

Portland Public Schools  
**Enrollment and Program Balancing**  
**SE Guiding Coalition**

Virtual Meeting  
May 27, 2021, 6:00 pm  
Meeting Minutes

**SE Guiding Coalition Members in Attendance:** Director Scott Bailey, Mohamed Zidan, Beth Brett, Andrea Emerson, Director Rita Moore, Marisa Bryman, Elizabeth Kennedy-Wong, Marcela Tupayachi Unda, Parker Myrus, Tonya Arnold, Melissa Schachner, Abeer and Dan Zidan, Karly Lefferts, Josh Cody, Caitlin Klenz, Sheilagh Diez, Regina Sun, Jennifer Fontana, Eddie Wang, Carmen Flores, Michael Rowell, Maria Velez, Chris Gustafson, Sarah Kincaid, Kelly Fisher, Paulina Larenas, Jeandre Carbone, Dee Reddy, Cathy Murray, Adriel Person, Crystal Gassert, Jackson Weinberg, Andy Jacob, Richard Smith, Elizabeth Kennedy-Wong, Ellie Russell, Director Michelle DePass, Stephanie Murdock, Beth Cavanaugh, Derek Palmore, Kristy Mize, Deanne Froehlich, Katherine Polizos, Michele Stahlecker, Sarah Fish, Alissa McMaken Roberts, Sondra Blair, Ron Young, Seth Johnson, Leah Dickey, Lori Clark, Angelica Cruz, Harmony Quiroz

**Central Office PPS Staff in Attendance:** Gail Warren, Nathan Swoverland, Megan Salvador, Claire Hertz, Judy Brennan, Esther Omogbehin, Karl Logan, Dana White, Dani Ledezma, Meisha Plotzke, David Roy, Kathleen Ellwood, Elisa Schorr, Shanice Clarke, Terry Proctor, John Lyons, Kristyn Westphal, Michael Bacon, Karen Werstein, Shawn Helm

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

**The Meeting was called to order at:** 6:03pm

**Meeting Introductions and Agenda Review:** *Led by Dr. Esther Omogbehin, Regional Superintendent*

Dr. Omogbehin started the meeting with an icebreaker and asked members to put their answers in the chat. She introduced the meeting as Phase 2 of the SouthEast Guiding Coalition (SEGC) and introduces herself as a PPS employee and a Lead Facilitator for the SEGC. She welcomed parents, stakeholders groups, and community members. Omogbehin talked about looking forward to centering blacks students and People of Color (POC). She reviewed dates of the meetings and told the members there will be a wrap up session with a recommendation to Deputy Superintendent, Claire Hertz who will then take it to the Board of Education.

Omogbehin reviewed the Objectives of the meeting and Group Agreements

- Group Agreements:
  - a. Stay Engaged
  - b. Speak your truth responsibly

- c. Listen to understand, to believe
- d. Be willing to do things differently and experience discomfort
- e. Expect and accept non-closure

This time we will ensure all our stakeholders groups, student engagements. We are centering two Middle Schools right now and it is important to note other schools will be impacted as well.

Omogbehin introduces: *Claire Hertz, Deputy Superintendent*

Hertz welcomed everyone to the meeting and introduced herself to the group. Portland Public Schools (PPS) has 21 schools represented with Parents, Guardians, Instructional Leaders, Community based Leaders, Central staff and wants to make sure our continuing members welcome our new members. With this type of collaboration it will help create a sense of community with the new members right from the beginning. The Coalition has listened to the feedback from Phase 1 and the information has been heard. By continuing to center with the Racial Equity & Social Justice Lens.

### **HOW WE GOT HERE**

*Led by Claire Hertz, Deputy Superintendent*

Our community created a vision 2 years ago for a graduate portrait.

Hertz talked to the members about how student enrollment impacts equitable access to programs and, ultimately, student experience and achievement. She addressed the conversion of K-8's to K-5's and middle schools, shift boundaries and special program locations, creating a uniform structure for neighborhood schools across the district.

### **Coalition Charge:**

Board Process-

The charge for phase 2 was approved by the board on Tuesday night. It will complete the middle grades transformations.

Hertz introduces: *Scott Bailey, School Board Director*

Bailey spoke about how he has been involved in boundary review for 11 years and how important the work is.

There is a revised new charge for phase 2. The charge names only 2 schools however there may be adjustments in boundary shifting but also program shifting. That will all come into play.

### **Q & A on Board Charge:**

*Led by Director Scott Bailey*

Question:

1. What can we do to ensure the Board and the wider community understand the implications of this charge? For example, the scope mainly mentions Harrison Park and Lane, but any solutions will affect most other Southeast middle schools, too (potentially even the Kellogg assignments we just decided on a few months ago). We really don't want to find ourselves in a situation like we did in Phase 1 where the changes required to meet the charge catch people (including Board members) off guard.

Answer: At the board level there has been more thorough discussions and staff will check in on updates.

Most specifically, in phase 1 an idea that was discussed was shifting to Lane Middle School.

Q- What is the expected timeline for further guidance on the location for Harrison Park's current K-5 students and the impact on Creative Science School?

A- Staff heard from participants that some decisions need to be answered by staff.

Q- The resolution states "Realign middle school boundaries so that the Kellogg building is located within its own attendance area." Could you explain what that means/looks like?

A- It's looking at the map and seeing where Kellogg is. You want to make sure that Kellogg is in the boundaries of those feeders.

Q- One thing that burned the last phase was the unclear direction with regards to keeping cohorts together, capacity desires, and policies that may need changed. Do we have that guidance already in place for phase 2?

A- What the board has stated is we expect to follow what the board has in place. There is something outside of the policy that needs to be reviewed and approved by the board. Some current policies would be suspended in the future as a possibility.

Q- Will the SEGC be collaborating on developing potential scenarios or will SEGC only be evaluating staff created/recommended scenarios?

A- Creating 2-4 scenarios back in the Fall. Last time the team took back one proposal and with the members feedback it was heard to have more than one.

Hertz introduces: *Shanice Clarke, Director of Community Engagement*

**Charter, Norms and Responsibilities**                      *Led by Shanice Clarke, Director of Community Engagement*

Clarke thanked everyone for their contributions and continued support.

❖ Grounding in Equity Centered Design and Norms

Clarke reviewed the Beliefs, Values and Commitments with the group.

She talked about how the SEGC is one way to voice leadership with partnership and collaboration. Clarke spoke about wanting to recognize complexity and easy to fall into *either* or *thinking*. She discussed student centered outcomes are especially important in each facet of the work with timelines and processes. Encourage dialogue and discussion thought about these conditions with whiteness being centered. The themes that are being wrestled with are real. Thank you for your dedication to the space.

**Mindsets and Methods**

*Led by Clarke*

This tool was created by Ariel Raz and David Clifford, 2016

Clarke does a brief walkthrough of the mindsets and methods and that there are multiple ways to reach students. This is a liberatory mindset.

Early age students will have a way to provide feedback by means of focus groups, text messaging and others.

### **Methods-**

Sometimes the method is the tool

Sometimes the tool allows you to practice the method

### **Mindsets-**

Developed through the ongoing practice

Clarke took the members through Launch, Learn, Brainstorm, Testing and Recommendation. A shared process and how to do business with one another.

**Launch**-understand change and review goals and charter.

**Learn**-continuing to think about our RESJ Lens. Notice and identify top needs for students.

**Brainstorm**-the work has been done and now there is a gained understanding and now it's time to brainstorm.

**Testing**-in the fall we will move more into identifying draft solutions. Continue to have spaces for input.

**Brainstorm**-agree on the way we navigate that process.

## **Student Voice & Community Engagement**

### **Framework Phase 2**

*Led by Clarke*

### **Student Engagement in Phase 2**

Clarke shared with the group about honoring their stories and perspectives. Organize young people, and acknowledge the social and political contexts they learn and live in.

### **Decision-Making Structure**

Clarke talked about being more explicit in naming. Still having room for other perspectives and student forums. In the Fall, want to have two efforts here with multiple prospects.

Recommendations-December 2021

Test-Fall 2021

Launch Campaign-May/June 2021

Learning-June 2021

Brainstorm-Fall 2021

### **Engagement Methods**

Through our website, *survey* and *text messaging*, *student forums* and *focus groups*. Text messaging will be explored in Phase 2. Focus groups using multiple engagement methods incorporate technology and uplift Black Indigenous People Of Color (BIPOC). Student and family voices.

### **Student Engagement Timely:**

This timeline is reflective of some of the things that have already been done. Like, Open Houses. Continuing to build up content and informational sharing.

### **Charter and Norms**

Clarke continues to review the Phase 2 process with charter and norms. The phase 2 process will be informed by lessons learned from Phase 1 and a continued commitment to elevate the voices of historically marginalized students and families.

### **Charter Review**

Clarke says the main priority is to Define the purpose and Define the goals. She brings forward the idea of having co-chairs and talks about the roles of co-chairs and how it's a conduit from coalition to staff. Think about areas of improvement.

Clarke takes the members into the Breakout Jamboard and reviews the three areas below.

1. Strengths
2. Areas of improvement
3. Suggestions

She gives examples of a Public Meeting request in regards to the platforms the group has been using to communicate and that anyone can request to have one done.

**Team Willamette**-people appreciated the student voice. The agreement section. Areas to improve with clear definitions. Being clear on what is non-negotiable. Decisions making processes. Being clear with what building consensus means. Where do we want to integrate schools with low enrollment? How has the RESJ lens been applied?

**Team Clackamas**-Narrowed focus area since Phase 1. Naming multiple schools that are involved, clear outline of the process. Willingness to share information with all community members. Improvements would be explicit focus on equity. What are the measurable outcomes? How the charter might change with changes to Center for Disease Control (CDC) guidance since this will be going on for a while. As some have already commented in the document, the group will need to get some more specificity on voting.

**Team Columbia**-Narrower scope of the work, seeking input from our school leaders. Increased participation and more student engagement. More student voice and more student engagement. Diverse groups represented. Improvement was a need for definition. Intentionality around the student experience and how that is impacted by enrollment. Define consensus. Add students as voting members. Include APANO and NAYA as at-large

representatives. Suggestions would look like clarity around the number of configurations of Pre-Kindergarten programs. A clear statement of how we will build enrollment at the elementary level.

Clarke recapped and supported what was brought up in the groups.  
She takes the group into a break.

Shanice Clarke introduces: *Dani Ledezma, Racial Equity and Social Justice, Senior Advisor to Superintendent*

### **Racial Equity & Social Justice within Portland Public Schools**

Ledezma starts the conversation by reading the “Indian Relocation Act of 1956”. The history of tribal relocation of their homes. She wanted to acknowledge this history in comparison to today. She takes the group through the Lens and how it can be carried through the process.

Thanks everyone for continuing the process and how difficult it is and has been and taking the group back to when they got started.

Started the process in September with lots of challenges and now there are areas to celebrate with starting with a black community leader that showed up recently at a board meeting.

Ledezma used a metaphor of circling around one another when someone is hurting.

She reminded everyone of the PPS vision. The vision statement talks about the core values and graduate portrait. Along with the Educator Essentials and Education System Shifts.

One of the things is the Theory of Action. She talked about John Powell.

Take the foundations of education and instructional practices and take the core and braid in the RESJ then that can create a strong foundation to support black students.

### **Culturally Responsive/Sustaining Pedagogy**

Ledezma talks to the members about how to disrupt that eurocentric or middle class forms of discourse, knowledge, language, culture and that historical interpretations are normative.

PPS is also a critical race theory district. Allowing to understand those pieces that students and families experience in schools and systems. Need to make sure counter-storytelling is held up.

Create as many avenues as possible to have those stories known .

### **Racial Equity & Social Justice (RESJ) at Portland Public Schools**

Core Value

Policy

Lens

Framework and Plan

### **RESJ Framework & Plan**

Ledezma continues to educate Individual Readiness. Individuals throughout the organization are self aware of the racial identity and how that socially constructed identity has a profound significance and shapes all aspects of lives.

### **Organizational Culture**

Ledezma references two links:

*PPS RESJ Professional Development Framework and Build a positive, anti-racist culture.*

She wants the group to leave with two tools:

Typically there will be phrases like “you are down for it or not”. And, “Either /Or”. Take a look at the learning competencies. The ask is to everyone, even the partners to lean in.

How do we move from consensus?

### **PPS RESJ Lens:**

#### 4 Key Components

She takes the group through the Preamble. Aligning the language to the vision. Making sure the members are consistent in the work. Secondly, Beliefs. Great to hear when folks quote back the Beliefs.

She informed the group that the Questions and Glossary of Terms have been updated and the Questions have been changed.

Here are the six new questions:

1. Describe the proposed action, desired results and outcomes, and connection to PPS’ Vision: A graduate of Portland Public Schools will be a compassionate, critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world. Surface any assumptions.
2. How have you intentionally involved external stakeholders who are also members of the communities affected by this policy, program, practice or decision?
  - a. Is there stakeholder support or opposition to the proposal? Why?
3. How does the proposed action expand opportunities for Racial Equity and Social Justice?
  - a. How are Black and Native student groups affected?
  - b. How will Black and Native students experience a greater sense of belonging?
  - c. Are there any potential unintended consequences for other specific groups/populations? Are there strategies in place to mitigate any negative impacts?
4. How does the proposed action disrupt barriers to equitable outcome?
  - a. What element of systemic racism or cultural narrative is being disrupted?
5. What information/data are you basing your decision or action upon?
  - a. What data did you use to establish the need for the proposed action?
  - b. What data or metrics will you collect/use to track impacts of the proposed action on the identified populations (baseline and moving forward).
6. Describe any changes you have made or will make to the action after applying this lens.

She goes on to say the next part is where there are larger changes.

The Data Driven Prompts and the questions are very specific.

1. Student and Staff Demographics
- 2.

How to bring lived experiences into each collective thinking?

She transitions the group back into their small groups and brings up this important question.

“How will each small group stay in agreement while engaging in dialogue using the RESJ Lens?”. Staying in discomfort with talking about race and neighborhoods.

Review the questions and RESJ Lens.

Omogbehin brings everyone back from small groups.

### **Meeting 2 Preview**

Omogbehin talks about all the work that took place and how engaging everyone was. Very rich conversations and laying the foundation. How Phase 1 and Phase 2 will meet. The Board member clarified the Charge. We floated the idea of a Co-chair and hope to finalize our charter and co-chair process.

She recapped the evening by saying the next meeting will focus around the Charge. Pay close attention to building up Lane and Harrison Park and look at balancing Enrollment and Program Balancing.

### **Homework:**

1. Meeting evaluation-due noon tomorrow
2. Additional input on Charter and Co-chair process
3. Data synthesis project, using data in the 5/27 meeting folder of your shared Google Drive

Jed Roberts, FLO Analytics talks about the Data synthesis project (homework #3)

It will help the members to practice connecting data. It will help in reflecting programs, resources and attendance areas.

**Meeting Adjourn:** 8:53pm