

Portland Public Schools  
Enrollment and Program Balancing  
SE Guiding Coalition  
Virtual Meeting  
December 3, 2020, 6:00 pm  
Minutes

**SE Guiding Coalition Members in Attendance:** Tonya Arnold, Meisha Plotzke, Sarah Kincaid, Logan Heyerly, Angelica Cruz, Alexandra Phan, Jackson Weinberg, Beth Cavanaugh, Savannah Paz, Rosie Lingo, Martha Almendarez Langland, Carissa Harrison, Adam Skyles, Cathy Murray, Seth Johnson, Caitlin Klenz, Sabrina Flamoe, Andy Jacob, Regina Sun, Michael Rehana, Josh Cody, Leah Dickey, Richard Smith, Dee Reddy, Min Cai, Chris Frazier, Michele Stahlecker, John Horn, Jennifer Fontana, Andrew Harvey, Scott Bailey, Lisa Williams, Emily Bailey, Marisa Bryman, Sondra Blair, Jo Ann Wadkins, Michael Rowell, Amy Kleiner, Melissa Schachner, Lilly Windle

Beth Brett, Parker Myrus, Rita Moore, Logan Heyerly, Caitlin Klenz, Andrew Harvey, Regina Sun, Carissa Harrison, Meisha Plotzke, Savannah Paz, Sarah Kincaid, Jo Ann Wadkins, Seth Johnson, Alexandra Phan, Beth Cavanaugh, Sondra Blair, Lisa Williams, Michael Rowell

**Central Office PPS Staff in Attendance:** Nathan Swoverland, Megan Salvador, Gail Warren, Esther Omogbehin, Kristyn Westphal, Keeley Simpson, John Lyons, Claire Hertz, Steven Stapleton, Judy Brennan, Shanice Clarke, Kathleen Ellwood, Terry Proctor, David Roy, Karen Werstein, Michael Bacon, Dani Ledezma, Karl Logan, Elisa Schorr, Shanice Clarke, Ezell Watson

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

**Captioner:** LNS

**The Meeting was called to order at** 6:02 pm

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

Dr. Omogbehin welcomed the Guiding Coalition Members and thanked everyone for their participation and passion. Omogbehin recognized that everyone has had to make adjustments in their lives and schedules. She acknowledged and thanked FLO Analytics for their continued support and commitment to the process.

Omogbehin let the Coalition Members know that they will be hearing from Michael Bacon, Director of Academic Programs and Dual Language Immersion during the meeting.

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

***A short overview of these objectives.***

- Review themes from the open house, focus group meetings, and phone/online surveys
- Feedback and direction from December 1 Board of Education meeting
- Set a decision-making framework for a recommendation on December 17
- Work in new teams and focus on Kellogg Middle School feeder recommendations

***Agenda Review:***

Omogbehin went over a short review of the meeting objectives with the scope of Phase 1 having been tweaked slightly and reviewing the breakout sessions.

She discussed the plan to adjourn the meeting at 8:30 pm and that we do acknowledge all your feedback even if you think not. She reminded the Coalition Members we will always use language that is all-inclusive.

**RESET:**

**We will look at three different topics:**

- Dec 3: RESET AND FOCUS-Begin working on Kellogg options
- Dec 10: RESJ-Narrow and refine Kellogg options using RESJ Lens
- Dec 17: GROUP AGREEMENTS-Finalize recommendation to School Board

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

Ledezma started by reiterating Dr. Omogbehin's sentiment. She talked about the complexity of this process in wanting to make sure RESJ is woven through this process in the way we act with each other, community members, and coalition members.

Ledezma reviewed the need for this to be a process that the members are living and are working together. The committee heard from multiple perspectives. The way the coalition approaches the work.

She reviewed the group agreements:

Creating a culture where committee members and communities can agree to disagree. Living in a community where Engagement is not difficult. The role of communication. Listen to one another. Speaking our truth. It can be difficult. Being responsible when speaking your truth. *Ledezma quotes Beverly Tatum.*

There have been examples of people experiencing discomfort. On top of so much discomfort, ie COVID so this is a tall order and we don't take this lightly.

She asked the members to focus on the options for Kellogg Middle School. She reminded the committee members that there has been quite a bit of dissent around RESJ and therefore will dive deeper.

### **Community Engagement and Open House updates:**

- What did we hear?
- How do we address what we heard?

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

Clarke discussed social media and engagement with communities. She shared with the coalition members how much she appreciates hearing these suggestions and further to inform.

### **Initial Outreach**

Social Media

Website

Phone Surveys

Online Surveys

### **Continuing Engagement**

Open House

Focus Groups

Student Outreach

Teacher Outreach

Focus Group Community Engagement Page 18

Begin to reflect on highlights:

#### *Chinese Highlights*

- Parents had concerned about moving and the success
- Concern of transportation

#### *Russian Highlights*

- Participants requested that changes are not made. Russian Portlanders have big families that value safety, helping one another, and being together as a Slavic community.
- Families articulated not to divide their schools, but if necessary, do not divide the school teams so that they remain to help continue comprehensive school programs. Students are under the stress, and changes will further disrupt their experience.

#### *Somali Hlghlights:*

- Shared similar themes
- Transportation issues

- Wanting direction with transportation

#### *Vietnamese Highlights*

- Distance learning has not met the needs
- Social and emotional well-being

#### *Spanish Highlights*

- Parents that want to encourage a student to learn
- Big changes in the proposal and parents need time especially during a pandemic

#### *Black, Indigenous, and People of Color*

- The rationale behind the process continuing during the coronavirus
- The complexity of the program
- Wealthy families with privilege want to avoid our kids

#### **Board of Education Updates:** *Led by Director Scott Bailey*

Director Bailey started by talking about the board work session on last Tuesday evening and the first thing was every board member is feeling your service and knowing the complexity of the work and dedication of this work. He shared thank you for taking the board charge seriously. Coming up with suggestions and addressing Dual Language Immersion (DLI) single strands. He reviews the commitment to continue this process. The desire is to stay student-focused. Director Bailey asks the Coalition Members to focus on the feeder patterns for Kellogg in the next 3 weeks. Knowing this will be better.

Director Bailey recognized that the staff has done an enormous amount of community outreach and that there is more to do and deeper conversations to have with the coalition members and students. Single strands in schools came up. Talked about 2 x 2 strands outcomes that should be on the table.

He thanked the staff and reminded members this was a Board's decision. With the Coalition Members working all together, they will come up with a solution. The staff has worked incredibly hard. The time and effort is recognized so thank you.

Questions from the chat:

- ★ There was also mention in the board meeting of 2500 hardship transfers. Can we find out more about those?
- ★ Budget?
- ★ Academic approach, if we consider equity?

Bailey responded-

1. 2500 applications, 1000 approved. In general, a lot of inflow and outflow.
2. The budget is optimistic the district will get more than what was originally reported due to COVID and the recession.
3. Talks are underway. The staff clearly heard. We are looking at K-5's and Immersion Programs. Pros and Cons of different configurations.

- ★ Is there a definition when it comes to the segregation of programs?
  4. Deeper dive on racial equity. Very careful process. More mutual understanding than either-or. Needing a deeper understanding.
  
- ★ Major concerns on how Kellogg feeders are going to affect the Harrison Park feeder?
  5. It's a challenge from the board to the coalition. Whatever school coalition chooses to feed Kellogg will not feed Harrison Park. Hard decisions.

**RESET-December** *Led by Ledezma*

- Meeting Objectives-Focus on Kellogg MS
- Roles of the Guiding Coalition- Try to understand and hear the different perspectives. Ultimately the school board will make the decision. We are clear on your role.
- Group Decision Making- How to do this as a group. Large group decision making can be loose so we want it to be better.
- Community Engagement-When we do get feedback that doesn't match our view we don't characterize that as the wrong feedback. Honor it. Voices who are impacted most are decision-makers.
- Explicit Conversations about RESJ-This is a racial movement. We are focusing on who experiences the most barriers. If we do things the same we wouldn't be happy in PPS. As a collective in Portland, we don't have a good history with call-in as a call-out. A good group is when people are struggling with decisions and the answers aren't just yes or no.  
Stay in that struggle.

The next group discussion is going to be difficult. Take in this community feedback. Shared understanding. Lean into different perspectives.

**Break Out #1-Community Feedback**

1. Review the assigned cultural community feedback from the focus group report
2. Summarize their feedback and be prepared to report out to the whole group
3. Based on the Kellogg Middle School recommended options, what support or opposition does the feedback signal for each option?

**Break Out #1-Discussion Report Out**

- **Clackamas**-Black African concern was transportation. And students pushed out
  - Asian-transportation, IB and academic programming
  - Implications of segregation

- Role of choice
- PPS historically has families that don't feel they can speak out
- Segregation has been forced upon families
- **Columbia-** Pacific Islander
  - Concern about the speed of the process.
  - A deeper level of engagement
  - Challenges of getting community members involved
  - Reflecting from voices we haven't heard from
  - Room to continue hearing from community members
- **Willamette-**
  - Walkability and transportation
  - Low numbers from communities
  - Tension in the Native Spanish community-being pushed out
  - We aren't hearing from students and they would be affected by these changes

**Decision-Making Framework:** *Led by Deputy Superintendent Claire Hertz*

- Elements of the Phase 1 recommendation (December 17)-Hertz shared the need to make a recommendation and then it goes onto our Board for approval and discussion.
  - K-5 schools that feed to Kellogg MS
  - If there is a current 6-8 DLI programming the feeder school it can move with its co-located neighborhood program to Kellogg
  - We are not moving K-5 elementary school students between schools in 2021-22
  - Providing flexibility- when you make a decision what possibilities are open and which ones are closed?
  - Relieving overcrowding for Bridger School-Bridger community is overcrowded. If we find a solution SE can implement that in 2021-22. Fourteen out of Fifteen all of the Spanish DLI. They did it in different ways.

Continued-

- Elements of the Phase 2 recommendation (Spring 2021)
  - We will have an application possible
  - Intended to be the long-term Feeder Pattern
  - K-12 neighborhood program feeder patterns-we would add more students
  - K-12 DLI and Focus Options placement for all SE schools-K-12 neighborhood program boundary

**Data Support Tonight:** *Led by Jed Roberts, FLO Analytics*

- FLO Analytics staff assigned to each breakout room

- Rely on us for questions about expected enrollment, forecasts, demographics, and schools distances
- Data Summaries (links in chat)
  - Grade 6-8 enrollment characteristics by school and program
  - Summary statistics for various Kellogg scenarios
  - Options guide with feeder pattern graphics

### **Break Out #2-Scenarios**

- **Clackamas**-Focused on DLI for Kellogg. Eliminated E and F. Option D and B. Most time spent on D & B. Different variations of it. Agreed Spanish DLI to go to Kellogg. If a Spanish DLI is leaving Bridger then a transitional plan.
- **Columbia**-Discussion around unintended impacts like feeders to Franklin High School. Kellogg having an all Spanish DLI. Creston shifted to Hosford. Arleta to Lane instead of Kellogg. Option B minus Creston. Also looking at Option D is not a safe transportation option. Arleta is concerned about feeding down to Lane.
- **Willamette**-Felt process rushed. How would it work? What would keep the most options open? Questions around what the rules are in making this work? In terms of the process, easier to access information. But no outcomes.

Ledezma closes out by encouraging folks to hold space for communities of color and RESJ. Reflect on those agreements and lived experiences. Anything in the meantime for support. Thanked the coalition for their time. Lastly, she reminded the Guiding Coalition Members of the evaluation form in the chat - Feedback due Sunday to be included in next week's scenarios. She shared Avenues for Feedback-Community Feedback Form.

**Meeting Adjourned: 9:00pm**