

Study Session

Tuesday, November 17, 2020 7:45 PM

Virtual

Agenda

1. 7:45 pm - Learning Topic: Ethnic Studies and Tribal History
2. 8:30 pm - Learning Topic: Community Engagement Framework
3. 9:15 pm - Adjourn



2020–21 REFERENCE GUIDE

TRIBAL HISTORY / SHARED HISTORY, HOLOCAUST AND OTHER GENOCIDES, AND ETHNIC STUDIES AND INCLUSIVE EDUCATION

TRIBAL HISTORY / SHARED HISTORY

Senate Bill 13 CURRICULUM

The law requires instruction to the Tribal approved Essential Understanding across five content areas in grades 4, 8, and 10. Lessons are available from ODE and local tribes.

Grades:
4, 8, 10

Subject Areas:
ELA, Health/PE, Math, Science, and Social Science



Timeline:
2019–2020 SCHOOL YEAR

Begin implementation of the required minimum of five lesson plans per grade level.

2020–2021 SCHOOL YEAR
Full implementation.

What can districts do now?

- Select staff to attend Train-the-Trainer Events
- [Review posted lessons](#)
- Communicate with local tribes for optional place-based lessons
- Review existing curricula and build content knowledge of Indigenous curriculum

ODE Contact:
April Campbell -
april.campbell@state.or.us

HOLOCAUST AND OTHER GENOCIDES

Senate Bill 664 LEARNING CONCEPTS

The law identifies nine learning concepts related to Holocaust and other genocides education. Resources and training are available through local and national organizations as well as ODE.

Grades:
K–12

Subject Areas:
Social Science



Timeline:
2020–2021 SCHOOL YEAR

Instruction on Holocaust and other genocides that includes the nine concepts of the law.

What can districts do now?

- Select staff to attend Holocaust and other genocides spring and summer training
- Utilize [grade-level guidance](#) from ODE to assist in the implementation
- [Contact](#) the Oregon Jewish Museum and Center for Holocaust Education

ODE Contact:
Amit Kobrowski -
amit.kobrowski@state.or.us

ETHNIC STUDIES AND INCLUSIVE EDUCATION

House Bill 2845/House Bill 2023 STANDARDS AND MATERIALS

These complimentary laws create standards and ensure instructional materials adequately address the contributions of the full diversity of the people of Oregon.

Grades:
K–12

Subject Areas:
Social Science



Timeline:
2020–2021 SCHOOL YEAR

Content Panel reviews and revises proposed Ethnic Studies standards for adoption by the State Board of Education by September 2021.

What can districts do now?

- Establish equity professional learning opportunities for district and school staff
- Improve teacher [content knowledge](#) in ethnic studies
- Encourage social science teachers to sign-up for [ODE social science update](#)

ODE Contact:
Amit Kobrowski -
amit.kobrowski@state.or.us



Racial Equity and Social Justice

SB 13, HB 2845, SB 664

Dr. Tania McKey

Senior Director, Humanities
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[Board Study Session](#)

November 17, 2020

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Agenda

- Overview of HB 2845, SB 664 and SB 13
- Connection to the PPS Vision
- Classroom Connection:
 - **Land Acknowledgment & Mapping Activity** - 10 min
 - **Essential Understandings** - 15 min
 - **Critical Orientations Closing** - 5 min
- Continuous Improvement of Curriculum and PD opportunities
- Conclusion
 - 2020-2021 Next Steps & Investments - 5 min
 - Questions - 5 min





Overview

TRIBAL HISTORY / SHARED HISTORY

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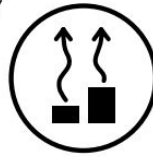




Connecting to our PPS Vision

*Educator
Essentials*

**Racial Equity
and Social Justice
Centered**



Graduate Portrait

**Transformative
Racial Equity
Leaders**



System Shifts

**Cultivating System-
wide Learning and a
Diverse Workforce**





Classroom Connection





Continuous Improvement of Curriculum

- Weaving Indigenous perspectives, voices, authors throughout the curriculum and across all content areas.
- Case study: 9-12 English Language Arts GVC
- Overview of K-12 [lesson](#) in GVC
- 4th Grade Student Resource Development for SB 13

The sun has its own drum contenting itself with the rose heart it takes into continual rumbling. The connection of surface and hand. The great head of dark clouds finds its own place of unraveled repercussions and disruption, elsewhere, over the tall, staunch mountains of indemnity.

- From "Illumination" (1994) by Elizabeth Woody, Oregon Poet Laureate.





Continuous Improvement of Curriculum



My Atlas Search Develop Browse Report

Unit Planner

* District High School > High > Social Sciences > US History (DC) > Week 6 - Week 9

The Failure of Reconstruction

What is the purpose of the unit?

Essential Questions

- Did the Emancipation Proclamation free enslaved people or did they free themselves?
- How did those with limited power attempt to change US society?
- Why was it impossible for the US to endure half slave states and half free?
- What impact(s) of the Reconstruction Era are evident in later US History and modern society?

What do we want students to know?

Big Ideas

- Slavery was the primary cause of the Civil War.
- The institution of chattel slavery in the United States, supported the fundamental beliefs in American society about race, whiteness, and white supremacy.
- The Reconstruction Era following the Civil War, failed to offer African Americans and women equal rights, protections, and freedoms that white men were offered.
- The policies and legacies that supported the failed Reconstruction Era have had lasting impacts on the rights, protections, and freedoms offered to BIPOC today.

Priority

PPS: Ethnic Studies

High School

Ethnic Studies

Ethnic Studies

ES.HS.3 Examine and evaluate documents related to the Constitution and Supreme Court decisions (such as Declaration of Independence, Federalist Papers, Anti-Federalist Papers, Constitution, Bill of Rights, Constitutional amendments.). (Civics) Show details

ES.HS.11 Analyze and explain the multiple perspectives of ethnic and traditionally marginalized group to investigate causes and effects of significant events in the development of world, U.S., and Oregon history. (History)

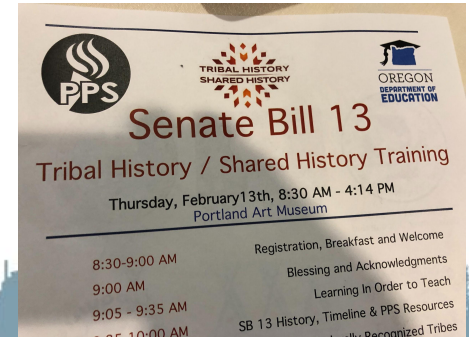
Show details





Continuous Improvement of PD

- PPS funds 50 educators attendance at OCSS conference, October 2019
- OSP/OTL/OSS admin and school building leaders train during January 2020
- OTL TOSA / Coach/ Learning Specialist Training, January 2020
- PPS hoss full day training at Portland Art Museum for 90 educators, February 2020
- PPS presented SB13 work at Grande Ronde Tribal Ed Summit, June 2020
- *PPS OTL EHs for ODE SB 13 Module Training, Winter / Spring 2021*
- *PPS funds educators attendance at OCSS conference, March 2021*





2020-2021 Next-Steps & Investments



- \$600,000 - SIA funds to support K-12 Ethnic Studies/Social Sciences curriculum development and professional learning
 - SB 13 ODE Training (online modules)
 - 3rd and 4th grade students material creation
- \$1,000,000 for 2021/2022 K-12 Ethnic Studies/Social Sciences curriculum adoption & Implementation
- 1.0 TOSA - High School Social Sciences/Literacy Support
- 1.0 Academic Programs Associate - 9 - 12 Ethnic Studies/Social Sciences





Questions

Thank you!





Date November 17, 2020

Topic: Community Engagement and Student Voice

Presenters: **Jonathan Garcia**, Chief Engagement Officer
Shanice Clarke, Director of Community Engagement

Objectives: Tonight, we expect to:

1. Provide an introduction to the driving values, goals, and framework of PPS' community engagement and student voice infrastructure.
2. Draft shared staff and board goals and expectations for community engagement and student voice.
3. Formulate shared purpose statement for a reimagined Community Advisory Council structure.

Time	Topic	Notes/Next Steps
3 Min	Introduction and Context Setting Jonathan Garcia Chief Engagement Officer	
15 Min	Community Engagement and Student Voice Shanice Clarke Director of Community Engagement	
10 Min	Facilitated Discussion #1 Shanice Clarke Director of Community Engagement	<ul style="list-style-type: none"> • Where could there be additional opportunities for engagement and voice within district decision-making? • PPS engages in decision-making regularly throughout the year. What forms of decision-making should be prioritized with more extended, intentional community engagement?
5 Min	Community Advisory Councils Scott Bailey Vice Chair, PPS Board of Education Jonathan Garcia Chief Engagement Officer Shanice Clarke Director of Community Engagement	
10 Min	Facilitated Discussion #2 Jonathan Garcia Chief Engagement Officer	

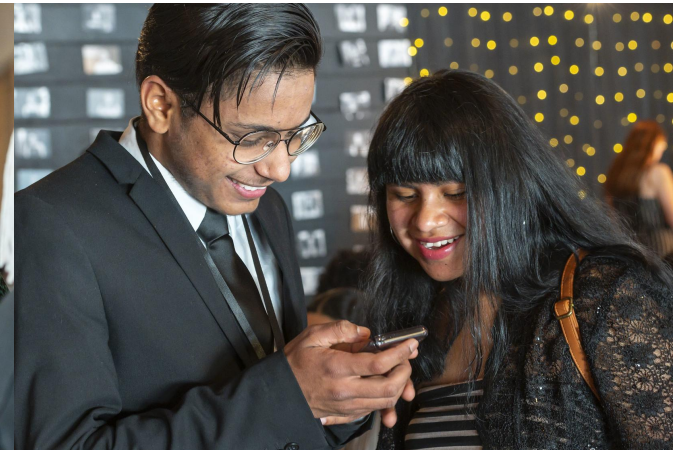


2 Min	Closing Reflections and Next Steps Guadalupe Guerrero Superintendent	
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Community Engagement and Student Voice

November 2020



Tonight's Objectives

Tonight, we expect to:

1. Provide an introduction to the driving values, goals, and framework of PPS' community engagement and student voice infrastructure.
2. Draft shared goals and expectations for community engagement and student voice between PPS staff and board.
3. Formulate shared purpose statement for a reimagined Community Advisory Council structure.



Introduction

In 2018, the PPS Board of Education and Superintendent launched a citywide conversation to tap into the wisdom of our students, our educators, and our community, to reimagine PPS for a rapidly changing world. **It was a powerful experience to unleash our collective imagination.**

This new vision--[PPS reImagined](#)--is inspiring and courageous. And while school district leaders, administrators, teachers and support staff are critical drivers of realizing our community's vision, **we cannot do it alone.**

For every student to realize the elements of the Graduate Portrait, we, as **one community**, must embrace our **collective responsibility**. That means aligning our efforts to clearly define and openly share our goals throughout our "village," engaging meaningfully with students, families, community leaders, youth advocates and mentors, and create partnerships with business and philanthropic leaders.



PPS reimagined

Preparing Our Students to Lead Change and Improve the World

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.



Core Values

- Students at the Center
- Racial Equity and Social Justice
- Honesty and Integrity
- Excellence
- Respect
- Relationships
- Creativity and Innovation
- Partnerships and Collaboration
- Grounded in the Portland Spirit
- Joyful Learning and Leadership



System Shifts

- A Connected and Transformative School District
- Racial Equity Aligned Systems and Structures
- Schools as Community Hubs
- Supports for Global Stewards and Ambassadors
- A Culture of Physical and Emotional Safety

#1DistrictPPS





RESJ Goals

Community Engagement

Develop coherent frameworks that embolden more community participation in relevant and substantive ways, informing district policy and administrative decisions.

Elevate the importance of interdependence among PPS and the broader community, ensuring decisions embody our community's voice.

Create opportunities that build our families' capacity to be informed and actively engaged in their children's education and in school improvement efforts, especially students and families of color.

Student Leadership

Increase the activity participation of students of color in leadership opportunities (i.e. student government, clubs/affinity spaces, site council) across each PPS middle and high school campus.

Establish district-wide alignment and equitable representation in support of affinity groups based on race and ethnic representation (i.e. MEChA, Black Student Unions, Native American Student Unions, etc.)

Facilitate intentional and intersectional group gatherings (i.e. student summits/conferences) that increase leadership and professional skills of all students, and in particular students of color.

Student Voice

Center student voice in the districts decision making processes so that they:

1. have ample opportunity to discuss how they experience school,
2. engage in facilitated discussions where they can express various viewpoints even if they are counter to dominant narratives,
3. have a system for providing feedback to district leadership regarding school issues, suggestions and desires and
4. have multiple means of expressing their perspectives regarding district or school issues.

Increase opportunities for students to identify and work on equity issues impacting their educational experiences with District leadership.

Actively involve students in district improvement efforts and meetings, developing the capacities to address the issues they identify alongside district leadership.

Community Engagement & Student Voice

The **Department of Community Engagement and Student Voice** serves as a central conduit for PPS decision makers to listen to, learn from and involve key stakeholders in PPS' decisions and policy shifts, in service of accelerating the conditions for student achievement.



Core Functions:

1. Building the District's capacity to engage authentically with our diverse community
2. Center Community Voice and Experience in District Decision Making and Policy Change
3. Elevate systems shifts with the leadership and expertise of PPS students

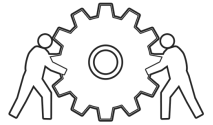




Department Values

Racial Equity & Social Justice

We believe diverse communities have cognition and insight that help the district's engagement, and goal of eliminating the achievement and opportunity gap.



Deep Democracy

We believe in addressing and challenging power dynamics that prevent Black, Native and Communities of Color from fully participating in our decision-making processes. This includes increasing language and ability accessibility.

Youth Empowerment

We believe that student voice is an essential and meaningful ingredient in our decision-making and seek to amplify their lived experience in our district improvement efforts.



Team



Jonathan Garcia
Chief Engagement Officer



Shanice Brittany Clarke
Director, Community Engagement



Community Engagement Specialists



Maria Hernandez



Yian Saechao
(Student Engagement)



Ezell Watson

Community Agents



Mirna Ghamrawi



**Nelson
Perez-Gonzalez**



Olga Filinova

Spectrum of Community Engagement



We provide balance and objective information to our community.

INFORM

Work with our community to make sure that their concerns and aspirations are considered and understood.

INVOLVE

District-decision making as a result of autonomous advocacy from the community.

COMMUNITY POWERED ACTION

We seek and obtain feedback from our community on analysis, issues, alternatives and decisions.

CONSULT

Partner with the community in each aspect of the decision-making.

COLLABORATE & EMPOWER



(re)Defining the System



Funded by Meyer Memorial Trust, (re)Defining the System is a community-driven effort that helps co-create the conditions, resources, and priorities needed to transform opportunities for thought partnership throughout PPS.

Steering Team
 Brown Girl Rise
 All Born In
 Unite Oregon
 APANO
 Coalition of Black Men
 Momentum Alliance

Building the Team
 DECEMBER
 Recruitment to build a steering team of youth-led organizations and community partners.



Steering Team Kick-Off
 FEBRUARY 21
 Steering Team members began visioning opportunities for thought partnership.



Steering Team Strategy Sessions
 MARCH 1-12
 Sessions helped shape a strategic focus on student sense of belonging, and climates accessible for their engagement.



Community Engagement
 MARCH 1-12
 Targeted conversations, especially with the support of community organizations, reached roughly 500 stakeholders for their hopes and priorities.



Steering Team Strategy Sessions
 OCTOBER-NOVEMBER
 Revisiting the priorities of community for a formal framework, with an update on the impact of CDL.



Community Engagement
 NOVEMBER
 Black and Native high school students were reached to share ways student voice can shape district decision-making.



Phase Completed
 NOVEMBER 12
 At the final Steering Team session, nearly draft elements of the framework, and key long-term strategies were presented for feedback.



Board Study Session
 NOVEMBER 17
 An update on the Framework for Student Voice & Community Engagement At today's Board of Education Study Session.

2019

2020

Framework for Student Voice & Community Engagement



Connections →

Uplift student voice and Black, Indigenous, Mixed, and student of color leadership. Use multiple means so youth may operate with personal autonomy, including technology

Confidence →

Cultivate student-centered environments and design, accessible to students with different abilities.

Cognition →

Honor student and community intelligence to lessen racist inequities impacting our work.

Capabilities

Organize young people to shift the educational system, and acknowledge current social issues with

PPS Engagement Initiatives: At-A Glance

(re)Defining the System (funded by Meyer Memorial Trust)

District Student Council

Student Success Act

Strategic Plan

Naming and Defining PPS Places

Regional Coordination: Student Affinity

Conferences

Community Advisory Council Technical
Support

Annual Budget Engagement

PPS Re-Opening

Sense of Belonging

Policy Engagement Technical Support



Discussion #1



Our Shared & Collective Success

10 Minutes





Community Advisories

01	Community Advisory Councils	<ul style="list-style-type: none">• School Board and/or Superintendent sponsored advisory groups• Only Student/Parent/Community Member Participation.
02	Joint Committees or Task Forces	<ul style="list-style-type: none">• Set to accomplish a short-term task, PPS can establish work groups that can include community members as active participants.
03	School-Based Leadership Groups	<ul style="list-style-type: none">• School Site Councils• Student-Leadership Groups



Community Advisory Councils

A Community Advisory Council (CAC) is a District-established collective of diverse PPS community members, especially students and parents/guardians, that provide direct advisement to the PPS Board of Education, serving as community ambassadors and conduits for the shared voices of our community.



Proposal:

- Shared Agreement - Staff and School Board to collectively establish CACs (with advisement from community members), including developing an operations manual detailing each organization's purpose, shared agreements and overall structure.
- PPS School Board appoints membership to CACs from their respective zones (7 member CACs + at-large members). Superintendent appoints staff liaison to the CACs.





Community Advisory Councils

10 Minutes





**NORTH PORTLAND
LOVES
OUR GRADS
WE ARE ROOSEVELT!**

**GO RIDERS!
ROOSEVELT
GRAD
2020**