

Southeast Guiding Coalition Zoom Chat Transcript

November 5, 2020

17:04:01 From Shawn Helm : Can someone let me into the meeting?

17:04:12 From Shawn Helm : I need to be logged in twice.

17:04:29 From Shawn Helm : I cannot use audio unless the other one is turned on.

17:05:50 From Jed Roberts :
<https://docs.google.com/document/d/1yAep7BeRXSBucvwb7duvBKyriRvR0YUFZXL7M5pQZVw/edit?usp=sharing>

17:06:05 From Keeley Simpson : Dana- will you share your cell with me?

17:13:48 From Shawn Helm : Spanish Immersion K-5 (@ Atkinson) is not a dropdown option on the spreadsheets.

17:15:23 From Michael Bacon : Shawn, it is on Duke's

17:20:51 From Michael Bacon : Wouldn't that be the same terminology for DLI programs and not just neighborhood?

17:21:44 From Shawn Helm : I figured it out in regards to the feeder pattern spreadsheet for Atkinson.

17:25:18 From Judy Brennan : Is there a parking lot sheet where we are to capture Phase II ideas?

17:28:35 From Keeley Simpson : Jed- will you please post the facilitator guide in the SEGC chat?

17:31:13 From Jed Roberts : Will do, Keeley.

17:33:43 From Elisa Schorr : Good time to move it to the new Madison building

17:36:36 From Keeley Simpson : Can we build a break in after the first check in?

17:37:11 From Keeley Simpson : Leaving it up to groups to break often times means facilitators and note takers don't get breaks

17:37:33 From Shawn Helm : may I get a copy of the ppt you are using right now so I can copy out those questions?

17:37:36 From Dani Ledezma : I second Keeley's suggestion

17:37:42 From Dana White : me too

17:37:46 From Michael Bacon : Especially since we are going essentially 4 hours straight

17:38:36 From Claire Hertz : Love the optimism?

17:39:20 From Esther Omogbehin : We need the break! 4 hrs is a long time to not break!

17:44:38 From Kristyn Westphal : Not sure, Shawn

17:46:35 From Judy Brennan : Nathan, do you need my help letting people in the room?

17:47:30 From Judy Brennan :
https://docs.google.com/presentation/d/1B0u_dEQphv6ALFiS4UKgqvBL-OoVefxIMB6Zffn7FLU/edit#slide=id.ga764a4366c_0_40

17:49:04 From Terry Proctor : Hi, Nathan. Can you make me the captioner?

17:49:43 From Nathan Swoverland : You should be set now.

17:59:05 From Claire Hertz : Sorry about the keyboarding - I'll keep myself on mute!

17:59:33 From Michael Bacon : Bless you Angelica

17:59:44 From Angelica Cruz : Lol thanks

18:00:12 From Judy Brennan : Welcome everyone. Remember to rename yourselves

18:00:53 From Logan Heyerly (she/ella) HP Parent / Lent PAT : Is there an issue with the waiting room? I was there for over 10 mins, and a friend just texted me saying she has been there awhile also.

18:01:29 From Claire Hertz : Logan - is your friend in here now?

18:01:59 From Logan Heyerly (she/ella) HP Parent / Lent PAT : She said she's still waiting

18:07:29 From Sabrina Flamoe : Are we not looking at the new scenarios shared via email today?

18:11:28 From Beth Cavanaugh (parent, Hosford, she/her) : This definition looks like feeder pattern only includes neighborhood programs, and scenarios include DLI as well?

18:17:09 From Jed Roberts (FLO Analytics) (he/him) : That's correct, Beth. We're viewing the neighborhood feeder patterns as the foundation for DLI/focus option program placement.

18:18:03 From Jed Roberts (FLO Analytics) (he/him) : We acknowledge that DLI/focus options may themselves have feeder patterns.

18:39:48 From Jed Roberts (FLO Analytics) (he/him) : You're spot on, Regina.

19:10:31 From Scott Bailey : I'm getting double audio, anyone else?

19:10:39 From Beth Cavanaugh (parent, Hosford, she/her) : nope

19:10:42 From Logan Heyerly (HP Parent / Lent PAT) she/ella : Occasionally.

19:10:50 From Michael Bacon : 9

19:10:55 From Michael Bacon : Duke

19:11:05 From Kristyn Westphal (district) she/they/ella : Powell has two patterns created by members:

19:11:05 From Sheilagh Diez (she/her) Atkinson parent : Powell. 20a and 21a.

19:11:08 From Kristyn Westphal (district) she/they/ella :
<https://docs.google.com/presentation/d/1VkJT-XREHaT4I1EeiS9P05462BvelZOLPUqM6M-H99Q/edit?usp=sharing>

19:11:15 From Karl Logan : Duke # 9

19:11:16 From Judy Brennan : Hawthorne worked on a scenario built on Feeder Pattern 5

19:11:16 From Andy Jacob (Bridger parent) : flavel, 5

19:11:17 From Michael Rehana - Parent : Holgate - 3 and 9

19:11:19 From Angelica Cruz (she/hers) - Principal, Creston : Powell-20a and 21a

19:11:19 From Kristyn Westphal (district) she/they/ella :
<https://drive.google.com/file/d/1zFDUsMp8JUKjufiS9sOKOO9acc1dAXBR/view>

19:11:29 From Andy Jacob (Bridger parent) : feeder pattern 5 that is

19:11:47 From Esther Omogbehin : Colgate 3 and 9

19:11:59 From Sabrina Flamoe : Where are 20 and 21 a???

19:12:03 From Esther Omogbehin : Holgate 3 and 9

19:12:14 From Kristyn Westphal (district) she/they/ella : @Sabrina - see links I shared

19:12:36 From Jed Roberts (FLO Analytics) (he/him) : How about Foster?

19:12:38 From Beth Cavanaugh (parent, Hosford, she/her) : Sabrina they were also added to this document (the last two scenarios)
https://docs.google.com/presentation/d/1sjs_Bh7ECD30j67QCafrjHLrpgDRuwZVi2IQ6K-vkYQ/edit?ts=5f9fa367#slide=id.ga6d1c1570a_0_107

19:12:42 From Rosie Lingo : Transportation.

19:12:42 From Kristyn Westphal (district) she/they/ella : Powell was thinking about ADA accommodations

19:13:06 From Martha Almendarez Langland (she/her/ella) Parent : ADA accommodations for ISC students.

19:13:08 From Beth Cavanaugh (parent, Hosford, she/her) : Co-located vs standalone K-5 DLI programs

19:13:20 From Leah Dickey : Transportation

19:13:24 From Caitlin Klenz : Splitting middle schools is very hard for kids and communities

19:13:37 From Andy Jacob (Bridger parent) : figuring out the actual neighborhood enrollment at schools losing DLI programs (assuming neighborhood program capture rates will be higher than they are currently)

19:13:45 From Alexandra Phan : Meeting the outcome goal of minimizing program co-locations.

19:13:55 From Judy Brennan : Putting a whole community (CSS) in the parking lot for months

19:14:01 From Andrew harvey : Not enough time to talk about a complex issue - we were making headway, but got pulled back in.

19:14:14 From Dee Reddy : want to think about the impact on the schools undergoing the most change with an RESJ lens

19:14:28 From Rosie Lingo : Not knowing what's non-negotiable.

19:14:36 From Michael Bacon : Focusing on a singular feeder pattern without seeing the entire scenario

19:15:03 From Min Cai : Not having feedbacks from POC communities

19:15:37 From Martha Almendarez Langland (she/her/ella) Parent : Thank you MIN!

19:16:06 From Martha Almendarez Langland (she/her/ella) Parent : Absolutely.. specifically Spanish speaking families in ISC.

19:16:18 From Sabrina Flamoe : Diversifying can have a neg impact of title status

19:16:21 From Martha Almendarez Langland (she/her/ella) Parent : In ISC.

19:16:25 From Beth Cavanaugh (parent, Hosford, she/her) : Burden of traveling far for school

19:16:26 From Carissa Harrison : Access to local neighborhood school for students of color not in a DLI program

19:17:05 From Martha Almendarez Langland (she/her/ella) Parent : We chatted about that too Carissa.

19:18:32 From Rosie Lingo : As a Woodstock person I am curious what HP folks are feeling/thinking.

19:18:34 From Andrew harvey : Do any groups have a scenario that they have fully vetted and can present yet?

19:19:03 From Rosie Lingo : Didn't intend to put anyone on the stop :)

19:19:06 From Rosie Lingo : spot

19:20:16 From Sabrina Flamoe : Is the goal to have a scenario pretty flushed out by end of night?

19:22:15 From Beth Cavanaugh (parent, Hosford, she/her) : I like hearing the example that shares what the main driver for the scenario was; it helps to understand why decisions are made.

19:23:39 From Alexandra Phan : Are the groups divided by school? I have personally looked from my corner of the puzzle but have questions for neighborhoods I am not as familiar with.

19:23:57 From Esther Omogbehin : As much as possible. We have one more mtg then Open House so as much as we can get done today will be greatly appreciated!

19:24:01 From Beth Cavanaugh (parent, Hosford, she/her) : What are some of the drivers that people are working with? Example; we looked at patterns with a focus on maintaining a feeder pattern from middle to high school (no split middle school feeders).

19:24:48 From Beth Cavanaugh (parent, Hosford, she/her) : Another driver considered was ensuring that DLI Language strands all feed to the same middle school.

19:24:52 From Rosie Lingo : Thinking about distance - No scenarios with High school Chinese DLI at Madison make sense.

19:24:56 From Lilly Windle : What PPS transportation is available?

19:25:32 From EMILY BAILEY : Which is EXACTLY what Lent families are feeling!

19:25:34 From Min Cai : I hear the same from Chinese families about racial segregation.

19:26:27 From Rosie Lingo : That's a great point.

19:26:55 From Judy Brennan : Martha: We do guarantee access at the all-Spanish DLI school Rigler

19:27:59 From Scott Bailey : @Emily, just to make sure I understand, could you clarify?

19:28:01 From Alexandra Phan : Thanks you for sharing the viewpoint Dee.

19:28:28 From Michael Rehana - Parent : Thank you Dee

19:29:08 From Sabrina Flamoe : Consensus on the scenario OR the feeder?

19:29:35 From Martha Almendarez Langland (she/her/ella) Parent : @Nope...but one of our plans... 20A/ 21A increases the DLI Spanish strand by one more and focuses Lent for cultural heritage as a whole school.

19:30:09 From Michael Rehana - Parent : Eliminate the scenarios that are not being discussed

19:30:34 From Jed Roberts (FLO Analytics) (he/him) : I was able to join a couple teams during the last breakout session. Makes me wish I could be wandering around a real room to visit with you all! I'll be trying to drop by every breakout in the next session.

19:30:42 From Rosie Lingo : Can we "officially" list a scenario that puts HS Chinese DLI at Franklin (a more centrally located school.) All currently have the site listed at Madison which feels too far.

19:30:56 From Dee Reddy : HI there, Martha asked me to type into the chat what we shared about our co-located DLI program at Bridger: In a nutshell, we have really struggled as a community to maintain parity and equality between the programs. Neighborhood families who do not get into the DLI strand can feel like their kids are getting a lesser education and there is resentment and distance created there. Additionally, culturally there is such divergence between the curriculums in the 2 strands that

19:31:13 From Esther Omogbehin : That is a great idea. Possibly consolidate the scenarios being discussed

19:33:48 From Martha Almendarez Langland (she/her/ella) Parent : @Dee... we have struggled with that as well but mainly from non heritage DLI parents/ neighborhood parents. What we are doing is really investing in the relationships by having the tough conversations and allowing room to voice those exact feelings in a larger setting rather than have them be pockets.

19:33:57 From Dee Reddy : we have found it really difficult to create a strong, fully inclusive community and the feedback from our neighborhood strand is that they often feel like 2nd class citizens within the school. Coupled with feedback from administration and teachers about how difficult it is develop and maintain curriculum in this scenario it's hard for us to argue for colocation. The additional consideration is that because our neighborhood is no longer a hotspot for Spanish speakers, a lot of kids in the dli program travel to us by bus which seems to usually preclude them from taking advantage of after school opportunities since there is not late transportation, making it even harder for them to act and feel like part of the greater community.

19:34:42 From Martha Almendarez Langland (she/her/ella) Parent : @Dee.. by we I mean the PTA(we have a PTA with two presidents one from DLI who is a native Spanish speaker and one parent from the neighborhood program). Specifically this year it has allowed us to have those open conversations in PTA meetings.

19:37:30 From Dee Reddy : @Martha: yes, our PTA has allocated more and more of our resources every year to bring greater equity and make that our main focus, but we have not had a lot of success in engaging our native speaking community in it. The predominant barrier that has been communicated to us is proximity. Because most of their kids bus, they miss out in the incidental interactions that build community by physically being at the school for drop off/pickup, etc. Being able to stay after school and play on the playground with friends, etc. at our school anyway, seems to be an option only available for those in the neighborhood, which are predominantly non-native speakers

19:38:29 From Beth Cavanaugh (parent, Hosford, she/her) : Thank you @dee and @martha for sharing this conversation with us.

19:42:41 From Jed Roberts (FLO Analytics) (he/him) : Click the breakout room button if you can't see it.

20:05:17 From Amy Kleiner : Great idea

20:05:24 From Amy Kleiner : I LOVE that campus also.

20:05:55 From Jed Roberts (FLO Analytics) (he/him) : I'm going to build out this scenario -- there's a few new wrinkles that I need to include. I'll try to make it happen during the meeting. I'm going to drop in on the other team I haven't visited with yet to check in on them.

20:33:28 From Michael Bacon : Duke #9

20:33:29 From Andy Jacob (Bridger parent) : flavel: 5

20:33:49 From Kristyn Westphal (district) she/they/ella : Powell 20a

20:34:08 From Judy Brennan : hawthorne worked on a version of 8

20:34:25 From Judy Brennan : For contrast--

20:34:28 From Logan Heyerly (HP Parent / Lent PAT) she/ella : Holgate worked on a version of 3/9, kind of....

20:34:52 From Michael Bacon : Duke did look at 5 as comparison as well, but leaned back to 9

20:35:18 From Beth Cavanaugh (parent, Hosford, she/her) : Ours (Hawthorne) used 5 as a jumping off point but it has some differences.

20:35:29 From Andy Jacob (Bridger parent) : flavel: modified version of scenario 1a (the one we worked on last week and this week which we can share)

20:35:56 From Beth Cavanaugh (parent, Hosford, she/her) : Sorry that was for Feeder pattern 5 in Hawthorne, not the scenario!

20:36:01 From Michael Bacon : Duke did not get to the scenarios

20:36:07 From Judy Brennan : hawthorne scenario D from Beth, built on feeder pattern 5

20:36:35 From Judy Brennan : hawthorne looked at a scenario from Min, built on FP 8

20:36:48 From Beth Cavanaugh (parent, Hosford, she/her) : Scenario D is the first one in this slide show: https://docs.google.com/presentation/d/1sjs_Bh7ECD30j67QCafjrjHLrpgDRuwZVi2IQ6K-vkYQ/edit?ts=5f9fa367#slide=id.g9f8b79ee49_0_0

20:37:06 From Sheilagh Diez (she/her) Atkinson parent : Powell was looking at 20a, but we would like more time to continue to develop ideas.

20:38:16 From Sheilagh Diez (she/her) Atkinson parent : Here is 20a: <https://docs.google.com/presentation/d/1VkJT-XREHaT4I1EeiS9P05462BvelZOLPUqM6M-H99Q/edit?usp=sharing>

20:39:07 From Martha Almendarez Langland (she/her/ella) Parent : Can Powell screen share the 20A model.

20:42:18 From Judy Brennan : In 20A, does Harrison Park MS feed to Cleveland or Franklin

20:42:42 From Sabrina Flamoe : Appreciate the thoughts about CSS...seems ESSENTIAL to note that there is not another building to simply move them to...

20:42:50 From Kristyn Westphal (district) she/they/ella : @Judy Cleveland

20:43:02 From Marisa Bryman : It would not be realistic and would be a huge hardship for Harrison Park students to go to Cleveland HS.

20:43:04 From Amy Kleiner : Yes Sabrina--been saying that all night and Meisha came into our group

20:43:15 From Logan Heyerly (HP Parent / Lent PAT) she/ella : Agreed Marisa

20:43:34 From Amy Kleiner : Feel strongly about that and would like to see SPED ID data, LGBTQIA data at CSS compared to other schools, especially grades 3-8

20:43:48 From jackson weinberg : @Marissa totally agree, especially for Woodstock all the way to HP, and then to the other side of SE for HS.

20:43:49 From Alexandra Phan : HP students would drive past Franklin to get to Cleveland.

20:43:55 From Beth Cavanaugh (parent, Hosford, she/her) : Thank you Marisa, that makes sense

20:43:57 From Amy Kleiner : @sabrina that was for you (and everyone)

20:44:22 From Alexandra Phan : Also, Marysville's border is on Kellogg. Going to HP to cross 4 major streets is not safe for walking students.

20:44:26 From Michael Rehana - Parent :
<https://docs.google.com/presentation/d/1XeWlt45ln3yQHtqGbtPeoWLIgSDGHcOfBq2tu8-wN5M/edit?usp=sharing>

20:48:53 From Judy Brennan : Min's scenario
<https://drive.google.com/file/d/1ImrCl1d7YwXgdLeIM5reCIEi9GFSOTBj/view>

20:49:08 From Logan Heyerly (HP Parent / Lent PAT) she/ella : Clark to Cleveland is a hard sell for me

20:49:16 From Andy Jacob (Bridger parent) : I would be really concerned about Harrison park being underenrolled in this scenario, just eyeballing it

20:49:23 From Andy Jacob (Bridger parent) : since it's arguably low even in the springboard

20:50:09 From Alexandra Phan : Agree Logan. It seems to not use the RESJ lens for the community heat map.

20:50:22 From Andy Jacob (Bridger parent) : seems to be the opposite of it honestly

20:50:40 From Michael Rehana - Parent : Agreed Andy

20:51:26 From Andy Jacob (Bridger parent) : appreciate hearing the rationale min!

20:51:32 From Judy Brennan :
<https://drive.google.com/file/d/1ImrCl1d7YwXgdLeIM5reCIEi9GFSOTBj/view>

20:51:35 From Martha Almendarez Langland (she/her/ella) Parent : Plus think of the DLI families have to drive all over too.. Thanks Min

20:54:01 From jackson weinberg : Where is Sellwood going?

20:54:33 From Alexandra Phan : What DLI programs does HP have?

20:54:51 From Scott Bailey : Grant is currently overcrowded. So this scenario would mean other shifts would have to happen outside of SE, yes?

20:55:09 From Sheilagh Diez (she/her) Atkinson parent : @Alexandra 1 strand of Mandarin DLI

20:55:18 From Beth Cavanaugh (parent, Hosford, she/her) : Likely. But by moving Japanese immersion out of Grant and into Madison, some space should open up.

20:55:38 From Alexandra Phan : And Russian?

20:55:40 From Beth Cavanaugh (parent, Hosford, she/her) : Sunnyside would be a smaller feeder since lottery students go to their neighborhood high school.

20:55:48 From Logan Heyerly (HP Parent / Lent PAT) she/ella : In that scenario, it looked like it, yeah

20:55:55 From Claire Hertz : Grant is overcrowded now, so we can not move students from SE to NE to Grant

20:56:14 From Beth Cavanaugh (parent, Hosford, she/her) : Russian would be at Kelly -> Harrison Park -> Franklin

20:56:18 From Andrew harvey : @Beth were you showing feeder pattern 5?

20:56:25 From jackson weinberg : @beth Cleveland is near capacity, I'm concerned about potential overcrowding at Cleveland in the future.

20:56:33 From Beth Cavanaugh (parent, Hosford, she/her) : @Andrew I started from there, but it's a departure

20:56:42 From Sabrina Flamoe : Which scenarios DO NOT MOVE CSS?

20:56:43 From Claire Hertz : Both Franklin and Grant are very over crowded and need fewer students in these balancing processes

20:56:43 From Jennifer Fontana : It seems like when we are sharing out scenarios... an important part to include are the impacts on communities of color, linguistically diverse families and historically underserved students. Currently, the conversation seems to be centered on numbers and building capacity. How can we get back to using the RESJ lens when considering these scenarios. I don't know that I'll be able to "vote" on a scenario when I haven't heard anything about RESJ in relation to the scenario.

20:56:48 From Beth Cavanaugh (parent, Hosford, she/her) : @Jackson that's a valid concern; we'd have to see the numbers.

20:57:01 From Andrew harvey : @Beth Do you have a copy or is that what you emailed earlier today?

20:57:45 From Amy Kleiner : @beth Sunnyside is a neighborhood school. I just set our slots for next year--15 of them and we have 550--600 kids typically

20:57:48 From Michael Rehana - Parent : Such a great point. Thank you for sharing that Dee

20:57:49 From Beth Cavanaugh (parent, Hosford, she/her) : @Jennifer one of the reasons that I make so many scenarios is that I don't have the ability to quickly determine all of the demographics, so I want to see things modeled to compare the data.

20:58:17 From Amy Kleiner : It's really weird, I know. We have a focus option curriculum but a neighborhood catchment. We are the only focus option with this feeder system.

20:58:23 From Beth Cavanaugh (parent, Hosford, she/her) : Thank you @Amy! I thought it was more like 2/3 neighborhood.

20:58:47 From Sabrina Flamoe : Amy...you have 15 NON neighborhood kids? Wow

20:58:55 From Martha Almendarez Langland (she/her/ella) Parent : Agree Amy.

20:58:58 From Jennifer Fontana : I appreciate hearing about that conversation Dee.

20:59:01 From Andy Jacob (Bridger parent) : some potentially positive consequences, too, we hope

20:59:04 From Amy Kleiner : If families move during the K-8 they get to stay until the highest grade (an all PPS policy), but no, it's a neighborhood schools

20:59:17 From Alexandra Phan : Thanks again Dee.

20:59:26 From Amy Kleiner : Yes @ Sabrina. In 6th. And usually we only have 10 slots in 6th

20:59:44 From Amy Kleiner : We will have about 10 in KG also but that's it. We are a neighborhood school which makes us really weird

20:59:56 From Sabrina Flamoe : yup...weird! You said it:)

21:00:18 From Beth Cavanaugh (parent, Hosford, she/her) : @Andrew Scenario D that I described is the first slide in the link I emailed out today!

21:01:03 From Alexandra Phan : I do appreciate having more time, thanks for extending the session.

21:01:09 From Marisa Bryman : @Sabrina- not having a K-5 school within the Harrison Park boundaries would be a huge disservice to the most diverse student population in PPS. This is why our group is advocating for it being non-negotiable that Clark become the neighborhood K-5. We certainly want CSS to continue to have a home.

21:01:29 From Andrew harvey : @Beth Thx. Long day :)

21:01:38 From Michael Rehana - Parent : Great conversations today. Appreciate everyone's scenarios

21:02:04 From Dee Reddy : lots of creativity, good work everyone!

21:02:16 From Amy Kleiner : Can we get data on the capacity at Edwards?

21:02:30 From Beth Cavanaugh (parent, Hosford, she/her) : I think Edwards has 9 classrooms

21:02:38 From Amy Kleiner : Their lease is up in June/2021 and that school has been "in play" before

21:02:39 From Sheilagh Diez (she/her) Atkinson parent : rest well everyone!

21:02:42 From Amy Kleiner : in these scenarios

21:02:48 From Amy Kleiner : for the next meeting

21:02:51 From Scott Bailey : @Amy I don't think they ever had more than 200 students

21:02:54 From Beth Cavanaugh (parent, Hosford, she/her) : It used to be for Abernethy primary grades

21:03:18 From Amy Kleiner : Right, our group has been wondering about split campuses. So the capacity would help bc the lease is ending

21:03:32 From Amy Kleiner : Which has been relevant in all the other boundary meetings/DBRAC things I've been in