



Portland Public Schools

Enrollment & Program Balancing Phase 2



**PORTLAND
PUBLIC
SCHOOLS**

February 17, 2022



As we get started...

Please change your name in Zoom to include:

- Your pronouns
- Your role in the coalition



February 17, 2022



Welcome

Agenda:

- Board Work Session feedback
- Engagement update
- Proposal review / Vote
- Implementation / Conditions for Success
- Guidance for writing team on final recommendation
- Next Steps





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.



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.



Framing the Recommendation

Board Charge: Recommend a plan to address

- Attendance area and special program assignments for Harrison Park Middle School
- Relocating K-5 students and programs currently served at Harrison Park
- Increasing enrollment at Lane Middle School

Additional objectives

- Middle school enrollments above 500, and similar across the region
- Elementary school enrollments above 270, with parity across the region
- Avoid single strands of neighborhood or DLI programs in co-located settings

Constraints

- Limit change to a small range of schools
- Do not close a campus
- Keep Creative Science as a K-8



Community Engagement Report

September 2021

Lane Middle School

- Black families
- Asian families
- Latino/a/x families
- Staff of color

General Sessions

- Families of color 1 mile from Lane or Harrison Park
- Spanish Language
- Chinese Language

Harrison Park

- Black families
- Chinese families
- Latino/a/x
- Russian families
- Somali families
- Staff of color
- Creative Science School
- Families of color

December 2021- February 2022

- Black, Indigenous & Students of Color
- Spanish-Language
- Mandarin-Language
- Black, Indigenous, & People of Color
- PAT General Session
- Vietnamese-Language
- Cantonese-Language
- Lent
- Bridger
- Harrison Park
- Marysville

In addition to these scheduled opportunities, family input sessions were held at impacted Southeast neighborhood school sites.

Community Engagement Report

Takeaways

- Middle school consolidation is welcomed, but limits access to programs due to location
- Lack of understanding around transportation accessibility, and how they will be affected by feeder patterns
- Large concern that suggests most affluent communities are being protected from disruption, and there is a concern on “who isn’t impacted” by the process
- Difficult to make judgements without community knowledge of high school implications
- Transitions will make a disruption to the day-to-day lives of families
- Whole school model is okay if the diversity of students in co-located models is maintained
- Strong support of whole school DLI at Lent
- A large amount of parents express a preference for DLI programs remaining at Harrison Park
- Great support of Bridger becoming Creative Science School



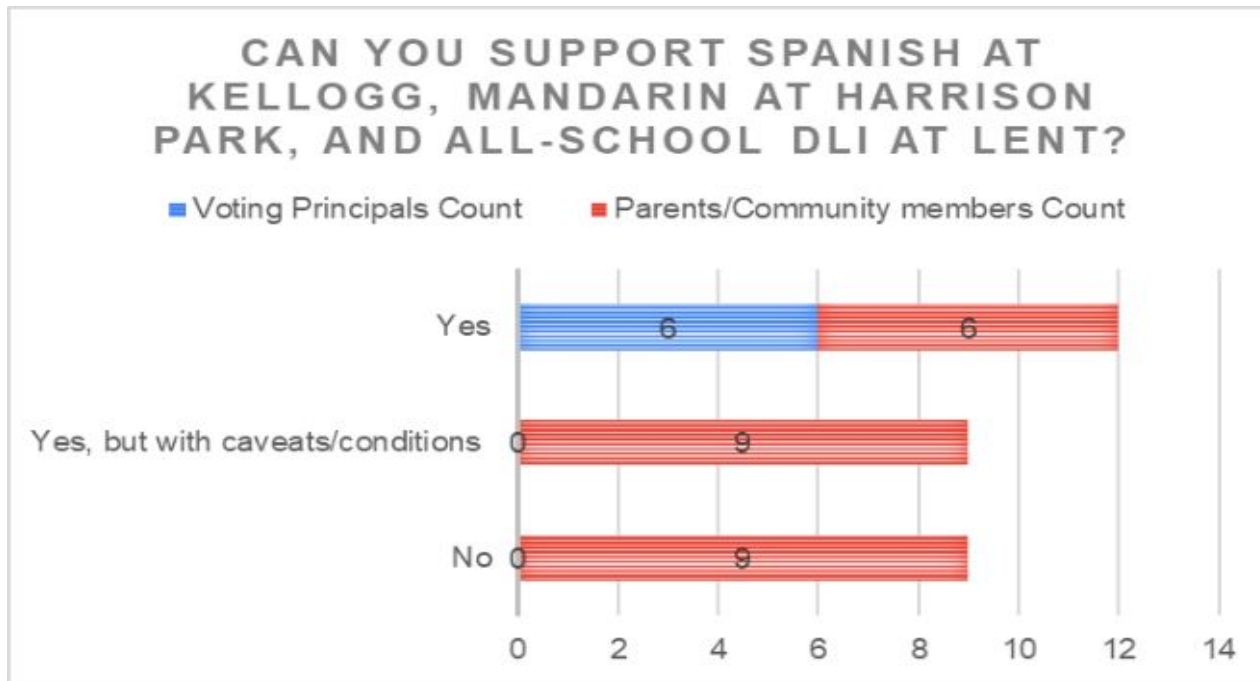
Decision Making Framework

The SE Guiding Coalition will use modified consensus-making to develop a recommendation to the Deputy Superintendent. The SE Guiding Coalition will use the Fist to Five Consensus Building method to reach consensus. If consensus cannot be reached, the Guiding Coalition may use a majority vote rule.

The Deputy Superintendent can modify the recommendation before forwarding to the PPS Board of Education. The PPS Board of Education makes the final decision, and can adjust the recommendation.

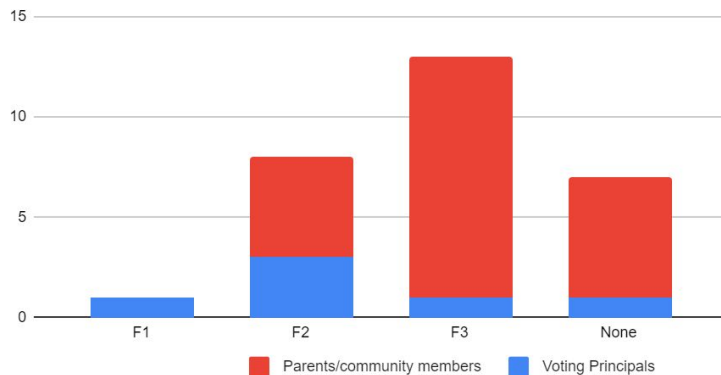


How you responded

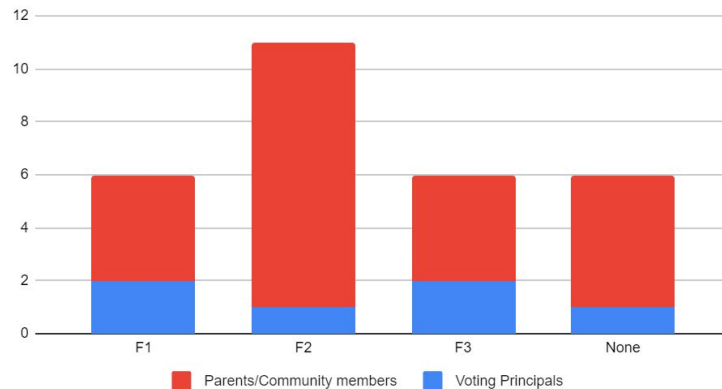


How you responded

Which of the three draft proposals about the middle school boundary changes do you like the most? F1, F2, F3



Which of the three draft proposals do you like the least? F1, F2, F3





Recommendation Review

Evaluation Feedback Summary: Key Factors for votes on Program Placement

Members who voted “Yes”	Members who voted “Yes with Caveats”	Members who voted “No”
<ul style="list-style-type: none">• Spanish remains at Kellogg: Keeping the intentional staffing and wraparound supports designed for Spanish DLI meets the needs of students enrolled in the program, including native speakers• Enrollment balance: Most K-5 schools hit 270 target, increased enrollment for high poverty schools including Lane, Harrison Park has opportunity to grow through DLI program• Whole-school DLI: Model serves Latinx students at Lent• Consolidated Middle School DLI: multiple strands at each middle school for robust programs• Increased racial diversity	<ul style="list-style-type: none">• Enrollment concerns: Needs increase at Harrison Park and/or decrease at Kellogg• No Split Feeders: Arleta and Marysville students must all remain at Kellogg• Staffing considerations: equitable staffing, offset loss of Title 1• Transitions: Students should finish at the middle school where they started• Spanish DLI Staffing Questions: Mixed messages on the challenge of relocating middle school Spanish DLI; unclear whether this should be prioritized over optimal program placements	<ul style="list-style-type: none">• Lack of Long-Term Stability: Spanish at Kellogg seen as a short-term solution• Enrollment concerns: proposal has a lack of options to increase Harrison Park’s enrollment or decrease Kellogg’s; enrollment disparity could impact equitable offerings• Geographic Proximity: Lack of access to closest middle school and safe routes to school for South Tabor neighborhood, especially BIPOC and low-SES students who are not in DLI• Facility optimization: Has the robust Spanish immersion program in the smaller, central middle school and the smaller DLI program in a large building with fewer resident students• Scope: Proposal doesn’t include all SE schools; Current conditions don’t justify the conversion of Harrison Park to a middle school• Preferred an alternative: E2 as a program placement starting point; not in support of all-school DLI at Lent

Board Work Session Feedback

Individual Board members suggested:

- Include a recommendation to ensure equitable programming for a five year period as balancing settles
- Low enrollment is an issue, and confirmed Board direction was not to close a school
- Support for the whole school DLI program
- After spending so much time, believes SEGC brings forward the best plan for students
- Affirmed working with the Lent community on a plan to transition the non-DLI students
- Concern for multiple displacements and the trauma this causes
- Include a recommendation to plan for transportation needs with PBOT, Safe Routes to School and bus routes for high traffic streets
- Concern for South Tabor moving to Harrison Park due to the walkability and keeping the neighborhood together
- SEGC has to work with where are schools are located and even though It's hard to drive by a school this proposal is the best plan given the factors we have, it is difficult.
- The need for an update on Harrison Park facility improvements as it transitions to a middle school



Writing Team Update (Co-Chair Corner)

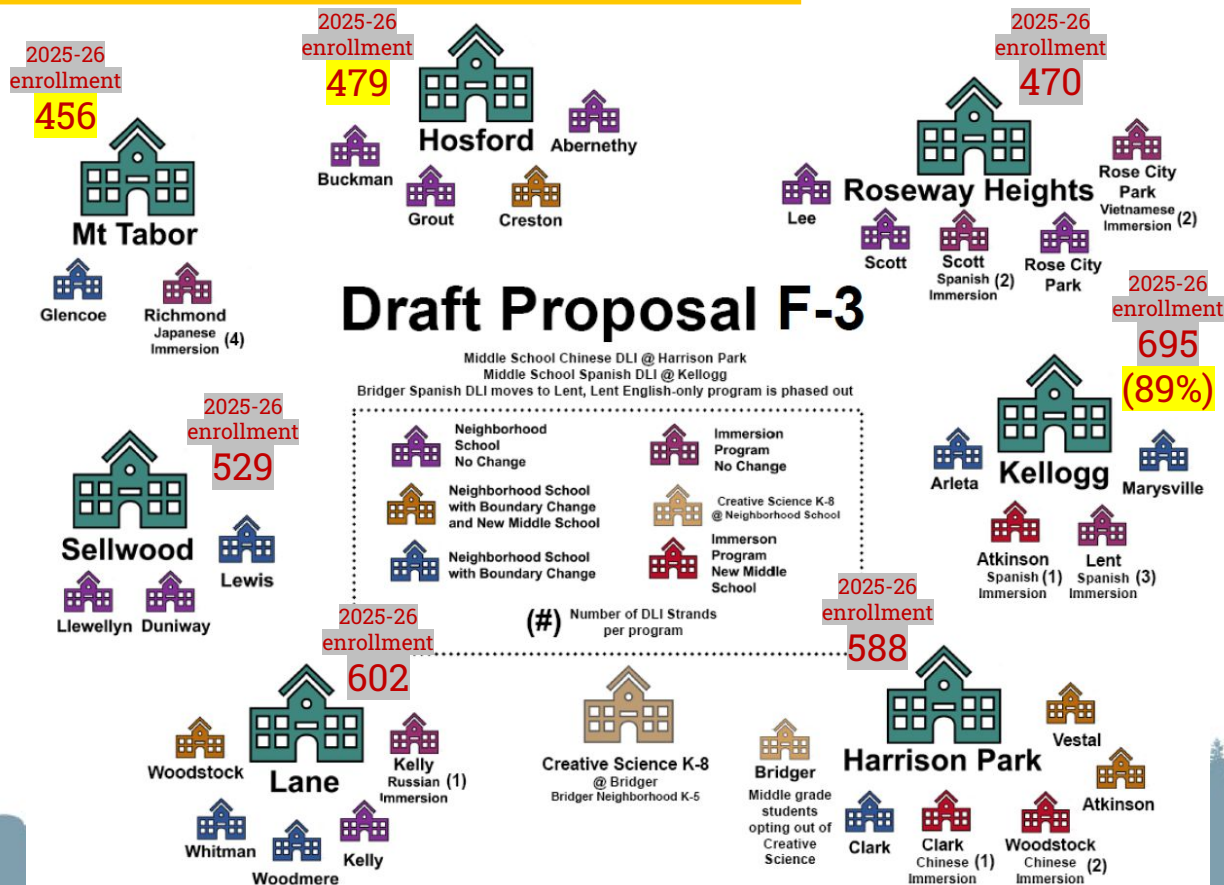


Draft Proposal F-3

Middle School Chinese
DLI at Harrison Park

Middle School Spanish
DLI at Kellogg

- Kellogg projected for > 80% utilization target
- Hosford and Mt. Tabor projected below 500 enrollment target
- Split program feeders: Atkinson, Woodstock
- Elementary schools feeding to a different middle school: Woodstock, Creston, Vestal, Atkinson
- Roseway Heights will be part of NE enrollment balancing



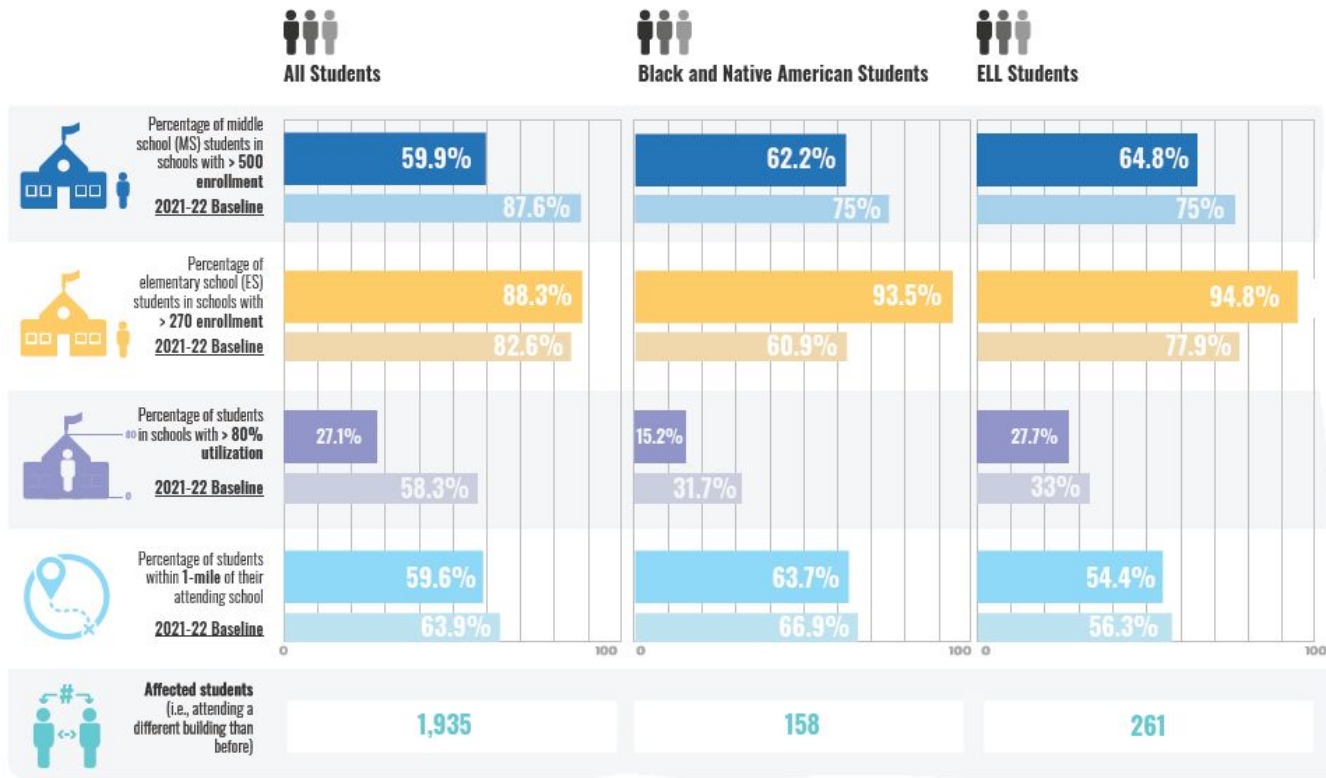


Draft Proposal F-3 Racial Equity Impact

Adding middle school reduces overcrowding but puts some middle schools below the target enrollment

Good results for K-5 enrollment from boundary changes

Fewer overcrowded schools – we want this % to be low



Suggested Amendments to Draft Proposal F-3

In response to feedback received at meetings with the Southeast Guiding Coalition the weeks of February 7th and 14th, 2022, the following elementary school boundary changes were suggested as amendments to the original Draft Proposal F3.

Amendments to proposed changes to the Woodstock and Lewis boundaries

The Lewis ES attendance area between Woodstock Blvd, Carlton St, 41st Ave, and 52nd Ave was proposed to change to Woodstock ES. This change has been reverted back to Lewis ES.

Amendments to proposed change to the Arleta and Marysville boundaries

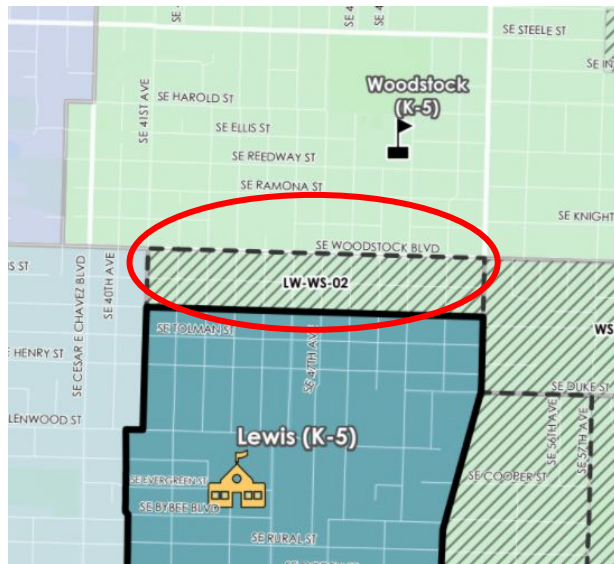
- There were multiple adjustments to the Arleta ES and Marysville ES to boundaries to achieve a north/south attendance area orientation for both schools, similar to their current boundaries. The primary divider between the schools is now 72nd Ave.
- In today's office hour there were concerns with South Tabor neighborhood being split across three elementary schools.

Suggested Amendments to Draft Proposal F-3

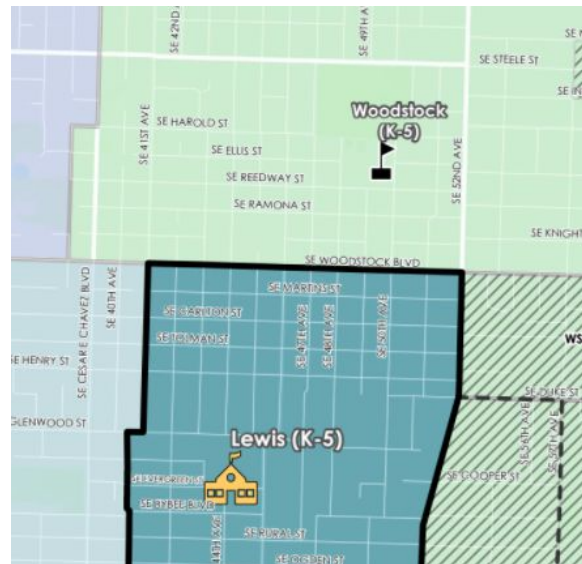
AMENDMENT 1

Amendments to proposed changes to the Woodstock and Lewis boundaries

Also stays at Sellwood for MS



Original F-3



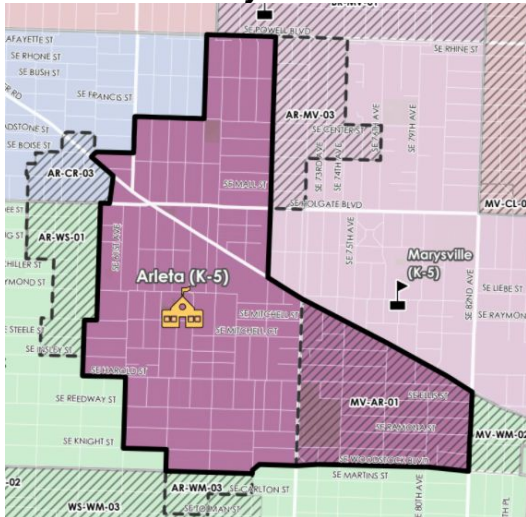
Amended F-3



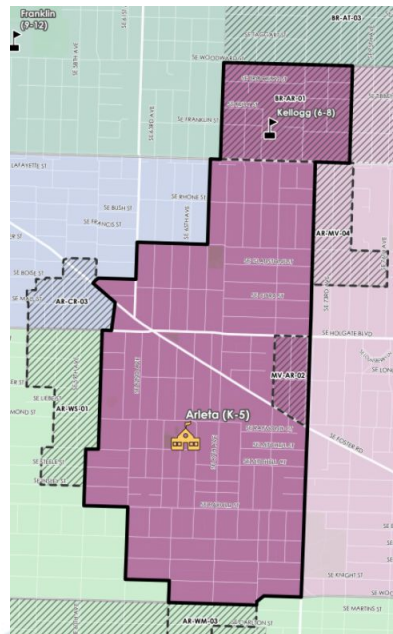
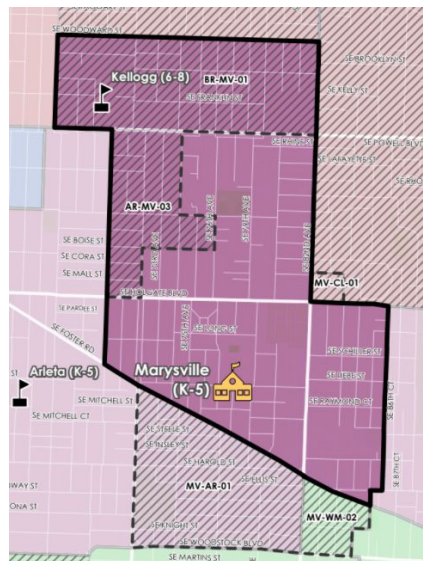
Suggested Amendments to Draft Proposal F-3

AMENDMENT 2

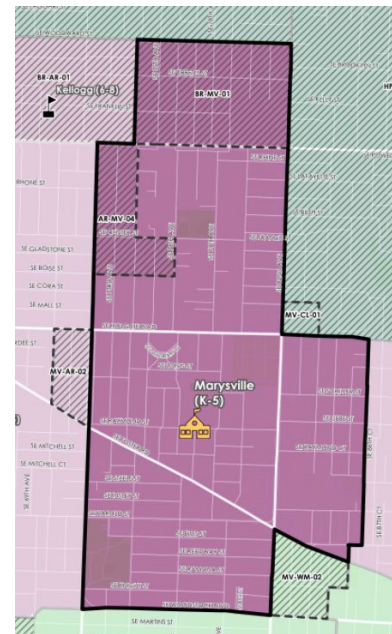
Amendments to proposed change to the Arleta and Marysville boundaries



Original F-3



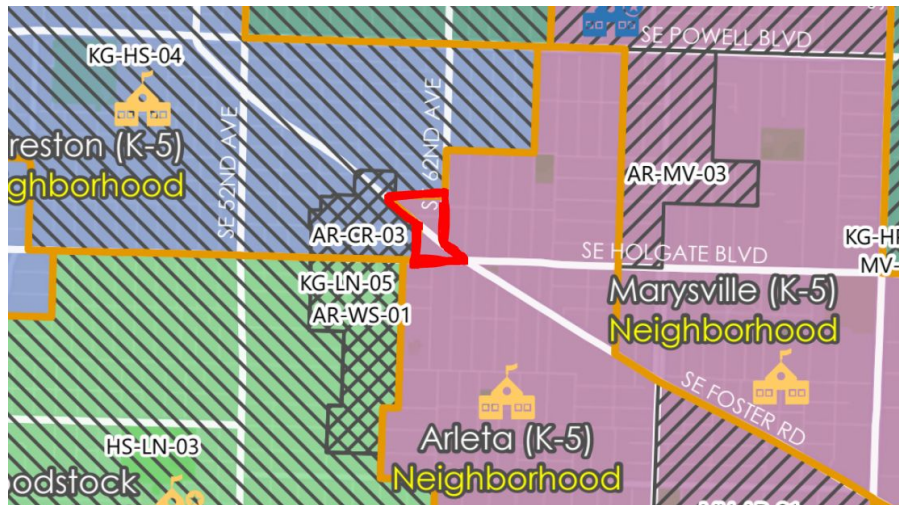
Amended F-3



Suggested Amendments to Draft Proposal F-3

AMENDMENT 3

**From Arleta to Creston
From Kellogg to Hosford**

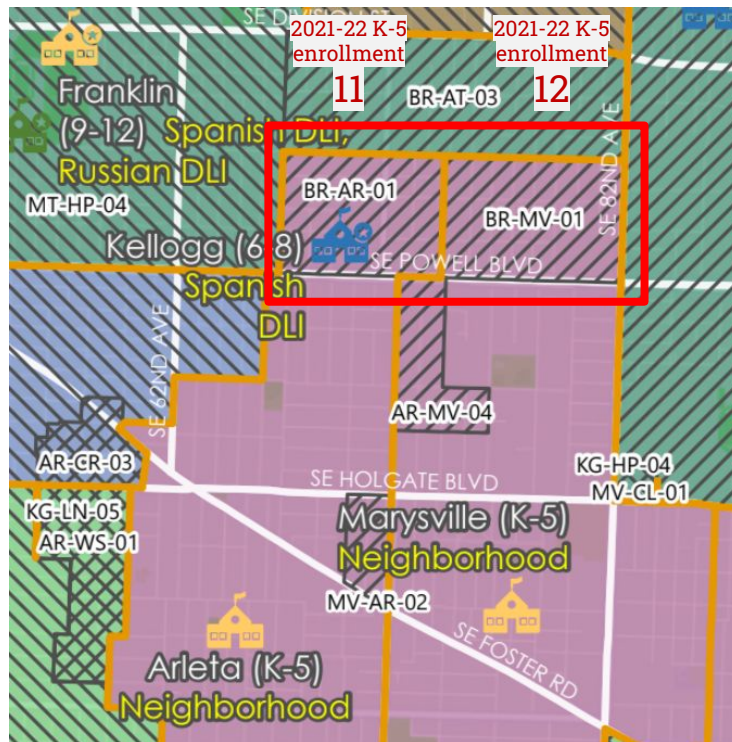


Suggested Amendments to Draft Proposal F-3

AMENDMENT 4

Area north of Powell to Arleta only to avoid splitting South Tabor across three elementary schools.

Could assign all to Arleta with expectation of Lent Spanish DLI opt-outs going to Marysville.





VOTE

Would you agree to amend F3 as proposed?





VOTE

Can you support the proposed program placement
and boundary recommendation?





LARGE GROUP DISCUSSION

Can we achieve consensus around the amendments to F3?

What questions or concerns do you have?





Small Groups

Processing in small groups (Quads)



Break





Implementation and Conditions for Success

- Special Education
- Early Education
- Transportation
- RESJ and SUN Partnerships
- Middle School Redesign





Middle School Redesign

Middle School Redesign is working to improve our students' academic and programmatic experiences. This initiative aims to increase academic rigor and provide joyous programs for students so that PPS will have exemplary middle schools for all students regardless of their zip code.

Meisha Plotzke, the Interim Senior Director of Middle-Grade Academics and Middle School Redesign, will work with Harrison Park and Lane to examine best practices in instruction, culture, and programming. These changes will be decided on collaboratively with the impacted school community.



Early Education

- Planning for 2 PreK classrooms at Lent (one DLI).
- Planning for 2 PreK classrooms at Marysville.
- Priority locations determined through multi-year process.
- Applied for Preschool for All grant funding for priority sites.
 - Allocation of PFA seats is expected in late February.
- Partnering with MECP to utilize state funding for expanded PreK playgrounds at Lent and Marysville.





RESJ and SUN Partnerships



Horizons Counseling



RESJ Strategies and Partners

Strategy 1: PK - 5 - Culturally Specific Family Engagement

Strategy 2: HS - Wrap Around Services

Strategy 3: Middle School - Mentoring and Leadership Development

Strategy 4: Middle School - Enrichment and Extended Learning

Strategy 5: Positive Cultural Identity Development

SUN Services and Providers

Service Coordination

Extended Learning/After School

Early Kindergarten Transition

SUN Youth Advocacy

SUN Food Pantries

SUN Family Resource Coordinators





Student and Program Transitions

Policy allows implementation to begin with incoming new students. Current student may remain and their siblings have guaranteed transfers.

Change		Grade levels subject to boundary change						
FROM	TO	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Arleta	Creston, Marysville, Woodmere and Woodstock	Voluntary Transfers	K	K-1	K-2	K-3	K-4	K-5
Bridger	Arleta, Marysville		K	K-1	K-2	K-3	K-4	K-5
Glencoe	Vestal		K	K-1	K-2	K-3	K-4	K-5
Lewis	Whitman		K	K-1	K-2	K-3	K-4	K-5
Marysville	Arleta, Clark		K	K-1	K-2	K-3	K-4	K-5
Woodmere	Whitman		K	K-1	K-2	K-3	K-4	K-5
Woodstock	Woodmere		K	K-1	K-2	K-3	K-4	K-5
Bridger (Harrison Pk)	Kellogg		6	6-7	6-8			
Hosford	Lane		6	6-7	6-8			
Kellogg	Harrison Pk, Lane		6	6-7	6-8			
Mt. Tabor	Harrison Pk		6	6-7	6-8			
Roseway Heights	Harrison Pk		6	6-7	6-8			
Sellwood	Lane		6	6-7	6-8			



Student and Program Transitions

K-5 changes are interconnected and may need to occur all at once. If staffing levels allow, some programs could be phased in.

Change		Grade levels subject to relocation						
FROM	TO	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Harrison Park ES	Clark	Voluntary Transfers	K-5					
CSS from Clark	Bridger		K-8					
Bridger Spanish DLI	Lent		K-5					
Lent, not in DLI-1 time	Marysville		K-5					
Lent, not in DLI-Phase-in A	Marysville		K-3	K-4	K-5			
Lent, not in DLI-Phase-in B	Marysville		K	K-1	K-2	K-3	K-4	K-5
MTMS Spanish DLI-1 time	Kellogg		6-8					
MTMS Spanish DLI-Phase-in A	Kellogg		6-7	6-8				
MTMS Spanish DLI-Phase-in B	Kellogg		6	6-7	6-8			
HMS Chinese DLI-1 time	Harrison Pk		6-8					
HMS Chinese DLI-Phase-in A	Harrison Pk		6-7	6-8				
HMS Chinese DLI-Phase-in B	Harrison Pk		6	6-7	6-8			

Lent and Bridger Transitions

- Intent for Lent Whole-Spanish Immersion
 - 3 strands per grade level, K-5
 - May be less at some grades when Bridger + Lent combine
 - Lent students not in DLI will transition to Marysville
 - About half of future students will come from Lent neighborhood
- Intent for Bridger/Creative Science School:
 - 2 strands per grade level, K-8
 - There will be 3 strands at some grades during the transition
 - About half of future students will come from Bridger neighborhood, half through lottery
- **Planning and engagement will commence this Spring**

Next Steps

- By end of the day, **2/23**: Review and finalize any last edits or minority opinions for the written SEGC recommendation (led by writing team)
- **3/1**: Deputy Superintendent Hertz presents SE Enrollment and Program Balancing recommendation to PPS Board of Directors
- **3/10**: TBD: PLACEHOLDER for a potential meeting if the Board has any modifications they would like SEGC to address
- **3/15**: PPS Board of Directors votes on SE Enrollment and Program Balancing
- TBD: SEGC debrief





THANK YOU