

Portland Public Schools  
Enrollment and Program Balancing  
SE Guiding Coalition  
Virtual Meeting  
December 10, 2020, 6:00 pm  
Minutes

**SE Guiding Coalition Members in Attendance:** Meisha Plotzke, Rosie Lingo, Sarah Kincaid, Lisa Williams, John Lyons, Martha Langland, Tonya Arnold, Sabrina Flamoe, Melissa Schachner, Chris Frazier, Adam Skyles, Alexandra Phan, Regina Sun, Michael Rehana, Angelica Cruz, Andy Jacob, Richard Smith, Seth Johnson, Dee Reddy, Scott Bailey, Carissa Harrison, Michael Bacon, Jackson Weinberg, Josh Cody, Shanice Clarke, Michele Stahlecker, Sheilagh Diez, Savannah Paz, Rita Moore, Logan Heyerly, Leah Dickey, Jennifer Fontana, Caitlin Klenz, Terry Proctor, Michael Rowell, Shawn Bird, Sondra Blair, Jo Ann Wadkins, Andrew Harvey, John Horn, Dan Jung, Cathy Murray, Josh Cody, Caitlin Klenz, David Roy, Alexandra Phan, Beth Brett, Beth Cavanaugh, Michael Rowell, Jennifer Fontana, Sarah Kincaid, Parker Myrus, Julia Brim Edwards, Shawn Helm, Min Cai, Marisa Bryman

**Central Office PPS Staff in Attendance:** Nathan Swoverland, Gail Warren, Esther Omogbehin, Megan Salvador, Claire Hertz, Judy Brennan, Kristyn Westphal, Steven Stapleton, Kathleen Ellwood, Keeley Simpson, Elisa Schorr, Karl Logan, Dani Ledezma, Dana White, Karen Werstein, David Roy

**FLO Analytics Staff in Attendance:** Jed Roberts, Rachel Roberts, Alex Brasch

**Captioner:** LNS

**The Meeting was called to order at** 6:03 pm

**Welcome:** *Led by Dr. Esther Omogbehin, Regional Superintendent*

Dr. Omogbehin welcomed the Guiding Coalition Members and thanked everyone for their continued support and participation.

She acknowledged that getting to 100 percent isn't always easy and need to look at the bigger picture. Dr. Omogbehin reminded the members to look at the criteria and to focus on narrowing the options to one or two as there is one more meeting after tonight.

Dr. Omogbehin extends apologies to the group for setting up these last two meetings during Hanukkah.

**Meeting Objectives and Agenda Review:** *Led by Dr. Esther Omogbehin reviewed the objectives of the meeting:*

- *RESJ Discussion*
  - *Review PPS Framework*
  - *Review two articles*
  - *Review RESJ lens and staff report*
  - *Breakout session #1*
  - *Consensus building overview*
  - *Breakout session #2*
  - *Group discussion and consensus building*

**Group Agreements:** *Led by Dani Ledezma, Senior Director of Racial Equity and Social Justice (RESJ)*

- Stay engaged
- Speak your truth responsibly
- Listen to understand, to believe
- Be willing to do things differently and experience discomfort
- Expect and accept non-closure

Ledezma spoke to the group and told them, especially tonight, to remember to use these group agreements. Be gentle with ourselves and each other. These are extraordinary circumstances. Please continue to work together and how we work together.

Ledezma went over the month of December. Really trying to center our work around Racial Equity and Social Justice.

Dec. 3: Reset and Focus-Begin working on Kellogg options

Dec. 10: RESJ-Narrow and refine Kellogg options using RESJ Lens

Dec. 17: Group Agreement-Finalize recommendation to School Board

**Ledezma:**

Break Out #2-Group Discussion 12/3/2020

**CLACKAMAS**

- B
- D
- A

C

## **COLUMBIA**

B

SORTA C

SORTA F

## **WILLAMETTE**

*Ledezma led the discussion to the group....stating to make the best decisions for students during this process. Thinking about tonight is giving space for decisions when thinking about Kellogg Middle School. Think deeply on how racial equity is affected. How can decisions be made that will create opportunity for students? Core value is deeply embedded in the PPS Vision. Ledezma read the core value and social justice. She asked the Members to point out where there are barriers when students are concerned. There are universal goals. Not everyone is situated the same in PPS District.*

*Ledezma quoted, believing in the theory of actions and building a culture. Pay attention to centering the work outside of ourselves and focus on students.*

*She encouraged the Coalition Members to stay in agreement and stay engaged.*

*Ledezma asked the members to think about narrowing....*

RESJ Overview

- RESJ at PPS
- RESJ Lens

## **SEGREGATION**

The Ideological Architecture of Whiteness as Property in Education Policy: Pages 139-144  
Desegregation alone, without commensurate resource allocation will not have impact.

Rethinking Services with Communities of Color: Pages 199-200

Ledezma talked about the different feeders and the implications on demographics. She invited the Members to have deeper conversations with each other and encouraged the members to take those conversations into small groups.

Break Out #1-RESJ and Segregation

1. Review and discuss each article
2. The issue of segregation

POLL QUESTIONS:

1. Given what you have learned so far through this process, which Dual Language Program (DLI) would you prefer to see at Kellogg?

- a. Spanish DLI 62%
  - b. Chinese 0%
  - c. Both Spanish and Chinese 13%
  - d. Neither Spanish or Chinese DLI 3%
  - e. No preference 0%
2. Based on your answer to the DLI at Kellogg, what do you think would be the best way to bring that program to Kellogg?
    - A. Make Kellogg the only middle school in SE offering this DLI language program 46%
    - a. Have multiple Middle School locations for this program, one of which would be Kellogg 43%
    - b. No preference 11%
  3. How many neighborhood feeder schools should be at Kellogg in Phase 1?
    - a. As many as will fit 36%
    - b. No more than 3, so there is room to potentially add another feeder in Phase II 58%
    - c. No Preference 6%
  4. How important is it to move neighborhood and DLI programs together from elementary to middle school?
    - a. Always keep DLI and neighborhood programs co-located in an elementary schools together at middle school 14%
    - b. Keep DLI and neighborhood programs together if possible, but it is ok to split them if it serves other goals 51%
    - c. It is OK to separate DLI from a neighborhood program at Middle School 35%
    - d. No preference 0%
  5. How important is it to have all Kellogg neighborhood feeder schools and DLI programs continue together to one high school?
    - a. All Kellogg neighborhood and DLI students should go to Franklin 41%
    - b. Keep as many 59%
    - c. No Preference 0%

Ledezma leads Breakout Groups:

She reminded the members to use the articles that were mentioned earlier and the RESJ implications when determining demographic groups. With the materials, members did a great job with analysis so that will be a great jump off when going into breakout groups. Ledezma told the group to come back and be prepared to share out and there will be a few questions about the group's findings.

**Report Out:**

Clackamas: Options A & B

Discussed both options deciding that Creston School would feed to Franklin High School via Kellogg Middle School and eliminate Creston as a feeder. Opening a new building increases enrollment so not over-enroll Kellogg. There was talk about eliminating Harrison Park.

Columbia: Options C & D

Both options were discussed and option D was less desirable. Good discussion on what's needed with our K-8 structure. Option C long overdue. Feeling frustrated with the constant Dual Language Immersion (DLI) discussions when we have still have K-8 overcrowding, under crowding.

Parents have a tendency to jump ship in these schools. Need to change RESJ lens when looking at neighborhood programs and processes.

Willamette: Options D & F

Group talked about E with the updates that came out today. With Chinese accessible at Kellogg and enrolled in those programs. The group talked about Creston to Kellogg.

What are the populations that would be limiting access to Franklin? Need to look at that.

What are the community needs?

**Decision-Making Framework:** *Claire Hertz, Deputy Superintendent*

Hertz discussed with the members focusing on the work that needs to occur for Fall 2021 including identifying K-5 schools that feed to Kellogg Middle School, limiting proposed Kellogg enrollment to 80% utilization, and relieving overcrowding at Bridger Elementary. She continued with defining Phase 2 considerations to be completed in Spring 2021:

- K-12 neighborhood program feeder pattern for all southeast schools
- K-12 DLI and focus options placement for all southeast schools
- K-12 neighborhood program boundary changes for all southeast schools

Hertz opened the group up for questions and then turned it over to Jed Roberts, FLO Analytics.

Roberts went over the Narrowing scenarios process:

He walked everyone through the Feeder Patterns Graphics

- Phase 1 Impact Analysis
- Phase 1 criteria
- Phase 2 Implications
- School to school distance
- Summary stats for various Kellogg Middle School scenarios
- Map

Ledezma takes everyone back into Breakout session #2 -Scenarios

- Goal is to narrow the number of scenarios and be prepared to talk about it.

1. Review and discuss each scenario
2. Discuss which scenario most closely aligns with the goals
3. Summarize your discussion for #2 and be prepared to

Ledezma calls on the facilitators to call out:

### **Ranking 1 and 2**

- Clackamas: spent a lot of time on option C with modifications. Briger neighborhood going to Harrison Park. And A & B were evenly ranked
- Columbia: C was number 1, F was number 2
- Willamette: Options C was number 1 , number 2 was A and number 3 was B

Ledezma leads the Fist to Five exercise and tells everyone to focus on A, B and C  
She goes through Fist to Five and how it works:

5-8%

4-24%

3-I see minor issues we can resolve later 50%

2-16%

1-3%

0-0%

### **Chat commenting on a 0 or 1**

- ❖ With C - I am concerned about the Hosford enrollment numbers, where Creston will go and how the Chinese families at Woodstock will be supported.

5-3%

4-9%

3-29%

2-I see minor issues we need to resolve now 31%

1-29%

0-0%

### **Chat commenting on a 0 or 1**

- ❖ 1 - Kellogg enrollment is too high; potentially prevents considering feeding Harrison Park to Franklin High School down the line (without Franklin being too crowded)
- ❖ Enrollment at Kellogg is too high

- ❖ Option A leaves Kellogg with high enrollment which we are told is likely to increase. It also limits options in Phase 2
- ❖ Concern is that if Creston moves to Hosford, students will have to move out. Does that fall on Woodstock and the Chinese DLI program because Woodstock is closer to Lane? I know you spoke earlier that your community is concerned about that, so wanted to make sure we address that.

5-3%

4-0%

3-27%

2-30%

1-I see major issues we need to resolve 37%

0-3%

#### **Chat commenting on a 0 or 1**

- ❖ Do the Phase 1 folks stop attending after next week?
- ❖ 1 for the same reason as option A
- ❖ 1 in at least one version creston is over-enrolled; same concern in all about taking Harrison Park to Franklin off the table without discussing it (by feeding creston to Kellogg right away)
- ❖ 1 for the same reasons as Option A- enrollment strain
- ❖ Option B-3 is also a strain on enrollment.
- ❖ I would only consider B-3; I don't think Spanish immersion should be split between different middle schools

Dr. Omogbehin takes the group through next steps:

She thanked the Guiding Coalition for the hard work that happened that evening. Time was spent looking at the options, segregating and racial equity. All of these thoughts and processes bring the Guiding Coalition closer to the options.

She reminded the Members there is one week until an option needs to be brought forward.

Dr. Omogbehin thanked the Members again for revealing the materials that brought the Guiding Coalition much closer than before.

**Meeting adjourned at: 9:01pm**