer</p>
School Modernization	Identify process to identify barriers to Certified Business for contracting with PPS, with emphasis on barriers to (i) opportunity awareness; (ii) solicitation participation; and (iii) procurement award.	March
Security	Intergovernmental Agreement with Portland Police Bureau governing Student Resource Officers	February
Transportation	<p>Driver workforce recruitment</p> <p>Transportation Office Staff and Management Diversification</p> <p>Transportation Service Eligibility Model development</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Summer</p>
Technology	<p>Technology Department Diversity Hiring Strategy</p> <p>Working in collaboration with instruction to RFP and implement new data systems for interventions and student data</p> <p>Updating technology ed spec and bond request for equitable technology distribution</p> <p>Online registration to ease the burden of registration on families, particularly those who are not native English speakers</p>	<p>March</p> <p>August</p> <p>June</p> <p>August</p>
Nutrition	<p>All internal and external hiring practices and decisions.</p> <p>Student/school access to available USDA programs and implementation of these services.</p> <p>Family access to meal benefits.</p> <p>Recipe and menu development and design, including procurement of foods, supplies..</p>	Ongoing

DISCO Leadership Team	Problem of Practice work January 14 (DISCO Team kick-off) Communication Plan - January 18 (Retreat - kick-off) Data Driven Protocols - January 18 (Retreat - kick-off)	Feb-report in March
Office of Teaching and Learning	Improvement Science as a model of continuous inquiry and improvement across the school system MS Middle School Task Force as the group to study and recommend on future middle school strategies College and Career Readiness audit and planning Planning for GVC, assessment and professional development	April January April May
Office of Student Support Services	OSSS work plan has included RESJ language and outcomes within each of the four overarching goals OSSS provides the RESJ support/coaching through school climate work within all schools OSSS provides Professional Development for Restorative Justice, ACE (adverse childhood experiences) support and Trauma Informed practices in order to assist with ongoing staff development around bias	Updates end of February 2019 and end of May 2019.
Office of School Performance	School Visit Schedule and Agendas Plan for supporting CSI, TSI and Title I schools Self Development and Professional Learning amongst Office of School Performance	February February February
Research, Assessment, Evaluation & Accountability	Department work plan Use RESJ work plan reporting	February
Communications and Public Engagement	Evaluation of Language Access services and service levels to schools Franklin Naming Process	March 2019 June 2019

	Benson campus engagement	March 2019
Legal	Policy/AD Development & Review Compliance training design and delivery	March 2019 May 2019
Strategic Partnerships and Government Relations	State funding allocation; implication of legislation Strategic philanthropic efforts	July 2019 April 2019 and ongoing
School Board	Budget adoption process; review of district policies	April 2019 On-going

What do we do with the information and data from the RESJ Lens?

1. By December 2018, the RESJ Lens will be finalized. Departments will utilize the fillable form version of the RESJ Lens available.
2. Completed RESJ Lens documents will be completed and saved to the Team Drive: PPS Racial Equity and Social Justice Lens.
3. The Superintendent's Senior Leadership Team (SLT) will review completed forms quarterly, beginning in April 2019.
4. SLT will collaborate with departments and present an annual report/synthesis of RESJ Lens themes. The report will also include process and use improvement recommendations for the tool.
5. In December 2019, SLT will update the PPS RESJ Lens Protocols.



PPS Racial Equity and Social Justice Lens

Updated December 2018

Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is the support of racial equity and social justice. Dedicated policy, people, and practice are necessary to create a culturally responsive organization that ensures the success of students who can navigate and compete in a culturally complex society and global economy.

We must ensure that all students are guaranteed a comprehensive, rigorous, equitable, and inclusive education. Universal access to quality education not only benefits students from all backgrounds, but strengthens our communities and promotes societal prosperity. It is through racial equity and social justice that PPS will become a premiere school district and significantly contribute to Portland becoming a place of economic, technological and cultural innovation.

In 2011, PPS adopted a Racial Educational Equity Policy that called out harmful disparities in our schools and identified the district's role in eliminating them. Since then, PPS embarked on a five-year plan that resulted in several achievements. However, there is collective acknowledgement that there is still much work remaining to ensure all student experience equitable outcomes. Under the leadership of Superintendent Guadalupe Guerrero, PPS has embarked on an inclusive planning process to identify the most urgent areas of opportunity to continue this important work and incorporate our efforts into our five-year road map for Racial Equity and Social Justice.

Our aim is to elevate PPS Racial Equity and Social Justice practices to a comprehensive, defined framework with clear system-wide equity and social justice actions and measurable results.

The primary focus of the Racial Equity and Social Justice lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone at PPS allows direct improvements in the other dimensions of diversity. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.

Beliefs

We believe the district should adopt a student-centered, racial equity and social justice focused lens in all decisions.

We believe all students should have equitable access to enriched opportunities in school.

We believe we have a collective responsibility to ensure our schools provide a caring, supportive environment. School communities should support healthy, positive development of students and help them grow their unique gifts and talents.

We believe the district must work in aligned and coherent ways and in close partnerships with families and communities. We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control, and resources.

We believe that we are uniquely positioned to effect change broadly across our community because of our role in educating and caring for close to 50,000 Portland children every day. We believe in being courageous and bringing a sense of urgency to this important work.

We believe in setting measurable and audacious goals. Embedded in each goal is the provision of a culturally relevant and responsive pedagogy, with clearly defined racial equity and social justice based practices and curriculums.

We believe in accountability in all areas of school and student performance, including the areas of Racial Equity and Social Justice

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”

Racial Equity and Social Justice Lens

The PPS RESJ Lens is a critical thinking tool which will be applied to the internal systems, processes, resources and programs of PPS to create increased opportunities for all students by evaluating burdens, benefits and outcomes to underserved communities. Through consistent utilization of the RESJ Lens, we intend to strengthen our strategies and approaches toward more equitable outcomes for every student.

The following questions are a guide and will be considered when making decisions and contemplating our strategies.

1. Describe the proposed action, desired results and outcomes, and connection to PPS' mission: Every student by name prepared for college, career and participation as an active community member, regardless of race, income or zip code.
2. How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision?
 - a. Is there stakeholder support or opposition to the proposal? Why?
3. How does the proposed action expand opportunities for racial equity and social justice?
 - a. Who are the demographic groups affected?
 - b. How will each group be impacted/affected by the decision or action?
 - c. Are there any potential unintended consequences for specific groups/populations? Are there strategies in place to mitigate any negative impacts?
4. Does the proposed action address barriers to equitable outcomes?
 - a. How will you track progress toward reducing disparities?
5. What information/data are you basing your decision or action upon?
 - a. What data or metrics will you collect/use to track impacts of the proposed action on the identified populations
6. Describe any changes you have made or will make to the action after applying this lens

Definitions

Diversity- Any and all differences between and among people.


Educational Equity - Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. (from the PPS Racial Equity Policy narrative)

Equity - The state, quality or ideal of being just, impartial and fair. The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state or lofty value. To be achieved and sustained, equity needs to be thought of as a structural and system concept

Inclusion - The action or state of including or of being included within a group or structure. Inclusion involves authentic and empowered participation and a true sense of belonging.

Social Justice - Elimination of performance variability between student groups and accelerated achievement for underserved populations.



Underserved students: Students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system



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Racial Equity and Social Justice Lens and Protocols

February 12, 2019




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PPS – Racial Equity and Social Justice Lens




Tool to build skills in critical thinking and analysis




Utilization and protocols will occur in parallel with PPS Vision and Strategic Planning

Two Goals:



1. Cultivate and strengthen Racial Equity and Social Justice culture at PPS
2. Utilize data and analysis generated from use of the lens to operationalize equity and support Racial Equity and Social Justice goals and activities.





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PPS Racial Equity and Social Justice Lens

Key Components

1. Preamble
2. Beliefs
3. Questions
4. Glossary of Terms



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Lens Questions

1. Describe the proposed action, desired results and outcomes, and connection to PPS' mission: Every student by name prepared for college, career and participation as an active community member, regardless of race, income or zip code.
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PPS RESJ Lens Protocols

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Recommendations for the Board of Education

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Recommended applications include:

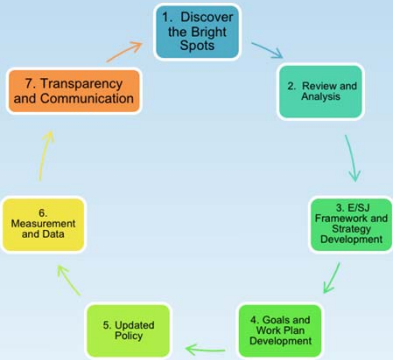
- Budget review, development and adoption
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Racial Equity and Social Justice Work Plan Update


The Process:



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graph TD; 1[1. Discover the Bright Spots] --> 2[2. Review and Analysis]; 2 --> 3[3. E/SJ Framework and Strategy Development]; 3 --> 4[4. Goals and Work Plan Development]; 4 --> 5[5. Updated Policy]; 5 --> 6[6. Measurement and Data]; 6 --> 7[7. Transparency and Communication]; 7 --> 1;
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Four Temporary Teams:

1. Teaching and Learning
2. Student Led Initiatives
3. Community Partnerships
4. Talent Diversity

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