

Portland Public Schools
Enrollment and Program Balancing
Phase 2 Southeast Guiding Coalition
November 4, 2021
Meeting Minutes, Virtual

Southeast Guiding Coalition Members in Attendance: **Registration was not captured**

Central Office PPS Staff in Attendance: Claire Hertz, Megan Salvador, Judy Brennan, Gail Warren, Shanice Clarke, Margaret Calvert, Terry Proctor, Nathan Swoverland, Esther Omogbehin, Cheryl Proctor, Meisha Poltzke, Karl Logan, Dana White, Hassan Dornayi, Kathleen Ellwood, John Lyons, Kristyn Westphal, Natasha Grannis,

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: 6:02pm

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

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

Omogbehin went through the meeting agenda by starting with the updated guardrails. The impacted communities that haven't been heard from and responses to the Southeast Guiding Coalition (SEGC) Questions.

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. Respect 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

As groups go into breakout state names, the connection to the district and if the possibility to have dinner with anyone (dead or alive) who would that be?

Southeast Enrollment Balancing 2022-23: *Led by Claire Hertz, Deputy Superintendent*

Hertz started with this map using school location colors to show where target enrollment challenges exist in SE schools, impacting students' access programming and teachers' opportunities for collaboration and effective planning. Issues of under enrollment and single strand programming are more likely to appear in schools with higher concentrations of Black Indigenous People Of Color (BIPOC) and low income students. If these issues get addressed, then that will create conditions to support more equitable opportunities and increased achievement for these students and others .

Updated Guardrails: *Led by Claire Hertz, Deputy Superintendent*

Hertz shared with the members that the committee has been listening to the group's concerns and feedback. It has been heard from the Southeast Guiding Coalition in our last two sessions A & B and took every question asked and gave responses.

She went on to share that the planning teams are broadening the range of solutions for DLI programs to include co-locations. The committee has instructed FLO Analytics to develop a 3rd draft proposal for review that has co-located DLI programs and addresses as many of the single strand issues as possible. This can be seen how this has been updated in the green text - to include co-located schools with a goal of limiting single strand neighborhood or DLI programs in schools.

Hertz introduces Karina-

Response to What We Heard at our Last Meeting: *Led by Karina Ruiz, BRIC*

Part of the work that has been happening behind the scenes was heard. And with that, earlier today responses to 65 questions were sent out today that came from our last two sessions. Also sent a document on the two topics we heard the most from you - DLI and Creative Science. These are the two areas we are highlighting, and it's important to remember the many other school challenges and changes being considered throughout the region. We will have instructional leaders available to join in breakout sessions to further develop understanding when you discuss Proposals A & B.

Response to Whole School DLI Questions at SEGC Meetings: *Led by Karina Ruiz, BRIC*

Ruiz recapping what the responses were. The goal of the whole school Dual Language Immersion (DLI) allows for a cohesive, shared vision and set of goals that focus on high-quality, rigorous instruction supporting bilingualism, and multiculturalism.

Response to Creative Science Questions from SEGC Meetings - Creative Science: *Led by Karina Ruiz, BRIC*

The last two chords have been about Creative Science Schools.

If wanting to keep Harrison Park, one of our most diverse schools in SE Portland as a K-5 neighborhood community and know that walking to school is an important factor, the coalition must look at the Clark Building as a viable location for HP students and families. Creative Science School (CSS) K-8 will need to move.

Ruiz talked about Opting Out - Students in a focus option school may return to a neighborhood school at any grade level. Specific to this process, Arleta families may opt for the comprehensive middle school for grades 6-8 and may opt out to a neighborhood school.

For each of the last 5 years, Creative Science has had more than 30 students waitlisted or denied placement to 6th grade. A belief of a strong demand will continue, offsetting any 5th-grade attrition.

Ruiz opened up to the group if there are key questions about the data that was sent out today. Questions were answered by Hertz and Meisha Plotzke, Director Middle School Redesign, and Board Director Brim-Edwards.

1. How materials are given to the coalition. And the timeline was created by Portland Public Schools (PPS).
2. What other schools were looked at to create a focus option school? And why haven't they been brought forward?
3. What about Woodstock families if Creative Science Schools (CSS) moves there?
4. Didn't hear anything about the impact on Arleta or Woodstock?
5. Many people prefer a K-8 for their children, but that is only going to be an option for CSS. It's hard to understand from an equity perspective why that option may not be available more broadly for families/kids who might prefer?
6. There is no solution that everyone will be satisfied with. It's probably the only thing we all (might) agree on. It is my understanding that the critical elements used to develop the proposals are: enrollment balancing, school utilization, walkability, and consolidating the DLI programs to more efficiently utilize the district resources.

Ruiz states "What are the RESJ impacts on these two scenarios"?

Small Group Breakout

Who haven't we heard from? List whose voices we are missing from the community? Which communities are most impacted? If we haven't heard from them how do we support them? Ruiz asks the group "What impacted communities haven't we heard from?"

Break

Ruiz brings the members back and takes them right into a large group discussion.

Large Group Discussion

Clackamas: Big categories of groups- SPED needs, Schools without PTA's, neighborhood communities Spanish communities, Lent Families and Whitman families.

Columbia: Lent hasn't heard from those voices much. People would like to hear from Bridger. Families enrolled in DLI single strand programs. The " unknowns". Distribution of information as some staff know more than others. Perception that plans are final when they are not.

Willamette: Families in potential boundary change areas. People with reliable internet accessibility. Lewis and Sellwood. Richmond, student not being included in the discussions.

Ruiz transitioned the large group into smaller groups to focus on Proposal A & B and what is working and what isn't working?

These are preliminary proposals so what can be tweaked to ensure the greatest benefits to the most impacted communities.

Small Group Work Proposal A & B

Ruiz leads:

Columbia: What does it mean if a school falls below the threshold of enrollment? Performance indicators should go beyond academics. Whether they feel safe in their community.

Lent. Diversity and cross pollination. How would these proposals impact black communities also with a low count of black teachers. Was this an accessible process for black families? Describing the connection between program and shift of student population.

Clackamas: Not understanding why the guardrails were in place so would understand better both Proposals. Woodstock School broken into pieces. Students staying in the community. Boundaries reasoning. Redlining or traditionally done so. Avoiding having kids cross busy roadways. CSS causing a lot of ripples and repercussions.

Willamette: Conversation to different scenarios. Natural boundary lines and roads. Interest in meeting some enrollment goals. How the map works. Harrison Park communities especially their dual language community. Wanting specific data, a clear description of the demographics socially and economically. Discussion about test scores and the most recent ones and how to equalize across schools.

Small Group Work Driver for Scenario C (not yet created)

Clackamas: Observe targeted enrollments. Don't have single strand DLI schools. What is the rationale for keeping CSS K-8 instead of K-5? CSS parents keep it in SE. How many transitions in a feeder?

Columbia: Like CSS to Arleta, don't want to lose CSS. Why are we changing the DLI feeder now? Redlining communities of color. We can't have the many schools under enrolled in SE. Agreed upon parameters (guardrails). Tough to start when CSS doesn't have an answer. Guidance from the District. Retain an even distribution of neighborhood schools. Think about the flow of money, not just the flow of students.

Willamette: What is the feedback in this room about the whole school DLI? Avoid single strand neighborhoods. Not enough input from the community on do we want co-located or whole and why? What's the difference between the whole school and addressing the most problematic. Kids having schools in walking distance. PPS data: DLI vs non-DLI students.

Next Steps: *Led by Dr. Esther Omogbehin*

Omogbehin thanked everyone for their time here this evening. The Coalition values the work that is put into this. The evaluation form will be put into the chat and Ruiz will lead us through our checkout process for this evening. Omogbehin thanked everyone for centering all student needs, especially our Black Indigenous People of Color (BIPOC) families. She let the members know our next meeting will be November 18.

Meeting Adjourned: 8:58pm