

**D-BRAC Meeting Minutes**

**October 22, 2016**

DRAFT

Members Present:

Paul Anthony	Lorna Fast Buffalo Horse
Scott Bailey	Pamela Kislak
Robert Cantwell	Sheila Martin
Beth Cavanaugh	Leesha Posey
Johanna Colgrove	Raul Preciado Mendez
Katie Davidson	Jason Trombley

Staff Present:

Debbie Armendariz	Sara King
Judy Brennan	Judith Mowry
Jeanine Fukuda	Melissa Niiya
Shawn Helm	Janet Whitley
Will Kearney	

The meeting began at 10:12 am.

Co-Chair Jason Trombley provided an agenda overview, and facilitation Judith Mowry led the group through an ice-breaker exercise. Mr. Trombely and co-chair Pamela Kislak described framing questions for the committee to consider through the course of the day.

A summary of public comment is attached to these minutes.

Judy Brennan presented preliminary enrollment information for all district schools, as well as a brief analysis of preliminary enrollment at schools that were affected by enrollment balancing decisions last year or had been proposed for change next year. She explained that a report is forthcoming regarding Educational Option schools and programs and the size and location of ACCESS Academy. Committee members asked for clarification and, in some cases, additional information.

Debbie Armendariz provided information about the Dual Language Expansion committee. She described the highest priority of that committee as finding options to address co-location concerns at several sites.

DBRAC broke into two smaller groups to discuss the first guiding question: how should DBRAC engage our limited time between now and December with regards to the following issues:

- a. Increase staffing allocation at under-enrolled 6-8 programs
- b. Move students between schools to create larger 6-8 grade cohorts at fewer schools.
- c. Location of the ACCESS program

Summaries of small group discussions were reported out. Regarding adding staff to small K-8 schools:

- Short term investment in small K8s should be all schools in that category, not just those in N/NE.
- Strong support for increased staffing for equitable programming. Apply consistently across district. Acknowledge this is an interim, not a final solution, a stop-gap given delays.
- Be aware of overcrowding potential.

Regarding program consolidation:

- Look at Tubman/Roseway feeders differently than other parts of eastside. One year interim solution means sequential transitions, but there is a longer timeframe in other areas (Kellogg). Also more uncertainty. Trade-off of this approach is inconsistent treatment.
- If moving programs, need criteria for who gets moved and who doesn't.
- Concerned about our ability to do good work on this issue and Ockley Green. Make sure moves would lead to increased programming; understand whether this would be precedent for rest of district. What is the scope: N/NE or all eastside? o we have experience to decide a program equity issue? Concern about multiple transitions.

Regarding both strategies:

- Weighing in on short-term moves could be in our scope, but (at least one subset of) the committee chooses not to do so. Committee work is at a broader scale.
- Avoid unintentionally creating new inequity.
- If no parameters on adding FTE in schools, then additional staff may not be used to increase program electives. DBRAC has advocated for full funding of core program, and additional funds should not be used to fill core needs.
- District should convene some community process around this issue.

The committee moved on to discussing Ockley Green Middle School and feeder schools. Ms. Brennan provided an enrollment overview, and described the types of boundary change scenarios staff was prepared to deliver. She shared some initial ideas for community engagement provided by staff from Community Involvement and Public Affairs.

Public comment was heard and a summary is attached to this message. The committee broke into small groups to consider the next framing questions: What proposed changes to boundaries and feeder patterns do you want to see reflected in new scenarios? What are your ideas about how best to solicit community feedback, share information about established communication places and times and support diverse community input?

The discussions were summarized in a whole-group report out, which generated additional conversation.

Data needs:

- Where do Jefferson cluster native Spanish speakers live? Would another school make a good stand-alone Dual Language Immersion location? If immersion were moved to a different location, would it need to feed Ockley Green or another middle school?
- Transfer reasons data for Ockley Green feeder students
- Any data on students who moved and are now showing as transfers into feeder schools and Ockley Green
- Educational impact of immersion only schools (difference in student outcomes)
- Compare neighborhood populations: is concentration at co-located DLI sites just moving to a different location and/or being made larger?
- Impact on Special Education classrooms
- Demographics of non-neighborhood students
- Consider implementing boundary changes at more than Kindergarten

#### Community Engagement:

- Listening sessions through Latino Network re: Spanish Immersion programs
- Listening sessions through Unite Oregon
- Interested in survey of non-attending students—what drove them out, what would pull them back?
- Robust feedback has been received to date, keep it up. Increase student engagement. Engage school affinity group leaders, SuperSAC, Special Ed Advisory Groups, Metropolitan Family Services, other partners to reach vulnerable families, work with SUN schools—family pick up time dinner and feedback session?
- Provide food & child care
- Listen to teachers

#### Overall:

- Don't want to do anything that will impede broader Eastside work.
- Make this a learning model to apply to future areas, not a one-off, stand-alone decision.
- Reflection on feedback from neighborhood school families, such as Richmond neighborhood bitterness at not having access to school within their neighborhood.
- We are better when we describe the problem and ask people to reflect on it. Scenarios are not either/or choices of how to resolve a problem.

The small groups consider the final framing questions of the day: What are the pros and cons of addressing all remaining eastside enrollment-balancing issues simultaneously versus maintaining a smaller focus? Which scope of work would you recommend and why? In summary:

- Cannot look at discreet areas separately
- Looking at small areas means uncertainty—can't decide without knowing impact on nearby schools
- Ballot measures may impact capacity to take on broader scope (Kellogg timing)
- We can come up with a plan, even if we don't know when things will happen

- Consider spending one more meeting talking about big picture. Go to Ockley Green to get more feedback about what community would consider.

At the end of the discussion the committee gave a show of consensus for moving forward with three scenarios for Ockley Green, as proposed by staff. They also expressed unanimous support for expanding scope of DBRAC work for remainder of 2016-17 to rest of PPS eastside schools.

The meeting adjourned at 3:00 pm.

Minutes provided by Judy Brennan

#### Public Comment

Grace Groom, Madison cluster parent. Encourage committee to not be diverted, and keep focus on equity. Will share a social/educational justice decision making tool with the committee and School Board. It may help them keep an equity focus.

Gabrielle Mercedes Bolivar, Chief Joseph and Ockley Green parent. Last year a community group proposed three feeder schools for Ockley Green. The district approved four feeder schools. There is not enough space at the school. Moving the 5<sup>th</sup> grade students who are in portables may not make enough space. Possible solutions: Shift boundaries with no grandfathering, move DLI to Chief Joseph. Village Charter will lose its lease in 2017 and students may shift back to Ockley Green. Don't use major streets as rationale for drawing new boundary lines.

#### Written Comments

Grace Groom, Roseway Hts. How many of the issues of inequitable programming would be addressed (including DLI co-location issues) be resolved if RWH Middle School was opened as intended and recommended by DBRAC for Fall 2017. No delay=equity win? Less disruption over time for more students?