

Portland Public Schools
Enrollment and Program Balancing
Phase 2 Southeast Guiding Coalition
February 3, 2022
Meeting Minutes, Virtual

Southeast Guiding Coalition Members in Attendance: Kayla Wood, Lisa Wheeler Regina Sun, Jennifer Fontana, Chris Gustafson, Richard Smith, Beth Brett, Josh Cody, Katherine Polizos, Kristy Mize, Eddie Wang, Sarah Kincaid, Harmony Quiroz, Beth Cavanaugh, Andy Jacob, Tonya Arnold, Cathy Murray, Sam Wilcox, Lisa Jackson, Angelica Cruz, Ellie Russell, Sondra Blair, Michelle Harada, Micah Chu, Carmen Flores, Philip Rafferty, Dee Reddy, Andrea Emerson, Adriel Person, Michael Rowell, Elizabeth Kennedy-Wong, Marisa Bryman, Oscar Campos, Jeandre Carbone, Sheilagh Diez, Leah Dickey, Joe Mitacek

Central Office PPS Staff in Attendance: Nathan Swoverland, Terry Proctor, Gail Warren, Claire Hertz, Judy Brennan, Shanice Clarke, Megan Salvador, Esther Omogbehin, Margaret Calvert, Kathleen Bailey, Kristyn Westphal, Hassan Dornayi

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

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

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

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

Dr. Omogbehin lets the Coalition know that tonight we will come to a consensus.

She welcomes everyone and our partners, BRIC and FLO Analytics for their expertise and time committed to the process.

She recaps what we worked on during the last meeting on January 20, 2022 and shares what communities' feedback has been.

Meeting Agenda:

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

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

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

Group Agreements: *Led by Karina Ruiz, BRIC Architecture*

Ruiz takes the group through the 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. Respectful of each other's voices and views

Where we are: *Led by Karina Ruiz, BRIC*

Wanted to take a moment to share what has been accomplished to date.

Here are a few.

- Consensus to date:

Ruiz talked about how Clark will become the new location for Harrison Park K-5 neighborhood and Chinese Dual Language Immersion (DLI). She shared how Creative Science will join with Bridger neighborhood and Chinese DLI neighborhood co-location will continue at Woodstock Elementary. DLI program strands will join up at middle schools—one language program per MS

- Nearing consensus:

Two main outstanding consensus Program Placement questions.

K-5 Spanish Immersion locations, Middle School (MS) Spanish and Chinese Immersion locations. Neighborhood program feeder patterns and Boundary line adjustments.

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

Clarke talked about incorporating more representation of voices, especially those who are disproportionately impacted by the proposed changes, additional community engagement was conducted with targeted school communities. A focus was on neighborhood program family input, including those who are at schools with a co-located model.

What was learned last week.

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 number 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 Harrison Park facilities have been refreshed
- Preference to have one DLI program so school isn't too populated

Co-Chair Corner: *Led by Adriel Person and Beth Cavanaugh*

Person spoke about:

Compilation of conversations that Beth and her had and through Discord.

Here are a few.

- Questions about Portland Public Schools (PPS) ability to commit to services in schools with enrollment shift.
- Surprise about poll switch. Everyone was concerned about the polling.
- Lent standing in E-Series: Will Lent be neighborhood DLI program similar to Sunnyside? In the "E" series will they be neighborhood assigned?
- Outreach results and feedback. Shanice agreed to make it available to look at.
- Feeling that one schools wishes are being prioritized over others. Making sure there is not a favored school.
- Social media reminder. A lot of conversation on social media and need to make sure you are speaking for yourself on social media and not a whole SEGC.

Principal Representatives: *Led by Richard Smith, Principal at Kellogg Middle School & Catherine Murray, Principal at Marysvill*

Principal Smith talks about the perspective as a Principal Group. He reads from a letter. Principals thought that Spanish DLI at Kellogg would be best. Smith also shares his experience of opening a school as well as experiences at Lent. Smith shared what the staff's race and bilinguals within the school are. And Chinese DLI at Harrison Park.

Principal Murray speaks to the whole school DLI as a model at the elementary school levels. Strongly from the elementary school is that need to make sure neighborhood programs are at 270. Robustly populated. Two good follow strands. Benefits of the whole school DLI. Recognize that single strand does not offer. School wide focus and development. Power of the opt-out.

Questions:

1. The challenge of ensuring the robust and equity of Kellogg and Harrison Park. What was the Principals take on the disparity between those schools?

2. If the neighborhood families are able to opt in to Kellogg how will they be brought up to speed if they don't have a history in the Spanish language?
3. Could you address the consequence of HP having so much less enrollment than Kellogg, when this process was intended to balance enrollment?

Harrison Park Middle School Enrollment Options: *Led by Jed Roberts, FLO Analytics*
Roberts showed folks the building up enrollment at Harrison Park.

Middle School Spanish DLI is located at Kellogg AND K-5 Spanish DLI is at Atkinson and Lent.

Questions: Numbers and Enrollment impact Programs?

Enrollment, budget and staffing: *Led by Judy Brennan, Director of Enrollment and Transfer*
Brennan describes the Enrollment, Budget and Staffing chart to group.
Comparing Lane MS to Mt. Tabor MS.

Small Group Discussion: *Led by Ruiz*
Can we get to consensus around ...?

Small Group Breakout in Quads

This is the Proposal ahead of us:

1. Whole school Spanish DLI at Lent and co-location at Atkinson
2. Spanish DLI consolidated at Kellogg for Spanish
3. Chinese Immersion DLI at Harrison Park

Where do you stand?

Ruiz lets the coalition know its time for a Vote Poll. The Southeast Guiding Coalition (SEGC) 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 to rule. What will it take to get the group to at least a three?

Fist to Five Poll

1. Whole school Spanish DLI at Lent and co-location at Atkinson, Spanish DLI consolidated at Kellogg for Spanish and Chinese Immersion DLI at Harrison Park.
 - a. Consensus: 2 & 3 were both at 33%

I can support the proposal if the group can get some assurances about the robust of the Programs.
YES/NO POLL: Yes 67%

Whole Group Sensemaking: *Led by Roberts*

Spotlight on Boundary Changes: *Led by Roberts*

Roberts shares K-5 Boundary Changes in response to SEGC feedback. He goes over the boundary maps.

Small Group Processing:

Large Group Discussion:

Clackamas: Proximity, is it typical to have elementary schools feed to multiple middle schools?

With Arleta, Marysville and split feeder: A lot of change stacked up on top of each other. Boundaries to get Kellogg in its boundary have made strange things.

Willamette: Arleta switching middle schools again seems like too much to make those students change again in a year. Would one negative impact title funding more than others at Lane? Slice south of Woodstock SW-HS-02 why? Asking Arleta to move again?

Columbia: Woodstock feeds to Lane-changes demographics (title 1 status). A more balanced split would be more amenable. High level goals (like not splitting feeders) seems like we have given up on some of these just to reach the finish line. F3-only one with no split feeder.

Thank you- *Led by Dr. Omogbehin*

Omogbehin thanked everyone for continuing to think about this program. Hoping the information tonight will bring the Guiding Coalition that much more forward.

The team will continue to post the SEGC recordings on the Enrollment and Program Balancing website and reminder to please fill out the feedback form.

Meeting adjourned at: 9:06pm