

Work Session
Monday, February 22, 2021 6:00 PM

Virtual

Agenda

1. **6:00 pm - Welcome, Introduction and Ice Breaker**
2. **6:20 pm - Prioritization on PPS Enrollment and Program Balancing Desired Outcome**
3. **6:50 pm - Unpacking Our Board Policies Related to PPS Enrollment and Program Balancing Desired Outcome**
4. **7:30 pm - Break**
5. **7:45 pm - Prioritization: PPS Strategic Focus Areas**
6. **8:25 pm - Community, Student and Family Engagement**
7. **8:55 pm - Optimistic Closure and Next Steps**
8. **9:00 pm - Adjourn**

| Time | Topic |
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| 20 min | <p data-bbox="280 153 1430 199">Welcome, Introduction and IceBreaker</p> <p data-bbox="280 231 1430 388"><i>Ice Breaker Activity (2 minute per Director):</i> Six of our eight PPS School Board Directors and the Student Representative are (or will be) PPS Graduates. Seven are, or were, PPS parents. Please reflect on what it was like to change and/or transition from schools, about a classmate that moved/joined your class, or the experiences of transition during your K-12 experience.</p> |

| Time | Topic |
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| 30 min | <p data-bbox="280 117 1430 163">Prioritization on PPS Enrollment and Program Balancing</p> <p data-bbox="280 163 1430 189">Desired Outcome:</p> <p data-bbox="280 189 1430 252">The PPS Board of Education will identify the most critical issue(s) it believes are the most important to address in the 12-months.</p> <p data-bbox="280 294 1430 319">Resource:</p> <p data-bbox="386 319 1430 344"><i>Top Three Identified Focus Areas:</i></p> <ul data-bbox="435 344 1430 546" style="list-style-type: none"><li data-bbox="435 344 1430 407">• Finalize K-8 School Reconfiguration into Middle Grades and middle school enrollment balancing<li data-bbox="435 407 1430 432">• Address Elementary School Boundaries and enrollment balancing<li data-bbox="435 432 1430 457">• Co-locations of neighborhood and DLI programs<li data-bbox="435 457 1430 483">• Special Education feeder patterns<li data-bbox="435 483 1430 546">• Rebalance High School enrollments <p data-bbox="280 567 1430 592">Guiding Questions:</p> <ol data-bbox="337 592 1430 756" style="list-style-type: none"><li data-bbox="337 592 1430 655">1. What is the most important issue to address in the next 12-months for us, as a PPS School Board?<li data-bbox="337 655 1430 756">2. Are we looking to address more than one of these issues? If so, why? Are there interdependencies we should consider as we narrow what we believe to be the most important to address in the next 6-months? 12-months? |

| Time | Topic |
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| 40 min | <p data-bbox="293 134 1235 163">Unpacking Our Board Policies Related to PPS Enrollment and Program Balancing</p> <p data-bbox="293 165 505 195">Desired Outcome:</p> <p data-bbox="293 197 1390 285">The PPS Board of Education will identify the policies that require clarification, so that the PPS school district staff (and our Southeast Guiding Coalition) can effectively and clearly complete phase II of it's work.</p> <p data-bbox="293 325 410 354">Resource:</p> <p data-bbox="388 357 487 386"><i>Policies:</i></p> <ul data-bbox="440 388 1291 630" style="list-style-type: none">○ 4.10.045-P Student Assignment to Neighborhood Schools○ 4.10.047-AD Residency & Neighborhood School Assignment○ 4.10.049-AD Student Assignment Review and School Boundary Changes○ 4.10.051-P Student Enrollment and Transfers○ 4.10.054-AD Student Transfers○ 4.10.090-AD Inter-district Transfer Procedures○ 4.10.100-P Student Transportation Services○ 4.10.101-AD Transportation for Students Attending Neighborhood Schools <p data-bbox="293 665 516 695">Guiding Questions:</p> <ol data-bbox="342 697 1412 909" style="list-style-type: none">1. Which of the School Board policies are relevant in providing clarity and guidance to staff, and the Southeast Guiding Coalition, in phase II?2. Are our school board policies, as currently articulated, sufficiently clear to provide staff, in addition to SEGC and school communities, direction about the priorities and parameters in constructing a recommendation in phase II?3. If our school board policies, as currently articulated, are not sufficiently clear, then what are our next steps to bring clarity to these policies? |

| Time | Topic |
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| 40 min | <p>Prioritization: PPS Strategic Focus Areas Desired Outcome: The PPS Board of Education and PPS senior leadership will clarify what it believes to be the most important strategic focus areas in the next 12-months.</p> <p>Resources: <i>Top Strategic Focus Areas for Portland Public Schools in the next 12-months</i> <u>1. Path Toward In-Person Learning Opportunities for PPS Students</u> We are eager to get as many of our PPS students safely back to in-person activity and instruction as quickly as possible. This includes:</p> <ul style="list-style-type: none"> • Providing ongoing support to students and their families currently in comprehensive distance learning • Continue phasing <i>Limited In Person Instruction</i> opportunities for students, including high school athletics and other extracurricular activities • Finalize and implement plans for Quarter Four Hybrid Learning across PPS schools • Finalize details for PPS’ <i>fifth quarter</i> to accelerate student learning and belonging • Continue labor negotiations, including PAT successor bargaining <p><u>2. Strategic Planning and Resource Alignment</u> In addition to reopening plans, we are equally committed to building, finalizing and executing on the first <i>roadmap</i> towards PPS reImagined, our community’s vision meant to inspire action, guide our strategies, and drive our collective growth. Specifically:</p> <ul style="list-style-type: none"> • Finalize and publish PPS’ 2021-2025 Strategic Plan • Develop, engagement and approve 2021-2022 school district budget and corresponding equitable staffing process. • Finalize Long Range Facilities Plan that provides a clear course of action for addressing the District’s facility needs over the next 20 years. <p><u>3. Key Strategic Initiatives</u> As we continue along our path towards in-person learning and to create conditions to accelerate student learning and belonging, we must do so alongside key strategic initiatives which the School Board and/or Senior Leadership has prioritized and approved. These initiatives are to improve student outcomes and the educational experience for all students in every building, within every boundary, especially for our Black and Native American children:</p> <ul style="list-style-type: none"> • Middle School Redesign - Phase I and II: Finalize Plans and commence district wide “<i>empathy tours</i>” with middle school students. • Center for Black Student Excellence - Phase I: Define and commence community engagement effort with schools in the North/Northeast Community • 2020 School Bond - Finalize and begin phasing in our voter-approved investments in health, safety and learning supports across the district. <p>Guiding Questions As we consider the work towards 1. clarity and revisions to current school board policy related to PPS enrollment and program balancing, 2. Phase II of PPS Enrollment and Program Balancing, and 3. delivering on our commitment towards our top 3 strategic focus areas identified above,</p> <ol style="list-style-type: none"> 1. As we considered these efforts and our 2019-2022 Board identified goals, what will most squarely focus our collective efforts to improve student outcomes and the educational experiences of our students, especially our students of color? 2. In the midst of compounding economic, social and health crises impacting our Portland school community, how might we consider the scope of work being implemented differently? Do we consider narrowing or widening the scope of work for this next phase of enrollment and balancing work? What trade-offs or re-prioritization is the Board prepared to suggest? 3. What level of commitment, time, resource and school board and staff <i>energy</i> will be required to lead with excellence? |

30
min

Community, Student and Family Engagement

Desired Outcome: The PPS Board of Education will articulate the successes and opportunities they look to see executed as we plan student, family, school and community engagement on Enrollment and Program Balancing..

Resource:

In 2019, the PPS Board of Education adopted [PPS reImagined](#), which highlights a set of guiding core values. These include:

Partnerships and Collaboration

We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

Racial Equity and Social Justice

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

Relationships

We believe that relationships are vital to our success. Authentic human connection, established through kind, caring relationships, builds trust, fosters understanding, and strengthens our ability to work together toward shared aspirations.

Students at the Center

We believe that all students have the ability to succeed and that positive impacts on students are at the center of each decision and action. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority

We are leaders of a school district that aspires to listen to, learn from, and involve our key stakeholders in our decision-making and policy change. This is especially true of our Black, Native American and Communities of Color.

[continued]

Guiding Questions.

1. At the end of this enrollment and program balancing process, what does success look like in our stakeholder engagement process? How will our students define this success? Families? Communities of Color? Staff?
2. What does success look like if this process authentically centers the voices, experiences, and futures of our Black, Native American and students of color?