

Portland Public Schools  
**Enrollment and Program Balancing**  
**SE Guiding Coalition**  
Virtual Meeting  
January 14, 2021, 6:00 pm  
Meeting Minutes

**SE Guiding Coalition Members in Attendance:** Beth Brett, Tonya Arnold, Jackson Weinberg, Chris Frazier, Sheilagh Diez, Alexandra Phan, Jennifer Fontana, Seth Johnson, Regina Sun, Josh Cody, Melissa Schachner, Sabrina Flamoe, Martha Langland, Sarah Kincaid, Adam Skyles, Richard Smith, Caitlin Klenz, Amy Kleiner, Carissa Harrison, Julia Brim-Edwards, Dee Reddy, John Horn, Chuck Billedeaux, Meisha Plotzke, Michele Stahlecker, Leah Dickey, Lisa Williams, Cathy Murray, Andy Jacob, Jo Ann Wadkins, Min Cai, Andrew Harvey, Parker Myrus, Rita Moore, Logan Heyerly, Savannah Paz, Marisa Bryman, Beth Cavanaugh, Scott Bailey, Sondra Blair

**Central Office PPS Staff in Attendance:** Nathan Swoverland, Megan Salvador, Kristyn Westphal, Steven Stapleton, Claire Hertz, Keeley Simpson, Judy Brennan, Esther Omogbehin, Dani Ledezma, David Roy Terry Proctor, Kathleen Ellwood, Shawn Helm, Gail Warren, Dana White, Shanice Clarke, Karl Logan, John Lyons

**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*  
Omogbehin starts the evening by thanking everyone for their time, commitment, and dedication to the process.  
Omogbehin leads with: Tonight we will have the option to review three options.

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

**Group Agreements:** *Led by Dr. Omogbehin*

- ❖ *Our practice and stay with our group agreements*
- ❖ *Stay engaged*
- ❖ *Speak your truth and be responsible*
- ❖ *Listen to understand and believe this is done with an open-mindedness*
- ❖ *Be willing to do things differently and experience a level of discomfort. We don't always get what we want*
- ❖ *Expect and accept*

**Agenda:**

Omogbehin reviewed the agenda and told the committee *We hope to have something to take back to the board tonight.*

**Supplemental Options for Creston 6-8: Led by Dr. Omogbehin**

- Board of Education request January 12
  - Return the proposal to the SE Guiding Coalition to consider what other options are available for Creston to convert to a K-5 school in 2021-22. You will see those options.
- Staff developed three supplemental options, based on updated enrollment
  - SEGC review and provide feedback January 14
  - Creston community feedback to be gathered prior to January 26
- Response due to Board of Education prior to the scheduled vote on January 26

**Tonights Process Led by Dr. Omogbehin**

- Overview of SEGC recommendation with updated enrollment and capacity data
- Walkthrough three staff-generated supplemental options-these options were created by the PPS staff
- Move to break-out rooms for discussion and feedback-FLO will be in each of the rooms to help with questions
  - FLO analysts available to answer data questions
- Return for whole group report out, identify patterns and priorities

**Enrollment Estimates Updates: Led by Judy Brennan, Director of Enrollment and Transfer**

Brennan wanted to regroup people in the process again.

- Enrollment estimates now reflect actual counts of rising 6-8 graders at potential Kellogg feeder schools/programs, instead of 2019 students
- This methodology over-estimates enrollment because some students in the current cohorts always make other choices, but it does partially offset the potential new school effect
- Updates were made as soon as feasible. Ideally, the switch would have happened before the Kellogg proposal was finalized, but we simply ran out of time

**Kellogg Capacity: Led by Jed Roberts, FLO Analytics**

In preparation for the board meeting this week a couple of things happened. There is set-aside--- Reduced from 803 to 765 based on as-built classrooms and additional Special Education capacity set-aside.

**Kellogg Recommendation New Data: Led By Roberts**

This goes segment by segment by development.

Roberts guides the members to move down to the first few rows and shows them that some of the segments are very similar. Some are very different.

Hold about 25 seats for the Bridger attendance area. Did a set-aside. Current students 5-7. Another big change Bridger Dual Language Immersion (DLI) and Marysville saw the most forecasted and then all of that gets totaled up.

Finally adding those additional 25 students from the Bridger area.

**Supplemental Options:** *Led by Judy Brennan*

Brennan informed the committee that all supplemental options are being brought back.

**A**

- Spanish Immersion remains at MTMS
- All of Creston moves to Kellogg

**B**

- Creston moves to Kellogg
- Non-Kellogg students in feeder cohorts excluded\*
  - Any of those kids now who are not in the feeder will be sent back to their neighborhood school

**C**

- Creston South of Powell to Kellogg- We broke the Creston neighborhood down into two groups.
- North of Powell to Hosford
- All other Creston students excluded\*

**Creston Supplemental Options:**

Kellogg MS (765 capacity)

Hosford MS (696 capacity)

Mt. Tabor (681 capacity)

This is the big picture, high level.

**Supplemental Option A:** *Led by Roberts*

Roberts reviewed the supplemental Option A and the potential impacts:

Roberts informed the members that the Spanish DLI remains at Mt. Tabor Middle School (MS) and all Creston grade 6-8 students will attend Kellogg MS.

### **Supplemental Options B:**

Roberts pointed out the utilization of option A. Looking at special education enrollment with 21 students that currently come from the outside attendance area. Students would attend outside the attendance area instead of with their cohort.

### **Supplemental Options C:**

Roberts reviewed with the members that this is the highest utilization. Hosford being pushed here with the addition of the neighborhood students from Creston.

### **Additional Strategies:**

Roberts encouraged the committee members to think creatively. That there are different ways to think about this. And that you can make recommendations to the Board.

He expressed that there is excitement in being the listener.

### **Breakout Session #1: *Led by Dani Ledezma, Senior Director, Racial Equity and Social Justice***

*Ledezma let the committee member know they will be supported by a staff member from FLO Analytics.*

Center around three questions:

1. How are stakeholders and the community affected by each of the supplemental options for Creston?
  - a. Be specific in naming those stakeholders.
2. How are stakeholders in support or opposition to the options?
  - a. Want to make sure we are surfacing that.
3. And what other suggestions do you have?
  - a. We want your feedback.

Ledezma let the members know that they will be in breakout sessions for 45 minutes with check-ins by staff and FLO Analytics with the groups.

### **Whole Group Report Out #1**

#### **High level report out by F/N**

**Team Clackamas:** Lots of conversations about Creston. Talked about the amount of time put in on where we are and the best decision for Creston. The consensus we came to a conclusion for Creston so it's solved or at least close with many hours put in. We have issues we haven't solved and dumped on other schools. Creston has to go somewhere in 2022. It has to happen at some point.

**Team Columbia:** Went back to the original process using a specific framework. It does not align with the framework. Why wasn't the proposal accepted? Why are we revisiting this again? Made sure we did not overcrowd schools. Ideas resonating around potential different options vs. the entire community.

**Team Willamette:** Concerns about overcrowding, confusion about why we came back? Did the rules change? What are we doing now? Concern about Creston not being served now. The conversation about Harrison Park.

BREAK

## **Breakout Session #2: Led by Ledezma**

As the Members returned from break Ledezma gave everyone an opportunity to give feedback. This ends Phase 1 and in February Phase 2 will begin. Ledezma reminded the committee members about the survey that went out and to fill that out tonight after the meeting.

- As we reflect on Phase 1, what are areas of improvement or further growth?
  -
- From your experience this fall during Phase 1, what is important to continue in Phase 2?
  -
- What are your overall hopes for the Phase 2 process?
  -

With that being said everyone will go back into break-out rooms and reflect on the questions that were proposed. The breakout rooms will be supported by staff and FLO Analytics for any questions.

**Team Clackamas:** Documents translated in a timely manner. All voices being heard. Starting Phase 2 with a clear outcome goal.

**Team Columbia:** Making sure input is honored. Tonight didn't seem like the best use of time. Answering the same questions in surveys as in groups. Representation in BIPOC and different groups.

**Team Willamette:** Lots of thought is to continue to improve so that all communities know when and how we are meeting. Translation of the meeting and documents. Making sure the process stays on track. Searching abilities of documents. People like small groups and discord. Hope that Harrison Park will be filled.

**Wrap up:** *Ledezma reviewed Next Steps:*

- ❖ Collect feedback from the Creston community
- ❖ Respond to Board of Education before Jan. 26
- ❖ Begin recruiting new Phase 2 SEGC members focusing on increased diversity of membership
- ❖ Increase student voice
- ❖ Phase 2 kick-off meeting at the end of February
- ❖ The process will run through Fall 2021

Ledezma lets the committee members know the kick-off of the Phase 2 process will start in late February.

She encouraged folks for feedback; reminded everyone there is a feedback form in the chat and there is still a survey available. Making sure the board knew of the struggles, dedication, time, and the continued process.

Thank you for what you have done with us.

**Meeting Adjourned:** 7:59 pm