



Date: November 30, 2020

To: School Board, Southeast Guiding Coalition Members

From: Claire Hertz, Deputy Superintendent
Dani Ledezma, Senior Advisor, Racial Equity and Social Justice
Shanice Clarke, Director of Community Engagement

Subject: Southeast Guiding Coalition for Enrollment & Program Balancing
Open House and Focus Group Feedback Summary

BACKGROUND

As part of the Enrollment and Program Balancing process, PPS established the Southeast Guiding Coalition to influence and make recommendations for enrollment for the reopening of Kellogg Middle School. The Coalition is composed of students, parents and principals who represent stakeholder groups, schools and communities in Southeast Portland. In Phase 1 of a two-phase process, the Coalition met nine times over the past three months for initial planning that focuses on middle grades and will culminate with their recommendation in mid-December. The Coalition meetings held to-date aimed to develop a shared understanding of the overall charge and the process for developing the proposals and final recommendations. Utilizing data, community input, and facilitated conversations, the Coalition discussed and created multiple scenarios for the Enrollment and Program Balancing process. In response to the Coalition's inquiries about the lived experiences of the PPS families representing historically underserved communities a set of Open Houses and Focus Groups was held including an online survey released in 6 languages during the week of November 15, 2020. The Summary

For participants whose primary language is not English, Virtual Open House sessions were run simultaneously in Zoom rooms. Supported languages included Chinese, Russian, Somali, Spanish, and Vietnamese. Each room had a facilitator and note-taker fluent in the assigned language, and all materials were available in the five languages. The facilitator began with an

overview presentation of the process and work to date, shared a discussion proposal, and access to a survey for participants to submit their feedback. Participants were also encouraged to ask questions and make comments.

The Virtual Open House in English began in a live YouTube channel.

Proposal Response Summary

The survey asked respondents three open-ended questions on what they like about the proposal, concerns they have about the proposal, and what they would like to share with the Guiding Coalition. Below is a summary of the responses from the survey reported by Race/Ethnicity groups.

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Woodstock and Hosford will be left with less diversity of race and culture in already very white environment. They're already very isolated."

"You're trying to tackle too much in a too short amount of time. Take a pause, solicit feedback from families of color to ensure that you aren't perpetuat-Y

The following are representative statements from the open-ended questions from the Asian community:

“A history of understanding cultural exchange and the community created by JDL is something we as parents commit to from K-12. Grant has been home to the JDL program for over 20 years, and has become part of the fabric of how the program works and is supported.”

“I understand wanting to give opportunities to MANY kids, and make our school system far more equitable. But couldn't we do this with a bit more time to prepare? Our kids are being asked to adapt constantly. But to potentially force them to make a life altering choice after trying to adapt to so many other factors is not the best for their well being. Of course they will survive, but why put them through so much more. They need STABILITY right now.”

“Moving DLIs out of integrated schools reduces equity and community inter-relatedness; segregates/marginalizes BIPOC. Proposal puts outsized burden on BIPOC. Some students would be forced to choose between IB and DLI. Why is DLI the program targeted to help PPS "rebalance?"”

“There are native Chinese families who specifically moved to the Woodstock area with the intent to enroll in the Woodstock DLI program. Over the past two decades that the Woodstock DLI program has existed, this has generated ethnic diversity in inner SE Portland.”

“The zoom meeting did not feel like a safe space for POC to vocalize something counter to the white majority, especially with the majority's collective fiery grievances about possible boundary/school changes. There is a cultural norm/expectation for POC to show deference to prophylactically prevent further emotional/psychological (and in some cases physical) harm, to avoid situations that exacerbate our inherent vulnerabilities. Therefore, it would be prudent for the district to schedule more BIPOC focus groups with a facilitator that can quickly/skillfully create a safe environment w

“One of the slides of the PowerPoint Presentation mentions: More DLI offerings near native speakers. The VDLI program at Rose City Park is not centrally located in the Vietnamese community. Since there are more Vietnamese families living in SE Portland than in NE, the timing is right to revisit the location of the Vietnamese DLI program, whether relocation or add another site in SE Portland. Transportation is a huge barrier for many Vietnamese who live in SE to enroll their children in NE school. This is one way to increase students in the VDL and improve the program.”

“How does the process Balancing Enrollment and Program contribute to/improve student success? We are more concerned about the quality of school and teaching/learning than anything else.”

Priorities and Concerns - Pacific Islander

The following are representative statements from the open-ended questions from the Asian community:

“...I'm extremely concerned about the fast-track approach to changing the feeder situation for Mt. Tabor to Madison HS from Franklin. This affects students and their families and there has been almost no community participation or announcements about it. Most of the rebalancing news we were sent was about immersion language and re-opening Kellogg, so we mostly passed over it, as there is so much else to deal with in this extraordinarily stressful year. Most parents were aware of the need to open a new middle school at Kellogg; and the possible rebalancing of immersion language students at other MS, but we had NO IDEA of the additional scope of this project that drastically affects Mt Tabor - with families who have already invested time and resources into the Franklin community and are concerned about having to start over at a new high school in a more distant neighborhood with a younger sibling. It's inequitable from a family resource standpoint and an economics/environmental standpoint for many families who currently can walk and bike to Franklin and would have to cross a highway to attend Madison.”

“We are deeply opposed to changing the feeder situation during this chaotic year of distance learning.”

“I have concerns about the amount of dissent among parents. There were very few voices that spoke up in support of the changes. It was very intimidating for anyone to speak up if you AGREED with the proposal.”

“This process has been fundamentally inequitable - materials have not been provided in multiple languages and are barely accessible to e

The following are representative statements from the open-ended questions from the Multi-Race community:

“Sadly, our BIPOC family will leave the DLI program if all of southeast’s Spanish DLI programs are consolidated at Lent. Our family has experienced systemic racism and racial s

Priorities and Concerns - Native American Race/Ethnicity Group

<p>Table 10 Open House Survey Participant Priorities and Concerns - Responses by Parents who Identify as Native American</p>
The importance of a diverse experience (racial and socioeconomic) for student experience.
The importance of the application of the RESJ lens in scenario development and execution.
Need for examination of programming to ensure opportunities for participation in sports, Mock Trial and Con Law.
Concerns about the impact of decision making on transportation options.
Importance of maintaining options for neighborhood schools.

The following are representative statements from the open-ended questions from the Native American community:

“I believe the intentions are good”

“I think the district should do what it can to improve the lives and education opportunities for as many students as possible, with special focus on BIPOC students and NOT overcrowding building and class sizes”

“I want my JDLI student to experience more ethnic, cultural, and socioeconomic diversity. As a low-income, indigenous family, we are very much the minority. The JDLI lacks true diversity, especially when it comes to BIPOC and socioeconomic diversity. This has been difficult for my child and I would love for her to experience the diversity at Madison as opposed to Grant. When I first heard of this proposal a few days ago I bristled, but now that I have time to really think about it, I do think this is a great move on behalf of the district to promote equity and enrollment balancing for thousands of students who have been underserved for far too long.”

“I strongly disagree with pps taking away our neighborhood school. I place a high value on walkabout. We try to do just about everything within walking or biking distance. Going to Madison does not fit with our family's transportation style. Madison is not within our community. Taking trimet is not an option. If this plan moves forward we will be forced to unenroll our children from pps and put them in a school the fits within our boundaries. I believe children should always be given the opportunity to attend their neighborhood school. Neighborhood schools should not be used for focus schools. If you choose a focus school you are agreeing to transport your child to the school that houses that program. I am deeply disturbed that pps would try to take away neighborhood schools and bus kids far from their home and neighborhood. I will not allow my kids to be pushed out of their neighborhood”

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Priorities and Concerns - White Race/Ethnicity



November 16th through Friday, November 20th, over 500 members of the PPS community

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