

Portland Public Schools  
**Enrollment and Program Balancing**  
**Phase 2 Southeast Guiding Coalition**  
Virtual Meeting  
October 7, 2021  
Meeting Minutes

**Southeast Guiding Coalition Members in Attendance:** Olgamar Amor, Gary Hollands, Beth Brett, Michelle Harada, Julia Brim-Edwards, Elizabeth Kennedy-Wong, Marisa Bryman, Tonya Arnold, Josh Cody, Sheilagh Diez, Adriel Person, Eddie Wang, Maya Mori, Michael Rowell, Chris Gustafson, Sarah Kincaid, Cathy Murray, Andy Jacob, Richard Smith, Ellie Russell, Beth Cavanaugh, Joe Mitacek, Kristy Mize, Deanne Froehlich, Sam Wilcox, Michele Stahlecker, Alissa Roberts, Alissa McMaken Roberts, Sondra Blair, Paulina Larenas, Leah Dickey

**Central Office PPS Staff in Attendance:** Judy Brennan, Karl Logan, Hassan Dornayi, Meisha Plotzke, Natasha Grannis, Megan Salvador, Kathleen Ellwood, Shanice Clarke, Cheryl Proctor, Claire Hertz, Kristyn Westphal, Esther Omogbehin, Margaret Calvert, Terry Proctor

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

**FLO Analytics Staff in Attendance:** Jed Roberts

**The Meeting was called to order at:** 6:05 pm

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

Thank you everyone for joining us here today. As you know this is our Phase 2 of the Southeast Guiding Coalition Meeting.

Omogbehin asks a Committee Member to Read:

***Land Acknowledgement and Anti-Oppression Statement***

*Read by Committee Member, Leah Dickey, Principal at Harrison Park*

Omogbehin provided an update on where the process is.

The meeting purpose-

- Co-Chair Introduction & Roles & Responsibilities
- What was heard from you
- Summer 5<sup>th</sup> Grade Survey
- Listening and Learning Report
- Fall Enrollment Preview

Omogbehin announces the pleasure to introduce the SouthEast Guiding Coalition (SEGC) Co-Chairs, Adriel Person and Beth Cavanaugh. The roles and responsibilities that the Co-Chairs have volunteered to fulfill are described in the SEGC Charter.

1. Orient new members and inform overall planning.

2. To represent the SEGC to the Board of Education.

Omogbehin asks both Adriel Person and Beth Cavanaugh to say a few words, and let the members know how to best reach out to discuss ideas and concerns.

***Adriel Person, Student Advocate and native to Portland, Oregon***

Would like to learn more about the process of this committee meeting and the Portland Public School plan.

***Beth Cavanaugh, Parent***

Got involved a couple of years ago in the SE process and would like to see it through to the end.

Omoghben talks about the Charge.

**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

Ruiz asks the group “Is there any other group agreement that would like to be added”?

**Check-In Exercise: *Led by Marne Maykowskyj, Clarity Goals***

Everyone will be divided into small group breakouts. Please share the following:

- Your name
- Your connection to the district
- Which group agreement is standing out for you today? Is there anything missing?

**Key themes from SEGC Meeting September 23, 2021**

**Hopes and Aspirations**

**Doubts and Fears**

- BIPOC students/families will feel devalued or excluded.
- Additional burdens will be placed on families that are already marginalized.
- Loud voices will threaten to derail the SEGC work.

**5th Grade Summer Report: *Led by Jed Roberts, FLO Analytics***

Jed reviewed the elementary survey. To provide a quantitative survey process across all the elementary schools. With this year's survey we heard from half of the Black Indigenous People of Color (BIPOC) families.

Roberts goes over the data results and full results of class sizes. 5th grade summer phone survey.

## **Listening and Learning Report:**

### **Listening and Learning Challenges:** *Led by Karina Ruiz, BRIC*

Ruiz went over what was heard and the challenges

- Very limited participation in 15 planned affinity-based sessions
- COVID made in-person meetings not advisable
- BIPOC community is stretched thin and zoom fatigued
- BIPOC community is distrustful of process
- Review strategies to address this later in meeting

### **Key themes from Listening and Learning:** *Led by Karina Ruiz, BRIC*

Ruiz talks to the Committee and shares what was heard and what schools should offer culturally dynamic curriculum and activities that are reflective of the student body. She continues to talk about the richness of experiences and perspectives offered by the diversity at Harrison Park is widely accepted as one of the key features of the success of that school. Parents from other schools expressed a desire to see such diversity in their neighborhood school.

- PPS should provide an equitable distribution of programs among all neighborhood schools. Where you live should not dictate your child's educational experience.
- Critical importance of authentic interpersonal connections between students, families, and staff.
  - o If K-8 schools need to be broken up, keep K-5 kids together.
  - o The presence of community (language) liaisons to connect with BIPOC and historically marginalized communities is critical.

Ruiz talks about how schools should foster environments where BIPOC students and families feel safe and have ample social emotional support. She goes on to say schools have the necessary staffing ratios, and instructional philosophies to promote Differentiated Instruction among students of all backgrounds, ability levels, and learning styles.

Privilege should not drive access to programs: BIPOC and underserved families are disproportionately impacted by transportation barriers, to the extent that it effectively limits school choice among these communities.

Asking families to choose between schools with proximity to their home and those offering more robust programs and service is unfair and disproportionately disadvantages BIPOC and historically underserved communities.

She shares about the tension that everyone shares. As when talking about that tension with families, asking doesn't make people choose.

The idea of Racial, ethnic, and cultural diversity is an asset to any school and crucial to making BIPOC students and families feel welcomed, seen, and valued.

BIPOC kids have other students and staff that look like them. Representation.

Historical Devaluing of BIPOC Voices / Distrust of PPS' Processes / Accountability.

How do we ensure that the ultimate approach does not benefit one group at the expense of another?

Most Creative Science School (CSS) parents attending the dialogue session expressed a desire for the school to remain a K-8. On the other hand, most Harrison Park dialogue session participants seemed to accept that their school will be transitioning to the K-5/MS model.

### **Review of Supporting Quotes from Listening and Learning:**

#### **Small Group Exercise:**

Ruiz leads the group into three breakout rooms and to have a more intimate conversation.

With the question:

How should the information presented from listening and learning impact the development of scenarios?

#### **Marne puts the group into breakout rooms.**

As the group returns they fall into a break>

Ruiz brings everyone together after break and has folks from the breakout rooms share what they heard.

- **Willamette Group**- Overwhelm. Difficult task. Ideas on making sure any decisions made are tied directly to these themes. Maybe this isn't a quick fix.
- **Columbia Group**- Sense of frustration. Trying to balance against a three year Middle School experience. Distrust of this concept of rebalancing and no results. Poor job at outreach. Can this be revisited now that school is in session. Concerned about the lottery.
- **Clackamas Group**-Concern about the lack of representation from Lane. Concern about staff and families around Woodstock not being heard. Forums need to feel like an equal playfield for people to be heard. There is no way to avoid the hard work through the values that have been set through the SEGC. Help the SEGC understand how the scenarios deliver high outcomes.

#### **Fall Enrollment Preview: *Led by Jed Roberts***

Roberts led the group through the Enrollment Updates.

Here is a snapshot of September 29, 2021.

Roberts walked the group through Grade Configuration, Actual 2020-21 Enrollment, Preliminary 2021-22, and Forecast 2021-22 Enrollment, Preliminary Forecast 2021-22 and Direct Certification.

#### **Ruiz asks the groups these three questions:**

What enrollment issues are you aware of at your child's school?

Which students are impacted?

How does this shape your thinking about enrollment and program balancing?

**Clackamas Group**-Creative Science School (CSS) is also seeing this loss to Online Learning Academy (OLA). There is some concern about holding spots.

Rumors in the community about CSS's future which are impacting enrollment. Where are those communities with barriers in this group to share their experiences. There doesn't seem to be enough information to make recommendations. There are a lot of language and acronyms that need explaining.

**Willamette Group**-Catchment percentage equals matter as well. Want more context-some way PPS will be using this data. People left due to job loss, to access other schools. Better measure may be to look at

pre-pandemic data.

**Columbia Group**-No communication about class sizes or crowding. Lane is overloaded using closets for space. What does Comprehensive Distance Learning (CDL) and In-person Learning actually look like? Building capacity provides perspectives. Great the McDaniel's enrollment is getting higher.

**Closing Comments and Check Out:** *Led by Dr. Omogbehin and Ruiz*

Omogbehin thanked everyone for coming and let the group know that the evaluation will be in the chat and that Ruiz will close the group out.

Marne asked a question to the group about carrying a heavy rock around and to please put answers in the chat:

- Whatever decision we make will have major impacts on the lives of our families and students
- How to develop the necessary trust to be able to get feedback from a wider range of BIPOC community members
- So little time to have the depth of conversations needed to do this work
- There will never be a great answer

**Meeting Adjourned:** 8:38 pm