



**PUBLIC
SCHOOLS**



As we get started...

Please change your name in Zoom to include:

- Your pronouns
- Your role in the coalition







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.





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1. Stay Engaged
 2. Speak your truth responsibly
 3. Listen to understand, to believe
 4. Be willing to do things differently and experience discomfort
 5. Expect and accept non-closure
 6. Take space. Make Space
 7. Ensure each person in the room has a chance to speak
 8. Respect each others' voices and views





Transportation Liaison - Lisa Wheeler





Charter Decision Making Process

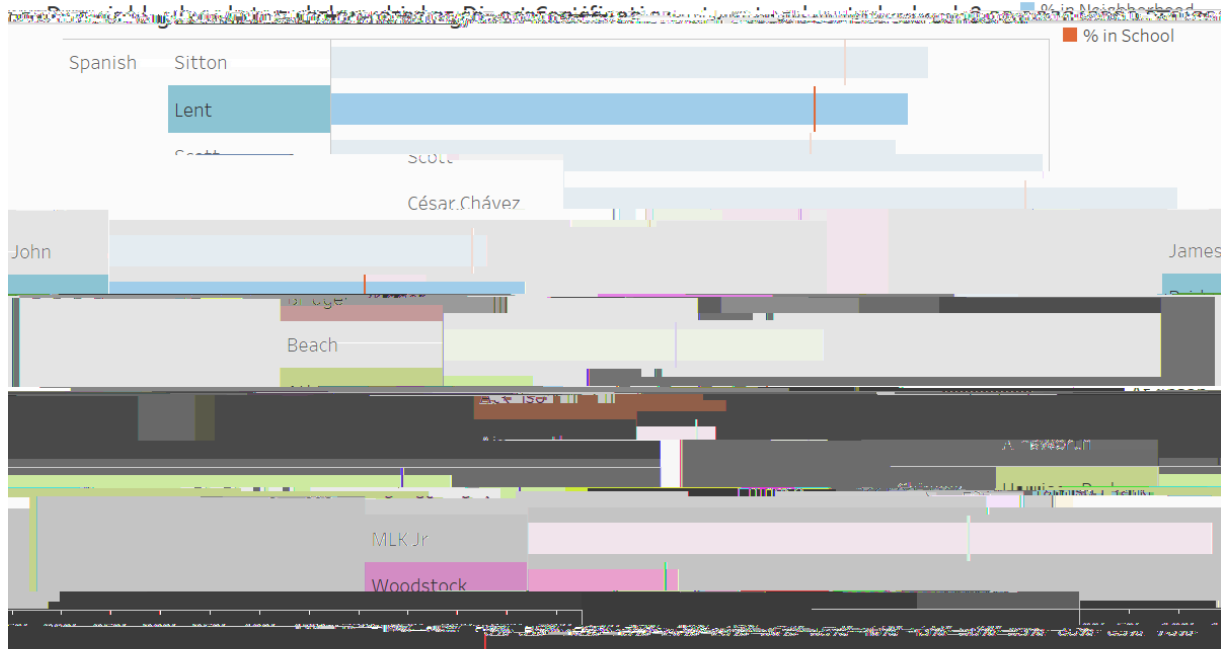


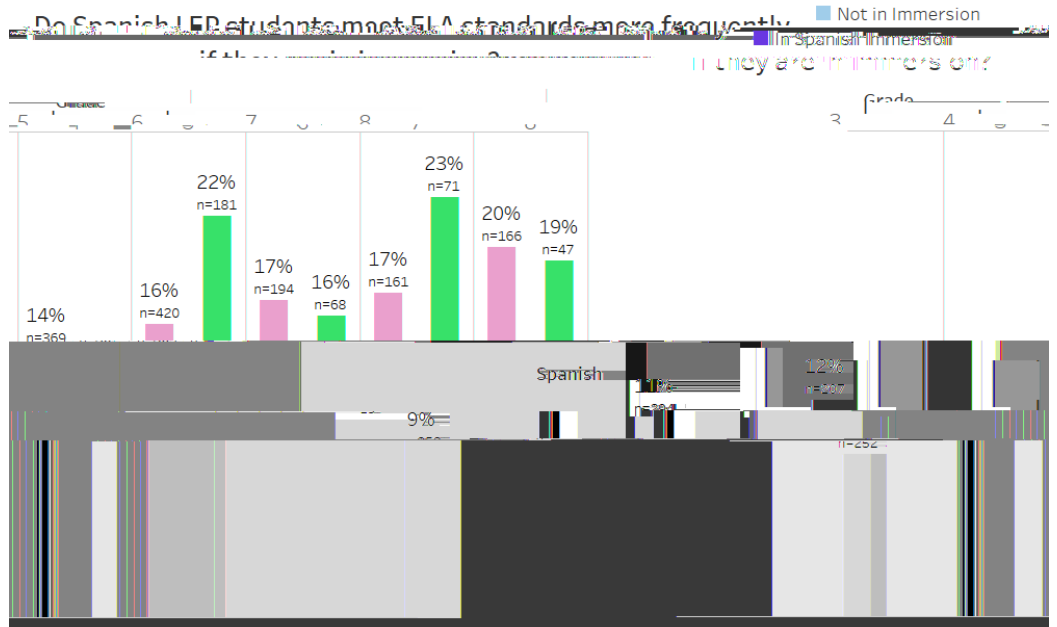


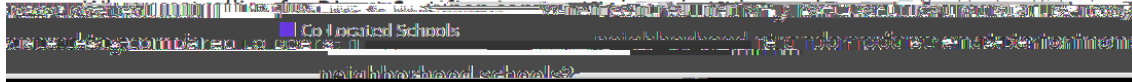
Analysis of Co-Located Chinese and Spanish DLI Programs



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- Within co-located schools, rates of Direct Certification are consistently higher for neighborhood strands, which can lead to disparities in needs vs. resources when funding is allocated at a school level.
 - When controlling for Direct Certification rates, we consistently see lower performance on SBAC testing for students in the neighborhood strand at co-located programs compared to neighborhood schools (except in our highest SES schools)
 - Spanish and Chinese LEP students in immersion programs, perform higher on English & Language Arts SBAC tests, than their peers.





















If no consensus...

- Best ideas?
- How do reach consensus?



If consensus...

- What do you need from the District in order to be able to talk about boundaries?

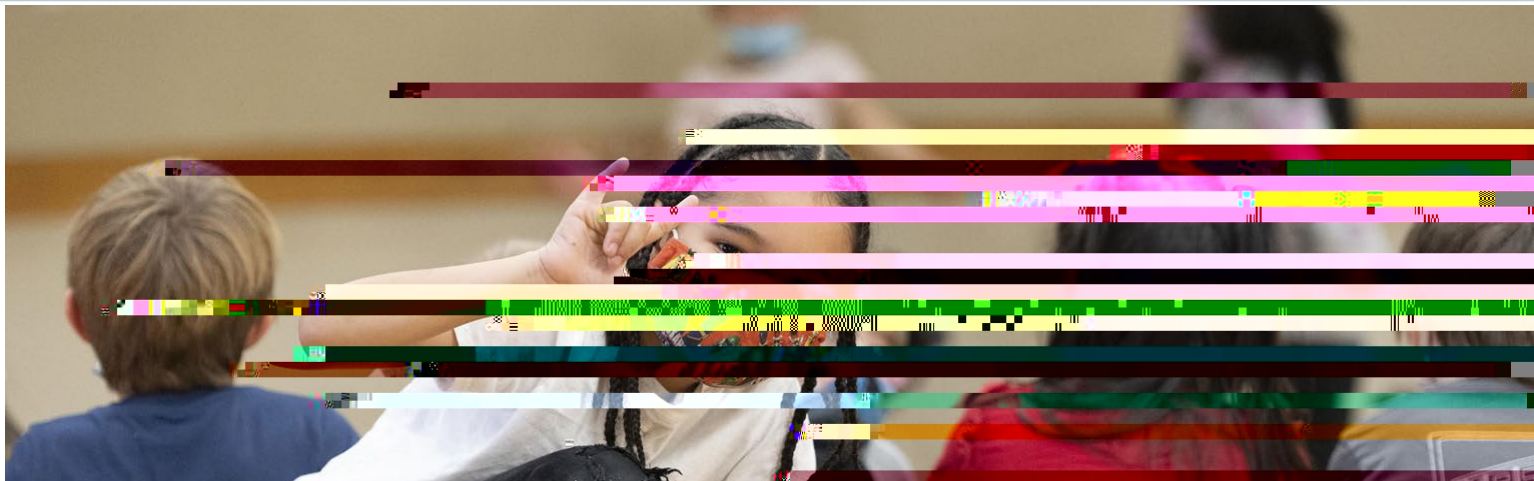




Preparing for Boundary Work

Additional Work-Session Poll

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THANK YOU

Please Fill out Meeting Evaluation