



Portland Public Schools

Enrollment & Program Balancing Phase 2

Welcome



**PORTLAND
PUBLIC
SCHOOLS**

October 7, 2021



As we get started...

Please change your name in Zoom to include:

- Your pronouns
- Your role in the coalition



September 23, 2021



Land Acknowledgement and Anti -Oppression Statement

At PPS we strive to strengthen our relationships with the Native community and Native Nations. A symbol of this commitment is a land acknowledgment. These statements bring visibility to the first peoples of our collective home. This statement is meant to provide information and context while also encouraging all of us to reflect on our current day relationship with Native people and Native experiences.

We acknowledge that we live, work and play on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, Molalla. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We honor their history and acknowledge the sacrifices they made.

Let us also acknowledge the robust present-day federally recognized tribes of this area; the Grande Ronde, Siletz and Cowlitz. In addition, I would like to acknowledge the Chinook Nation, who has been seeking federal recognition for many years.

The urban Indian community is made up of tribal diversity that originates from around the country representing 400 tribes. The urban Indian community has a vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or seeking more opportunities.





Land Acknowledgement and Anti -Oppression Statement

Today, these tribes and communities celebrate their heritage, showing resilience and tenacity that would be greatly admired by their ancestors.

Within Portland Public Schools today we serve students and families representing more than 150 different tribal nations within our education system. It is our obligation to teach accurate information, past and present, about the impact of colonization on our students, all students today and make visible the multitude of Native families and many diverse ways Native communities and families are living in the present.

We encourage every person to reflect on their own history; understand the history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgment is one step that we can take to improve our support of Indigenous communities in the area.

In addition to acknowledging the land and those that have been here since time began, we must also remember our stolen siblings from Africa whose labor built the vast wealth of this country. These two communities and the atrocities committed against them are intrinsically intertwined due to our existence within a white supremacist world. Everything we have is due to stolen land and stolen labor, and every system and institution that impacts our lives is built upon this legacy. It is our job to speak that truth into spaces so that we can begin to heal.





Welcome

Meeting Purpose:

- Co-Chair Introduction & Roles & Responsibilities
- What we heard from you
- Summer 5th Grade Survey
- Listening and Learning Report
- Fall Enrollment Preview





Co-Chairs

- Adriel Person
- Beth Cavanaugh

Roles and Responsibilities

- Orient new members
- Inform overall planning
- Represent the SEGC to the Board of Education.



Group Agreements

1. Stay Engaged
2. Speak your truth responsibly
3. Listen to understand, to believe
4. Be willing to do things differently and experience discomfort
5. Expect and accept non-closure





Check-In Exercise

Everyone will be divided into small group breakouts. Please share the following:

- Your name
- Your connection to the district
- Which group agreement is standing out for you today? Is there anything missing?





What We Heard From You



Key themes from SEGC Meeting 9/23

Hopes and Aspirations

- Develop thoughtful long-term solutions instead of “quick fix” band aid approaches.
- The goal of increasing demographic diversity at the affected schools (including at the elementary level) should officially be part of the SEGC’s charge.
- Identify strategies for actively recruiting and retaining BIPOC teachers, administrators, and staff at PPS schools.
- Equalize distribution of programs, including providing age-appropriate elective options to middle grade students in K-8 facilities and expanding dual language programs across schools.
- Promote culturally centered schools that provide a sense of welcoming and belonging to all students and families, including immigrant communities.
- Invest in effective teaching and learning practices, such as project-based learning, to position all students for a successful transition to high school.
- Support the physical, social and emotional needs of all students by providing fairly distributed resources across schools to meet students’ basic needs and ensure that every student arrives ready to learn.



Key themes from SEGC Meeting 9/23

Doubts and Fears

- BIPOC students/families will feel devalued or excluded.
- Additional burdens will be placed on families that are already marginalized.
- Loud voices will threaten to derail the SEGC's work.



PORTLAND PUBLIC SCHOOLS

5th Grade Summer Survey Report





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Listening and Learning Report





Listening and Learning Challenges

- Very limited participation in 15 planned affinity-based sessions
- COVID made in-person meetings not advisable
- BIPOC community is stretched thin and zoom fatigued
- BIPOC community is distrustful of process
- Review strategies to address this later in meeting

Please Join Portland Public Schools

Help Create An Equitable Vision for School Enrollment and Program Balancing in SE Portland. As part of a larger multi-year enrollment and program balancing process, the PPS Southeast Guiding Coalition (SEGC) has been tasked with developing a plan for adjusting school boundaries, feeder patterns, and/or program placements at Lane Middle School and Harrison Park K-8 School. In keeping with the District's commitment to racial equity and social justice (RESJ), PPS is actively seeking to develop a deep understanding of the experiences, thoughts, and concerns of Black, Indigenous, People of Color (BIPOC) students and families that may be impacted by this important decision. If you are a current or incoming BIPOC student or parent at Lane, Harrison Park, or a neighboring school, please join us for a dialogue session to share how PPS schools can meet students' social emotional needs and educational aspirations.

GET INVOLVED. HAVE YOUR VOICE HEARD. SHARE YOUR EXPERIENCES.

Visit bit.ly/PPS_SEGG to register for the virtual session that best represents your relationship to the District.

Lane Middle School

Black Students and Families - **RESCHEDULED**

■ Wednesday, September 29 - 5:30 - 7:00 p.m.

Asian Students and Families

■ Monday, September 20 - 3:30 - 5:00 p.m.

Latino/a/x Students and Families

■ Monday, September 20 - 5:30 - 7:00 p.m.

Lane MS BIPOC Staff

■ Thursday, September 16 - 4:00 - 5:30 p.m.

General Sessions / Other Area Schools

BIPOC Students and Families Residing within One Mile Radius of Lane or Harrison Park

■ Tuesday, September 28 - 5:30 - 7:00 p.m.

Spanish Language Session

■ Tuesday, September 21 - 5:30 - 7:00 p.m.

Chinese Language Session

■ Tuesday, September 14 - 3:30 - 5:00 p.m.

Harrison Park K-8 School

Black Students and Families - **RESCHEDULED**

■ Monday, September 27 - 3:30 - 5:00 p.m.

Chinese Students and Families - **RESCHEDULED**

■ Wednesday, September 22 - 6:30 - 8:00 p.m.

Latino/a/x Students and Families

■ Monday, September 13 - 5:30 - 7:00 p.m.

Russian Students and Families

■ Thursday, September 23 - 3:30 - 5:00 p.m.

Somali Students and Families

■ Wednesday, September 15 - 3:30 - 5:00 p.m.

Vietnamese Students and Families

■ Monday, September 27 - 5:30 - 7:00 p.m.

Harrison Park BIPOC Staff - **RESCHEDULED**

■ Tuesday, September 21 - 3:30 - 5:00 p.m.

Creative Science School

BIPOC Students and Families

■ Thursday, September 30 - 3:30 - 5:00 p.m.



For additional information, contact Judy Brennan,
Director of the Enrollment and Transfer Center at PPS at jbrennan@pps.net



Key themes from Listening and Learning

- Schools should offer culturally dynamic curriculum and activities that are reflective of the student body.
 - The richness of experiences and perspectives offered by the diversity at Harrison Park is widely accepted as one of the key features of the success of that school. Parents from other schools expressed a desire to see such diversity in their neighborhood school.
- PPS should provide an equitable distribution of programs among all neighborhood schools. Where you live should not dictate your child's educational experience.
- Critical importance of authentic interpersonal connections between students, families, and staff.
 - If K-8 schools need to be broken up, keep K-5 kids together.
 - The presence of community (language) liaisons to connect with BIPOC and historically marginalized communities is critical.



Key themes from Listening and Learning

- Schools should foster environments where BIPOC students and families feel safe and have ample social emotional supports.
- Schools have the necessary staffing ratios, and instructional philosophies to promote Differentiated Instruction among students of all backgrounds, ability levels, and learning styles.
- Privilege should not drive access to programs: BIPOC and underserved families are disproportionately impacted by transportation barriers, to the extent that it effectively limits school choice among these communities.
- Asking families to choose between schools with proximity to their home and those offering more robust programs and service is unfair and disproportionately disadvantages BIPOC and historically underserved communities.



Key themes from Listening and Learning

- Racial, ethnic, and cultural diversity is an asset to any school and crucial to making BIPOC students and families feel welcomed, seen, and valued.
 - BIPOC kids have other students and staff that look like them. Representation.
- Historical Devaluing of BIPOC Voices / Distrust of PPS' Processes / Accountability.
 - How do we ensure that the ultimate approach does not benefit one group at the expense of another?
- Most CSS parents attending the dialogue session expressed a desire for the school to remain a K-8. On the other hand, most Harrison Park dialogue session participants seemed to accept that their school will be transitioning to the K-5/MS model.



Review of Supporting Quotes from Listening and Learning



Break

10 MINUTES





MIRO Introduction





Breakout Rooms

30 MINUTES



Small Group Exercise

How should the information presented, from listening and learning, impact the development of scenarios?



Fall Enrollment Preview

Click Link to View:

https://drive.google.com/file/d/1CmvRxLqnJ99xo7gijoB-Hs-17jCA_qSH/view?usp=sharing





Closing Comments / Check Out

- *What is one thing you'll take with you tonight?*
- *What do you need moving forward?*

