



**PORTLAND PUBLIC SCHOOLS  
OFFICE OF DEPUTY SUPERINTENDENT**

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**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

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**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 goal of the survey was to gather the public's perceived concerns and priorities about the Enrollment and Program Balancing discussion proposal. Below is a summary of the feedback received in the Open House and Focus Group sessions and the feedback survey.

**SOUTHEAST GUIDING COALITION COMMUNITY OPEN HOUSE: PHASE 1**

**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 hosting over 840 participants during the 30-minute opening presentation led by Southeast Guiding Coalition parent leaders, PPS and FLO Analytics staff. After the English overview presentation, participants were guided to eight Zoom rooms to ask questions and give comments. At the end of the session, facilitators asked participants to complete a survey to submit feedback to the discussion proposal.

The following list reflects the number of participants for the Open House by room:

Table 1 Open House Participation by Language		
Meeting Room Language	Number of Participants at 7:15 pm	Number of Entries to the Room
Chinese	23	74
Russian	0	23
Somali	0	7
Spanish	26	137
Vietnamese	8	69
English #1	101	418
English #2	133	380
English #3	132	225
English #4	(Room was not functional)	42
English #5	127	418
English #6	113	293
English #7	132	230
English #8	107	254

*Note: Due to technical difficulties, at 6.48 p.m., the Zoom system closed all rooms. Rooms were restarted within a couple of minutes except for English #4 whose participants moved to other open rooms.*

## **OPEN HOUSE SURVEY RESPONSE SUMMARY**

The Open House Survey had 730 respondents who were asked the schools where their students attend school, if their students attend a focus option school or dual language program, and to identify their race and ethnicity.

School Attended	Number	Percentage
Abernathy	1	0.1%
Arleta	7	1.0%
Atkinson	69	9.5%
Bridger	63	8.6%
Cleveland	20	2.7%
Creative Science	130	17.8%
Creston	10	1.4%
Franklin	50	6.8%
Glencoe	92	12.6%
Grout	3	0.4%
Harrison Park	4	0.5%
Hosford	33	4.5%
Kelly	0	0.0%
Lane	1	0.1%
Lent	2	0.3%
Lewis	3	0.4%
Madison	4	0.5%
Marysville	8	1.1%
Mt. Tabor	152	20.8%
Richmond	37	5.1%
Sunnyside	4	0.5%
Vestal	4	0.5%
Whitman	0	0.0%
Woodmere	3	0.4%
Woodstock	109	14.9%
Other School	67	9.2%
Not Applicable	16	2.2%

Table 3  
Focus Option/Dual Language Program Characteristics of Respondents (N = 730)

Focus Option/Dual Language	Number	Percentage
Yes,	448	61.4%
No	258	35.3%
Not Applicable	20	2.7%
Don't Know	4	0.5%

Table 4 Demographic Characteristics of Respondents (N = 730)

Race/Ethnicity	Percentage
African American	1.0%
Asian	13.4%
Latinx	4.4%
Multi-Racial	10.0%
Native American	0.4%
Other	5.3%
Pacific Islander	0.1%
White	64.0%
No Response	1.4%

**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.



**Priorities and Concerns - African American Race/Ethnicity**

<p>Table 5 Open House Survey Participant Priorities and Concerns - Responses by Parents who Identify as African American</p>
<p>Attempts to distribute facility resources in a balanced way</p>
<p>Moved into neighborhood five years ago and planned to walk children to school with a short walk through the park - we are being pushed out - no car - new boundaries changes schools - need to cross busy highway through to get to school 15 minutes away</p>
<p>Lack of/late in process engagement with communities affected, especially non-native English speaking and BIPOC communities</p>
<p>Creative Science School should not be moved</p>
<p>A new middle school needs to be filled, it seems unnecessary to upend working programs - focus on the middle school impact, leave things that are working alone - domino effect of decisions made under deadline pressure</p>
<p>Process needs to slow down- there is no way for everyone to be happy - the amount of change and disruption this is causing is not justifiable - not listening to community voices</p>
<p>Before addressing social equality in our schools you must address safety, first! Proposal is not a safe route for my children or my family</p>

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

“I’m concerned that these proposals result in segregation of minority students. It also removes diversity from neighborhood schools. I have two Black students who see very few students of color in their schools right now. Moving immersion programs to segregated buildings removes what little diversity there is. These actions do not represent equity. This is systemic racism in action. “

“I’m also appalled that the district is using voter funds to build schools with plans for filling them. Why was none of this determined prior to a school opening next fall? Filling a building should not be the driving factor. Making sure our students of color are represented and protected should be. PPS needs to stop talking the talk and start walking the walk.”

“This proposal would force our family to commute via car to a school or walk across a highway, another major street and several marijuana stores and liquor stores to attend.”

“I’m concerned about the segregation of native speaking students to all-immersion schools, some in outer East Portland. I’m concerned that kids of color in neighborhood programs like

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 perpetuating systemic racism by segregating and isolating students of color. The district needs to listen to diverse voices in this process. Not enough outreach has been done to students and families of color, and native speakers, impacted by this wide reaching proposal.”

**Priorities and Concerns - Asian Race/Ethnicity**

<p>Table 6 Open House Survey Participant Priorities and Concerns - Responses by Parents who Identify as Asian</p>
<p>Many parents appreciate PPS hosting language specific focus groups and recommend to continue having them especially when there are important changes, so parents feel comfortable participating in the decision-making process</p>
<p>There is thought and consideration for equity and resource allocation</p>
<p>Address overcrowding of schools</p>
<p>Opening Kellogg - returning to K-5's and middle schools</p>
<p>Changing long-term Japanese DLI from central Grant to outer east Madison High School does not support district wide program participation with long commutes for many students who may choose to return to their neighborhood high school</p>
<p>Hope that this turns into a great opportunity to bring more resources (parent-wise) and attention to Madison to be an opportunity to be an AP or IB school and increase access to these programs</p>
<p>Combining Mandarin and Spanish immersion programs from multiple sites to an all DLI regional school in outer southeast neighborhoods where more native speakers live, does not support existing long-term, successful programs, and creates segregation furthering gentrification</p>
<p>Concern for students moving to DLI consolidated school locations losing a walking/biking neighborhood school to commuting further distances and loss of IB programming at high school level</p>
<p>Request for phasing in changes to allow students to complete a middle or high school level before full implementation</p>
<p>Lack of input from affected schools - Glencoe and Mt. Tabor parents were not told that changing the high school feeder was even up for discussion</p>

Concern for Creative Science School moving from current location without a new facility identified and maintaining K-8 school program

Keep natural neighborhoods together in a school especially Harrison Park and Tabor neighborhoods

Lack of real community engagement and short schedule of meaningful solicitation of input from affected families - these decisions have major impacts on families - allow a longer timeline to study and research recommendations

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 and succinctly recap themes from past BIPOC focus groups. My fear is that those that speak the loudest (likely not POC) and prioritize their micro communities will shape final decisions and undermine the original intent and RESJ lens.”

“I am disheartened and angry that the people of color on the SEGC are consistently dismissed and shut down. I am aghast that PPS is not listening to the parents whose children they serve. It is very clear from the open house that families want PPS to stop this sham of a process. And because of the pandemic and the disruption it's brought to students (especially the youngest ones), PPS needs to scale down and focus ONLY on determining which schools will feed into Kellogg and establish Harrison Park's neighborhood catchment, without touching DLIs and other programs.”

“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**

Table 7 Open House Survey Participant Priorities and Concerns - Responses by Parents who Identify as Pacific Islander
There needs to be more engagement of students and families in the process
There needs to be more communication about the goals of the process

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, pandemic, economic hardship, political anxiety, and uncertainty. We urge the Rebalancing Committee to take a hard pause on this whole process and involve the community rather than trying to fast track a solution that will ultimately be inequitable for many. We demand that Glencoe ES parents and Mt. Tabor MS be included as representatives on this committee - our understanding is that there is no representation from our community of 1200 children and their families - likely close to 5000 people who would be affected.”

## Priorities and Concerns - Latinx Race/Ethnicity

Table 8 Open House Survey Participant Priorities and Concerns - Responses by Parents who Identify as Latinx
Proposal is a better socio-economic distribution
Ability to create more space for students
District is making new school buildings
Kellogg is an immersion feeder that feeds into Franklin
Mixed feedback on Spanish DLI at one site - from beneficial to students to segregation of community
Not looking at all inequities, it just seems like language is the main focus
Timing of decision during a pandemic and concern for number of changes in transition years impacting students - Resources should be focused on recovering from a crisis
Atkinson racially and socioeconomically blended community is a huge benefit Breach of trust DLI being shuttled from school to school - don't disrupt strong community that has been built
Moving DLI impact family work schedules - can't transport to new DLI schools
Concern for CSS facility identification and Bridger community students separated into four schools
Mt. Tabor to Madison change creates distance and long commute - can't walk to school

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

“Our family likes that with the DLI focus school that we might get better buy in from the English families since some neighborhood families are not super dedicated to the immersion experience. It is hard for us to keep our kids speaking Spanish and the whole Spanish school would really help. I hadn't heard this point so I wanted to put it in writing.”

“Please stop. Please go use your time to figure out how we are going to support our children on the other side of this pandemic because they are going to need significant extra resources and care especially BIPOC and those families who have not been able to afford to stop working and dedicate the last year educating their children from home. Which is what is required if a child is actually going to learn anything of substance.”

“Feels like you are segregating and pushing out the Latinx community to the forgotten outskirts of the city.”

“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 even English speakers.”

“Don’t do this. It upholds white supremacy and segregation of brown people.”

**Priorities and Concerns - Multi-Race Race/Ethnicity**

Table 9 Open House Survey Participant Priorities and Concerns - Responses by Parents who Identify as Multi-Race
Recognize efforts to increase socioeconomic diversity and attempt to use Racial Equity Social Justice lens Importance of students being able to walk to school and prevents some overcrowding - need to address more overcrowding
Spreads impact across more communities including affluent communities with more equitable demographics between Franklin and Madison
Support for opening Kellogg and availability of Middle School programs
Guiding Coalition wants to hear from community and others report families not consulted enough
Segregation of DLI programs combined at one school in outer SE Portland creates transportation hardship with longer commute, and dismantles strong long standing programs in place for decades, exacerbates inequities, loss of IB program
Loss of walkability, crossing busy streets and attending different school than siblings
Equity information has no synthesis of results making it hard to understand if proposal meets goals with too much detail
Some communities impacted by proposal excluded from process, and lack of transportation analysis
Lent neighborhood program families have to commute further with all DLI program
Pandemic creates too much disruption, social and emotional impacts, moving too fast - focus on Kellogg opening
Lack of location for Creative Science creates mistrust
Many elementary schools are under-enrolled in all scenarios-needs to consider converting

one of the existing K-8 buildings to a home for CSS and then re-drawing neighborhood boundaries.

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 segregation in the past, and I will not let this happen to my children.

If PPS wants to move to the whole school model, it needs to reconsider aspects of scenario 9 — by having Atkinson house whole school Spanish DLI and Bridger house the neighborhood program, it keeps the communities together, solves Bridger’s overcrowding issue (no more portables needed), removes two co-located DLI programs, moves away from segregationist policies, and retains a location closer to the central city.”

“I think forcing children that live on the north side of Powell/Highway 26 to travel south across a major road when we can walk to Atkinson’s in 5 minutes is a terrible mistake and would create a huge logistical nightmare for parents, and cause unnecessary safety and environmental hazards. Please do NOT approve this proposal. My children have been enjoying this neighborhood since they were born.”

“Please carefully reconsider moving the High School JDLI program to Madison from Grant. Japanese language has been a part of Grant High School for over two decades. Grant’s central location allows equal access for JDLI students located throughout the PPS district.”

“Why not bring Bridger’s immersion classes to Atkinson as they are geographically close and Bridger is overenrolled and Atkinson under. Then you aren’t trying to ship off all the brown kids to the edges.”

“I do appreciate all the hard work you guys are doing, and I know you are trying to balance a lot of competing interests and achieve a better result for all our students. I know those on the Coalition with kids in PPS are certainly always thinking about it, but I hope that it’s always remembered that every school feels its community and cares about its community, and no school wants to be torn apart, and that all of those “strands” are made up of actual kids who haven’t seen their friends/teachers/buildings since before Spring Break of last year and who have already endured so many strange and scary changes.”

“You are saying the motivation is equity but you have not defined what that actually means and how the plan you are proposing meets your equity objectives. you need to provide the data on this to the community.”

“I would like the Guiding Coalition to take another look at Scenario 9, it seems like it meets all the outcome goals while preserving neighborhood schools.”

“You might have more success if you throw out the current proposal and use the time you’ve left yourselves to find the minimum action needed to get students into Kellogg and then iterate from there.”

## 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**

<p>Table 11 Open House Survey Participant Priorities and Concerns - Responses by Parents who Identify as White</p>
<p>Support for opening of new middle schools in the SE region and converting many K-8's to K-5's and 6-8 programs</p>
<p>Support the goal of the coalition is for all students of color, race, and socioeconomic status access to equitable resources to in order to succeed - adding more neighborhood schools such as Kellogg Middle School and Clark Elementary School to be used by the community who lives there with a need to identify a facility for Creative Science School in the same Phase</p>
<p>Consistency of feeder patterns from K-5 to high school and thoughtfulness using RESJ lens</p>
<p>It seems to be a serious attempt at equity in the Franklin and Madison clusters and Kellogg will draw from a diverse set of elementary programs - focus on underrepresented groups with careful consideration about locating immersion programs near where dual language households are.</p>
<p>Families and students are already under extreme stress due to this pandemic and loss of in-person school, and this is just such a drastic change and for the most vulnerable</p>
<p>The proposal for the middle school and high schools is tearing apart important neighborhood communities and it is evident there was no representation for all communities impacted</p>
<p>Current proposal is inconsistent with the District's commitment to sustainability and reducing the District's carbon footprint because it establishes boundaries that have students attending schools that are much farther away and harder to get to than the schools closest to their homes.</p>
<p>The current proposal is not completely balanced with overcrowding at Franklin, Bridger and near capacity at Kellogg which are feeders for the eastern boundary while at the same time, underutilization of Atkinson, Harrison Park and Woodstock which serve inner southeast</p>
<p>Isolating the DLI programs is segregation - we learned a long ago that "separate but equal" was a fallacy pushed by white supremacists</p>
<p>Ending co-location removes a richness from the neighborhood schools that opens the eyes of all students to cultural and racial diversity, ending co-location would reduce the connections between students of all backgrounds</p>
<p>Based on what was seen from the community meeting and all the concerns the hope is to go back to the drawing board and bring in more people to re-do this proposal in Phase 2</p>

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

“Families have planned and worked very hard, sometimes for many years, to move into or stay in a certain neighborhood based on a desire to send their children to a preferred school, desires based on curriculum, community or responsible commuting options.”

“You say you want to limit transportation distances as one of your goals, but this proposal actually INCREASES distances from schools across the board. It is crazy that someone who lives a five minute walk from Franklin will now have to take a door to door commute to Madison that takes 45 minutes EACH WAY on Trimet.”

“This scenario is extremely concerning to me from a racial equity standpoint. When you segregate all four strands of Spanish elementary DLI to one school which is farther from the center and in an already underserved area, you are making our inner neighborhoods less diverse and isolating Latinx communities. You are also moving already underserved students from Lent away from their neighborhood school.”

“I think my main concern is that the committee is trying to move too fast to accomplish too much. Given that only the Kellogg Middle school changes need to be implemented for 2021, I recommend that the rest of the proposed changes be reviewed, discussed, and re-evaluated.”

“The Woodstock Neighborhood has been shaped by the Mandarin Immersion program for 22 years and has become an integral part of the local community. Businesses sprouted up that rely on the program for their very existence— including several Mandarin daycare and after school care centers. If the program left it would leave a giant hole in the community. Like many elementary schools this one is a community hub and ours would lose much of what people have worked so hard to make it. The school would become very homogeneous and lose much of the diversity that make it attractive.”

“I have no understanding of how the stated goals are being addressed. I've seen multiple redistricting proposals with wildly different impacts for my son's middle and high school possibilities in the past few weeks, and I have no idea how they've been whittled down. There's a bit of demographic data out now with the current proposal. I don't see a lot of benefit toward the stated goals. The whitest schools become more so in several cases.”

### **STUDENT SURVEY RESPONSE SUMMARY**

Students in the phase one schools were provided an opportunity to give feedback on the SE Enrollment and Program Balancing Process, with a survey that closes December 7, 2020. Responses are being gathered into a google form. There were 99 respondents to the student survey as of late November.

Students at the following schools in the phase one attendance area were reached for feedback: Atkinson, Arleta, Bridger, Creston, Harrison Park, Lent, Marysville, Mt. Tabor.

Table 12 Student Survey Respondent Demographics		
Race/Ethnicity	Number	Percentage
Asian/ Pacific Islander	5	5.1%
Black/ African American/Caribbean	6	6.1%
Hispanic/Latinx	7	7.1%
White/Caucasian	67	67.7%
Multiple/Mixed	14	14.1%
Native American/ Alaska Native	-	-
Other or No Response	-	-

Table 13 Top Student Priorities					
	API	B/AA/C	Hispanic/ Latinx	White	Multiple
Agrees with dedicating Harrison Park to a 6-8 middle school	100%	100%	50%	85.2%	87.5%
Agrees with an entire school to Spanish Language Immersion programs (Lent)	100%	100%	50%	63.9%	75%
Agrees with Harrison Park graduates attending Franklin*	100%	100%	-	100%	-
Agrees with Mt. Tabor graduates attending Madison*	-	100%	100%	38.5%	66%

**TEACHER SURVEY RESPONSE SUMMARY**

Teachers in the phase one schools were provided an opportunity to give feedback on the SE Enrollment and Program Balancing Process, with a survey that closed on November 23, 2020. There were 36 respondents to the teacher survey.

Teachers at the following schools in the phase one attendance area were reached for feedback: Atkinson, Bridger, Creative Science, Franklin, Harrison Park, Lane, Lent, Mt. Tabor, Woodstock

Teachers reported working in the following programs: neighborhood, Chinese, Russian and Spanish Dual Language Immersion, and special education.

Teachers reported working in the following roles: classroom teacher, special education teacher, teacher-librarian, educational assistant, learning specialist, school counselor, reading specialist, and English as a Second Language teacher.

Table 14 Teacher Priorities and Concerns
Support full school DLI program close to where native students live
Agree with moving Harrison Park K-5 students Clark where most of them live
Do not support single strand neighborhood or dual language programs
Support conversion from K-8's to K-5's and middle schools
Important to address racial inequities
Creative Science School needs a location - creates anxiety when unknown
Transition year creates under enrollment for K-5's feeding into Kellogg in fall 2021 before Phase 2 boundary changes for K-5 implemented in fall 2022.
Important to build strong community and student body at new and modified school programs - Strong building leadership creating vision for new configurations
Transportation needs and distance for changes to feeder patterns for neighborhood schools and programs
Creating lack of diversity and higher SES in some schools and lowering SES in other schools - segregation in all DLI schools
Need to offer special education programs in DLI schools
Creates and maintains under enrolment in some schools

Impact of families of making major shifts during a pandemic - needs greater input after the pandemic
Stay with focus on racial equity and social justice - frame the work with - Does this proposal address barriers to equitable outcomes?
Remember neighborhood schools - more focus has been on DLI than neighborhood programs
Program and enrollment balancing is disruptive to school communities and have had multiple processes in the past

**OPEN HOUSE FEEDBACK ROOMS**

**Summary of Priorities and Concerns**

On Thursday, November 19, 2020 PPS welcomed families, students, and community members to join a Southeast Enrollment & Program Balancing Virtual Open House, focused on Phase 1, to provide feedback, share their priorities, and explore the questions that matter for the future of the programs and infrastructure that support southeast schools.

Over **800 members of the community** participated in the Open House, providing a resounding theme in feedback that identified risks in the Phase 1 process.

**Phase 1 Risks & Phase 2 Opportunities**

- Feeder pattern changes for Harrison Park Middle School, especially during Phase 1, have a disproportionate impact to families of color
- Further engagement with native speakers in Dual Language Immersion programs may result in far fewer consequences to the student experience
- Based on a substantial level of requests to extended community engagement timelines to adapt to change due to the pandemic, PPS Staff will request the board limit Phase 1 changes to Kellogg Middle School elementary feeder patterns to be implemented in Fall 2021
- PPS staff will add any impacted school and program not already represented to the Guiding Coalition in Phase 2. Phase 2 would include primarily southeast changes to be implemented in Fall 2022: pK-12 enrollment balancing for under and over enrolled schools, attendance boundaries in southeast region, feeder pattern for Harrison Park Middle School, DLI program placements, facility for Creative Science School, special education regional program placement

**FOCUS GROUPS**

**Summary of Priorities and Concerns**

To enact on our commitment to partnerships and collaboration, particularly with Black, Native, and people of color, focus groups were held for additional feedback. Between Monday,

November 16th through Friday, November 20th, over 500 members of the PPS community participated in targeted opportunities for further feedback.

The Portland Association of Teachers along with PPS' RESJ Partners provided thought partnership in the process. RESJ partners include:

- Black Parent Initiative
- Immigrant & Refugee Community Organization (IRCO)
- Chess for Success
- Horizons Counseling
- Kairos PDX
- Self Enhancement Inc.
- Latino Network
- Michael Grice
- NAYA
- Coalition of Black Men
- Open School
- POIC
- REAP, Inc.
- TIAA
- Urban League
- Unite Oregon

## **Overview of Focus Group Priorities and Concerns**

### **Black, Indigenous, and People of Color**

Highlights:

- Group participants questioned the rationale behind the process continuing during the coronavirus pandemic.
- Participants also shared that the complexity of the program goals is too extensive for the current time frame.
- "Wealthy families with privilege want to avoid our kids"
- Additionally, participants expressed value for Kellogg being important, but the unintended impacts to surrounding schools leave many details to unpack that aren't appropriate during a pandemic.

### **Chinese**

Highlights:

- All parents expressed deep concern about the move from Woodstock. The main reasons were due to the success of the program and purchasing homes in the neighborhood of the program.
- Families expressed concern about late communication of the proposed changes, concern of transportation implications, and concern of loss of a multilingual student body if moved from Woodstock.

### **PAT/Teachers**

#### Highlights:

- Support for all immersion schools and suggest looking for any lessons from the changes between Rigler and Scott regarding dual language immersion and neighborhood program boundary change.
- The need for clarity around what transportation would be offered as programs are moved.
- Proposals and conversations are centered around dual language immersion, and there is a need to address overcrowding in neighborhood programs. Agreement to avoid single strands of classrooms (one teacher per grade level) in neighborhood and dual language programs.
- Recognition the 2021-22 year will be a year of transition when the elementary feeder schools to Kellogg will be small without the following year's boundary changes.

#### **Racial Equity & Social Justice Partners**

##### Highlights:

- Student experience needs to be better for them to be more successful - feel valued, a strong sense of belonging - overall goal to improve well-being of all students - academic success embracing multiculturalism
- In middle school grades, considering cultural competencies and culturally specific programming is critical and collaborative shaping of our programs - have young people direct the work of our program - self agency to develop and define what this looks like
- Messaging that students are exposed to within the facility is extremely important to help them feel comfortable, welcome and valued - getting in new facilities to enhance experiences
- Proponent of dual language schools - supports building the capacity of a broad range of successes in different areas
- I would support whole school DLI focus but at the same time putting in work around the benefits and explain those to the community
- More schools should be feeding into Madison. It doesn't seem right that we are feeding into Franklin so differently

#### **Russian**

##### Highlights:

- Participants requested that changes are not made. Russian Portlanders have big families that value safety, helping one another, and being together as a Slavic community.
- Families articulated not to divide their schools, but if necessary, do not divide the school teams so that they remain to help continue comprehensive school programs. Students are under the stress, and changes will further disrupt their experience.

#### **Somali**

##### Highlights:

- Parents underscored that they want to keep their students at their neighborhood school. If a Harrison Park split is approved, transportation issues need to be addressed.

- want from the district to address the transportation piece. (For example, one family stated that, if this proposal is implemented, their students will need to attend three different schools)

## **Spanish**

### Highlights:

- Similar to European education parents want to encourage students to learn a second language such as Spanish and open more immersion programs
- There are big changes in the proposal, and parents need time especially during a pandemic to understand the proposal and the curriculum that will be offered - they want good changes for their children
- Some opposed the changes in the proposal because it takes away opportunities for students of color by isolating a cultural group and limiting DLI program to one location
- Students will be shocked to return to a different school after distance learning

## **Vietnamese**

### Highlights:

- “Due to COVID 19, distance learning is necessary, but it has not met the needs of many students, especially students of color. Is it possible to move the proposal timeline so we can focus on supporting teachers so they can support students more effectively?”
- Students’ social/emotional well-being could be impacted by being removed from a friend group after a pandemic. Due to distance learning, students can’t hang out with their neighborhood friends now, and later on when they can return to school they may not even go to the same school.