

Portland Public Schools
Enrollment and Program Balancing
Phase 2 Southeast Guiding Coalition
November 18, 2021
Meeting Minutes, Virtual

Southeast Guiding Coalition Members in Attendance: Michelle DePass, Chris Gustafson, Regina Sun, Elizabeth Kennedy-Wong, Maya Mori, Beth Cavanaugh, Tonya Arnold, Micah Chu, Seth Johnson, Sarah Kincaid, Harmony Quiroz, Andrew Harvey, Josh Cody, Kathleen Bailey, Eddie Wang, Julia Brim-Edwards, Sheilagh Diez, Sarita Flores, Jennifer Fontana, Alissa McMaken Roberts, Marisa Bryman, Kristy Mize, Sondra Blair, Sam Wilcox, Richard Smith, Andy Jacob, Katherine Polizos, Leah Dickey, Hassan Dornayi, Deanne Froehlich, Cathy Murray, Michelle Harada, Michael Rowell, Adriel Person, Dee Reddy, Paulina Larenas, Andrea Emerson, Beth Brett, Oscar Campos, Olgamar Amor, Derek Henderson, Michele Stahlecker, Joe Mitacek, Julia Brim-Edwards, Carmen Flores

Central Office PPS Staff in Attendance: Nathan Swoverland, Terry Proctor, Gail Warren, Megan Salvador Esther Omogbehin, Claire Hertz, Shanice Clarke, Judy Brennan, Natasha Grannis, Margaret Calvert, Suzanne Mullen, Karl Logan

Building Relationships & Inspiring Communities (BRIC) Architecture in Attendance: Marne Maykowskyj, Elisa Warner, Karina Ruiz

FLO Analytics Staff in Attendance: Jed Roberts, Ethan Poole, Jennifer Axelrod

The Meeting was called to order at: 6:04 pm

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

Meeting Agenda-

Omogbehin spoke to the Coalition and let them know this meeting is a continuation of phase 1.

She welcomed the Board of Directors, FLO Analytics, BRIC, School Principals, and the Southeast Guiding Coalition (SEGC).

Omogbehin went through the meeting agenda by starting with the Board Update, and the Drivers for draft proposal C. The draft proposal for A & B and what's been heard. Finally, a focus on engagement planning for future meetings.

Land Acknowledgement and Anti-Oppression Statement: *Led by Dr. Omogbehin, Regional Superintendent*

Group Agreements: *Led by Karina Ruiz, BRIC*

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. Respectful of each other's voices and views

Check-In Exercise: *Led by Karina Ruiz, BRIC*

Ruiz introduces the question and Marne Maykowskyj, BRIC explains how it works and sends everyone into small groups.

Ruiz asks the group to think of what to be “thankful” for?

Board Discussion: *Led by Claire Hertz, Deputy Superintendent*

Hertz welcomes both Board Members, Chair DePass, and Director Brim-Edwards to the meeting.

She goes over the questions of “What does the board support for DLI? Should Creative Science remain a K-8 or should it change to a K-5 as suggested by some SEGC representatives? Should we complete the SEGC Phase 2 process in Feb 2022 and implement it in Fall 2023 to allow more time for staffing processes? And, Should we consider pausing the SEGC process? These questions were asked to the Board and responses from Board members.

Four main questions on the timing of Dual Language Immersion (DLI), Creative Science, and staffing/ implementation timing or pausing the process. When talking about question number three she shares background on this. With the Labor shortages, we are having difficulty filling all of our positions.

Explains the staffing issue and rationale for implementation in Fall 2023. The second thing she discussed is Creative Science School (CSS) and CSS being a lottery program.

With the CSS lottery implementation process, Hertz asks Chair DePass to speak to what was heard at the Board Meeting Tuesday, November 16.

Chair Michelle Depass summarized responses from the Board members from Tuesday night’s Board Meeting.

One other thing that should be shared with the SEGC is the process for implementation of the CSS plan. The phasing in the plan has not been shared with the SEGC and they would benefit from that knowledge

Brim -Edwards shares about the CSS should it remain a K-8 or should it change to a K-5? Needs more exploration. Did not allow the board to explore other school communities.

She added that would work together with the neighborhoods and make the lottery a priority for the neighborhood students.

Large Group Discussion-Chat responses

Q & A

1. That additional resources will be committed to providing an equitable middle school experience for middle-grade students at Harrison Park.
2. Thanks for acknowledging the impact of neighborhood programs.
3. CSS the drive to make it a K8.
4. What were the criteria used to identify a location for CSS? What other schools were considered?
5. Clarifying questions....a high percentage of CSS needing special education services. What does that mean? As far as equity goes, we haven’t explored that as a committee.

6. Why are we not talking about neighborhood displacement with DLI? It's only mentioned when we talk about CSS
7. Dual Language Immersion is also a social justice model to support emergent bilinguals to access equitable academic outcomes.
8. 100% agree that if we have more time to produce a better proposal, why wouldn't we include the inner SE schools rather than unfairly burdening outer SE? Could the board reconsider this?

Process Board Feedback- Q & A

Karina Ruiz, BRIC & Claire Hertz, Deputy Superintendent

Small-Group Breakouts

How does this affect where the coalition is in this process?

Ruiz introduces the Co-chairs and lets the committee know this is a new part of the agenda.

Co-Chairs: *Led by Adriel Person and Beth Cavanaugh*

Cavanaugh and Person introduce themselves. If there are things you would like to be brought forward from the meeting let them know.

One of the opportunities is that there is a voice for families' challenges. Not enough native American, black families. Person is working on finding out from other families that this is equitable for all families. Seemed like Coalition members to benefit from some more opportunities to process.

Co-chairs will talk about what is best for all. For example, log in to an unstructured zoom meeting.

A zoom Poll was sent out to the group live while Cavanaugh was sharing.

This was called an informal coffee talk virtual meeting for members. Three different dates and times were offered for this.

Cavanaugh shared that it would be more beneficial to let the committee know when meetings are happening outside of the SEGC.

Seemed like Board Member responses weren't addressing the needs that were discussed in the meetings.

She also talked about the community meetings and how SEGC receives info on that?

Poll results: to be shared later

What have the Co-chairs been hearing?

Informal virtual coffee talk meeting for members.

Modeling for Strong Neighborhood Schools

Led by Claire Hertz

Hertz starts by saying that the committee would like to shift focus from programmatic issues to another important lever: School boundaries, which are the basis of neighborhood schools.

For modeling strong neighborhood schools, the committee is using factors included in board policy.

These are promoting walkability, student cohorts moving together between levels, fitting well in building capacity, future enrollment projections, and who may be impacted by the changes using racial equity and social justice lens.

Hertz turns it over to Ruiz

Boundary Change focus and What we have heard

Ruiz goes over themes of what has been heard.

Boundary changes: What kind of transportation changes will be needed and how will families access further schools? Another theme is to have small children avoid crossing major streets. Minimize those crossings, and maybe even fix the problems we have now.

Overarching Modeling Drivers: *Led by Jenny Axelrod, FLO Analytics*

Axelrod talked about a Rethink about the Board Charges. Board Charge Convert Harrison Park from a K-8 to a comprehensive Middle School. That means that the K-5 students would need to relocate and increase enrollment at Lane Middle School. She continues to talk about Proposal C modeling drivers. Programmatic guidelines to accomplish the Board's Charge.

- Whole-school K-5 DLI is preferred, but balanced co-location is acceptable
- No single strand neighborhood programs on co-located campuses
- Avoid multiple DLI programs at a single middle school
- Creative Science will remain in the Southeast as a K-8
 - Consider partner school sites that have initial space for both programs
 - Supplemental info with only K-5 CSS for reference

Proposal C Modeling Drivers:

- Preferred middle school enrollment above 500 students
- Preferred elementary school enrollment above 270 students
- Preferred classroom use within 80% of capacity, not including modulars
- New modulars can be included
- Avoid moving boundaries across major arterial streets where possible

We are going to encourage folks to talk about proposals A & B along with C.

Small group breakout

Ruiz goes over the ***Student Assignment to Neighborhood Schools Policy 4.10.045-P***.

She uses the maps and highlights places that seem to accomplish the goals for boundary changes and any places that haven't been highlighted yet that should be looked at.

Ruiz talked about factors for optimal boundary changes. A feeder pattern that allows as many students as possible to continue together from one school level to the next. She continued to talk about student body demographics and the compact boundaries that promote safer routes to schools and a sense of community as well as recognize and address natural and human-made barriers.

Ruiz shared that in her group people thought small maps could help.

Engagement: *Led by Shanice Clarke, Director of Community Engagement*

Clarke shared that the focus is on communities of color for engagement. She shared the dates of these opportunities at the school sites.

Clarke presented a couple of questions to the committee. Asking the committee what currently everyone is doing? And who is missing; what was heard at the November 4 meeting and strategies to reach them. Direct strategies to reach out and connect.

She added are there any Community-Based organizations (CBO)'s or anything we are missing that they can point us to?

She then went over the community engagement dates in December.

Strategies to Reach Who we are Missing

Clarke wanted to get feedback from who is missing? She named some strategies and how to get the word out.

Open to Large Group Discussion:

- Feedback from the Latinx community says this format does not work. Phone calls work.
- Somali community shares having a person on-site works
- Marysville shared their maps during drop-offs
- Person to Person contact works as well as paper flyers. Gives an opportunity to engage in discussion
- Community Engagement Liaison services
- The importance of the 1:1 conversations. Schools working together with parents are working together.
- Paper flyers. Choice of words can be lost in translation.
- Parent-teacher conferences-teachers be a source of outreach? Having those links ready upfront would be helpful.

Added more time for Large Discussion:

- If we postpone until 2023 then we risk putting the outer SE schools. Can this be expanded?
- Is the plan to leave schools at 101+ capacity with no plan to fix that as of now?
- It's hard to look at boundaries when the programs are not set.
- When talking about how robust enrollment is one of the things that provide an equitable educational experience, and the schools with the most robust enrollment in SE (many to the point of overcrowding which also is problematic) are the inner SE schools that are mostly the most affluent, resourced schools in the region, how does that align with the district's equity goals?
- Understanding the history of some of these boundaries.
- The goal of minimizing disruptions.

Next Steps and Tools & Materials: *Led by Dr. Omogbehin*

Omogbehin shared that the conversations have been very rich and heard from people about short-term boundary issues. Overall it was very informative.

Thanked everyone for engaging in very difficult conversations. Omogbehin went over the upcoming School Board dates for SEGC.

She told the Coalition she looks forward to seeing everyone on December 2 and to please complete the feedback form as it is used to guide and prioritize next meetings.

Meeting Adjourned: 8:56 pm