

Work Session  
Tuesday, February 15, 2022 6:00 PM

Dr. Matthew Prophet Education Center  
501 N. Dixon St.  
Portland, OR 97227

## **Agenda**

1. Southeast Guiding Coalition (SEGC)



Portland Public Schools

# Enrollment & Program Balancing Phase 2

## Board Work Session



**PORTLAND  
PUBLIC  
SCHOOLS**

**February 15, 2022**



# Welcome

## Board Work Session Agenda:

- SE Guiding Coalition Update
- Questions & Answers
- Board Discussion
- Next Steps





# Land Acknowledgement and Anti-Oppression Statement

At PPS we strive to strengthen our relationships with the Native community and Native Nations. A symbol of this commitment is a land acknowledgment. These statements bring visibility to the first peoples of our collective home. This statement is meant to provide information and context while also encouraging all of us to reflect on our current day relationship with Native people and Native experiences.

We acknowledge that we live, work and play on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, Molalla. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We honor their history and acknowledge the sacrifices they made.

Let us also acknowledge the robust present-day federally recognized tribes of this area; the Grande Ronde, Siletz and Cowlitz. In addition, I would like to acknowledge the Chinook Nation, who has been seeking federal recognition for many years.

The urban Indian community is made up of tribal diversity that originates from around the country representing 400 tribes. The urban Indian community has a vivid history, made up of people whose journeys have brought them to Portland by ways of forced displacement or seeking more opportunities.





# Land Acknowledgement and Anti-Oppression Statement

Today, these tribes and communities celebrate their heritage, showing resilience and tenacity that would be greatly admired by their ancestors.

Within Portland Public Schools today we serve students and families representing more than 150 different tribal nations within our education system. It is our obligation to teach accurate information, past and present, about the impact of colonization on our students, all students today and make visible the multitude of Native families and many diverse ways Native communities and families are living in the present.

We encourage every person to reflect on their own history; understand the history of colonization and genocide; and support Indigenous sovereignty, priorities, and actions. This acknowledgment is one step that we can take to improve our support of Indigenous communities in the area.

In addition to acknowledging the land and those that have been here since time began, we must also remember our stolen siblings from Africa whose labor built the vast wealth of this country. These two communities and the atrocities committed against them are intrinsically intertwined due to our existence within a white supremacist world. Everything we have is due to stolen land and stolen labor, and every system and institution that impacts our lives is built upon this legacy. It is our job to speak that truth into spaces so that we can begin to heal.





## Phase 2 Board Charge

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### Recommend a plan to address

- Attendance area and special program assignments for Harrison Park Middle School
- Relocating K -5 students and programs currently served at Harrison Park
- Increasing enrollment at Lane Middle School



## Schools & Programs - Phase 2

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- Arleta Elementary
- Atkinson Elementary (Spanish DLI)
- Bridger Elementary (Spanish DLI)
- Creative Science Focus Option K -8
- Creston Elementary
- Glencoe Elementary
- Harrison Park K -8 (Chinese DLI)
- Hosford Middle (Chinese DLI)
- Kellogg Middle (Spanish DLI)
- Kelly Elementary (Russian DLI)
- Lane Middle (Russian DLI)
- Lent Elementary (Spanish DLI)
- Lewis Elementary
- Marysville Elementary
- Mt. Tabor Middle (Japanese/Spanish DLI )
- Richmond (Japanese DLI)
- Sellwood Middle
- Vestal Elementary
- Whitman Elementary
- Woodmere Elementary
- Woodstock Elementary (Chinese DLI)





# Staff Membership

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Departments represented to provide technical assistance to the Southeast Guiding Coalition include:

- Office of School Performance
- Community Engagement
- Enrollment & Transfer
- Facilities Planning
- Transportation
- Special Education
- Teaching and Learning
- Early Learning





# Decision Making Framework

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The SE Guiding Coalition will use modified consensus -making to develop a recommendation to the Deputy Superintendent. The SE Guiding Coalition will use the Fist to Five Consensus Building method to reach consensus. If consensus cannot be reached, the Guiding Coalition may use a majority vote rule.

The Deputy Superintendent can modify the recommendation before forwarding to the PPS Board of Education. The PPS Board of Education makes the final decision, and can adjust the recommendation.



# Five Elements of Phase 2

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## Launch

- Learn the charge of the Southeast Guiding Coalition Phase 2 Process
- Review goals and charter
- Grounding and building capacity

## Learn

- Continue defining Racial Equity & Social Justice as it relates to the SEGC
- Notice and Identify Top Needs for Students
- Listen to Experiences with Key Topics

## Brainstorm

- Brainstorm Outcomes with Racial Equity and Social Justice

## Testing

- Draft and Test Solutions
- Collaboration for Input from Community

## Recommend

- Build Consensus on Phase 2 Recommendation



# Community Engagement Report

## September 2021

### Lane Middle School

- Black families
- Asian families
- Latino/a/x families
- Staff of color

### General Sessions

- Families of color 1 mile from Lane or Harrison Park
- Spanish Language
- Chinese Language

### Harrison Park

- Black families
- Chinese families
- Latino/a/x
- Russian families
- Somali families
- Staff of color

### Creative Science School

- Families of color

## December 2021- February 2022

- Black, Indigenous & Students of Color
- Spanish-Language
- Mandarin-Language
- Black, Indigenous, & People of Color
- PAT General Session
- Vietnamese-Language
- Cantonese-Language
- Lent
- Bridger
- Harrison Park
- Marysville

In addition to these scheduled opportunities, family input sessions were held at impacted Southeast school sites.



# Community Engagement Report

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## Takeaways

- Middle school consolidation is welcomed, but limits access to programs due to location
- Lack of understanding around transportation accessibility, and how they will be affected by feeder patterns
- Large concern that suggests most affluent communities are being protected from disruption, and there is a concern on “who isn’t impacted” by the process
- Difficult to make judgements without community knowledge of high school implications
- Transitions will make a disruption to the day-today lives of families
- Whole school model is okay if the diversity of students in co-located models is maintained
- Strong support of whole school DLI at Lent
- A large amount of parents express a preference for DLI programs remaining at Harrison Park
- Great support of Bridger becoming Creative Science School



# Program Placement

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**SEGC Reached initial consensus in early January on these decisions:**

- Clark will become the new location for Harrison Park K -5 neighborhood and Chinese DLI
- Creative Science will join with Bridger neighborhood
- Chinese DLI and neighborhood co -location will continue at Woodstock
- Elementary DLI program strands will join up at middle schools –one language program per MS

# Program Placement

**At the February 3rd SEGC meeting, a majority of SEGC members agreed to move forward with consideration of these program placements:**

- Elementary School Spanish Immersion would remain at Atkinson and Lent, and the Bridger program would move to Lent, creating a whole school dual language immersion school. The Lent neighborhood program would phase -out and future students would have the opportunity to enroll in Spanish Immersion at Lent or at Marysville.
- Middle School Spanish Immersion would consolidate at Kellogg MS, adding a strand currently located at Mt. Tabor MS
- Middle School Chinese Immersion would consolidate at Harrison Park, including two strands currently located at Hosford MS



# SEGC Member Proposal Evaluation

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**SEGC Members completed their proposal evaluation forms and affirms:**

- Support for program placement
- Preference for F-3 boundary and feeder pattern proposal
  - Woodstock neighborhood to Lane MS
  - No split elementary -to-middle school feeder patterns
- Most members support allowing students to remain in their current school after boundary change







# Draft Proposal F-3

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## Boundary Changes

- **Draft Proposal F-3:** Feed Woodstock neighborhood to Lane instead of Hosford and keep Lewis as a feeder to Sellwood. Would put Lane enrollment at ~600, Sellwood enrollment at ~530, and Hosford enrollment at ~480.

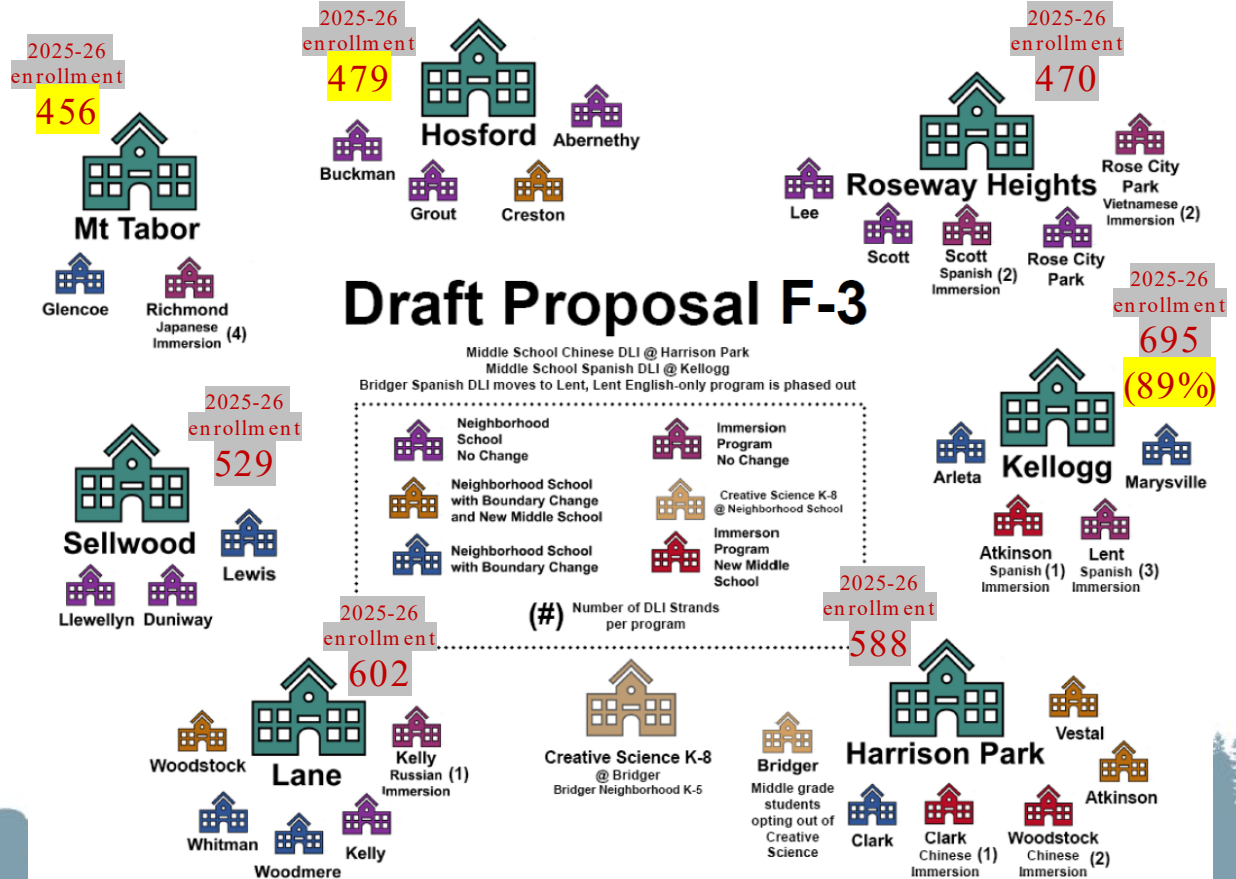


# Draft Proposal F-3

Middle School Chinese DLI at Harrison Park

Middle School Spanish DLI at Kellogg

- Kellogg projected for > 80% utilization target
- Hosford and Mt. Tabor projected below 500 enrollment target
- Split program feeders: Atkinson, Woodstock
- Elementary schools feeding to a different middle school: Woodstock, Creston, Vestal, Atkinson





# Draft Proposal F-3 Racial Equity Impact

Hosford MS falling below 500 is largest difference



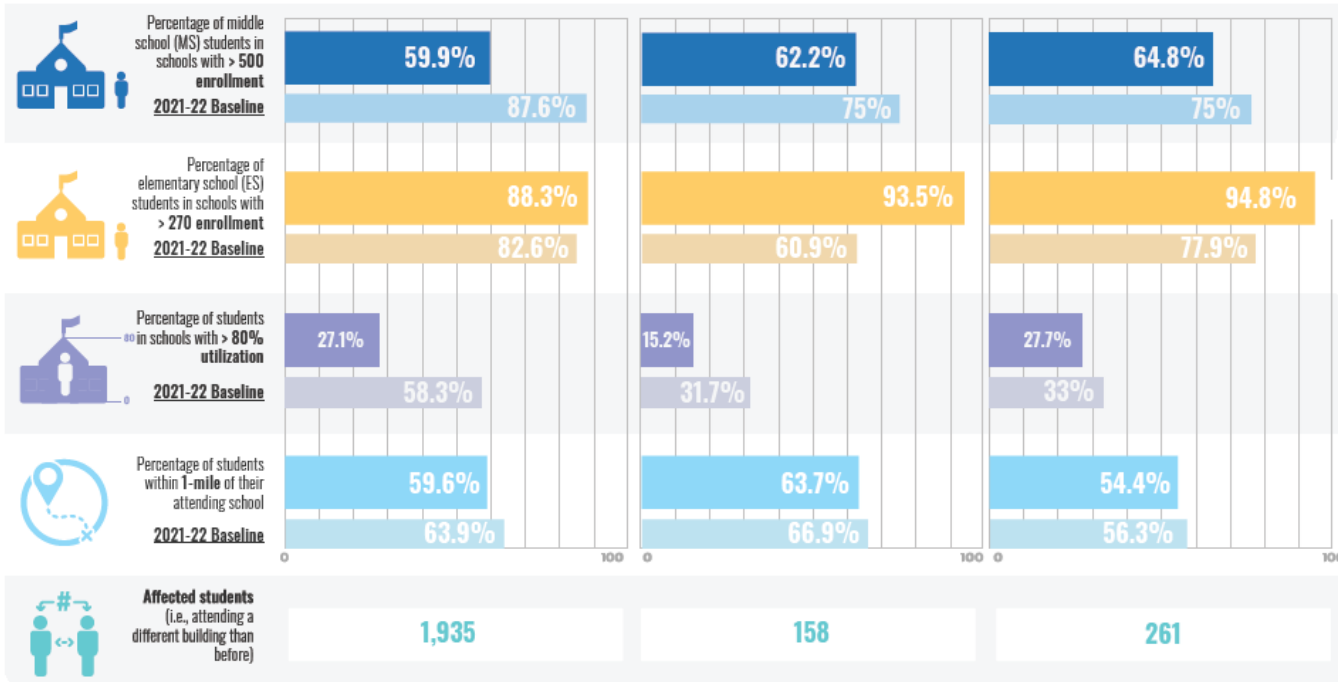
All Students



Black and Native American Students



ELL Students



Inversely related to top two indicators – we want this to be low



# Next Steps

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- SEGC volunteers have begun drafting the SE Guiding Coalition recommendation framework this past week, and will have a version for members to review
- SEGC meeting **February 17** to finalize SE Guiding Coalition Recommendation to Deputy Superintendent Hertz
- Board receives Deputy Superintendent Recommendation on **March 1**
- Board approves SE Enrollment and Program Balancing Plan on **March 15**
- Changes are implemented in **Fall 2023**



# Co-Chairs Corner

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SEGC CoChair Adriel Person

SEGC Co-Chair Beth Cavanaugh



## Board Q & A



# Board Discussion

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What do you need to prepare for the final SEGC Recommendation?

What advice do you have for the SE Guiding Coalition as they finalize their proposal?





## RESOLUTION No.

### Southeast Enrollment and Program Balancing Process Phase 2 Process and Charge

#### RECITALS

- A. In June of 2019, the Portland Public Schools (PPS) Board of Education adopted an ambitious vision, *PPS reimagined*, co-constructed by a broad coalition of students, staff and community stakeholders, that provides an aspirational North Star and direction to guide the transformation of our school system.
- B. While PPS engages in multi-pronged efforts to improve student outcomes through the implementation of academic strategies and social-emotional support for our students, the District also has several system issues related to the use of its physical facilities that impact student success. To address these issues, the Board of Education and the Superintendent launched an enrollment and program balancing process through Resolution 6059 in February 2020.
- C. The first phase of the process focused on conversion of K-8 schools in Southeast, as part of re-opening Kellogg Middle School. The Southeast Guiding Coalition (SEGC) delivered recommendations in December 2020, and the Board adopted a plan for Kellogg Middle School in January 2021.
- D. At a work session on February 22, 2021, the Board provided direction to staff on the Phase 2 scope of work, supporting a narrow scope focused on converting Harrison Park from a K-8 to a middle school for the 2022-23 school year.
- E. On May 11, 2021, the Board of Education reviewed and provided input on the scope of work and draft SEGC charge.

#### RESOLUTION

The Board of Directors adopts the Phase 2 charge for Southeast enrollment and program balancing, and directs the Superintendent to report back at regular intervals during the process.

#### Charge for the SE Guiding Coalition - Phase 2:

The Coalition will propose revisions to attendance area boundaries and specialized program locations, including dual language immersion, special education services, focus option programs/schools, and pre-k programs, in order to support equitable access to programs and services. Specifically, the Coalition will recommend:

- Attendance area and special program assignments for Harrison Park Middle School
- A plan to relocate K-5 students and programs currently served at Harrison Park
- A plan to increase enrollment at Lane Middle School

The Coalition will strive to support racial equity, social justice, Middle School Redesign, balanced enrollment, and optimized facilities for the 2022-23 school year and beyond. To inform their work, the Coalition will become familiar with current and forecast enrollment data and student demographic and facility utilization information. In addition, PPS staff will provide guidance on preferred locations and configurations of dual language immersion programs, special education services, focus option programs, and pre-K services. SEGC Phase 2 will also be informed by enrollment targets, developed in collaboration with PPS Middle School Redesign efforts.

PPS has launched a Middle School Redesign process anchored to its middle school philosophy. It advocates that students be able to explore and establish their own identity. This can be accomplished by ensuring students have access to a variety of electives and avenues for exploring their interests. There will be opportunities for

project-based learning that deepens students' understanding and extends learning through application in authentic settings.

Rethinking middle schools also emphasizes the need to honor the whole child and build upon their physical, mental, and emotional well-being. Middle School Redesign connects PPS Reimagined and the emerging strategic plan's priorities and goals to the middle school experience.

The Coalition will receive feedback on their proposals via two virtual public open houses and additional listening opportunities with key stakeholders. The Coalition will provide a recommendation to the Deputy Superintendent on, or before, the last committee meeting in December, 2021. The Deputy Superintendent will be responsible for evaluating the Coalition's recommendations and bringing a proposal forward to the Portland Public School Board of Directors at the first board meeting in January 2022.

### Guiding Principles

Core values serve as guiding principles for the SE Guiding Coalition throughout the enrollment and program balancing process. Guiding principles are not prioritized and are all important to promote.

When considering enrollment and program balancing the Coalition will stand for the following core values, as stated in the PPS Vision:

- Students at the center
- Racial equity and social justice
- Honesty and integrity
- Excellence
- Respect
- Relationships
- Creativity and innovation
- Partnerships and collaboration
- Grounded in the spirit of Portland
- Joyful learning and leadership

### Outcome Goal

Support equitable programming to improve the middle school experience, particularly at Harrison Park and Lane middle schools. In order to meet this goal, the SE Guiding Coalition will use current and forecast enrollment data, student demographic and facility utilization information, programs goals and middle school enrollment targets to:

- Balance students across SE middle schools, ensuring Harrison Park and Lane middle schools have sufficient enrollment to offer full programming. This may be accomplished through boundary adjustments, whole-school feeder pattern changes, and specialized program movement.
- Realign middle school boundaries so that the Kellogg building is located within its own attendance area.
- Determine the future location for Harrison Park K-5 students, and related boundary changes and specialized program moves.



**Southeast Guiding Coalition  
Phase 2 Charter May 2021  
Updated Timeline January 2022**

Name	Southeast Guiding Coalition Phase 2
Mission Statement	Portland Public Schools has launched a multi-year process to develop a plan to balance student enrollment and programs across our district, which serves nearly 50,000 students in 81 schools. Enrollment and Program Balancing uses both a data-driven analysis process and community input to address needs such as equity and inclusion, transportation, facilities constraints, and program needs.
Coalition Purpose	<p>Each phase of work will have a Guiding Coalition of local parents, students, principals, teachers and community members representing the interests of their schools and communities. PPS staff and FLO consultants will propose initial scenarios. The Guiding Coalition meets regularly to review and discuss the proposed scenarios. PPS uses the Guiding Coalition’s feedback to refine the scenarios into a proposal to be considered by the wider community.</p> <p>The SEGC <a href="#">Phase 2 charge</a> was adopted by the PPS Board of Education on May 25, 2021.</p>
Agreements	<ol style="list-style-type: none"> <li>1. Stay Engaged</li> <li>2. Speak your truth responsibly</li> <li>3. Listen to understand, to believe</li> <li>4. Take Space/Make Space - If you are someone who tends to not speak a lot, challenge yourself to contribute by speaking more. If you tend to speak a lot, make space for others to participate and focus on listening.</li> <li>5. Be willing to do things differently and experience discomfort</li> <li>6. Expect and accept non-closure</li> </ol>
Five Elements of Phase 2	<p>Launch</p> <ul style="list-style-type: none"> <li>● Learn the charge of the Southeast Guiding Coalition Phase 2 Process</li> <li>● Review goals and charter</li> <li>● Grounding and building capacity</li> </ul> <p>Learn</p> <ul style="list-style-type: none"> <li>● Continue defining Racial Equity &amp; Social Justice as it relates to the work of the SE Guiding Coalition</li> <li>● Notice and Identify Top Needs for Students</li> <li>● Listen to Experiences with Key Topics</li> </ul> <p>Brainstorm</p> <ul style="list-style-type: none"> <li>● Brainstorm Outcomes with Racial Equity and Social Justice</li> </ul> <p>Testing</p> <ul style="list-style-type: none"> <li>● Draft and Test Solutions</li> <li>● Collaboration for Input from Community</li> </ul> <p>Recommend</p> <ul style="list-style-type: none"> <li>● Build Consensus on Phase 2 Recommendation</li> </ul>



<p>Phase 2 Goals</p>	<p>The Board of Education set out the following goals in the SEGC Phase 2 Charge:</p> <ul style="list-style-type: none"> <li>● Establishing feeder patterns that support robust enrollment across middle schools: Lane and Harrison Park <del>(converting to a middle school in 2022-23)</del> (converting to a middle school in 2023-24) will both need a boost in enrollment through feeder pattern changes, boundary changes, DLI program placement, or a combination of all three.</li> <li>● Providing a neighborhood school for Harrison Park K-5 students: With the conversion of Harrison Park K-8 to a middle school, its K-5 students will need to relocate. A nearby option is the Clark building, which currently houses the Creative Science K-8 focus program. To consider this option, the coalition will need clear guidance from PPS on viable alternate locations for Creative Science (or clear guidance that Creative Science cannot relocate at this time). Alternatively, the coalition could distribute Harrison Park K-5 students among other nearby elementary schools through boundary changes.</li> </ul>
<p>Operating Guidelines</p>	<p>The primary purpose of the SEGC is to develop a recommendation for enrollment changes by leveraging the voices of community members.</p> <ol style="list-style-type: none"> <li>1. Co-Chairs will be selected by the SEGC, and will help orient new members, inform overall planning, and represent the SEGC to the Board of Education.</li> <li>2. SEGC members will receive information and guidance on the Racial Equity and Social Justice framework and lens, as well as PPS preferences for enrollment targets and program locations prior to reviewing proposals for enrollment change.       <ul style="list-style-type: none"> <li>○ FLO analytics and PPS staff will develop initial proposals for SEGC consideration</li> <li>○ SEGC members will provide feedback on proposals and suggest alternatives, utilizing RESJ tools and conduct outreach to stakeholders in their representative communities</li> </ul> </li> <li>3. SEGC meetings are open to the community       <ol style="list-style-type: none"> <li>a. Community members may observe SEGC meetings and provide input through feedback forms available on the SEGC webpage.</li> <li>b. Interpreters are available upon request for regular SEGC meetings</li> <li>c. SEGC meeting agendas and documents for use throughout the process will be translated in PPS supported languages and posted on the SEGC webpage. Translation of meeting specific documents are available in the form of a summary upon request.</li> </ol> </li> <li>4. The coalition will co-convene and co-design an equity centered engagement process, involving methods throughout Phase 2 to be coupled with the recommendation:       <ol style="list-style-type: none"> <li>a. Website, Survey</li> <li>b. Student Survey, Student Poll</li> <li>c. Student + Multilingual Family Text Messaging</li> <li>d. Student Forums</li> <li>e. BIPOC Focus Groups</li> <li>f. Open House</li> <li>g. RESJ Partners Advisory</li> <li>h. Tribal Community Engagement</li> <li>i. School-hosted Meetings</li> </ol> </li> </ol>



	j. All materials for engagement events will be available in PPS supported languages.
Timeframe	May 2021 - <del>December 2021</del> March, 2022 Draft meeting <a href="#">schedule</a>
Executive Sponsors	Deputy Superintendent of Business and Operations, Claire Hertz Regional Superintendent, Esther Omeghbein
Membership	<p>These schools will participate in Phase 2. Principals, parents and guardians of each school are voting <a href="#">members of the coalition</a>:</p> <ul style="list-style-type: none"> <li>● Arleta Elementary</li> <li>● Atkinson Elementary (neighborhood and Spanish DLI)</li> <li>● Bridger Elementary (neighborhood and Spanish DLI)</li> <li>● Creative Science Focus Option K-8</li> <li>● Creston Elementary</li> <li>● Glencoe Elementary</li> <li>● Harrison Park K-8 (neighborhood and Chinese DLI)</li> <li>● Hosford Middle (neighborhood and Chinese DLI)</li> <li>● Kellogg Middle (neighborhood and Spanish DLI)</li> <li>● Kelly Elementary (neighborhood and Russian DLI)</li> <li>● Lane Middle (neighborhood and Russian DLI)</li> <li>● Lent Elementary (neighborhood and Spanish Immersion)</li> <li>● Lewis Elementary</li> <li>● Marysville Elementary</li> <li>● Mt. Tabor Middle (neighborhood, Japanese and Spanish Immersion)</li> <li>● Richmond Japanese Immersion</li> <li>● Sellwood Middle</li> <li>● Vestal Elementary</li> <li>● Whitman Elementary</li> <li>● Woodmere Elementary</li> <li>● Woodstock Elementary (neighborhood and Chinese Immersion)</li> </ul> <p>Additionally, at-large members will represent stakeholder groups including but not limited to:</p> <ul style="list-style-type: none"> <li>● Coalition of Black Men</li> <li>● Nothing But Quality</li> <li>● Latino Network</li> <li>● Portland Association of Teachers</li> <li>● PPS students</li> </ul>
Staff Membership	<p>Departments represented to provide technical assistance to the Southeast Guiding Coalition include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Special Education</li> <li>● Transportation</li> <li>● Facilities Planning</li> <li>● Office of School Performance</li> <li>● Teaching and Learning</li> <li>● Enrollment &amp; Transfer</li> </ul>



	<ul style="list-style-type: none"> <li>• Early Learning</li> <li>• Community Engagement</li> </ul> <p><i>Technical assistance provided by FLO Analytics</i></p>
Team Resources	<p>SEGC Google Drive Discord (member chat) Interpretation and translation services as requested</p> <p><i>All sources are subject to a public records request. For help to access any platforms, please email Megan Salvador.</i></p>
Decision-Making Framework	<p>The SE Guiding Coalition will use modified consensus-making to develop a recommendation to the Deputy Superintendent. The SE Guiding Coalition will use the Fist to Five Consensus Building method to reach consensus. If consensus cannot be reached, the Guiding Coalition may use a majority vote rule. The Deputy Superintendent can modify the recommendation before forwarding to the PPS Board of Education. The PPS Board of Education makes the final decision, and can adjust the recommendation based on engagement from the following groups:</p> <ul style="list-style-type: none"> <li>• Student Forums + Student Groups</li> <li>• Southeast Guiding Coalition</li> <li>• Broader Engagement: BIPOC Engagement, Open Houses + Other Focus Groups</li> </ul>

*As a member of the Southeast Guiding Coalition, I have reviewed expectations in this charter.*

\_\_\_\_\_ (Initials)

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars*)		Student Demographics (from 2021-22 Student Database)				
School Name	Grades Served	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
Arleta	K-5	Neighborhood	265	267	696	696	38.1%	38.4%	20.0%	4.9%	8.7%	31.7%	31.6%
		Total	265	267	696	696	38.1%	38.4%	20.0%	4.9%	8.7%	31.7%	31.6%
Atkinson	K-5	Neighborhood	254	270	567	567	44.8%	47.6%	20.1%	4.3%	4.3%	17.3%	15.6%
		Spanish DLI	137	126	567	567	24.2%	22.2%	11.7%	2.2%	22.6%	59.9%	19.9%
		Total	391	396	567	567	69.0%	69.8%	17.1%	3.6%	10.7%	32.2%	17.1%
Bridger* Capacity Calculated with post-2005 modulars	K-8	Creative Science	399	318	561	510	78.2%	62.4%	19.4%	7.2%	4.4%	30.3%	20.0%
		Total	399	318	561	510	78.2%	62.4%	19.4%	7.2%	4.4%	30.3%	20.0%
Clark	K-5	Chinese DLI	76	104	495	495	15.4%	21.0%	7.9%	3.9%	44.7%	73.7%	11.1%
		Neighborhood	277	268	495	495	56.0%	54.1%	16.6%	29.2%	31.8%	71.5%	52.4%
		Total	353	372	495	495	71.3%	75.2%	14.7%	23.8%	34.6%	72.0%	44.2%
Creston	K-5	Neighborhood	265	254	558	558	47.5%	45.5%	22.3%	3.4%	6.4%	27.9%	25.2%
		Total	265	254	558	558	47.5%	45.5%	22.3%	3.4%	6.4%	27.9%	25.2%
Glencoe	K-5	Neighborhood	348	364	600	573	60.7%	63.5%	19.0%	3.2%	2.3%	19.5%	11.0%
		Total	348	364	600	573	60.7%	63.5%	19.0%	3.2%	2.3%	19.5%	11.0%
Harrison Park	6-8	Chinese DLI	116	168	890	890	13.0%	18.9%	5.2%	0.0%	4.3%	45.7%	6.9%
		Neighborhood	442	420	890	890	49.7%	47.2%	19.2%	14.5%	12.4%	51.6%	30.6%
		Total	558	588	890	890	62.7%	66.1%	16.3%	11.5%	10.8%	50.4%	25.7%
Hosford		Neighborhood	536	479	696	696	77.0%	68.8%	17.0%	5.6%	6.7%	28.5%	22.3%
		Total	536	479	696	696	77.0%	68.8%	17.0%	5.6%	6.7%	28.5%	22.3%
Kellogg	6-8	Neighborhood	446	473	778	778	57.3%	60.8%	20.4%	6.7%	10.3%	51.8%	36.2%
		Spanish DLI	242	222	778	778	31.1%	28.5%	16.5%	3.3%	19.0%	67.4%	22.3%
		Total	688	695	778	778	88.4%	89.3%	19.0%	5.5%	13.4%	57.3%	31.6%
Kelly	K-5	Neighborhood	241	230	670	670	36.0%	34.3%	22.8%	19.9%	28.6%	72.6%	51.6%
		Russian DLI	134	214	670	670	20.0%	31.9%	6.0%	0.0%	78.4%	9.7%	33.6%
		Total	375	444	670	670	56.0%	66.3%	16.8%	12.8%	46.4%	50.1%	45.3%
Lane	6-8	Neighborhood	479	547	770	770	62.2%	71.0%	21.9%	11.1%	12.1%	54.7%	35.9%
		Russian DLI	41	55	770	770	5.3%	7.1%	9.8%	4.9%	39.0%	4.9%	26.8%
		Total	520	602	770	770	67.5%	78.2%	21.0%	10.6%	14.2%	50.8%	35.2%
Lent	K-5	Neighborhood	157	181	707	632	24.8%	28.6%	11.5%	14.0%	27.4%	68.2%	58.6%
		Spanish DLI	396	346	707	632	62.7%	54.7%	14.6%	1.8%	30.8%	60.4%	24.0%



School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars*)		Student Demographics (from 2021-22 Student Database)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income
		Total	553	527	707	632	87.5%	83.4%	13.7%	5.2%	29.8%	62.6%	35.3%
Lewis	K-5	Neighborhood	274	268	444	444	61.7%	60.4%	18.6%	0.7%	2.6%	19.7%	13.1%
		Total	274	268	444	444	61.7%	60.4%	18.6%	0.7%	2.6%	19.7%	13.1%
Marysville	K-5	Neighborhood	247	294	533	533	46.3%	55.2%	19.4%	7.3%	15.4%	50.6%	45.3%
		Total	247	294	533	533	46.3%	55.2%	19.4%	7.3%	15.4%	50.6%	45.3%
Mt Tabor	6-8	Japanese DLI	252	273	682	682	37.0%	40.0%	8.7%	0.4%	2.4%	13.9%	3.6%
		Neighborhood	227	183	682	682	33.3%	26.8%	22.5%	2.6%	3.5%	25.1%	11.5%
		Total	479	456	682	682	70.2%	66.9%	15.2%	1.5%	2.9%	19.2%	7.4%
Roseway Heights	6-8	Neighborhood	402	388	803	803	50.1%	48.3%	15.7%	14.2%	8.5%	49.0%	31.8%
		Spanish DLI	107	82	803	803	13.3%	10.2%	19.6%	4.7%	37.4%	81.3%	39.6%
		Total	509	470	803	803	63.4%	58.5%	16.5%	12.2%	14.5%	55.8%	33.5%
Sellwood	6-8	Neighborhood	515	529	683	683	75.4%	77.5%	15.5%	1.2%	0.6%	14.6%	6.4%
		Total	515	529	683	683	75.4%	77.5%	15.5%	1.2%	0.6%	14.6%	6.4%
Sunnyside Environmental	K-8	Neighborhood	477	482	546	492	97.0%	98.0%	17.8%	2.1%	1.0%	22.0%	14.1%
		Total	477	482	546	492	97.0%	98.0%	17.8%	2.1%	1.0%	22.0%	14.1%
Vestal	K-5	Neighborhood	271	274	554	481	56.3%	57.0%	20.3%	11.1%	10.0%	46.9%	34.7%
		Total	271	274	554	481	56.3%	57.0%	20.3%	11.1%	10.0%	46.9%	34.7%
Whitman	K-5	Neighborhood	261	303	493	493	52.9%	61.5%	18.8%	7.7%	18.8%	51.7%	36.8%
		Total	261	303	493	493	52.9%	61.5%	18.8%	7.7%	18.8%	51.7%	36.8%
Woodmere	K-5	Neighborhood	263	298	473	381	69.0%	78.2%	20.5%	10.6%	17.5%	54.0%	42.5%
		Total	263	298	473	381	69.0%	78.2%	20.5%	10.6%	17.5%	54.0%	42.5%
Woodstock	K-5	Chinese DLI	256	288	648	648	39.5%	44.4%	7.0%	0.0%	27.3%	46.5%	12.5%
		Neighborhood	226	214	648	648	34.9%	33.0%	13.7%	0.9%	3.5%	15.5%	12.5%
		Total	482	502	648	648	74.4%	77.5%	10.2%	0.4%	16.2%	32.0%	12.4%

**Notes: The 2025-26 enrollment forecast was published by the Portland State University Population Research Center (PSU PRC) in March 2021. The 2021-22 enrollment reflects the official October 2021 student counts used for district-wide reporting. Student locations and demographics are not provided in the PSU PRC forecasts, so socioeconomic indicators are based on 2021-22 actual enrollment. Low income demographic category is based on direct certification which is an economic indicator. Direct certification also determines a school's Title 1 status; schools with 33% or more direct certification students is considered Title 1.**

School Information			Enrollment Overview		Building Capacity	Building Capacity (w/o modulars)*	Utilization Estimates (w/o modulars*)		Student Demographics (from 2021-22 Student Database)				
School Name	Grades Serviced	Program	2021 Enrollment	2025 Forecast			2021 Enrollment	2025 Forecast	SPED	Black & Native Students	ELL	BIPOC	Low Income

















**Sout East Guiding Coalition**  
**Phase 2 Additional Engagement**  
**Report by Shanice Clarke, Director of Community Engagement**  
**South East Guiding Coalition**

**Initial Feedback: July-August 2021**

One-on-one executive conversations with 335 parents/guardians who have current or soon to be middle school-aged children in and reside within the southeast portion of the Portland Public School District helped provide us with initial insight.

RACE/ETHNICITY	COMPLETE INTERVIEWS
Asian	39
Black	40
Latino	91
Multiple/Asian/White	24
Multiracial	28
Native	3
Pacific Islander	1
White	109



RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Quality of the school and their teachers	<b>35.9%</b>	<b>50.0%</b>	<b>53.8%</b>	<b>50.0%</b>	<b>39.3%</b>	33.3%	0.0%	<b>54.1%</b>	<b>49.6%</b>
Focus programs/ clubs/ opportunities	25.6%	22.5%	17.6%	29.2%	17.9%	33.3%	0.0%	22.9%	<b>21.8%</b>
Racial and economic diversity of classmates	7.7%	20.0%	6.6%	12.5%	14.3%	0.0%	0.0%	16.5%	<b>12.5%</b>
Safety/ security	15.4%	7.5%	14.3%	4.2%	21.4%	0.0%	<b>100%</b>	8.3%	<b>11.6%</b>
Quality of their education/ curriculum	15.4%	10.0%	11.0%	0.0%	14.3%	0.0%	0.0%	10.1%	<b>10.4%</b>
Proximity to our home/ walkability	10.3%	7.5%	8.8%	8.3%	10.7%	0.0%	0.0%	10.1%	<b>9.3%</b>
Don't know/ Refused	10.3%	10.0%	7.7%	0.0%	3.6%	<b>66.7%</b>	0.0%	5.5%	<b>7.2%</b>
Same school as they have attended. I do not want them to change	10.3%	7.5%	8.8%	4.2%	3.6%	0.0%	0.0%	5.5%	<b>6.9%</b>
Go to the same school as their nearby neighborhood friends	12.8%	5.0%	3.3%	8.3%	0.0%	0.0%	0.0%	7.3%	<b>6.0%</b>

Full Initial Report: <https://drive.google.com/file/d/1qVT9idXnOChYH4tIMzQCaHI94dn9hB1z/view>



## Ideas and Input: September-October 2021

To promote authentic engagement, a race-based affinity model supported hearing open thoughts and experiences from students and families in the Southeast impacted by the Phase 2 process throughout September 2021. Recognizing the impact of potential outcomes, we encouraged families from Lane, Creative Science, Harrison Park, Woodstock, and beyond to participate before early decision-making in the process.

- Lane Middle School
  - Black families
  - Asian families
  - Latino/a/x families
  - Staff of color
- General Sessions
  - Families of color one mile from Lane or Harrison Park
  - Spanish Language
  - Chinese Language
- Harrison Park
  - Black families
  - Chinese families
  - Latino/a/x
  - Russian families
  - Somali families
  - Staff of color
- Creative Science School
  - Families of color

## Hopes and Aspirations

- Develop thoughtful long-term solutions instead of “quick fix” band aid approaches.
- The goal of increasing demographic diversity at the affected schools (including at the elementary level) should officially be part of the SEGC’s charge.
- Identify strategies for actively recruiting and retaining BIPOC teachers, administrators, and staff at PPS schools.
- Equalize distribution of programs, including providing age-appropriate elective options to middle grade students in
- K-8 facilities and expanding dual language programs across schools.
- Promote culturally centered schools that provide a sense of welcoming and belonging to all students and families, including immigrant communities.
- Invest in effective teaching and learning practices, such as project-based learning, to position all students for a successful transition to high school.
- Support the physical, social and emotional needs of all students by providing fairly distributed resources across schools to meet students’ basic needs and ensure that every student arrives ready to learn.



## 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's work.

## Key Themes from Listening & Learning Sessions:

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/265/21-1007%20SEGC%20Key%20L%20and%20L%20Themes.pdf>

## Action and Accountability: December 2021

Specific and targeted spaces that continue the race-based affinity model were made available for direct input on proposed scenarios.

- Black, Indigenous & Students of Color
- Spanish-Language
- Mandarin-Language
- Black, Indigenous, & People of Color
- PAT General Session
- Russian-Language
- Somali-Language
- Vietnamese-Language
- Cantonese-Language

As a result of this engagement, the Southeast Guiding Coalition split into groups to review the raw data and determine common themes, new information received, and who we are missing from at the December 16, 2021 public meeting.

### Group 1 Themes (Clackamas)

- Continuing to hear impact of disruption to school communities, especially now
- Kellogg has faced upheaval and is concerned about further change to Spanish DLI, community feels let down and that change is disrespectful
- People share resistance to change in a clear way
- Hesitation from families who may possibly move to a lower performing school
- Dominant narratives are strong, and there is a hesitancy to voice unpopular opinions



- Communities may struggle from a mismatch in program movement, impacting kids of color and low SES kids significantly

#### Group 2 Themes (Columbia)

- Middle school consolidation is welcomed but limits access to programs due to location
- Lack of understanding around transportation accessibility, and how they will be affected by feeder patterns
- Creative Science needs clarity from PPS moving forward
- The feeling in the room seemed that most affluent schools are being protected from disruption, and there is a concern on “who isn’t impacted” by the process
- Harrison Park seemed more engaged in Phase 1, but neighborhood families are feeling heard from their advocacy on remaining together
- Lent and Harrison Park voices need more representation

#### Group 3 Themes (Willamette)

- What is meant by “equity”?
- Presence of frustration and mistrust with the process, with the open house seeming contentious
- Need to hear from Lent and Harrison Park families
- Arleta community is invested in staying together
- Community wants to understand why inner Southeast schools are not being heard
- Voices at Woodstock Chinese DLI prefer program co-location
- Difficult to make judgements without community knowledge of high school implications
- Excitement that Bridger could have multiple neighborhood strands

## Phase 2 Additional Engagement: Late January 2022 to Present

The engagement elicited feedback from roughly 60 community members regarding draft proposals to balance enrollment in South East Portland schools, and took place through focus groups, phone calls, and text messages. Phonebanking continues with families in early February.

### *Languages*

Engagement opportunities were offered in Vietnamese and Mandarin.

### *Schools*

More participants indicated they were associated with Harrison Park (22 participants) than any other school, followed by Lent School (38), with (9) completing each question regarding the proposals. Engagement for Bridger specific families is in progress.



### *Summary of Additional Engagement*

To incorporate more representation of voices, especially those who are disproportionately impacted by the proposed changes, additional community engagement was conducted with targeted school communities. A focus was on neighborhood program family input, including those who are at schools with a co-located model.

### **Question 1: How do you define success? What are barriers to success? How does school play a part in that?**

Lent, Harrison Park

- Experienced administrators who set learning outcomes set by the school help my child's behavior
- Language is a barrier to success at school. Parents still need a lot of support from school
- Friends and teachers have a big influence on children. Family and kids need attention from staff.
- Access to after school activities like chess club and social activities help support success
- Concern about diverse kids going to Kellogg without the support they need

Bridger, Marysville

- Science, reading, and arts curriculum
- A strong support system and social encouragement of students
- Strong support of Bridger becoming Creative Science School
- Teachers and Marysville principal caring for each student is recognized

### **Feedback on DLI Impacts in Scenarios**

- Whole school model is okay if the diversity of students in co-located models is maintained
- "It would be awesome" (to have a whole school DLI at Lent)
- Strong support of whole school DLI at Lent
- Some disagreement with whole school model from neighborhood Lent families
- A large amount of parents express a preference for DLI programs remaining at Harrison Park
- Neighborhood Families are feeling heard at Harrison Park, and express value in multiple options
- Enrollment forecasts aren't capturing the new construction & open homes waiting to be purchased or rented in the neighborhood--it feels like the projection might be overly conservative especially once the HP facilities have been refreshed.
- Preference to have one DLI program at Harrison Park so school isn't too populated and administrators can build more relationships with students
- Both great support for whole school Spanish DLI, and resistance other families from this option



**South East Guiding Coalition  
Phase 2 Community Survey Summary**

**Report by our Research, Assessment and Accountability Department**

This memorandum summarizes 408 responses to the Phase 2 Community Survey for the South East Guiding Coalition. The survey elicited feedback from 408 community members regarding draft proposals to balance enrollment in South East Portland schools.

*Languages*

This survey was translated in all five languages supported by PPS (Spanish, Russian, Vietnamese, Chinese, and Somali). There were 408 responses to the English language version of the survey, two responses to the Chinese version of the survey, one response in Somali, and zero responses to the surveys in Spanish, Russian, or Vietnamese. The three individuals who responded to surveys in languages other than English did not complete the survey beyond the first item or submit any comments about the proposals.

*Racial and Ethnic Identity*

Survey participants were asked to provide their racial and ethnic identity prior to submitting comments about the proposals (Table 1).

A disproportionate number of White, non-Hispanic community members responded to the Phase 2 survey: over 83% of participants responded that they identify as White compared with under 56% of students in the district (Table 1). Nearly 17% of PPS students but under 5% of survey participants identify as Hispanic – Latin/x/a/o. No participants identified as African American or Native Hawaiian or other Pacific Islander.

Table 1. Participant Race/Ethnicity

Race/Ethnicity	Survey Participants		PPS Students
	<i>n</i>	%	%
Asian	17	4.2	6.0
Hispanic – Latin/x/a/o	19	4.7	16.7
Native American or Alaska Native	4	1.0	0.5
Multi-Racial	16	3.9	11.8
White, non-Hispanic – Latin/x/a/o	340	83.3	55.8
Other	12	2.9	NA
Overall	408	100.0	100.0

*Note.* No participants identified as African American or Native Hawaiian or other Pacific Islander.





### *Schools*

More participants indicated they were associated with Woodstock Elementary School (82 responses) than any other school, followed by Creative Science School (78), Atkinson (52), and Arleta (47). Some participants were not associated with schools impacted by the proposals, including one participant who indicated that they homeschool their student (Appendix A).

Some survey participants indicated that they were associated with Dual Language Immersion (DLI) schools:

- Woodstock Mandarin Immersion: 18 participants;
- Atkinson Spanish Immersion: eight participants;
- Bridger Spanish Immersion: five participants; and
- Lent Spanish Immersion: two participants.

### *Reactions to Proposals*

The survey asked participants, “Who might benefit or be burdened by the proposed changes? Please consider other school communities as well as your own school in your response.”

The following themes emerged from participants’ responses to this question.

- Combining DLI programs could help build community among people from different cultures<sup>1</sup>
- Creative Sciences School would benefit from a new location, but some participants felt the burden on students in other schools was too great
- General concerns about how any change burdens historically underserved groups (students of color, students in special education, English Language Learners, students experiencing food insecurity)<sup>2</sup>
- General concerns about how any change during the pandemic adds stress to students, teachers, and families<sup>3</sup>
- Concerns about moving the Woodstock program out of a neighborhood with a large population of people who speak Mandarin, about transportation for Mandarin DLI students
- Concerns about how changes to Spanish Immersions impact the Latinx community<sup>4</sup>
- Concerns about how students in neighborhood programs are impacted<sup>5</sup>

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<sup>1</sup> “The co-location of the DLI program will benefit the neighborhood community and the native Mandarin speaker community as it brings groups from different culture background together.” (Asian Woodstock DLI community member)

<sup>2</sup> “The individuals most impacted by these programs would be our immigrant, Latinx families that would be displaced from the school they have CHOSEN to attend, whether that is for reasons of proximity to their homes or work.” (Latinx Atkinson community member)

<sup>3</sup> “This school disruption can wait until COVID is under control and people have their heads above water.” (Latinx Creative Sciences School community member)

<sup>4</sup> “Our Latino community might be burdened for this change by separating the Spanish Immersion in such a distinctive way.” (White Lent community member)

<sup>5</sup> “Neighborhood schools and their communities are being disrupted to benefit focus option students and their communities.” (Latinx Atkinson community member)



- Concerns about disrupting neighborhoods<sup>6</sup>

### *Conclusions and Next Steps*

No clear consensus emerged from the responses to the Phase 2 Survey, as one community member remarked: “The burden is the impact that children being relocated would experience. The benefit is to those who get to stay at their existing schools.” (Latinx Woodstock DLI community member).

Many participants commented that they were concerned about equitable representation during the planning process.<sup>7,8,9</sup> In response to these concerns, PPS conducted additional community outreach through intentionally designed focus groups and information sessions for members of the communities impacted by the proposed changes.

### *Summary of Additional Engagement*

To incorporate more representation of voices, especially those who are disproportionately impacted by the proposed changes, additional community engagement was conducted with targeted school communities. A focus was on neighborhood program family input, including those who are at schools with a co-located model.

This engagement is in progress - but this update summarizes responses from January 27th to February 3rd. The engagement elicited feedback from roughly 60 community members regarding draft proposals to balance enrollment in South East Portland schools, and took place through focus groups, phone calls, and text messages. Engagement opportunities were offered in Vietnamese and Mandarin.

More participants indicated they were associated with Harrison Park (22 participants) than any other school, followed by Lent School (38), with (9) completing each question regarding the proposals. Engagement for Bridger specific families is in progress.

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<sup>6</sup> “We all might be impacted. We have built a community that we value and we don’t want that destroyed. The school is across the street from our house. We like our child to attend school with our neighbors. We don’t want to transport our child. We like the diversity. We oppose the proposed changes. If there is a change it should be done year by year rather than all at once.” (White Lent community member)

<sup>7</sup> “I’m trying to figure out who is representing indigenous/Native American students and families in this proposal. I honestly am completely lost in what is happening and why. It’s not my first PPS close your school down rodeo but it is definitely the first one that I have not been represented at the table.” (Native American/Alaska Native Creative Sciences School community member)

<sup>8</sup> “We must carefully consider how these changes will affect and be perceived by communities of color in Portland. The stated goals of the SEGC include a lot of lofty language about inclusion and equity, but that sort of language means little if the process, proposals, and outcomes are not supported by those communities. Said another way, PPS and the SEGC might have reasons to make changes that they believe would benefit communities of color, but if the affected communities don’t agree with or know about those reasons, then forcing those changes harms those communities and makes your motives and reasons meaningless and untrustworthy.” (White Atkinson Spanish DLI community member)

<sup>9</sup> “Get in the school and talk to the parents. Get in the different neighborhoods that help never goes to and find out what the families need for their students to learn and be successful. We are struggling so much in this community. The recent awareness brought by protests is only scrapped the surface, we need to reach out to all the families and give them what they need!” (Multi-Racial Woodmere, Lane, Franklin community member)



**Question 1: How do you define success? What are barriers to success? How does school play a part in that?** (This primarily represents feedback from Lent families-- as Harrison Park sessions were led by the Principal, who has a rapport built with families.)

- Experienced administrators who set learning outcomes set by the school help my child's behavior
- Language is a barrier to success at school. Parents still need a lot of support from school
- Friends and teachers have a big influence on children. Family and kids need attention from staff.
- Access to after school activities like chess club and social activities help support success
- Concern about diverse kids going to Kellogg without the support they need

### **Feedback on DLI Impacts in Scenarios**

#### Lent

- Whole school model is okay if the diversity of students in co-located models is maintained
- "It would be awesome" (to have a whole school DLI at Lent)
- Strong support of whole school DLI at Lent
- Some disagreement with whole school model from neighborhood Lent families

#### Harrison Park

- A large amount of parents express a preference for DLI programs remaining at Harrison Park
- Neighborhood Families are feeling heard at Harrison Park, and express value in multiple options
- Enrollment forecasts aren't capturing the new construction & open homes waiting to be purchased or rented in the neighborhood--it feels like the projection might be overly conservative especially once the HP facilities have been refreshed.
- Preference to have one DLI program at Harrison Park so school isn't too populated and administrators can build more relationships with students

*Appendix A: Schools*

<b>School</b>	<b>Number of responses</b>
Woodstock	82
Creative Science School	78
Atkinson	52
Arleta	47
Bridger	30
Lewis	25
Marysville	22
Mt Tabor	21
Sellwood MS	17
Kellogg	15
Hosford	13
Franklin	11
Glencoe	6
Lent	5
Richmond	4
Cleveland	3
Creston	3
Harrison Park	3
Alameda	1
Beaumont	1
Buckman	1
Grant	1
Grout	1
Lane	1
Vestal	1
Woodmere	1
Other (e.g., homeschooling, incoming kinder in 2022-23, etc.)	3

Note: Survey participants could indicate more than one school, no participant indicated they were affiliated with more than three schools.