



Portland Public Schools

Enrollment & Program Balancing Phase 2

Welcome



**PORTLAND
PUBLIC
SCHOOLS**

February 3, 2022



As we get started...

Please change your name in Zoom to include:

- Your pronouns
- Your role in the coalition



February 3, 2022



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 Agenda:

- Engagement Update
- Principal Reps
- Program Placement
- Boundary analysis

GOAL: SEGC recommendation to the Deputy Superintendent by the end of the Feb 17 meeting.



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
6. Take space. Make Space
7. Ensure each person in the room has a chance to speak
8. Respect each others' voices and views





Breakout Rooms

Please note that the public will not be able to listen live to the breakout rooms. However, those sessions will be recorded and will be available on the Enrollment & Program Balancing website by Friday afternoon.



Where we are

- Consensus to date:
 - Clark will become the new location for Harrison Park K-5 neighborhood and Chinese DLI
 - Creative Science will join with Bridger neighborhood
 - Chinese DLI and neighborhood co-location will continue at Woodstock
 - Elementary DLI program strands will join up at middle schools—one language program per MS

Where we are

- Nearing consensus:
 - K-5 Spanish Immersion locations
 - MS Spanish and Chinese Immersion locations
 - Neighborhood program feeder patterns
 - Boundary line adjustments





Engagement Update

How do you define success? What are barriers to success? How does school play a part in that?

- Experienced administrators who set learning outcomes set by the school help my child's behavior
- Language is a barrier to success at school. Parents still need a lot of support from school
- Friends and teachers have a big influence on children. Family and kids need attention from staff.
- Access to after school activities like chess club and social activities help support success
- Concern about diverse kids going to Kellogg without the support they need

Whole School DLI, Chinese, and Spanish DLI

- Whole school model is okay if the diversity of students in co-located models is maintained
- “It would be awesome” (to have a whole school DLI at Lent)
- Strong support of whole school DLI at Lent
- Families are feeling heard, and express value in multiple options
- Some disagreement with whole school model
- A large amount of parents express a preference for DLI programs remaining at Harrison Park
- Enrollment forecasts aren't capturing the new construction & open homes waiting to be purchased or rented in the neighborhood--it feels like the projection might be overly conservative especially once the HP facilities have been refreshed.
- Preference to have one DLI program so school isn't too populated

Co-Chair Corner

- Questions about PPS ability to commit to services in schools with enrollment shift
- Surprise about poll switch
- Lent standing in E-Series: Will Lent be neighborhood DLI program similar to Sunnyside
- Outreach results and feedback
- Feeling that one schools wishes are being prioritized over others
- Social media reminder



Principal Representatives

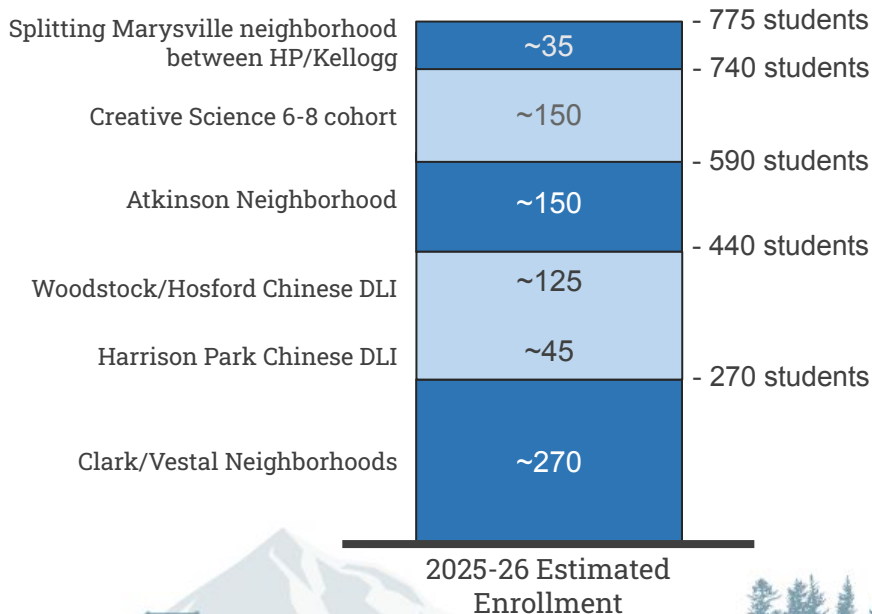
Richard Smith and Catherine Murray



Harrison Park MS Enrollment Options

Middle school Spanish DLI is located at Kellogg.

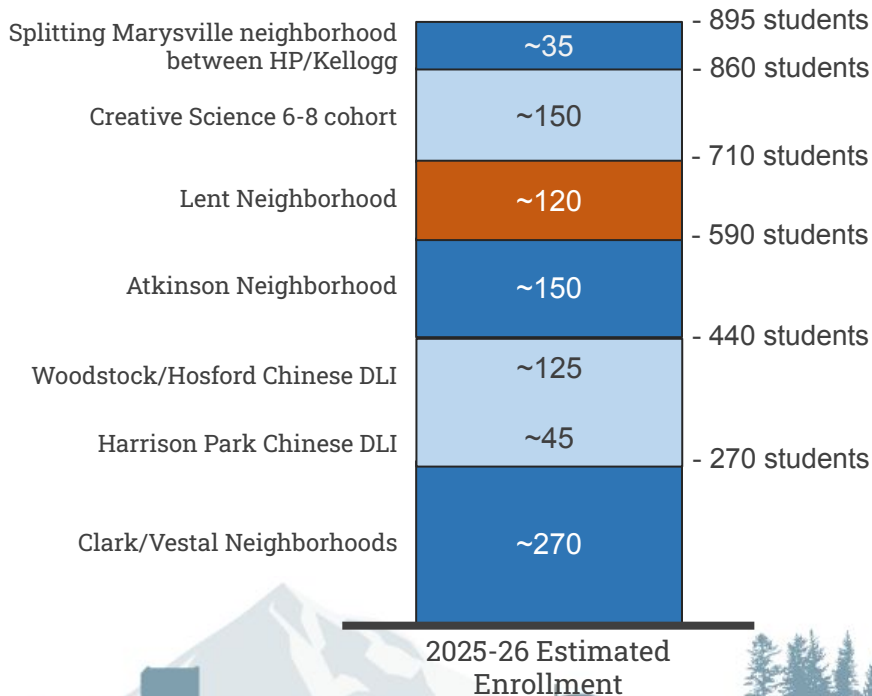
K-5 Spanish DLI is at Atkinson (existing single-strand) and Lent (neighborhood-based whole school).



Harrison Park MS Enrollment Options

Middle school Spanish DLI is located at Kellogg.

K-5 Spanish DLI is at Arleta (balanced co-location) and Lent (balanced co-location).

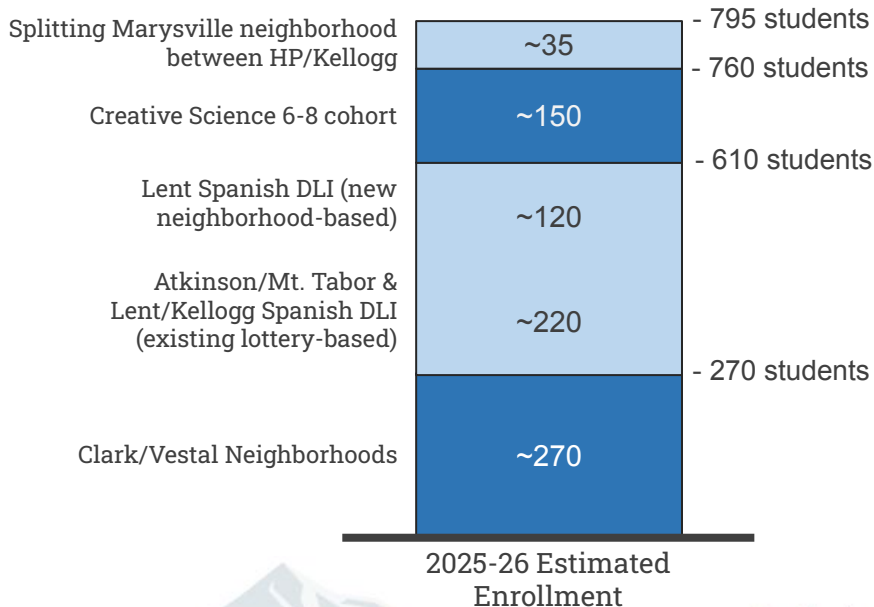




Harrison Park MS Enrollment Options

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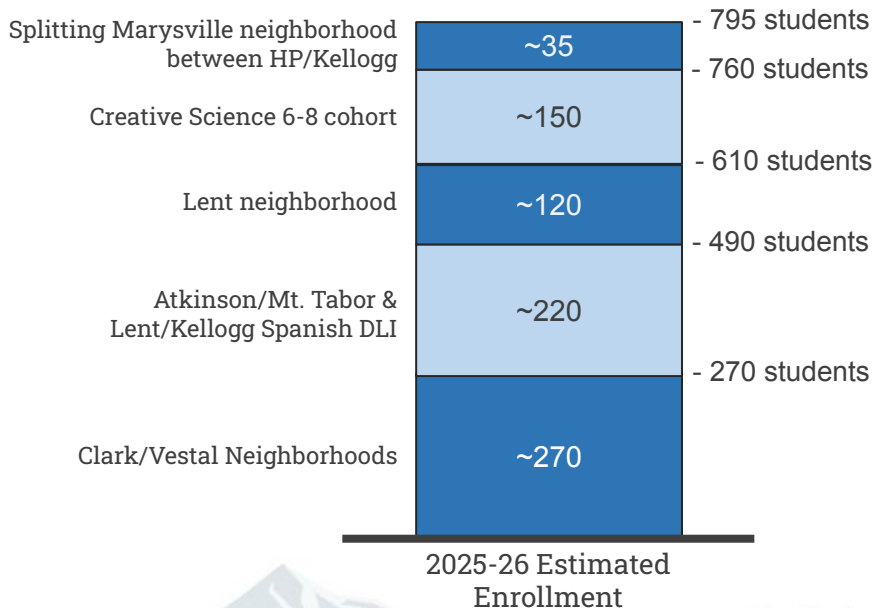
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K-5 Spanish DLI is at Arleta (balanced co-location) and Lent (balanced co-location).



Enrollment, budget and staffing

21-22 Budget	Lane	Mt. Tabor
Enrollment	406	687
% Direct Cert	44%	9%
Genl Fund FTE	24.75	36.50
GF Equity FTE	3.50	
Title 1 FTE	2.75	
Other FTE	3.00	2.00
Total FTE	34.00	38.50
Staff:students	7.7:1	13.4:1
FTE = Full-time staff		

Small Group Discussion

Small Group Breakout (15 minutes in Quads)

- Proposal ahead of us:
 - Whole school Spanish DLI at Lent and co-location at Atkinson
 - Spanish DLI consolidated at Kellogg for Spanish
 - Chinese Immersion DLI at Harrison Park



Where do you stand?



No way!
I'll block this.

I see MAJOR
issues we need
to resolve.

I see MINOR
issues we need
to resolve now.

I see minor
issues we can
resolve later.

I'm fine with
this as it is.

I love this!
I will champion it.

Lack of Consensus

Consensus

One way to define the Fist to Five scale. Make sure to clarify what 0 to 5 mean for your group.



Whole Group Sensemaking

Large Group Discussion (10 min)



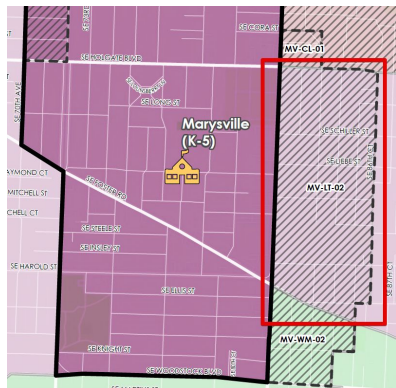
Spotlight on Boundary Changes

- Based on feedback from our last meeting we made updates to the working boundaries for elementary schools
 - Marysville-to-Lent area (MV-LT-02 – between 82nd/Holgate/Foster/86th) is back at Marysville
 - Atkinson-to-Creston area (AT-CR-01 – between 52nd/Powell/Woodward/56th) is back at Atkinson
 - Lewis-to-Woodstock area (LW-WS-01 – between 41st/Woodstock/Henry/52nd) is back at Lewis, south of Carlton
 - Lewis-to-Whitman area (LW-WT-02 – between 52nd/Flavel/District Boundary/57th) expanded north from Flavel to Duke (reflects the LW-WT-01 area seen in previous draft proposals)
- These changes created cascading enrollment balancing issues that are being addressed with new boundary changes
 - The largest change area is a new Marysville-to-Arleta area (MV-AR-01 – between 72nd/Foster/Woodstock/82nd) containing ~45 students

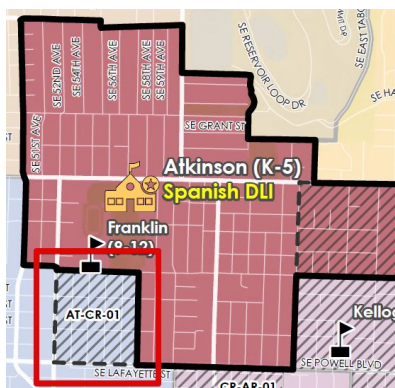


Spotlight on Boundary Changes

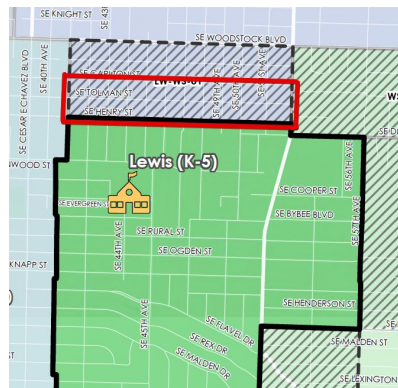
K-5 Boundary Changes in Response to SEGC Feedback



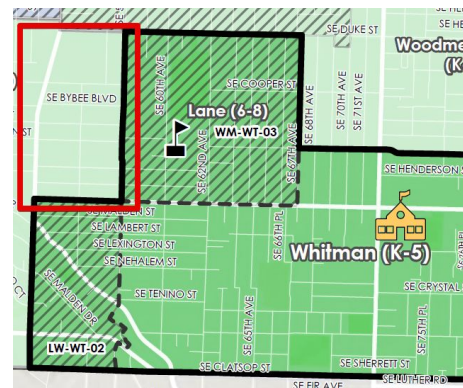
Area back at Marysville



Area back at Atkinson



Area back at Lewis



Area proposed to Whitman

Spotlight on Boundary Changes

- For middle schools we have been exploring scenarios where their boundaries split elementary attendance areas
 - **Pro:** Allows us to better balance between middle schools without squeezing elementary enrollment below our targets.
 - **Con:** Students attending the same elementary school would be assigned to different middle schools.
- The scenario where this appears most viable is when Kellogg is projected for 700+ enrollment
 - For example, drawing the Kellogg/Lane boundary at Foster Road would shift ~110 students from Kellogg into Lane, boosting Lane's enrollment to ~570. This allows us to keep Lewis in the Sellwood feeder pattern and keeps Sellwood's enrollment above 500.

Spotlight on Boundary Changes

We have been exploring other ways to boost Lane's enrollment without cutting Sellwood's enrollment drastically.

- **Option – Feed Woodstock neighborhood to Lane instead of Hosford and keep Lewis as a feeder to Sellwood:** Would put Lane enrollment at ~600 and Sellwood enrollment at ~530. Hosford enrollment drops to ~480.
- **Option – Split Lewis neighborhood between Lane and Sellwood at 45th Ave:** Would put Lane enrollment at ~520 and Sellwood enrollment at ~470.



Small group processing

Small Group breakout (20 min)





Break





Whole Group Sensemaking

Share Out





Whole Group Report Out

Pulse POLL





Whole Group Sensemaking

Large Group Discussion





Next Steps

SEGC recommendation to the Deputy Superintendent Hertz by the end of the Feb 17 meeting.





THANK YOU

Please Fill out Meeting Evaluation

