



Portland Public Schools

Enrollment & Program Balancing Phase 2

Welcome



**PORTLAND
PUBLIC
SCHOOLS**

May 27, 2021



As we get started please:

- Please change your name in Zoom to include your pronouns and what your role is in the coalition
- Enter in chat your favorite middle school class



PORTLAND
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Enrollment & Program Balancing Phase 2

**Centering the Experience of Black, Native,
and Students of Color Through
A Racial Equity Design Process**





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**





Enrollment & Program Balancing Phase 2

- **Student Forums + Student Groups**
- **Southeast Guiding Coalition**
- **Broader Engagement: BIPOC Open Houses + Focus Groups**





We heard you in Phase 1

- **More time between meetings/a week to review packet materials**
- **Continue to center RESJ Lens**
- **More diverse and student voices**
- **Translated materials & Translation Services available for all meetings**
- **Meeting summary to share with communities**
- **Continue to use Discord for all members to receive communications**
- **Transparency to the community**
- **Breakout rooms available for public viewing**
- **Ask members to focus on solutions for the region**
- **Multiple ways to provide input - written & verbal**
- **Staff to provide capacity range, DLI & Focus Option Program instructional priorities**
- **Added Community Based Organizations to share experience with diverse families**
- **Build a strong community among the Coalition**



How We Got Here

- Student enrollment impacts equitable access to programs and, ultimately, student experience and achievement. To fulfill our Graduate Portrait, it is important to address overcrowding and under-enrollment
- In 2016, the PPS Board endorsed plan to convert K-8s to K-5s and middle schools, shift boundaries and special program locations, creating a uniform structure for neighborhood schools across the district. Work in Southeast Portland was timed to coincide with the opening of Kellogg MS.
- In 2020, a framework was developed to address K-8 conversions and other enrollment-related conditions, with a focus on setting an attendance area and special programs for Kellogg. Numerous other enrollment challenges were identified by the SE Guiding Coalition and other community stakeholders.



Charge

- Phase 2 will complete the middle grades transformations begun in Phase 1, centered on the conversion of Harrison Park from K-8 to middle school and increasing enrollment at Lane Middle School. The process will also address as many K-5 issues as feasible, in order to make a new K-5 home for Harrison Park students and align other elementary school boundaries and special programs with middle school changes.
- Q & A with Director Scott Bailey





Grounding in Racial Equity Centered Design & Norms





Beliefs, Values & Commitments

Partnerships & Collaboration

We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

Racial Equity & Social Justice

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.

Recognize Complexity

We need to resist Either Or Thinking, the urge to think of things in dualities the right way and the wrong way and assigning whole communities to one or the other. Instead we have to create meaningful space for dialogue and consideration that there are multiple experiences and multiple perspectives.

Student-Centered Outcomes

A Sense of Urgency makes it difficult to take time to be inclusive, to encourage thoughtful decision-making, to think long-term, to consider consequences. Instead we are making adjustments to our plans, process and timelines to make space for thoughtful participation and deliberation in order to more fully contend with the complex and interdependent set of decisions to be made.

Encourage Dialogue & Discussion

We encourage one another to resist the Fear of Open Conflict that may manifest when hearing many opposing opinions, and many who raise important considerations. And while we do want to support a recommendation that has widespread support, in the process to get there we do not want to shy away from difficult conversations and conflict. Instead we want to ensure that we tackle these challenges in agreement.



METHODS

Paseo Protocol

Empathy Interview

Composite User

Brainstorm

Looks Like/ Works Like

User Testing

Equity Pause

Notice Tool

AEIOU

POV MadLib

Brainwrite

Role Play Testing

Reflect Write

Constructivist Listening

Immersion

HMW

Constraints

Rapid Prototyping

Storytelling

Dyad Convo

Need Statement

Lever

Build to Learn

Think Aloud

Empathy Map

Dyad Testing

EMPATHIZE

IDEATE

NOTICE

DEFINE

PROTOTYPE

REFLECT

TEST

Build Relational Trust

Liberatory Collaboration

Focus on Human Values

Focus on Human Values

Craft Clarity

Bias Toward Experimentation

Liberatory Collaboration

Focus on Human Values

Practice Self-Awareness

Embrace Complexity

Embrace Complexity

Build Emotional Trust

Bias Toward Action

Craft Clarity

Practice Self-Awareness

Notice Bias + Power

Practice Self-Awareness

Build Relational Trust

Practice Self-Awareness

Embrace Complexity

Embrace Complexity

Define Bias + Power

Show Don't Tell

Bias Toward Experimentation

Craft Clarity

Build Relational Trust

Craft Clarity

Share Don't Sell

Build Relational Trust

MINDSETS

Enrollment & Program Balancing Phase 2

1 LAUNCH



Understand the charge



Review goals & charter



Grounding, understanding, & capacity building

Spring 2021

2 LEARN



Continue defining RESJ



Notice and identify top needs for students



Listen to experiences with key topics

Summer 2021

3 BRAINSTORM



Brainstorm outcomes with RESJ

Enrollment & Program Balancing Phase 2

4 TESTING



**Draft & test
various solutions**



**Collaboration for input
from community**

5 RECOMMEND



**Build consensus on a
Phase 2
recommendation**

[All meeting dates](#)

Fall 2021



Student Voice & Community Engagement Framework Phase 2

<p>Honor student and community intelligence, and lessen dominant inequities with counter narratives.</p> <p>Cognition</p>	<p>Organize young people, and acknowledge the social and political contexts they learn and live in.</p> <p>Capabilities</p>	<p>Be responsive and accountable with thought partnership and accessible design.</p> <p>Confidence</p>	<p>Use multiple engagement methods incorporating technology, and uplift BIPOC student and family voices.</p> <p>Connections</p>
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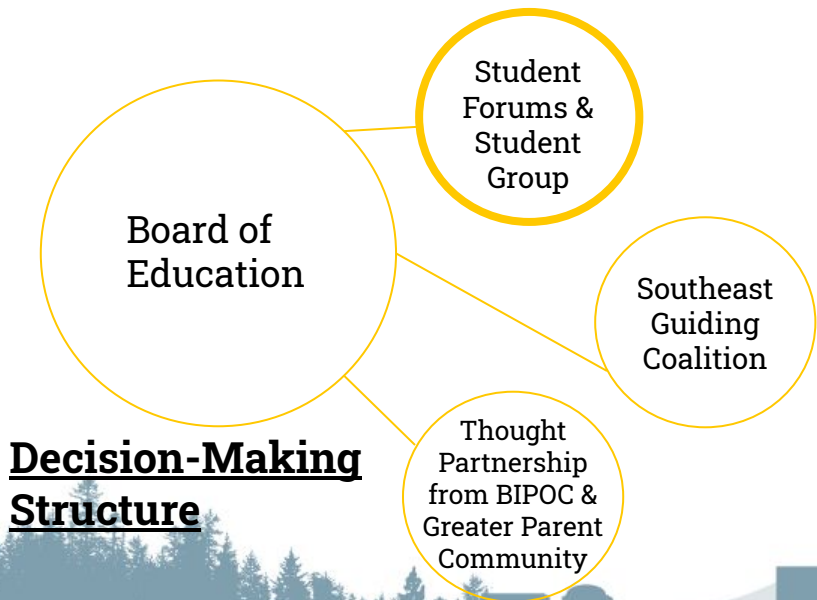
PPS principals, central office staff, and FLO Analytics will work to ground the process on the following sets of stakeholders:

- Students, Families, and Community Members
- SE Guiding Coalition
- RESJ Partners



Student Engagement in Phase 2

The focus schools in the Phase 2 process will support elevating student voice in the Board of Education's decision making processes, especially early age students involved in Phase 2, 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.



PPS Stakeholders

PPS principals, central office staff, and FLO Analytics will work to ground the process on the following sets of stakeholders:

- Students, Families, and Community Members
- SE Guiding Coalition
- RESJ Partners



Student Voice & Engagement Process | Phase 2

Our aim is producing the methods that elevate the priorities of the early school age students to the Board of Education in a manner accessible for early school age students .

Recommendations - December 2021

1. School Site-based Engagement
2. Student Poll
3. Results of Student Priorities prepared for recommendation
4. Board of Education Public Comment

Test - Fall 2021

- 2nd round of K-5 + 6-8 Student Forums



Launch Campaign - May/June 2021

1. Student Empathy Exercises
2. Student text campaign
3. Streamed SE Guiding Coalition Meetings

Learning - June 2021

1. Identify results from Student Empathy Exercises
2. Begin design for Student Forum
3. DSC Phase 2 student wide outreach

Brainstorm - Fall 2021

1. K-5 Student Forum + 6-8 Student Forum
2. Student text campaign



Engagement Methods

Website

Survey

Honor student and community intelligence, and lessen dominant inequities with counter narratives

Text Messaging

Organize young people, and acknowledge the social and political contexts they learn and live in

Student Forums

Be responsive and accountable with thought partnership and accessible design

Focus Groups

Use multiple engagement methods incorporating technology, and uplift BIPOC student and family voices

Open House

RESJ Partners Advisory

Tribal Community Engagement

School-Hosted Parent Meetings





Student Engagement Timeline

Community Outreach	Month	Phase 2 Element
<p style="text-align: center;">Launch</p> <ul style="list-style-type: none"> • Website (continuous) • Surveying input from families • Social media (continuous) • Texting • Principal's messages (continuous) • Public SE Guiding Coalition Meetings 	<p>May</p>	<p>Launch</p>
<p style="text-align: center;">Learn</p> <ul style="list-style-type: none"> • Continuing awareness with opportunities to share general feedback • Results from messages and surveys prioritizing black families, indigenous families, and families of color • Results from online survey of broader PPS community • Student Forum and BIPOC focus groups • Feedback on virtual open house 	<p>May-June</p>	<p>Learn</p>
<p style="text-align: center;">Brainstorm</p> <ul style="list-style-type: none"> • Continuing awareness with opportunities to share general feedback • Outreach to focus groups (black and indigenous, Spanish speaking, Chinese Speaking, teachers, students) 	<p>Fall 2021</p>	<p>Brainstorm</p>
<p style="text-align: center;">Test</p> <ul style="list-style-type: none"> • Board of Education Public Worksession 	<p>Fall 2021</p>	<p>Testing</p>
<p style="text-align: center;">Recommend</p> <ul style="list-style-type: none"> • Continued Stakeholder Engagement • School Site-based Engagement • Public Comment to the Board of Education 	<p>December</p>	<p>Recommend</p>

Charter & Norms

The Phase 2 process will be informed by lessons learned from Phase 1 and a continued commitment to elevate the voices of historically marginalized students and families.

Key commitments:

- Utilize racial equity-centered design principles in all aspects of the process
- Invite and retain more representatives of color on the SE Guiding Coalition, including participants from community partner organizations
- Extend community engagement opportunities for key stakeholders, including BIPOC students and families
- Develop and utilize scenario impact statements, based upon the Racial Equity and Social Justice lens, to highlight the strengths and challenges of proposed changes, particularly for key stakeholder groups



Charter Review

Key Charter Elements

- Coalition Purpose
- Phase 2 Goals
- Operating Guidelines
- Decision Making Framework

Breakout Jamboard

1. Strengths
2. Areas of Improvement
3. Suggestions





Break

10 MINUTES





PORTLAND PUBLIC SCHOOLS

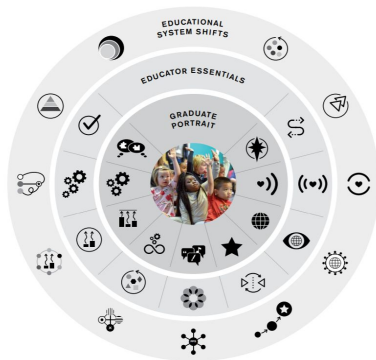
Racial Equity & Social Justice within Portland Public Schools





PPS ReImagined

PREPARING OUR STUDENTS TO LEAD CHANGE & IMPROVE THE WORLD



Core Values

Our enduring beliefs that will guide our actions toward our collective vision.

Graduate Portrait

A clear and ambitious picture of what the community wants our students to know, be, and be able to do, in order to prepare them to thrive.

Educator Essentials

The knowledge, skills, mindsets, and dispositions needed from every adult to support the Graduate Profile in every PPS student.

Educational System Shifts

Changes to our priorities and operations that will help create the conditions for adults to do their best work in realizing the Graduate Profile in every student.





Theory of Action

IF...

We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student

...THEN

We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students, realizes the vision of the Graduate Portrait.





Culturally Responsive/ Sustaining Pedagogy

Culturally Responsive Pedagogy

1. The eradication of deficits-based ideologies of culturally diverse students
2. **The disruption of the idea that eurocentric or middle class forms of discourse, knowledge, language, culture and historical interpretations are normative.**
3. A critical consciousness and sociopolitical awareness that reflects an ongoing commitment to challenge injustice and disrupt inequities and oppression of any group of people.
4. An authentic and culturally informed notion of care for students, wherein their academic, social, emotional, psychological and cultural well-being is adhered to.
5. A recognition of the complexity of culture, in which educators allow students to use their personal culture to enhance their quest for educational excellence.

Critical Race Theory

- Counter-Storytelling
- The Permanence of Racism
- Whiteness as Property
- Interest Convergence
- Critique of Liberalism

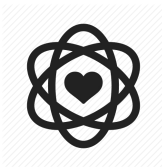
Counter-Storytelling

Telling the stories of our BIPOC students, families and community can challenge and counteract racial inequities and catalyze the movement for racial justice.





Racial Equity & Social Justice at Portland Public Schools



Core Value

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.



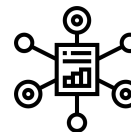
Policy

In 2011, Portland Public Schools launched a Racial Educational Equity Policy and Five Year Plan to change its practices to eliminate the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories



Lens

Our Racial Equity and Social Justice Lens is a transformative quality improvement tool used to improve planning, decision-making, and resource allocation leading to more racially equitable policies and programs.



Framework & Plan

The RESJ framework and plan intends to build on the successes of the initial equity plan while also critically examining opportunities to increase the effectiveness of Racial Equity and Social Justice practices through organizational change and system wide coordination.



RESJ Framework & Plan

Individual Readiness

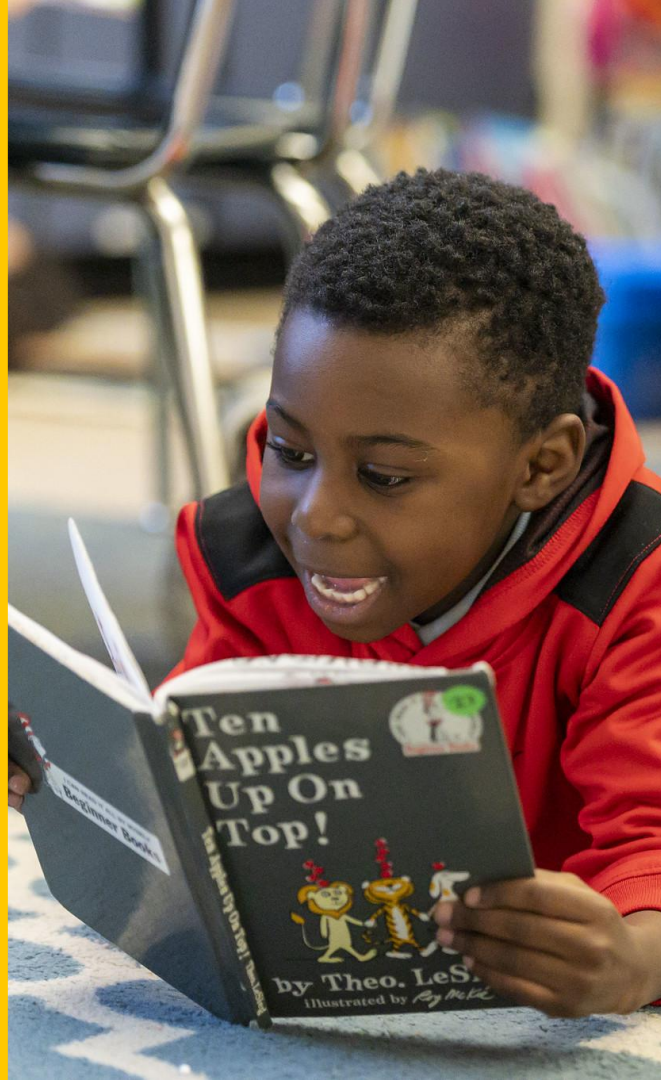
We are individuals throughout the organization that are self aware of our racial identity and how that socially constructed identity has a profound significance and shapes all aspects of our lives.

Organizational Culture

We are responsible for building a culture that proactively works to counteract inequities inside and outside of the organization. As such, we act with urgency to grow as adaptive leaders to better impact behaviors, mindsets, practices, programs and processes of the organization.

RESJ Systems

We are a school system that unapologetically embrace and braid RESJ practices and principles into the fabric of our dynamic system.

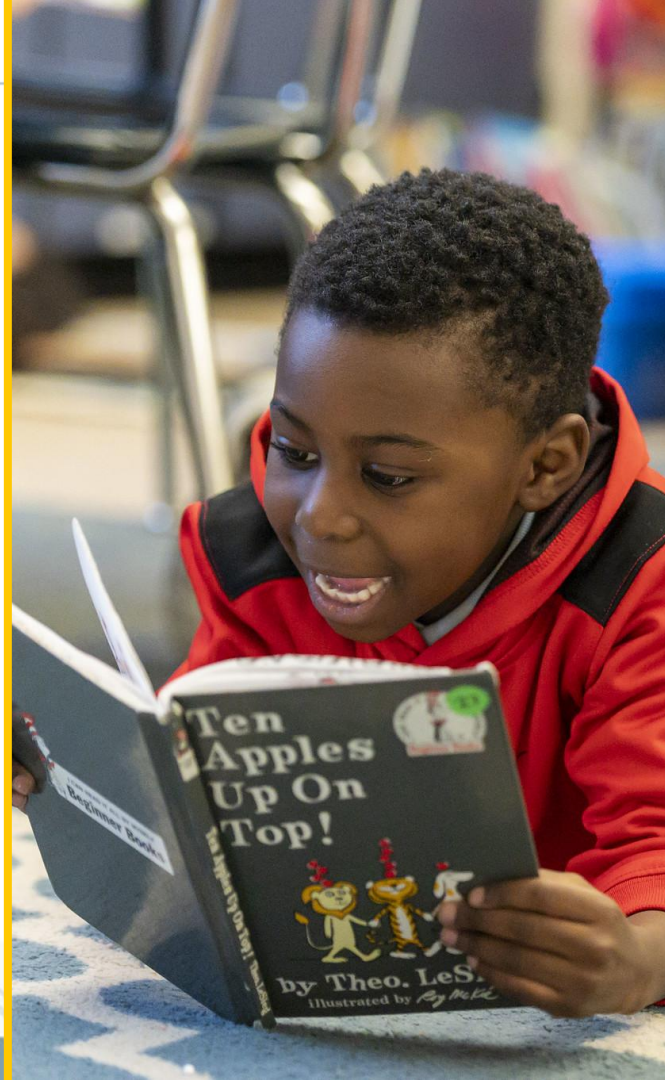




Organizational Culture

PPS RESJ Professional Development Framework

Build a positive, anti-racist culture





PPS RESJ LENS

Key Components

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





Small Group Discussions

1. Review the PPS RESJ Lens and Questions
2. Reflect and Discuss the following:
 - a. How do you anticipate applying these questions throughout the SEGC Process?
 - b. What questions do you anticipate posing challenges or bringing up discomfort?
 - c. What question do you anticipate providing significant support in ensuring the SEGC process and outcomes are aligned with PPS' value and commitment to RESJ?
3. How will your small group and the SEGC stay in agreement while engaging in dialogue about the PPS RESJ Lens?





Next Steps





Meeting 2 Preview

Middle school experience--Listening and learning

Student voice

MS Redesign panel discussion and Q&A

Finalize charter and co-chair process





Homework

1. **Meeting evaluation** - *due noon tomorrow*
2. **Additional input on charter and co-chair process**
3. **Data synthesis project**, using data in the 5/27 meeting folder of your shared Google drive

For assistance accessing the drive, email msalvador@pps.net

