

## SE GUIDING COALITION ENROLLMENT AND PROGRAM BALANCING

### WHAT PEOPLE WANTED TO SHARE

#### THEME KEY

Theme Umbrella	Topics
Transportation and Safety	Location, distance to travel, biking, walking
Equity	Diversity
Single Strand DLI	
Multiple Location DLI	
Timing	Why now, Why our School, Phase 1 or Phase 2, In person engagement, Speed and timing
Covid 19	pandemic
Community	Neighborhood schools, community, continuity
Segregation	gentrification
Co-location	Choose if it is positive or negative
Utilization	Underenrollment, lack of funding
Engagement	Community engagement, outreach
Socio-emotional health	PTSD, Trauma etc.

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
some co-located DLI programs that have been successful, which has taken a lot of community effort, should be studied as models for existing and future schools. understanding that some co-locations have struggled with an imbalance of the two strands, work on improving the model rather than discarding it as the benefits of diversity and culture are invaluable.	Co-location	Positive Response		
Co-located schools don't work. Please stop the practice.	Co-location	Negative Response		
Successful co-located immersion schools with balanced enrollment should not be altered in the EPB process. You should focus on filling the new middle school and leave the immersion programs alone.	Co-location	Negative Response		
<p>I am a teacher at Woodstock Elem and a parent of two middle school students that are enrolled in the Mandarin DLI program. I know that change is necessary and I wish that voices like She Ren would be more solution orientated. I have also been frustrated with the lack of communication from Shu Ren to the people they say they represent BEFORE they put the statement or letter out. You need to know not all people they say the represent agree with them.</p> <p>I do worry that by taking many students of color out of the inner city and putting them on the edges will weaken the integration of people and cultures that happens in many current schools. We are a benefit to affluent white neighborhoods. However, the current model is flawed. As a teacher in a DLI school I can testify when there is not a balance between the two programs of DLI and English Scholars one group is overshadowed and feels undervalued. I have seen it as a parent and teacher. For most of the years my students attended Woodstock the English program had one class and the DLI had two. This left the English side resentful of the DLI program. To have a co-located programs there need to be a balance in numbers or they do not benefit all.</p> <p>If schools are going to be only immersion this can be exciting to have the whole school with a language focus just please don't move these to the the very edges of the city.</p> <p>I am excited of the break up of the K-8. I would not want my children to have a limited middle school experience in small numbers and limited options. Especially if they are to then go to a high school with overwhelming numbers. This does not set students up for success to navigate this system.</p> <p>Thank you for allowing comments.</p>	Co-location	Negative Response		
Instead of moving/wrecking Woodstock's dual language program (and excluding committed parents like us), why not create new collocation programs at the new schools, since there is such demand for them? Or have smaller classes in poorer neighborhoods to encourage more individual student learning and success? Seems like "capping" the number of magnet programs / dual language programs / special programs is a self-imposed limitation. Portland could be the first city where all the kids learn a second language from kindergarten -- how's that for progressive and 'balanced'?	Co-location			
I think the coalition should consider recommending increasing access to the CSS focus option curriculum to more schools. Instead of CSS being something people get via lottery, why isn't it something available to neighborhood schools?	Co-location			CSS Suggestion
I'm against dismantling co-located programs.	Co-location	Negative Response		

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Redistricting considerations must include a holistic examination of all East Side schools and stakeholders simultaneously. The value of neighborhood schools, (the importance of walking to school - easy commute) and the history of a language program to the school they are in, cannot be overlooked.	Community	Negative Response		
Save CSS in SE Portland!	Community	Negative Response		Statement
Please keep the Atkinson ES boundaries more consistent and send Atkinson ES students to their neighborhood middle school at Kellogg, which is closer to Atkinson than it is to Marysville, Arleta or Creston.	Community	Negative Response		Statement
Kids need to go to school in their own neighborhoods with kids they live near. This is critical to reducing the carbo footprint of kids being driven all over town for schools. Also it strengthens community bonds. Lastly I believe it would do a disservice to all students not to have a mixed neighborhood and immersion school. All the kids benefit from being friends with a diverse school community and that would be significantly diminished if the immersion programs are segregated into their own schools.	Community	Negative Response		
<p>1) We've purchased our home in SE based on the provided feeder paths for the JDLI program. We have purposefully commitment to not only the school locations but extracurricular activities within these neighborhoods to ease on safe and affordable travel. The switch from Madison to Grant will cause greater use of our resources for travel. It also may force us to reconsider the DLI program all together.</p> <p>2) It seems another SE high school would be beneficial down the road. Once Marshall has been utilized for construction housing that property should be considered as a full time high school.</p> <p>3) Thank you to the coalition for your work and commitment in this process. This is not easy and you will not please everyone but it is the path forward that needs to be addressed. Please consider the affect of the high schoolers who might be forced to transfer and allow for a grace period for them to complete their education uninterrupted. Thank you!</p>	Community	Negative Response		
Please keep neighborhood kids close to their homes. Thank you!	Community	Positive Response		Statement
For immigrants in young ages, it is important for them to start early learning different cultures and It will benefit their future life.	Community	Positive Response		Statement
Alameda and Laurelhurst are closer to Madison. Move them.	Community	Positive Response		
My children attend Creston K-8 which has historically been in the Franklin cluster. It is our ardent desire for Creston to feed to Kellogg then Franklin. We are a tight-knit community school that hasn't always had the necessary resources needed, particularly for our middle school students, but with a hard-working and dedicated team of teachers and staff supported by an active parent community we have a wonderful school. Our students deserve the opportunity to remain together in their neighborhood and have the resources and possibilities that Kellogg will offer.	Community	Positive Response		

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School is about community. By removing the children from their neighborhood/community this will weaken their education and want to excel. Please reconsider.	Community	Negative Response		
I want Bridger to become a neighborhood school if it has to change at all...	Community	Positive Response		Statement
I think kids deserve some heads up and stability for where they're going to be going and they should be given the option to stay in the schools they start in. I know this is very complex, but the piecemeal and rushed approach taken here is only going to lead to a steady stream of disruptive events for many kids.	Community	Negative Response		
The transportation safety for kids riding bikes across town also needs to be seriously considered here.				
I am concerned with creating a high school with only one middle school feeder. High school is an opportunity to try on new "selves" and grow and learn about new people, and in the proposed scenario, my children will go to school with the same people for 7 years. I also don't relish the idea of 4 years being spent in a neighborhood that isn't mine, 3.5 miles from where I chose to buy a house. When I moved here a year and a half ago, we very intentionally chose a spot where our children could walk or ride a bike to school. Had I wanted to spend their high school years driving back and forth to 82nd, I would have bought a more affordable house in a less expensive neighborhood. I now feel like I'm being robbed of these things I planned carefully for. And I don't see that these locational changes are really affecting any other areas, besides my little neighborhood. If you want to make things equitable, cut the Laurelhurst and Grant neighborhoods in half and make them attend Madison. Instead of scooping my neighborhood right out of the middle of where it is and artificially forcing it north.	Community	Negative Response		
Please consider keeping the HP community together. They are diverse and unique to PPS. We want to keep our schools together.	Community	Positive Response		Statement
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.	Community	Negative Response		
Consider community and neighborhood when they draw arbitrary lines that they don't have to live with!	Community			Statement
It seems and feels as though the administration did not think take a moment and think about how the students would feel and seeing as this is not the first time they have tried to change something about the JMP it's rather tiring and maybe if they have so much trouble with the JMP they could remodel the Marshal campus and allow the JMP students to have their own school there	Community	Negative Response		

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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.	Community	Positive Response		Statement
The Japanese immersion program is one of the oldest and most successful immersion programs in the PPS school district with tremendous parent and volunteer support. It also has many international relationships in the communities of Portland and Sapporo and other cities in Japan. All stakeholders should be considered when proposing such a change to a longstanding program. Many of the other immersion programs have used the Japanese Immersion program as a model. Let's not dismantle so quickly what has been built over many years by many dedicated people.	Community	Positive Response		Statement
I would like the Guiding Coalition to strongly reconsider moving the Japanese Immersion Program away from Grant High School without doing a deeper analysis of the impact on students and families in the program. This location not only would be very challenging for the majority of students to get to, but many students and families chose the program for the full, long-term continuum of the program, including having it being situated within Grant. If the program is moved this will greatly impact retention and engagement of the program. This feels like shuffling deck chairs as opposed to doing a deeper analysis of how to create a greater enrollment balance and achieve true racial equity, which I am fully behind, but question how this move supports that.	Community	Positive Response		Statement
<p>The immersion program at Woodstock Elementary has been an incredible experience for my son. The small scale of the current elementary program (two classes) has fostered a tightly knit group. On the playground he has also become close with several kids in the neighborhood program. The school seems to be a very happy place and I hear almost entirely positive things from other parents in both programs.</p> <p>I don't believe that enthusiasm for co-location at Woodstock was always as high as it is now. It seems that a number of years ago many parents perceived lack of equity between programs. With a LOT of hard work from teachers, admin, parents and community members this co-located program is working really well.</p>	Community	Negative Response		
It would be nice to put all DLI students together or at least have each program be in one neighborhood location to stay with the same group of kids and reduce travel times.	Community	Positive Response		
Atkinson is a huge part of the neighborhood/community for my family. This proposed boundary change would significantly impact many of the relationships we've created over the last few years since moving to this house.	Community	Negative Response		
Please think of the community you are disturbing before making this decision	Community	Positive Response		Statement

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I'm wondering why Kellogg is being proposed as the DLI middle school rather than Harrison Park. It would make sense to have the DLI middle school be at Harrison Park and allow Kellogg to be a neighborhood school because: 1. DLI families have already made the choice to go outside of their neighborhood school to attend a focus option program, so the location shouldn't matter since they are coming from all over the city. 2. DLI middle school students will likely have siblings at Lent and Bridger, so it will be easier for families if they can attend two schools close together. 3. Kellogg is in a very walkable/bike-able corridor, and middle school student who live in that South Tabor corridor should be able to walk and bike to middle school right there in their neighborhood, rather than getting on a bus, going right past the school, and going across 82nd to HP.	Community	Negative Response		
the whole bridger community is completely being torn apart	Community	Negative Response		
It appears that the consulting group has an agenda, and is completely unfamiliar with the local area, specifically cultures and portland geography. And it appears that PPS staff/parents on this committee are largely personally untouched by proposal.	Community	Negative Response		
Making drastic changes should be a last resort. many of us have worked hard to build a strong community and our neighborhood schools have been a vital part of that. If Option 4 passes, we will immediately pull our kids out of pps.	Community	Negative Response		
If Glencoe students get moved to Madison we will probably move them to private school.	Community	Negative Response		
If boundaries for high school need to be changed set them by neighborhoods not by middle school	Community	Positive Response		
Please leave Lent school as it is. Neighborhoods schools meant to be for neighbors	Community	Positive Response		
this makes no sense. Do not force our kids out of neighborhood schools.	Community	Negative Response		
I am a lifelong Portland resident and have lived in the same SE home for 25 years, sending my kids to PPS while being an active school advocate. I think something important is missing in these considerations, history and perspective. Things may not be working ideally now but there is a reason they came to be. Why did we have district-wide transition away from M.S. to mostly K-8 in the early 2000's? Because the MS's we're not working. Why did focus option schools come about? To serve students that were not being served by neighborhood schools - an option to keep kids from leaving PPS to charter school/home school/ online school. Why does keeping some historic boundaries consistent matter? Because neighborhoods have history and traditions are important.	Community	Negative Response		
I realize its tough but I like neighborhood schools	Community	Positive Response		
I don't see significant benefits from the proposal. For kids, it's more important to build relationships to the neighborhood. I won't get my kids enrolled in Bridger elementary school.	Community	Negative Response		

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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. Thank you for giving me the opportunity to provide feedback.	Community	Positive Response		
I would like CCS to stay at their current location, where they have been for 26 years. Please find another location for a middle school and do not uproot the children and families at CCS.	Community	Negative Response		
This will make our lives much more difficult, decrease the value of our kids education I, and probably not help to fix the schools they are intended to help.	Community	Negative Response		
There should be a way to skim K-8 students to the new middle school without disrupting families all over SE Portland. Please, please do not make these changes that separate DLI and neighborhood programs, and separate kids within elementary schools. Also, making specifically Atkinson students not only change from the current middle school track but also drive PAST the new middle school to go to a middle school even FURTHER away makes absolutely no sense and is very short sighted and harmful. PLEASE DO NOT MOVE FORWARD WITH THESE CHANGES.	Community	Negative Response		
Please don change CSS. It is an amazing school and more of PPS schools should operate the way CSS does	Community	Negative Response		
CSS is a very special school community that has filled a void for constructive education in PPS. The focus option learning plan is ideal for kids who have IEP's, like my children. It would be very damaging to pull this school community apart.	Community	Negative Response		
The teaching style of css is second to none. My kids really enjoy it and the community they have built. I'm afraid they would fall behind and lose interest in a regular style school of memorization and repeat being the main goal	Community	Negative Response		
Please keep Creative Science School as it is, it's a great program and an asset to our public school children. We love the community and wouldn't want to break it up.	Community	Negative Response		
CSS was asked to be started by the district over 35 years ago. Do not disband! Children that are atypical learners thrive here and many have left neighborhood schools where they were not successful and found success at CSS. Please do not collocate. Our community is k-8. Our students thrive off of the collaborative teamwork between all students. 8th graders help in younger PE, 6th graders read with younger grades...it's our community.	Community	Negative Response		
Please consider the fact that Creative Science is a huge asset to PPS with its constructivist approach. CSS should be an example for other schools not disappear.	Community	Positive Response		

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I have 3 grandchildren at this school, 2 Latino and one who is of immigrant parents. This school has been inclusive and supports a wide range of learning styles as well as a variety of family cultures. CSS has proven to be a successful school for over 30 years giving kids from many walks of life a feeling of success and belonging. Please consider the many years of our record and continue to support CSS staying a K-8 focus school.	Community	Positive Response		
Do not move existing programs, redraw boundaries so if you can see / hear the school from your home, it's your neighborhood school.	Community	Negative Response		
I sincerely hope the coalition will look at the quality of CSS philosophy and structure, and instead of dismantling it, use it as a developmentally rich and forward thinking public school from which to learn and model from. CSS is such a special community with a rich and evidenced based curriculum. I would love to see it grow, or other schools to appreciate and learn from it's successes. I think CSS is open minded, engaged in community discussion and action about the issues most critical to our community, including racial justice and inclusion, and will continue to be open to reflection and input change in ways that are necessary to make sure the superb educational community it provides is accessible. CSS is a value centered and action driven community and my hope is that this will be acknowledged and understood as changed are made. I am saddened and surprised to see CSS being a side-note to the picture of change, when, for myself, CSS has been integral to not only my child's education, but the health had well-being of our whole (small two person) family. Having campfire present at the school is also critical to meeting our needs so the displacement of the school and what that would mean for before and after care also shakes me. Thank you in advance for your consideration of these matters.	Community	Positive Response		
CSS is a strong community school, with excellent programs.	Community			
CSS in particular is a special community, and part of that is having K-8 in the same building together. Opportunities for real-life socializing, mentoring, having siblings and long-time family friends around, etc. abound and those should be cherished. In fact I think that would be really valuable for more kids' experience throughout PPS. I went to Robert Gray K-8 as a kid and look back on that fondly, it was a unifying part of my childhood and I still maintain friendships with fellow students AND teachers going all the way back to the beginning of that time. Splitting CSS up and distributing it around the city would, in my opinion, destroy many of the best things about it. This school should be used as more of a model, rather than a special case. Same with DLI, I think rather than concentrating these strands in a few special locations, these options should be available throughout the district, at all locations - foreign language education is one of the most glaring areas public education is falling short in this country, with obvious ramifications for our understanding of and place in the world around us. . . Finally, it seems like option 11 has not been given sufficient consideration. It is the least disruptive & meets all of the stated goals.	Community	Positive Response		
CSS is a strong community school, with excellent programs.	Community	Positive Response		



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We currently do not send our elementary-age children to Portland's public schools. We 100% will not send our children to middle school miles away across 82nd Avenue when Mt Tabor or Kellogg were closer, safer (traffic-wise) options for our neighborhood to be assigned to. What a mess. We are so glad our kids are not in your system and have no plans to ever send them when you continually disrupt neighborhoods and communities in this manner.	Community	Negative Response		
Why not find another location for a SE school instead of moving Creative Sciences. Why displace a very popular program?	Community			
Just please please don't draw the line down the middle of 65th Ave. I'm begging you. You are destroying a community if you do this.	Community	Negative Response		
I hope the guiding coalition will find a reasonable home for Creative Science School and not dissolve this amazing program. This is a school that really supports neurodiverse kids — and really, all kids — in a way that other programs don't/can't.	Community	Negative Response		
I feel that much of the ire that focuses upon CSS as an inequitable "focus option" is not directed at other focus option schools in the same way. If focus options are truly inequitable, then the district should do away with them on all levels. We know that is not going to happen. But to do away with ONE focus option school because of a supposed lack of space, but using the excuse of inequity? How is that even reasonable? CSS has a very unique curriculum, and yes, I would love to see ALL schools adopt this curriculum, but that is not going to happen either. It is clear that CSS has no place to go, and time is not going to change that. Make it a K-5 if you must, but please please please leave the program and the school intact.	Community	Negative Response		
As a parent of school aged children and friend of many parents who's children attend Creative Science, I am appalled by the notion that such a successful, thriving school model could potentially be dismantled. The parents I know whose children are currently enrolled at Creative Science are hugely distressed by this proposal, many of whom have completely altered their lives to allow their kids to attend such an incredible school.	Community	Positive Response		
I needed to move my oldest child out of our neighborhood elementary after kindergarten. She started attending Creative Science School in 1st, her younger sibling started at CSS a few years later. We have been so grateful for our school. For a child with severe anxiety CSS is such a welcoming and accepting place to come everyday. We value how the school community has made my daughter a successful student academically and an emotionally competent young person. If this committee kicks out the CSS students and staff I would hope that the school remains intact and given a space for the whole K-8 community. This decision could very well change the course of my daughter's life and other vulnerable students like her if they are not given the same environment to finish their formative years in safety. Please don't kick my daughter out of the safe haven she has thrived in.	Community	Negative Response		
I am very disappointed with the way this work was done. Especially the flipping of so many families between Madison & Franklin. Families are being pushed to schools farther away from their homes. Feeder patterns should not be changed without reviewing boundaries and without reviewing all boundaries and feeder patterns for the entire east side.	Community	Negative Response		

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At Thursday's Open House, I noticed that most (all?) school communities do not want these proposed changes to school configurations. CSS is no different. We would prefer to not have to move to another site. We are already in our 3rd building (Richmond, Bridger, Clark). As much as we would prefer not to move, we also understand that it may be best for the neighborhood and the district as a whole for Clark to return to a neighborhood elementary school, and to find a new home for CSS. We ask is that if we must move, that we move to site that can accommodate our nearly 500 K-8 students in one location, ideally near Clark. We do not want our displacement to displace another school in what will likely become cascading displacement - like dominos. There are a lot of misconceptions about CSS. One of them is that it is easy for CSS parents go get their children to school, and that we would be able to get our students to another location regardless of where it is. That is not true. Our families struggle and sacrifice to get their children to school. We use many modes of transportation, including Trimet, walking, biking, and carpooling. For that reason, being located in close proximity to bus/MAX lines is important to us.	Community	Positive Response		
would HS districting be based on address location? or on MS currently attending, even though that would change in the future?	Community	Negative Response		Q & A
The Japanese Immersion Program has been at Grant for over 30 years. I am strongly encouraging you not to sever that relationship.	Community	Negative Response		
Please please let kids stay at their current school when you change boundaries- it's detrimental to the kids making them change elementary schools mid-way, ruining communities as well.	Community	Positive Response		
We appreciate the thought, work and challenges involved in this type of planning. Thank you for listening to the CSS Community and keeping the program in place.	Community	Positive Response		
I truly wish the coalition would reconsider the matter of splitting k-8 schools up. middle school is a very difficult time in a Childs life and removing them from the support system they have built for 6 years is not right! I also do not believe that moving programs from one school to another is going to solve any type of school within a school feelings. it just moves them. those programs will still have to be lotteried into and will still continue to cause all the same feelings just in a different location! and I personally don't think it is worth disrupting the lives of that many people to accomplish nothing! I'm not the only person to buy a home near the school i want my kids to attend. ask any realtor its a top concern for anyone with kids. so you are not only messing with my kids educational security but you are affecting my homes value! Might want to take that into consideration before you ask me to vote for another property tax increase to pay for all this.	Community	Negative Response		
our family would prefer Creative Science School program remain intact	Community	Positive Response		
Find a spot for CSS is you are going to move it.	Community	Negative Response		

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A clear distinction needs to be made between Access (a program that has been moved around the district for years looking for a home) and Creative Science School. While Access is a “ program”, Creative Science is a “ School”. I have been told over the years and in working with the focus option review that a School means more stability than a program. Also, while Access has been split into lower and upper grades in the last few years, it is not a program that siblings attend. Creative Science School has many large families with siblings in both the lower and upper grades. It would be extremely difficult to be split in 2 locations, as well as loosing the connection of mid-level students to their community.	Community	Negative Response		
Can you please grandfather people into the schools that they would have gone to prior to boundary changes (or at least given them the option), so that close friends can stay together? Also for people who purchased a house because of school boundaries, this change may be unwelcome - another reason to give people a grandfather clause option.	Community	Negative Response		
Place, neighborhood and location matter. A lot! We were drawn to Creative Science School because the constructivist approach seems like it would be a good fit for my daughter (and it is). But ultimately we chose it because it's in our neighborhood, and we still wanted to be able to connect and build relationships with the families that live around us. With everything working parents have to juggle, it would be burdensome to have to travel across town in the opposite direction from work for school.	Community	Negative Response		
I'm extremely concerned that you will not find a space for all of Creative Science. We need to be a K-8 because we work differently than other schools and our K-8 model is important for the continuation of constructivism seamlessly through the experience. If we were in two different buildings this would not work. We also cannot co-locate. We tried that in the past and it was very difficult. Please find us our own building if you are going to take Clark. Please keep us together as a K-8. Don't destroy one of the best schools in PPS. We have hundreds of applications each year. You should be encouraging our growth. We are PPS students, staff and families. We need to be considered too and need a building. Thank you.	Community	Negative Response		
Let children attend their neighborhood school!	Community	Positive Response		
Having kids from Mt.Tabor go past Franklin high school and commute another 20+ minutes to Madison is not only traffic and stress but reduces community/friendships/ability to participate in school activities	Community	Negative Response		
Creston K-8 is a strong community that very much desires to feed into Kellogg Middle School and very much wants to keep the student body together.	Community			
Basing this on feeder schools versus proximity makes little sense. Students and parents would appreciate, in most cases, being able to send their child to the nearest school. This is what community building is about.	Community			

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For many families who put their kids in to the lottery for the JDLI program, we are doing it with the intention of a full 13yr plan, we know Richmond moves to Mt Tabor and then to Grant. My family lives in the Roosevelt district so we have committed to the long commutes for Richmond, knowing each school move would bring us closer to home. Myself and my husband are alums from grant and a Japanese family, we wanted our kids to have the culture of JDLI as well as an opportunity to graduate from grant. There is a long history of having the Japanese program at grant, long before the formal JDLI program was developed. It takes years to create that culture and sense of security in celebrating something so personal and so ingrained into the entire school as a language brings.	Community	Negative Response		JDLI
We chose the Japanese immersion knowing that when we sign up there's 13 years we commit to. This includes knowing Mt Tabor and Grant HS is part of that journey. Moving to Madison changes all that without any considerations.	Community	Negative Response		
Removing 300 kids from Woodstock will affect the opportunities those neighborhood kids have - no art, music or full time counselor like they have now because of the # immersion kids. It's a shame.	Community	Negative Response		
Is the timing of this change necessary? Parents have enough to worry about with covid, virtual learning and juggling jobs. Let's not add this extra stress right now!	Covid 19	Negative Response		
My children love Japanese. They have lost so much due to the pandemic. They are in middle school & junior in HS. All of that hard work & passion would go out the window.	Covid 19	Positive Response		
This process should not be rushed. Worst time to do this when parents are under water balancing work and remote learning. You need to keep kids at their neighborhood schools!	Covid 19	Negative Response		
I understand that Kellogg will open next year and needs to be filled. I understand that Harrison Park will not open until the following year and will keep its students for a year while the middle school is prepared. I also understand that Bridger is overcrowded relying on a second site and portables (and that is why the urgency for change), but I wonder if there is any possibility that the DLI and K-5 programs could be left for another year and only move the middle school students who would go to Kellogg? There have been so many changes for Bridger over the past few years, and so many changes for all children this year due to COVID. There are also so many different opinions, it seems that it could be helpful to wait a year for such a large impact, and to focus only on the middle school plan for now.	Covid 19	Positive Response		
There needs to be a plan and though given for students currently enrolled at the school they are at to finish their educations as they were told they would be. In light of Covid and the extremely difficult year of learning on line, this will absolutely crush my daughter.	Covid 19	Negative Response		
Do the right thing - Don't do this during a pandemic and when you do it do it right.	Covid 19	Negative Response		
A pandemic is the wrong time to do this. Why can't the Kellogg opening be delayed?	Covid 19	Negative Response		
significant change for the sake of change during a pandemic is unwise	Covid 19	Negative Response		
Please pause this proposal, ESPECIALLY given the circumstances of the pandemic.	Covid 19	Negative Response		

<b>Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes</b>	<b>Theme</b>	<b>Positive or Negative Response</b>	<b>Alternative Theme (if not listed in column B) Please describe</b>	<b>Notes</b>
Again we are in the middle of a global pandemic - families are stressed like never before and you are asking us to give this our full attention? It's all very confusing and people are tired from the stress of job losses, lockdowns, losing homes , losing family members, complete isolation. Someone needs to come out with a crystal clear message right now on why this is important to do this right now when we are in the worst part of this pandemic.	Covid 19	Negative Response		
I have sat in on several meetings and not been able to enter others because of capacity limits. While the school district is attempting to including community members, there have been tremendous technical difficulties in pulling it off well. By assuming everyone can gather remotely, that there is the technological expertise and that the networks are open, is a mistake. I do not believe pushing through such a major change in our school district should happen during this pandemic when the community cannot gather to discuss. There are tremendous gaps in this process.	Covid 19	Negative Response		
Please stop trying to make these changes during a pandemic when our kids are already anxious.	Covid 19	Negative Response		
All the enrollment balancing feels like a lot for everyone to deal with during such crazy times. The kids have been dealing with so much change and uncertainty already. I know my eldest child doesn't do well with change and I know she's not alone. The timing of all this change is at a bad time.	Covid 19	Negative Response		
It is shameful that this timeline is so incredibly rushed and done in the midst of a global health pandemic. The real stressors and impacts that families are facing, not to mention the devastating mental health effects that our students are experiencing, feels criminal and is a complete disregard to the needs of PPS families to remain intact in our communities we know and depend on. It is understood that this process needs to happen, but to do it at this time and in this way is absolutely uncalled for and needs to be re-examined immediately.	Covid 19	Negative Response		
This process feels rushed and highly inequitable. Doing this during a pandemic when we're all learning remotely is terrible. It makes me want to unenroll my kids from PPS. I feel like PPS doesn't care about our kids.	Covid 19	Negative Response		
This should not even be considered during a shutdown. Parents voices are not being heard properly. This is causing way to much anxiety for parents and kids in an already extremely difficult time.	Covid 19	Negative Response		
I think the social effects of kids not being in school for a year haven't been discussed or considered. They have been through a lot this year and this will be very difficult to explain to a 7 year old.	Covid 19	Negative Response		
I understand that there are many changes that need to be done to balance enrollment at PPS but for such dramatic changes to be made during a time of crisis is a poor decision making skills on the part of PPS. To drastically change lives of hundreds of families on a whim is a blatant disregard for those families and students and makes be wonder what the decision making skills of PPS. Such changes should be deferred to a future time when we are not in the middle of a pandemic and everyone can focus on proper, carefully discussed plans for our future.	Covid 19	Negative Response		
Please focus on filling Kellogg for now only, rather than moving students who are already stable in their current programs and locations, especially during the pandemic when all these students are already experiencing undue stress and poor learning conditions.	Covid 19	Negative Response		

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It's hard having your kid's education impacted in the middle of their experience. But the decisions need to be made to what is best for all students, but especially those underserved because of race, ethnicity and/or income level.	Covid 19	Negative Response		
<p>---I am concerned with a process that pits programs and communities and schools against each other as if this is a "zero-sum game."</p> <p>---I am concerned that, as I recently read, the pandemic "delivers triple blow to women." Don't you realize that women are bearing the brunt of comprehensive distance learning, economic hardship, and future uncertainty? AND, women - mothers - are the ones most likely to be trying to understand this confusing process and advocate for their children. It's too much on top of the pandemic - and, right before Thanksgiving and winter break.</p>	Covid 19	Negative Response		
This is a pandemic. Families are already struggling. Why rush and push through a process at this time. Attend to filling Kellogg, this is the immediate concern. Please take more time with the other decisions. Allow for more community involvement. I was on a Zoom open house. We kept getting booted off because there were so many people who wanted to join but not enough break-out rooms. Clearly people want to provide feedback. Please support community engagement, help us own the process. Now more than in the midst of a pandemic we want some agency on decision-making that directly involves our children, our families. Thank you.	Covid 19	Negative Response		
Please reconsider this massive change during a pandemic. Please engage more carefully and closely with the BIPOC families who will be adversely affected by this. Please change those in charge of these proposals to actually be more people of color. Please have some respect for the amazing amount of work and dedication that the students, teachers, and families of the Woodstock/Hosford/Cleveland MIP program have done over the last three decades to make this program such a success.	Covid 19	Negative Response		
This is shocking and very upsetting news for families of JDLI. We have only found out that we will be affected less than a week ago. We have not had time to prepare as a community. So many things about this are unfair. After the most tumultuous year our community and kids have had, can this wait? Why does so much turbulence and disturbance need to happen in the middle of a global pandemic when kids have-not been able to go to school for 9 months.	Covid 19	Negative Response		
I think you need to make the necessary changes to open Kellogg in the fall, but hold off on any other recommendations until you've had time to look at the district as a whole and be sure that you are making the best decisions to accomplish your goals. This is a very stressful time for parents, teachers and students, so if you can wait until after the pandemic is under control, I think we can all look at it more rationally and less emotionally. This is a very tough issue, and I appreciate all your time and work.	Covid 19	Negative Response		

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<p>Given the burden on parents right now of teaching kids from home during a pandemic, please (please!) propose delaying your decision-making at least until after the holidays, so parents can really have time to look into the proposal and understand it.</p> <p>Please also consider condensing information into a read-able way. There is so much information on this web site and it's still not clear what you're proposing. We have limited time and there's no way we can sift through all of this information.</p>	Covid 19	Negative Response		
<p>The uncertainty from living through the pandemic is exhausting. Online school has been stressful, and the prospect of switching schools into a worse situation is adding unnecessary stress. It feels like PPS has just wasted a ton of money at the Kellog MS renovation without a clear-eyed plan for how this school fits into the PPS eastside ecosystem and is now trying to retrofit the district to fit the school.</p> <p>We have been told that PPS has certain goals that they are attempting to solve with these changes. We have not been given any data that suggest that the current issues will improve as a result of these changes. These goals also seem to be contradictory [housing focus programs within a neighborhood school causes jealousy, and housing focus programs on their own causes inequity] or relatively unimportant [removing portables is a high priority, even though it was the least important issue to the parents in the phone survey].</p> <p>I would much rather see the Guiding Coalition taking lessons from what does work well and helping us implement those bright spots across the district. For example, even though online pandemic schooling has been difficult and stressful, there have been some things that are better online. Instead of additional disruptions, could we use our new online infrastructure to make more options available to more students? We have opportunities born of this tragedy, if we are willing to look for them.</p>	Covid 19	Negative Response		
<p>Data needs to be provided as to why Madison enrollment is low and underperforming. Data also needs to be provided as to balancing outcomes if students from areas closer to Madison are included in re-balancing, as opposed to busing students from farther out.</p> <p>Also, don't tell parents to search through a bunch of links to find whatever "data" the Coalition considered or relied upon. Please put all information in a single report that we can access. Even if its lengthy, having ALL the information in one document is necessary.</p> <p>Finally, if the Coalition wants to be successful in its mission, transparency is key. Right now the lack of transparency is what makes so many parents feel uncomfortable, left out, and frustrated. That has to be remedied immediately.</p>	Data	Negative Response		
<p>After looking at the coalition's documents and listening to their comments, it appears that you did not have a real-time data analyst at their meetings. A simple spreadsheet could have answered many questions before committing to full optimization runs; my experience (different sector/use) is that convergence is relatively easy when there are fewer constraints placed on a run.</p>	Data			

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I think that Phase 1 has run afoul of the Board's Resolution of the process to #1 create feeders for Kellogg MS. Due to this, key stake holders have been left out of Phase 1 discussions and there does not seem to be equal representation on the Coalition from the schools that ARE currently allowed at the table. #2 I strongly believe that HS feeders should be approached district wide. If the goal is to just move bodies around, ALL HS enrollments need to be analyzed.	Engagement	Negative Response		
I feel like you have not consulted with the community and that having only one proposal is unfair.	Engagement	Negative Response		
We, like most Glencoe and Mt. Tabor families, especially those with Franklin older siblings currently enrolled, 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.	Engagement	Negative Response		
Why were representatives from all affected schools not included in the coalition? Glencoe, Richmond, Madison, etc.	Engagement	Negative Response		
Making changes late in the process without direct community input earlier in the process erodes trust and support for the school system. Until the past few weeks parents with kids at Glencoe and Mt Tabor Middle school were unaware of this proposal. This appears inherently unfair to tear apart this community in what seems a reckless manner.	Engagement	Negative Response		
I don't trust that the coalition is doing best practices for all of the students. It's very disturbing that they are changing the plan and not including affected schools to be a part of the discussion.	Engagement	Negative Response		
DLI is one of the things this school district has done well. Poor planning and lack of input from the effected families is really not reflective of a plan that is to serve it's community.	Engagement	Negative Response		
Given the impact to Glencoe's boundaries and high school feeder pattern, I wish Glencoe had been included in Phase 1.	Engagement	Negative Response		
Please explain how and why Glencoe was left out of the process. Please explain how you will remedy that and not implement proposals until Glencoe has a full and adequate voice at the table. Please explain how and why NE schools are not being considered. Please explain how you will remedy that oversight?	Engagement	Negative Response		
Glencoe parents are not represented on this Coalition yet could be told to send their kids out of the neighborhood for high school.	Engagement	Negative Response		



Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
<p>We need to increase diversity in our schools, I'm not proposing I know how to do that, but I'd advocate for more time to make sure racially diverse neighborhoods' voices are heard and needs are being met under the new plan. Is the representation in these SE coalition meetings reflective of the diverse make-up of SE?</p> <p>Can PPS provide an outline of how the data was used to make the decisions reflected in Scenario 10?</p>	Engagement	Negative Response		
Please consider the opinions of our community as paramount to a successful outcome for balancing enrollment and PPS as a whole.	Engagement	Positive Response		
As I did not have a child in PPS when decisions were made about creating more middle schools and phasing out K-8s I feel like I'm being forced into something. As with moving Kindergarten from Bridger to the Annex, this seems a situation where a decision has been made and PPS is simply asking the community opinion to appear on face that it is listening.	Engagement	Positive Response		
<p>Why were there no representatives from the Glencoe community participating in the coalition? Clearly it was known Glencoe would be affected.</p> <p>Also, considering the domino effect that is occurring why not address all the of the eastside redistricting at the same time? Madison High School is in NE and this is the SE Coalition - shouldn't NE be involved?</p> <p>I am attending the meeting tomorrow with an open mind, however, my initial reaction is that this process is flawed.</p>	Engagement	Positive Response		
I am very concerned that this is a rushed process because of overwhelming external circumstances. These considerations are far reaching and important but changes should be limited to new schools opening in SE with larger feeder pattern alteration reserved for full, data driven consideration and extensive community engagement. I for one had no idea feeder pattern changes involving all grades were on the table and think this is way too big to move through in a crazy disrupted year for educators and families. Our elementary school would be affected by most scenarios but I don't see any representation on the coalition. This is a serious problem for our specific DLI program but I'm sure others exist.	Engagement	Negative Response		
You need to listen to our concerns.	Engagement	Positive Response		Statement
Please listen to the Japanese Immersion program families. This has been a big change proposed without a lot of input from the community it involves. The program draws from all over the city and the teachers and families involved have had very little input into this shift. It could be a major change in the program and our family will likely have to make tough choices if the program moves to Madison. My son is an 11th grader at Grant and has been in the program since pre-k. My daughter has been in the program since pre-k and is in the 8th grade entering Grant next year.	Engagement	Positive Response		Statement

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Many of the families participating in the DLI immersion programs are parents of minority and may or may not have language barriers to some public information. What is the district doing to make sure that information is being reached out to those families and that their voices are being heard? Also, other than the families that are already involved in the school system, what about the incoming new parents who are limited to resources from the school district? Many of the families had already made plans (moving, purchasing residence) to be near a certain school in the neighborhood. Highly suggest hearing from the families and get a well-round perspective from all families, because it looks like it's really only impacting the minority families (whom historically were already not great at having their voices being heard), since assuming from the demographics the inner schools are majority English speaking families. Need an open, fair and justified process. Please take that into consideration! Thank you!	Engagement	Positive Response		
Each year it seems the JMP is discussed as moving or subject to change. decisions affecting family longterm goals, finances, and education should not be overlooked without proper engagement. When the City or government agency proposes a rule change or a new project, there is a typical public notice period with time for comments to be heard. There is feedback on how those comments are addressed. There are open forum discussions. I ask that decisions like this one be vetted through the normal public process and not rushed to decision.	Engagement	Negative Response		
If a school was initially not affected by the changes but that changes and it may be, representatives from that school should be invited to attend the planning meetings and provide input.	Engagement	Positive Response		
It is completely unreasonable that there are no parent representatives from Glencoe Elementary. It is unfair to effectively redraw High School boundaries without more community input, especially from the families that it will directly impact. While there are two representatives for Mt Tabor, neither of them represent the families that came from Glencoe. Also, why are there so few student voices in this group? Why do I not see Cleveland or Grant being discussed as high schools to divert students? Why are you excluding the high SES schools and only focusing on diverse and lower income Franklin and Madison?	Engagement	Negative Response		
I think that changing the boundaries for Glencoe elementary and having students now attend Madison is an idea that hasn't gotten alot of community awareness.	Engagement	Positive Response		
I'm mostly frustrated by the lack of inclusion of Glencoe parents and staff in this decision, I literally found out about this boundary change from a parent group on Facebook, which isn't how someone should receive news about decisions that will affect their children's education.  Please reconsider this decision, it would make the future high school lives of my children and others in my community much more accessible.	Engagement	Negative Response		

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Watching the meetings is pretty useless as far as public engagement if the break out rooms are not available. The proposal to change feeders for this neighborhood appears to have been at the directive of one coalition member (who would not be personally impacted) The coalition was then directed to look at that scenario (Mt Tabor to Madison) and all of a sudden the only scenarios left on the table included that path. WITHOUT any representation from that community in the coalition.	Engagement	Negative Response		
This process has not been transparent or respectful of current students or parents of PPS	Engagement	Negative Response		
Was very surprised to find out very recently that this was even on the table.	Engagement	Positive Response		
Please listen to the families and students of the JMP and try to see from our perspective.	Engagement	Positive Response		
Listen to the people that live in the neighborhoods.	Engagement	Positive Response		
I think you are on the right track, but need to increase communication, decision making progress and articulate the vision.	Engagement	Positive Response		
I appreciate the social justice concerns of the coalition, but it doesn't sound like you've had input from the families who will be impacted by your decisions, or understand how it will be a benefit to their situations. I think the process needs to slow down and a more data driven, long term proposal needs to be developed.	Engagement	Positive Response		
I appreciate the work you have invested in this. Please know that people are underrepresented and these changes will not be an “inconvenience” but possibly devastating.	Engagement			
I would really like to see more actual outreach and consideration from PPS, not rushed and dismissive communication.	Engagement	Negative Response		
Why aren't you listening to BIPOC families and Student voices? You are speaking for BIPOC voices based on straight data, but not really listening to what we actually want	Engagement	Negative Response		
This entire process has been incredibly stressful for my family. I don't think this coalition has any idea the impact and anger that families are feeling from not being heard.	Engagement	Negative Response		
Please put more thought into how many children are being uprooted in this scenario. I know there's no way to make everyone happy, especially when redrawing boundaries, but there are definitely different approaches to rebalancing programs and addressing overcrowding. There should be many more opportunities for community involvement before decisions are made.	Engagement	Negative Response		
I was a disappointed to find out how little the Guiding Coalition consulted the communities they were supposed to be representing, and that this is not being treated fully as an Eastside issue, not just Southeast. This shortsightedness really makes it seem like the Guiding Coalition doesn't have the community's best interest at heart, nor the students.	Engagement	Negative Response		
I think Glencoe Parents should have been more involved.	Engagement	Negative Response		
It seems like there are many, many, many different angles of upset I am hearing voiced in the community with the plans that have been proposed. I think you should take these to heart, listen to the community, and go back to the drawing board. If you proceed with deaf ears, and continue to force our children into disadvantageous situations, you should expect a massive uprising in protest.	Engagement	Negative Response		

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I find it strange and not equitable that Winterhaven is completely absent from any of these discussions/proposals. Why has it's not very diverse student body included? I understand it is almost 80% white and only 10% free lunch	Engagement	Negative Response		
Please take note of who isn't speaking up / providing feedback. I was on the open house call last night and jumped around in the breakout rooms because each one I attended was consumed by feedback from Woodstock, glencoe and Atkinson - the 3 highest SES schools impacted by this plan. They are the squeaky wheel - please don't lose sight of the needs of those who for whatever reason aren't advocating for themselves. Thanks for all your work on this.	Engagement	Negative Response		
Buckman was left off the list of schools in the survey. That says a lot. : (	Engagement	Negative Response		
I strongly believe that students and parents from all schools should be represented on this coalition. Also, I believe that this coalition should stick with the actual goals proposed for phase 1, that being filling Kellogg middle school. Boundary changes, such as those pertaining to Madison high school, should not be a part of this phase 1 work.	Engagement	Negative Response		
Parents deserve to see a true impact statement for each of these proposed changes with real timed data to support these moves and the real and unintended consequences of these moves.	Engagement	Negative Response		
The moderators of Rooms 1 and 5 in the feedback session were completely unable to answer even the most basic of questions. Very valid, emotional feedback was shared from community members; the response of "thank you for your feedback" is inadequate to the point of condescension.	Engagement	Negative Response		
Literally hundreds of comments and questions were left - what assurances to you have for families and community members that we will see or hear answers?				
It's confusing that so many changes are being made beyond the initial plan to create more middle schools in SE that then include NE without actually including NE in this. PPS continually tries to do this piecemeal when it is a district wide issue. 6 years ago an attempt to do this as an actual district was halted. It's unclear why this wasn't picked back up as a district. The sweeping changes being considered aren't happening in a SE vacuum. How does the Madison community feel about new feeders coming to them? Are they being included in the conversation? I'm also concerned about just how few people were engaged in earlier parts of this. 6 years ago over 4,000 people were engaged at the beginning before the DBRAC group even started considering scenarios. And repeatedly during that process the PPS community voiced loudly that no balancing should happen in isolation as this is attempting. Now it appears only a few hundred people were engaged until now. It's disturbing to see, for instance, that only 1 phone interview was completed with a person identifying as Pacific Islander - one of the fastest growing populations.	Engagement	Negative Response		
The one survey that I was able to review had ZERO responses from Woodstock parents. How is that even possible that no one from that school was contacted and the proposal to remove the mandarin program is devastating.	Engagement	Negative Response		

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PPS needs to present data that clearly explains how these proposals address the goals of the SE coalition. At the open house, you clearly outlined your goals but there was no explanation about how the data that was collected supported the proposal. It is ridiculous to me that you would present a proposal for parents to digest and discuss without explaining clearly how the proposal addresses the goals outlined b the coalition. I'm fine with adjusting my expectations for my childrens' school feeder pattern if it means a more equitable distributio of resources and programming at PPS. I am not going to sit back and watch loud, wealthy parents from Richmand, Woodstock and Atkinson bully PPS into bending to their will while less wealthy, minority families' voices are unheard.	Engagement	Negative Response		
Please actually reach out to families who are affected and actually listen and consider their perspectives. As of now, it seems that the coalition is merely checking off its “outreach to community” box by hosting these meetings, and making up justifications (I.e., Chinese families live in the area and therefore will be convenient for them) to fit its proposals.	Engagement	Negative Response		
It's clear that you have not spoken to the communities that this change will impact. Your motivations are suspect.	Engagement	Negative Response		
Please listen to the actual desires of BIPOC/non-English speaking families instead of making assumptions about what is best for those communities.	Engagement	Negative Response		
Diversifying our schools is really important, and having the amazing immersion programs is great but not without the input of the native speakers in those communities. By not making the information available to them for comment in a timely fashion the engineers of these changes have left out the voices of the very communities we are supporting by having dual language programs.	Engagement	Negative Response		
There has not been enough time for parents and other stakeholders to voice their opinions and concerns. We only recently heard about it and it seems even the coalition had very little input into the proposals selected. Parents and students are your stakeholders and need to be included in this conversation where the voice has weight.	Engagement	Negative Response		
I want to encourage the Coalition to use the community input to move towards more equitable opportunities for the majority of students.	Engagement	Negative Response		
this process has not felt transparent and there has not been enough representation from all impacted schools. I had no idea a change in high school from Franklin to Madison was on the table until just a few days ago when I heard about it from another parent - this is a huge impact for our family and would move our children out of our neighborhood for their high school years	Engagement	Negative Response	Transparency	
It isn't clear how/why only one proposal is being pushed forward when there were so many on the table a week ago when most people seem to have learned about the boundary proposals. I also think that the communication has been really poor. You have PTAs, teachers, etc. use them. The way things have been framed feel like someone is hiding the ball. Transparency and full disclosure please.	Engagement	Negative Response		
Make more of an effort to engage with communities of color to get a wholistic idea of the expected negative impact this will have on diversity in schools.	Engagement	Negative Response		
Pls reconsider our Chinese families’ feedback to make the new proposals.	Engagement	Negative Response		

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Why is this survey coming so late after deciding?	Engagement	Negative Response		
I wrote an email with my classmates with out our parents help and PPS didn't even read it. They responded to me thinking my teachers had written it (the response email was address to my teachers?) That makes me really mad because we worked on it for days and having no one read it makes me want to scream. Here is the link to our letter: <a href="https://docs.google.com/document/d/1ZYZ9bGpAEuNlfl4V9sZA6mEiTzn4KaoLwt75pgk6RSE/edit?usp=sharing">https://docs.google.com/document/d/1ZYZ9bGpAEuNlfl4V9sZA6mEiTzn4KaoLwt75pgk6RSE/edit?usp=sharing</a>	Engagement	Negative Response		Student response - please read
Please LISTEN to your community and to the parents and students within the immersions program. They are opposed to this proposal. You are only listening to parents who have complained the loudest about perceived inequities with the immersion programs. The lottery process has been fair and equitable. Please continue with this and do not rip our students out of their current schools.	Engagement	Negative Response		
The community had little or no input into the proposals, and it is crazy to try to ram this through during a pandemic. Our children are suffering enough.	Engagement	Negative Response		
I'd like to know where we are in terms of the decisioning process and what opportunities there are for the discussion going forward? Are these decisions foregone?	Engagement	Negative Response		
Bridger is a school with a lot of heart and it is being ripped open. It seems there might be some better options out there involving moving CSS. Dont allow the most privileged and vocal parents outweigh a better option.	Engagement	Negative Response		
<p>It is very clear that this direction is incredibly unpopular. I know that most any decision will likely make some people upset, but this seems to make almost everyone unhappy and I have yet to hear any clear reasoning why it will really help the stated problems. To rush through this process, in the middle of a pandemic that has so many kids &amp; their parents so unsure of everything is hard to imagine and in my eyes totally unacceptable. It seems very clear that PPS should delay starting any of these changes and work MUCH more closely with the affected communities to come up with a better solution that has solutions for the many ramifications implementation would create.</p> <p>Scenario 11, while not without challenges, appears to better meet the stated goals and to provide options that better take into account racial and social equity. It feels like going with #10 really oversteps the goals of this process and does so in ways that are incredibly difficult on a large number of families.</p> <p>I have always been excited for my child to attend PPS schools, and up until now have had a good experience and felt good about his future. Now I feel completely left out, totally confused, and ignored in a process that will heavily alter our future and tear down a number of things my family has been planning based around his schooling. I believe that we all deserve better, and I very much feel that you should be holding yourselves to a much higher standard in terms of patience for complexity, communication, and thoughtfulness.</p>	Engagement	Negative Response		

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I am not claiming to know what is best for kids. I would just suggest that whatever that is, give it to the kids who do NOT have parents advocating for them.	Engagement			
It seemed from the open house that the guiding coalition was getting the run-around from PPS as far as actually having a voice on the proposals. I'm sure you've tried to escalate this before, but it may be time to take this more public if PPS is not really listening to the community as they make these decisions that will impact all families in both NE and SE for years to come...	Engagement	Negative Response		
I'm appalled that the plan to redraw boundaries did not become available in translation until this week for the non-English speaking parents, leaving them very little time to process and respond to the move.	Engagement	Negative Response		
If the intent of this proposal is to to "fix" enrollment in neighborhood schools, I think it failed pretty miserably. Lent Elementary will be over enrolled and Atkinson will be under enrolled. Other schools will have the same issues. If the intent was to fix systemic inequalities concerning the quality of education and educational resources given to various racial, and socioeconomic groups, then I think it also fails miserably. The Lent neighborhood has a higher density of school-aged children who are members of various under-served populations. Turning Lent Elementary into a DLI-only school will force many of those children and families away from their neighborhood school when they cannot or do not want to participate in the DLI program. Further, many Spanish-speaking families outside of the Lent neighborhood will have to travel further to participate in the Spanish DLI program. So in summary, how does pushing all Spanish-speaking families into one school on the far SE corner of PPS benefit either the neighborhood or non-neighborhood families that have been historically and systematically undeserved? I see evidence that this question was ever answered, even though it has been explicitly asked by several members of the SE Guiding Coalition Board. I think PPS will need to provide answer before moving forward with this kind of change.	Equity	Negative Response		
The process leading to this point has no standing without the involvement of the native-speaking families the district is trying to serve. You need to begin again.	Equity	Negative Response		
DLIs that do not serve a native speaking population (RICHMOND), and focus options (Winterhaven, Access, Sunnyside, etc.) ALL need to be dismantled. Every child deserves access to robust math, technology, art, language, and TAG services (which we all know are non-existent in schools) and not simply those who are lucky enough to lottery in and pay for their own transportation. How are these options allowed AND untouched with this supposed RESJ focus? Poorer schools are paying the price again. Public money supports private education for our most privileged families through the focus options and Richmond's DLI. DLI was created to lift up first generation families and it has strayed very far from that original mission.	Equity	Negative Response		
I just ask that it remain equitable. We are gonna have to sacrifice. The wealthier school and parents should not be able to pressure the coalition into making their wants become reality because they are louder and more organized than some of the poorer schools.	Equity	Negative Response		
I am questioning whether this large amount of change is causing a proportionately significant improvement in the educational experiences of students of color. People are going to fight change and you have not made a compelling case for why they should buy into this proposal.	Equity	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I have concerns about the materials not being presented in Spanish for my Spanish speaking families and students enrolled in dual immersion Spanish programs (huge equity issue)	Equity	Negative Response		
I do not support moving the feeder pattern of Mt. Tabor to Madison. If all of the SE high schools are overcrowded, deal with in a way that is equitable to SE students. There are 4 HS in N/NE Portland. How about we return Benson to a comprehensive school? Re-open Marshall? Shift students out of Grant to Jefferson (where they are supposed to be) and shift some border SE/NE schools to Grant? There are so many options that could have been considered if you weren't so laser focused on making these changes only about SE, and really, only addressing issues in mid/outer SE. You are still ignoring the inequity of Inner vs Outer neighborhoods.	Equity	Negative Response		
Our PPS district promotes "diversity and multicultural" please do what you say and believe.	Equity	Negative Response		
This proposal is unfair and racist. Family will pull out the program	Equity	Negative Response		
For the reasons I listed before, this is not an acceptable scenario for our most vulnerable families and for our community. If equity is indeed what you are striving for, then this is not achieving your goal.	Equity	Negative Response		A 2nd comment not easily linked to prior comment
Equity over some affluent neighborhoods being allowed to maintain their own school boundary and k-8 school, laurelhurst.	Equity	Negative Response		
I am writing both as a parent of JDLI students at Richmond and Mt. Tabor, and as the co-chair of the Richmond PTA equity committee. I am a white cis-gendered woman. I am learning every day to be aware of my many privileges. I invite all members of the coalition to reflect on your dual role - to represent the members of your own community AND to recognize that your community may have historically received all of the privileges. In this moment, you may have to be brave and explain to your school constituency why they have to make sacrifices for the whole of the PPS community just like they have asked BIPOC to do for the past several hundred years. White supremacy must be named in this conversation, not just alluded to through comfortable terms like RESJ lens. Good luck!	Equity	Negative Response		
You should be ashamed of yourselves for even bringing up such a racist, inequitable, malicious, and disruptive plan. It's offensive and you need to do so much better.	Equity	Negative Response		
I'm concerned that this proposal is not actually addressing equity and is just creating upheaval for students in an already very trying time without providing any drastic benefits to any of the groups who need support.	Equity	Negative Response		
You're destroying Bridger school and we don't even have a voice -- there is no voice on the committee for Bridger neighborhood families, only DLI. I'm a single parent, actually lower-income than most of the DLI neighborhood families; my child's in the neighborhood track (because only the wealthier 2-child families got into the DLI in our neighborhood b/c of sibling preference -- and if you can afford to have 2 or more children in Portland, you're privileged) . This plan creates a specific hardship for me and my child, and no one is talking about the specific hardships, only vague generalities.	Equity	Negative Response		
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.	Equity	Negative Response		



Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I am also concerned that the JMP program always seems to feel the wrath of focus groups and PPS management, for reasons that always strike me as possibly being rooted in anti-Japanese racism.	Equity	Negative Response		
<p>Shuffling the language and dual language immersion programs across the southeast is not the answer to fixing PPS's balancing and capacity issues in this region. This crisis is the result of PPS's failed conversion to K-8 schools. PPS should take ownership of this failure and acknowledge that it is unfair and inequitable for these same communities to be penalized again with more school discontinuity and disruption to fix these mistakes.</p> <p>You need a different strategy. How about this?</p> <p>Rather than cherry picking to consolidate excellence in a some schools and using successful programs like the JDLI (and its high performing students) to dilute underperformance in others, roll up your sleeves and do the hard work of addressing the deep challenges our schools and communities face. The inequitable allocation of resources throws the integrity of the entire process into doubt. Raise up these challenged programs and schools rather than diluting them. Diluting harms both the successful programs and the challenged ones alike. Do the hard work rather than taking the expedient way out. And while you are at it, celebrate the cultural diversity and growth of our communities as they are, not as you think they should be. This is the true the path to creating stronger communities and better schools.</p>	Equity	Negative Response		
The decision to move immersion from Atkinson to Lent affects our family in a negative way and takes this opportunity away from our child. He uses Spanish every day at home and when he goes to El Salvador to visit annually. This is a huge loss for us and also removes a student with a diverse background which is probably more diverse than even the students you have that fill the "diverse" demographic.	Equity	Negative Response		
I have significant concerns about this process being only focused on a small portion of SE at this time. It truly seems that the level of disparity across schools in PPS needs to be addressed as a whole and you cannot find an answer to this portion of SE without also looking at the lines of inner SE and all of NE. You have the opportunity to do this right this time but I fear that the loudest (most privileged) voices will again prevail. I hope you all are doing the work necessary to truly advocate for what is best for all children and not just each of your individual schools and communities.	Equity	Negative Response		

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<p>Why isn't Laurelhurst K-8 being looked at? Why only K-8 programs in less affluent parts of the city?</p> <p>If magnet programs are so effective and beloved, why not increase access to them? Why keep them as exclusive for families who can support transportation, fundraising, and expensive field trips? If kids benefit from dual language, increase access to dual language. Families flock to environmentally focused programs? Fantastic: get more of them, and in places where families aren't affluent.</p> <p>The lottery system is a joke when equity is concerned: having the time to attend tours, meet underpublicized deadlines, and follow complex processes NECESSARILY leads to only families with extra resources attending magnet programs. Keeping these programs in gentrified neighborhoods (like mine) only exacerbates these issues.</p> <p>Last year, the middle school "choice" information about open houses arrived *after* the mandatory tours had already begun. Of course, my peers with resources and eyes on magnet programs had already tracked the dates on the website and made plans in advance to attend, but that was very galling to me as it signaled that not everybody is truly invited to choose their school.</p> <p>I'd also encourage the decision makers (perhaps not the coalition?) to consider making all the changes immediate, effective next year. Rip off the bandaid or these changes will not have the desired effect and impact.</p> <p>Thank you all so much for your work--it isn't easy, but it is important. I hope that you truly have all of the choices on the table, not just the easy choices of poorer neighborhood schools!</p>	Equity	Negative Response		
<p>Co-location of Mandarin at Woodstock is a vibrant element of the community, not just the school. Nearby churches, the library and businesses on Woodstock Boulevard and other community spaces benefit from it, too. In addition, if Woodstock becomes neighborhood only, my children -- who are already othered often as there's only a handful of Black students at the school -- will have classmates who are almost all white. One of the reasons we moved to this neighborhood is because the school is more diverse than many in inner Southeast. It's really disappointing to see that the coalition's meetings open with a reminder about how to de-center whiteness, but don't seem to value or validate how BIPOC and immigrant communities feel about these proposed changes.</p>	Equity	Negative Response		
<p>I'm just not sure how this meets equitable guidelines or helps to fill the gaps of systematic inequality in the schools - it seems like PPS is just pushing the issue and not actually focused on building programs where they stand!</p>	Equity	Negative Response		
<p>This process needs to slow down. In the end, there is no way for everyone to be happy. Change is inevitable. But the amount of change and disruption this is causing is not justifiable. You are not listening to community voices. We're tell you this is racism in action and you are not listening. Plowing ahead only proves that you're not committed to change for good. It's about what's convenient for white families in rich neighborhoods.</p>	Equity	Negative Response		

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I was just in the open house meeting. I heard a lot of parents from Glencoe, Atkinson, Richmond, Mount Tabor, etc advocating for their kids. I just want to make sure that you remember that in general, those kids will be fine. Those parents speaking up and making sure their kids get the best school are also advocating for their kids in all aspects of life. And that is totally understandable, I feel the same way about my kids. But we are at a school that makes it impossible for me to forget that not all kids have this. I am trying to remember in this process that my kids are ok and that the most important thing that some of these underserved populations can get is a good education. Please don't listen to the loudest voices. Please take into account the schools and kids that weren't there tonight. Those are the kids this plan should be looking at and working for. My white, middle class kids (and the kids of almost all of the parents I heard in those groups tonight that fall into the same group as mine) are ok. Please think about the other kids.	Equity	Positive Response		
Yet again, the rich neighborhoods around Grant are unaffected. All other neighborhoods have to make sacrifices. It is gerrymandering to an insane level.	Equity	Negative Response		
<p>I'm against any feeder school changing to a middle school or high school that is physically farther away than it's current associated school.</p> <p>Claiming the DLI programs are serving our underrepresented populations may be partially true with Spanish, but not entirely and the other programs hardly at all. In the Spanish immersion program at Mt. Tabor over 80% are not native language speakers and approximately 80% are not receiving free meals. The Japanese program at Mt. Tabor for example, has 0.4% black, 2.5% Latino while 52.7% white students. Even socioeconomically the Japanese program has 2.5% free meals while the neighborhood at large is at 8.2%. Furthermore the native speakers only number 2.2%. The most needy children are typically the neighborhood students, not the DLI students.</p> <p>Systemic racism is when privileged white people decide what is best for minority populations and thrust these decisions upon the minority population without taking into consideration what that population actually wants. "we know all about you, you know nothing about us." - James Baldwin</p>	Equity	Negative Response		
Why is identification of one's race an absolute requirement of this survey? Why not add a "prefer not to answer" option (which is different than "other")?	Equity	Negative Response		
Doing this during a pandemic affect our children. There is 2 students on this coalition that have not been able to speak their thought and most affected by these scenarios yet their voices are silenced. I do not feel that there was community engagement in this. I feel there has been a lot of bullying and while supermency in this process. Flo Analytics is led by a 18 person analyst team. 80% of the committee is white background when the communities that are being affected are 80% of racial background.	Equity	Negative Response		

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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 group. My fear is that those that speak the loudest (likely not POC) and prioritize their microcommunities will shape final decisions and undermine the original intent and RESJ lens.	Equity	Negative Response		Regarding representation at zoom meetings. BIPOC focus groups suggested.
If you were responsible for selecting your own representatives, you should ask yourselves why you felt compelled to misrepresent BIPOC participation in your process. If that is how you think the coalition should look, then you should be working to change the actual make-up of the coalition. Otherwise, you should be willing to get up at the open house and own the lack of diversity in your group - misrepresentation does not advance equity.	Equity	Negative Response		
I feel I could advocate for this proposal if I saw clear benefits to our underserved communities and how it addresses RESJ issues. But I am not convinced you have properly addressed or solved these problems.	Equity	Negative Response		
I am still learning about this process and the proposals. I encourage the team to emphasize and elevate the voices of BIPOC families. What works best for them and their families?	Equity			Suggestion rather than pos/neg comment
I think you all are doing the best hat you can with the guidelines PPS has given. I ask that you please continue to consider those less privileged who are unable to speak up. I am a strong support that Harrison Park should get funneled to Franklin to support equity and diversity. And even though my child goes to Creative Science I also understand why you need the Clark building for Harrison Park. Harrison park is a rough school and needs all the support and resources they can get. Thank you for the work you're doing.	Equity	Positive Response		
This won't solve anything. Families with the money to move their children to more desirable schools (most often privileged white families) will continue to do so. Keeping Winterhaven as a focus and eliminating Creative Science seems really short sighted and elitist.	Equity	Negative Response		Duplicative - see line 368
This won't solve anything. Families with the money to move their children to more desirable schools (most often privileged white families) will continue to do so. Keeping Winterhaven as a focus and eliminating Creative Science seems really short sighted and elitist.	Equity	Negative Response		
Although JMP program is part of this change, there is no Japanese interpretation available for the native speakers of Japanese. There are lots of people in Richmond community who are not informed of this plan due to language barrier.	Equity	Negative Response		
There will be more community buy-in when school programs (both DLI and neighborhood) feel you see and understand their unique cultures and you better communicate how these new configurations will increase equity for students of color and help lift up our city as a while.	Equity	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I am concerned that not everyone in the PPS community has been able to provide feedback, especially non English speaking parents. There should be an informative meeting in Japanese in particular.	Equity	Negative Response		
Why do whole schools always track to the same school at the next level? Create hard boundaries for elementary schools, then middle schools and high schools should have they're own independent boundaries. This was done on the west side. Doesn't reflect on good practice with equity not to consider this on the east side.	Equity	Negative Response		
In general, you are putting the poor kids in the poorest neighborhoods out to dry.	Equity	Negative Response		
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.  Also, I wonder if RESJ lens would allow a view where some of the resources dedicated to the Japanese DLI program are redirected to serve more English-language learners and that program could be moved to Madison to help relieve overcrowding at Grant (and allow space for students in SE to attend a school that is closer to their neighborhoods).	Equity			
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. CSS should not be on the table without a new determined location. (In other words, do not revert Clark to a neighborhood elementary school until CSS has a home.)	Equity	Negative Response		
Equity is a complex issue. Racial equity necessarily needs to be foremost along with equity in access for those with disabilities, financial equity, and learning equity. Educational equity is a part of all of those areas. Lessening focus options harms all attempts at true equity. Equity is not equal opportunity but rather the necessary supports to meet people where they are given strengths and limitations. Access to alternative education options is a matter essential to equity in public education. The issue has not been that these options are available but rather the administration of the process to access to these options. Creative Sciences has one of the most equitable focus option admission processes (with room for improvement) and yet it is clear that PPS is disregarding the school and the students it serves. Buckman Elementary and DaVinci Middle School both have intensely inequitable admission requirements yet PPS appears to be favoring them through the redistricting process in spite of claims of a commitment to equity. Almost as though equity is merely an excuse for bureaucracy that plays politics with students learning experiences and families' emotions. Please consider being honest about what is really the goal of this process.	Equity	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
<p>There are more than 500 families at CSS that you are currently putting on a lurch without offering any possible solution / recommendation as to where these families will move next year. Please don't think of this lightly and have a longer and focused effort to have solutions.</p> <p>As a reminder and something to consider. Equity as a lens for you to make decisions is great; however, please remember that systemic inequity cannot be resolved overnight. Careful study and research need to be considered to have a desired effective results.</p> <p>In addition, please consider why focus and DLI schools are very popular and successful.</p>	Equity	Negative Response		
<p>I am an educator in another Portland area school district and have connections to Harrison Park as well having students in 3 other east side Portland schools. I believe social justice in education for ALL needs to be the driving force behind any redesign. It's not there in this plan.</p>	Equity			

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
<p>Dear PPS Enrollment &amp; Balancing Coalition,</p> <p>Last night at the Open House I was struck by a few things in our breakout room:</p> <p>1) In our group there was no one advocating for the kind of sweeping changes to the DLI and other programs that were being proposed by the coalition. I believe everyone sees that Kellogg is ready to open next fall and that the district wants to utilize the building and move toward the goal of comprehensive middle schools. However, what is not clear is why the DLI focus options are being rounded up in this process and removed from their sites, especially when they are deeply embedded in many of these locations and thriving. Is it truly necessary to overhaul so many programs at this time?</p> <p>2) There is considerable concern about making swift changes, especially with the stress of this pandemic when so many children and families want the reassurance of returning to a familiar community and school.</p> <p>3) The proposed changes do not appear to accomplish the goals of equity, racial diversity, or even the primary goal of maximum utilization of school buildings. In fact, removing the middle schools from several K-8 communities will leave those buildings underutilized and leave Creative Science without a building at all. My guess is that most families would prefer over-crowding to difficult transportation.</p> <p>4) The main concern for school families really seems to be proximity to their school. While all schools may not be working perfectly, I would bet most people would rather invest their time and energy into making their current communities work and improving them rather than overhauling and removing communities from buildings and especially from neighborhoods. Transportation is a major issue, environmentally and ethically. Boundaries need to reflect proximity as closely as possible. Leave focus options where they stand and adjust physical boundaries based on location.</p> <p>Please consider the following:</p> <p>1) Slow down. Re-evaluate.</p> <p>2) Consider mental health during the pandemic and after the return to school.</p> <p>3) Consider proximity and neighborhood boundaries as the primary focus, not re-locating programs.</p> <p>4) Do not remove current DLI programs unless those communities are asking to be removed. Take this part out of the proposal. If there are issues at a particular school, solve those issues rather than overhauling everyone else, too. One size DOES NOT fit all! That's the point of equity.</p> <p>5) Put some carrots at the end of the stick for those communities that are most deeply impacted by the shift from K-8 to the middle school model. They are losing a lot and need to know that there is something worth having at the other end.</p> <p>Let's go back to the drawing board and focus on the move to middle school but let's remove the assumption that DLI programs need to be re-located.</p> <p>I was very moved by the participation in the community and the eloquence of the student representative, Jackson, from the coalition. I wonder if we gathered students from the various SE schools if they couldn't come up with some good proposals?!</p> <p>Thank you for your time. I appreciate all the hard work this entails and the spirit of goodwill in the community to realize that changes must be made and that we all will endure some discomfort along the way.</p> <p>Respectfully, Beth Schaller (mom to 3 MIP students at Woodstock and Hosford)</p>	Equity	Negative Response	Timing Covid 19 Socio-emotional health	

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I have noticed and concerned about how these changes are impacting perceptions of minorities within the PPS families. From what I have heard, white families are being told to suck it up and accept these changes because they will help with "equity". I have heard neighborhood families say that they feel the DLI families are getting preferential treatment and are getting resentful that they are being pushed out of their neighborhood schools by minorities. These rebalancing efforts appear to be having the unintended consequence of creating racial animosity and tensions. Having the DLI programs segregated gives upset neighborhood parents a specific target for their frustrations. I will not feel safe taking my daughter to Bridger Elem knowing that moving the program pushed out neighborhood families and they may target us or my daughter for taking their school. Not to mention that BIPOC families universally do not want this move. This rebalancing proposal creates so many bad feeling all around, is not in anyone's best interest and could lead to acts of violence against the BIPOC communities.	Equity	Negative Response		
I feel that every proposal from the Guiding Coalition has become worse and worse regarding co-located DLI programs, and no attention has been paid to community input. Every proposal has eliminated co-located DLI programs despite hundreds of comments against the idea from the get-go, from deeply concerned families both in the DLI programs and in the neighborhood programs. I think posting the surveys for community input is just lip service, to give the appearance of fairness and checking off a box on the social equity list. I would be happy to be proven wrong.	Equity	Negative Response		
Great progress in trying to create a more equitable middle and high school experience	Equity			
My main concern is that Portland public schools are equitable. I would like to see a focus on making sure that the schools in the most socioeconomically disadvantaged neighborhoods are fully resourced, and that parents can be assured their child's school has adequate resources no matter where they live.	Equity			
Dismantling/moving existing DLI programs to other schools is not required to nor does it promote racial equity and social justice.	Equity	Negative Response		
For high school, it is about the same travel distance and number of transfers for kids from Harrison Park to get to Cleveland as it would be for them to get to Franklin. In fact, since the bus drops the kids off right in front of Cleveland, it may in fact be an easier commute. I do think that bringing more BIPOC students into Cleveland would be a real benefit for the CHS community. You really have an opportunity to make Cleveland a more diverse community. It'd be a real shame to go the other way.	Equity			Suggestion
Could Bridger stay a Spanish immersion, but make it a K-5?	K-8 to K-5	Positive Response		Statement
Is there a way to grow Creative Science program to incorporate neighborhood kids? Possibly using Clark as a K-4 and Harrison Park as a 5-8th?	K-8 to K-5	Positive Response		
I personally love the 5-8 model and would prefer it to stay	K-8 to K-5	Positive Response		
It's ok to make CSS a K-5.	K-8 to K-5			
I would like marysville to continue to be k-8 middle school is such a rough transition and with the lack of relationships between student and teacher kids are more prone to turn to drugs and the streets	K-8 to K-5	Negative Response		



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There should be MORE opportunities of dual language inclusion in multiple schools, not less.	Multiple Location DLI	Negative Response		
Just want to make sure the DLI stays strong. Make sure to share benefits to all parents on all in one place. Better immersion experience for all!	Multiple Location DLI	Positive Response		Statement
Just want to make sure the DLI stays strong. Make sure to share benefits to all parents on all in one place. Better immersion experience for all!	Multiple Location DLI	Positive Response		Statement
Just want to make sure the DLI stays strong. Make sure to share benefits to all parents on all in one place. Better immersion experience for all!	Multiple Location DLI	Positive Response		Statement
Just want to make sure the DLI stays strong. Make sure to share benefits to all parents on all in one place. Better immersion experience for all!	Multiple Location DLI	Positive Response		Repeat comment - exact wording
Keep 2 strands of Spanish DLI Bridger, 2 at Lent (Move Atkinson DLI to Lent). Keep Lent neighborhood program. Keep Atkinson neighborhood program. Keep the Spanish neighborhood program at Bridger. Atkinson becomes neighborhood school for Atkinson, Bridger, some of HP. Chinese program opens at Clark (or joins existing program at Woodstock?) Kellogg has Spanish DLI. Kellogg and HP go to Franklin, Mt. Tabor goes to Madison.	Multiple Location DLI	Positive Response		Not a response (neg or pos). Suggestion as to options for DLI
The Japanese immersion students are a sliver of the overall PPS student community. I understand your need to redistrict but these students really aren't enough to affect the larger picture and given the history of the Dual immersion program this is a dramatic change to the program that will result in greatly crippling interest and attendance in what is a great program that is a model for Public dual immersion one that has garnered attention globally and has people choosing to move to PDX from all across the continent and even the world simply to participate. This program should be heralded as a example of how to do it right. But this modification will leave it marked with a logistical scar for parents to consider when selecting a school. Had this been the case last year I would not have sold my home of 13 years to move into district for my Japanese son to get into Richmond, Knowing that he would simply have to leave the program in his Freshman year. Simply put - Grant is the place for Japanese immersion high school students.	Multiple Location DLI	Negative Response		
Please consider keeping Woodstock K-5 as is; Chinese DLI Consolidates for middle school @ HP and then goes to Franklin!!	Multiple Location DLI	Negative Response		
Why not channel DLI tracks from elementary school grades into middle/high schools that service multiple DLI languages, but are DLI-only? Bring kids from different language backgrounds together to create a multicultural bazaar-like experience. Importantly, these upper grade schools would be entirely and expertly DLI; rather than merging the DLI square pegs into non-DLI round holes. Also, the vision of a united-nations of a school would mitigate the feeling among ethnic communities that they are being isolated.	Multiple Location DLI	Negative Response		
We have committed to the Japanese Language program since pre-school, but will leave it if the program is not at GRANT, where it has been since the 60s, has proven to be very successful. This decision feels like it has been made in haste or out of spite for it being successful. We live near Grant, so can go to that school, but not having the Japanese program there means we can't finish the program!	Multiple Location DLI	Negative Response		

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Please reconsider your proposal to ensure that Grant High School and its rich history remains in the JDLI.	Multiple Location DLI	Negative Response		
Keep the DLI where it was, if not broken while why fix it!	Multiple Location DLI	Negative Response		

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<p>- Having multiple geographic locations for DLI programs makes it more likely they can serve native language speakers around the SE.</p> <p>- DLI programs should be expanded, not segregated. If additional Spanish DLI capacity is needed to serve the Lent community, then that program should be expanded.</p> <p>- I support DLI teachers having more support and opportunity for collaboration. Simply mashing DLI programs into the same school on its own is not supportive of a collaborative environment. The District should invest in its DLI teachers by providing more paid and structured opportunities for collaboration, whether or not teachers are in the same school.</p> <p>- Consider combining Atkinson and Bridger boundaries to address over and under enrollment issues. Do not put more than two strands at Bridger if that's the most the building can hold.</p> <p>- I do not know a lot about Harrison Park, but please consider whether it's essential for this to change from a K-8 school. If it is currently functioning well for the community and at ideal enrollment, and is challenging geographically to fill enrollment as a middle school, then why it shouldn't stay as-is.</p> <p>- Lane MS appears to continue to be under enrolled in this proposal. Why not send an additional elementary school from south of Powell to Lane and send the full current Atkinson catchment to Kellogg?</p> <p>- It appears that overall, PPS does not have sufficient high school capacity for all three SE high schools to be in the "green zone". Is this correct? If so, can Cleveland's capacity be increased since it has not yet been constructed?</p> <p>- Is it possible to phase these changes to lessen the personal nature of community impact? I feel that changes could be made much more objectively if phased year-by-year and did not affect current students' tracks.</p> <p>Above are my comments on the proposed scenario. I would also like to comment on the process, which is just as important as the outcome.</p> <p>- I appreciate all the time and effort that has been put into this process so far, particularly from the Coalition volunteers. I would like to see PPS support the work of Coalition members by providing meeting packets at least 1 week prior to each meeting for review and consideration, and translating information into the languages of the DLI programs. (If it feels burdensome to have to translate everything, put yourself in the shoes of a DLI teacher, and remember they don't get stipends for doing that.) It seems that this would require meetings being more than 1 week apart.</p> <p>- Please establish evaluation criteria and a comprehensive list of scenarios considered, and share this with the public. A transparent and clear matrix showing why certain options are promoted or discarded will significantly support the Coalition and Board's final decision-making process.</p> <p>- Do not make decisions based on assumptions of what is best for a community without engaging that community. If a scenario is being put forth in the name of equity, then make sure to engage and document input of those with the least privilege and who are most impacted by the decision.</p> <p>- Increase representation of communities of color on the Coalition overall, and particularly native-language speakers from each of the DLI programs.</p> <p>- Include DLI and/or co-located teachers on the Coalition or separate advisory body, if decisions are being made based on assumptions of their preferences.</p> <p>- I hope that the Coalition will be tasked with reaching a consensus-based decision, and that decisions will not be made by a simple majority vote. Majority votes tend to erase minority opinions. Also, equal representation from each program and school becomes vitally important if voting is going to be the way of making decisions.</p>	Multiple Location DLI	Negative Response		

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This is a happy, well-functioning and successful arrangement that your program is seeking to bring to ruin. I will also note that if any of these proposed changes are approved, we will likely discontinue our son's enrollment in the program, and I know several other families that feel the same. You will likely be left with a relocated and mostly childless program.	Multiple Location DLI	Negative Response		
Having multiple feeder schools for the DLI programs would help to make them available to more families around the city, and reduce the bitter lottery process that restricts so many students from entering. Instead, this proposal exacerbates the difficulties that most families will have in keeping their children into the program because only the wealthiest with low-demand jobs or with a stay-at-home parent will be able to drive their kids around the city twice a day on PPS's schedule.	Multiple Location DLI			
Leave the MIP programs as they are. They are thriving and gaining traction in the schools they are in. It is easy to blame the MIP programs for people not being able to get into their neighborhood schools, but there are far more reasons than just that. The people claiming this should look at why they are choosing to blame the MIP for their woes. Allow the Chinese MIP to continue to feed from Woodstock, to Hosford, to Cleveland. We are not against Kellogg opening, but we fail to see how moving us around helps that school open since so many in that neighborhood need the school.	Multiple Location DLI			MIP
<p>I appreciate all of the hours of effort that went into this. When we enrolled our children into the language immersion program, it was with the understanding that the tradeoff would only be the intense academic rigors they would undergo. The added stress of sending our child 20 minutes in the opposite direction of either parents job and away from neighborhood connections leads us questioning our participation.</p> <p>We were asked as parents to commit to sending our children to the entire duration of the immersion program, as the long term partnership of neighborhood students with their foreign language peers required longevity within the program AND because the success of the program is measured through longevity studies. When we made that commitment, we didn't expect that our children would be diverted across town and away from the neighborhood. I don't think the majority of our peers did either and I expect at least 50% of the neighborhood students to withdraw. The language immersion programs have been immensely successful up to this point, and I'd hate to see the success statistics drop precipitously because PPS needed to find a convenient block of kids to shuffle.</p>	Multiple Location DLI	Positive Response		
Seems like the balancing program is anything but; takes away from the original intent of the immersion program	Multiple Location DLI	Negative Response		

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<p>Immersion programs have been successful in PPS due to long, long term investment by families and invested staff. They have not had support from the stand point of administration overall. However, these focus programs are a major factor in keeping children who have other options - private schools - in public schools. When PPS decided to make the Mandarin Immersion Program a Dual Language Immersion Program - without any evidence that it was needed - they gutted the outside funding support for the program. Families saved to move to the area to be included in the program. The program was founded to allow monolingual students to become bilingual. PPS thought that they could get more financial support by making the program Dual Immersion. The goal of having dual immersion is laudable when it is demonstrated to be beneficial to a community, but in the case of the Mandarin Immersion Program, it is just not applicable. I can see that the applications ask if Mandarin is the primary language spoken by the child in the home, but in my experience the homes are bilingual, and the parents are fluent in English. The children do not struggle in learning English - especially not compared to monolingual families learning Mandarin.</p> <p>PPS should be able to take a stand that we believe it is important for children from a monolingual English language home to be bilingual, and have the infrastructure that supports that. Additionally, there is a huge cultural gap in what white administrative people in the office think is best for the ethnic populations of Portland. For example - if African immigrant populations are asked if they prefer their kids have classes in Somali, versus French, what do you think they will answer? French/English will allow their children much more opportunity than Somali/English, and the parents will likely already speak French as fluently or more so than English. And any French Immersion Program will have a lot of parent support, which is what our public schools crave.</p> <p>I feel like I'm beating my head against a wall of manufactured white fragility. Please make it not so.</p>	Multiple Location DLI	Negative Response		
Based on what I saw from the community meeting and all the concerns I really hope you go back to the drawing board and bring in more people to re-do this proposal.	Proposal	Negative Response		
Option 11 is better and people need to review it and be allowed to vote on it. I understand many parents are upset by all the proposals but the current proposal destroys CSS abs gives out school no where to go and that is unacceptable to our community.	Proposal	Negative Response		
Good work! Thanks!	Proposal	Positive Response		
Thank you	Proposal	Positive Response		
I hope that this turns into a great opportunity to bring more resources (parent-wise) and attention to Madison. It could've been an opportunity for Madison to be an AP or IB school and make access to those programs more democratic.	Proposal	Positive Response		

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start over.	Proposal	Negative Response		
I will transfer my kid back to our neighborhood school if Woodstock MIP program is moved to another school.	Proposal	Negative Response		
You should keep working. This does not elevate what PPS can do for its students. This is a budget exercise.	Proposal	Negative Response		
Separately, the pps website, you can't have that huge unmovable nav bar at the top. It makes reading the website very hard to read.	Proposal	Negative Response		PPS website suggestion
I think the immersion programs are extremely important for our city and they need to be maintained. I don't understand removing the immersion programs within a district that already has a neighborhood program.	Proposal	Negative Response		
Thank you for your service and effort; hopefully you were able to work around the constraints given to you by PPS and have a product that can defend to your community.	Proposal	Positive Response		
Please do not let this go through!	Proposal	Negative Response		
Terrible proposal. Not a solution.	Proposal	Negative Response		
The JLDI program is a Portland treasure. It is unique, valued, and well run. There is no reason to degrade the quality of education it offers by changing where it's students have attended for decades. Please don't try to improve a failing school by sending them a successful program. The JDLI program is unique and small. It shouldn't be subject to whatever shuffling the district does to balance whatever metrics. Changes should be make for the sole purpose of benefiting the JDLI students.	Proposal	Negative Response		
Do not move the JDLI program. It has historical significance it is a small program that has set forth deep roots in the schools it calls home.	Proposal	Negative Response		
Thank you kindly	Proposal	Positive Response		
Thank you for your efforts. It is never easy changing the future, and I am so impressed by PPS' work towards making a better world by helping our children.	Proposal	Positive Response		
Please leave the JMP program as is	Proposal	Negative Response		
Do not pass scenario 10!!! Listen to community members who live in the area, and to immersion students and families that attend Atkinson!	Proposal	Negative Response		
I imagine this is an incredibly hard task with no solutions that will please all. Thank you for trying to improve equity and improve PPS schools.	Proposal	Positive Response		
I think schools like Creative Science should be exempt from this change..	Proposal	Negative Response		
we support the work but feel the committee went too far in looking at NE high schools without factoring in NE schools	Proposal	Negative Response		
Keep DLI school as is.	Proposal	Negative Response		

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We want to keep Woodstock DLI as is.	Proposal	Negative Response		
Please reconsider the proposal. I've outlined reasons above.	Proposal	Negative Response		Comment not easily liked to prior comments by same party
Please reopen Marshall high school and not use just as a temporary school while other high schools are remodeled. This seems like the most equitable and fair thing to do to support students and families. Harrison park students could once again walk to their neighborhood school. Neighborhood schools are important. Not just for families but also for the environment. If you want more equity maybe create rules around school foundations so they fund all schools not just individual neighborhood schools. I know remodeling schools is very important but I am certain you can figure out a solution that doesn't involve such a radical change. We know redistricting and busing to be harmful.	Proposal	Negative Response		
This is a really hard job, and I appreciate that you are participating in this process.	Proposal	Negative Response		
Nothing	Proposal	Positive Response		
I think that you are doing a great job. This is a hard process and one in which you will never be able to please everyone. I appreciate the work that you are doing for Portland children. Thank you!	Proposal	Positive Response		
Thanks for your work. The current proposal is much more fair than at the start.	Proposal	Positive Response		
Thank you for your hard work; this is the impossible balancing act. I do hope that BIPOC voices are centered here.	Proposal	Positive Response		
Thank you for your time and consideration.	Proposal	Positive Response		
You must present an option for a new building for CSS. This proposal is incomplete and unacceptable. Extremely disappointed that you think this is acceptable.	Proposal	Negative Response		
Please scrap this plan.	Proposal	Negative Response		
Put the enrollment and program balancing process on hold. The feedback you are currently receiving is limited and flawed. Basing your decisions on this flawed data can only result in failure.	Proposal	Negative Response		
I appreciate trying to keep diversity in the schools by having marysville, arleta and creston going to Kellogg. I also think balancing Madison with schools closer to it is helpful in balancing Franklin. In looking ahead, I want to make sure you enlarge Creston's boundaries, don't take out parts of it, because they are under-enrolled and will need more kids To keep its diversity and to keep resources equitable.	Proposal	Positive Response		

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I attended the open house meeting tonight 11/19 and visited 4 of the zoom focus groups and witnessed hundreds and hundreds in the community quite angry with this one and only proposal, the lack of transparency, the lack of representation from schools and minority groups, the inability of the committee to answer not even 1/4 of the questions that were posed, etc. Questions from the community were coming from every angle imaginable, highlighting endless flaws and holes in what has been proposed. Based on all this glaring feedback, If there is not pause for reflection with new proposals drawn up based on what you've heard from all of us, this will most likely be seen as a highly corrupt agenda.	Proposal	Negative Response		
Thank you for your participation in this process. I am sure it has been challenging and complex. I appreciate your work on a proposal. Please do not make boundary changes. It is clear that the families and students do not want it. Or at least provide options for families to consider and not just one proposal.	Proposal	Negative Response		Asking for more than one option
Thanks for your work. The current proposal is much more fair than at the start.	Proposal	Negative Response		
Thanks for your work. The current proposal is much more fair than at the start.	Proposal	Positive Response		This comment, with the exact wording, is on the survey multiple times.
Thanks for your work. The current proposal is much more fair than at the start.	Proposal	Positive Response		
Thank you for the time and energy that Guiding Coalition is putting towards ensuring the best outcomes for all PPS students.	Proposal	Positive Response		
A lot of the feedback I've provided here and that I heard in Thursday's discussion probably falls outside the scope of this coalition's work. This is a weakness of this type of process - there is simply no way to make changes of this type in "phases" or by geographical area or by program without effects rippling throughout the city. Please take this feedback to PPS: a more whole-system approach would be incredibly challenging but ultimately more effective and maybe less contentious. The current process often ends up making creating painful divisions between neighbors and within communities, which I know is the opposite of the hoped-for effect.  Also, my gratitude to the members of the coalition, who have put in a lot of super-challenging work during an incredibly difficult year. I know you're getting a lot of unhappy feedback (including my own), but I recognize that there was never going to be a solution that would delight everyone, and that you've given a lot of personal time and energy to this monumental task. Thank you.	Proposal	Negative Response		



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I realize the Guiding Coalition has a huge task in front of them, and that there will be clear winners and losers in this process, and that many of us may have to make sacrifices to address equity issues in the district. However, this process seems very flawed and rushed, and is creating deep mistrust given the strains our community is already under. It is not clear if there are any winners at all - based on the open house zoom rooms, it appears the community is not happy about what is being proposed at all. Who is this plan really benefitting? No one spoke in its favor. In order to address these big changes it seems clear that PPS needs to slow down and build trust and true consensus with more outreach, with more time and space to families to process these changes and comment on them. If NE schools are solutions to SE's "rebalancing" efforts, then all Eastside schools should be part of the conversation. Why are Laurelhurst, Beaumont, Alameda, Sunnyside, Cleveland, Grant, etc. immune? Equity issues can't be addressed in a vacuum. I think PPS and the coalition have been extremely short-sighted and failed us in this process entirely.	Proposal	Negative Response		
We appreciate the work you are doing and that we are able to provide input	Proposal	Positive Response		
I would like to see a bolder approach that (a) does not simply try to minimize change or disruption (b) favors long term benefits over short term contentment by those happy with the status quo (c) considers potential future DLI students and where they live at least as important as those currently enrolled. Focus option review should have been completed before this process began. The continued existence of focus option schools should not be a given, but justified and weighed against their effect on neighborhood schools.	Proposal	Negative Response		
I love CSS and think amazing things happen there, but that can be replicated in ANY school. I want PPS to pay attention to why so many parents opt for that program, and why teachers stay there until they retire. Constructivism, student voice, egalitarianism are all best practices and ways to lift all kids up. Don't tear down these programs, lift them up as model schools.	Proposal	Negative Response		
Please leave CSS alone	Proposal	Negative Response		
Thank you for your efforts to serve the needs for all children of color regardless of socioeconomic status. Thank you for taking this on during times of uncertainty during a pandemic and distance learning. I think many of the recent changes are shocking to parents of the district that often feel helpless to the changes that occur so often at the district level.	Proposal	Positive Response		

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<p>While I am a white parent, my daughter and partner are not white. We are a multiracial and bilingual Spanish-English family. This survey doesn't give a way to capture that.</p> <p>My daughter will start kindergarten Fall 2021. I found the SEGC while clicking through PPS websites trying to find dates for kindergarten virtual open houses. Even though phase one of this process is addressing middle school, the scenarios suggesting movement of DLI program is impacting where my daughter might attend if we were to lottery into any Spanish-language DLI. I feel like the outreach regarding this process failed to include community members whose children don't attend PPS yet. I get the thinking behind it, but since Kindergarten open houses happen in February, the decisions made in phase 1 would still impact our family and others. I think this is a legitimate blindspot that should be rectified.</p> <p>Many of my friends with kids in PPS schools didn't know anything or much about this process--even those in SE. I wonder if some billboards in multiple languages might be helpful?</p> <p>Lastly, I want to lift up Shanice Clark for her grace-ful facilitation of break-out room #8 during the open house last night 11/19. With over a hundred participants and a lot of intense scrutiny and concern, I could almost hear her listening. Her deep respect for the people present and for our concerns was clear and her authentic reflection back to us of what she heard made a huge difference in the way that the discussion unfolded. Thank you, Shanice Clark!</p>	Proposal	Negative Response		
MIP works so please leave as is	Proposal	Negative Response		
Reconsider your plan. Actually listen to the feedback instead of giving it lip service and then going forward with it anyway as has been done repeatedly through PPS. Do better.	Proposal	Negative Response		
When you are having this much concern about negative impacts you should consider stepping back, refocus the mission and narrow the addition of other goals until the most important ones are met. You can't reach consensus on the goals until you reach consensus on what the most important goals are. If an important goal is to prevent overcrowding and it can't be accomplished because you want to move all dli to one school then you have to choose which is more important. And you have to explain why it is more important. Don't be afraid to back up to refocus on the mission.	Proposal	Negative Response		
Appreciate your efforts!	Proposal	Positive Response		
I am against replacing Grant High School with Madison High School. Dual Language Programs getting moved to a different school does not make sense.	Proposal	Negative Response		
If the purpose of changes is about opening new physical buildings and reallocating students, then fine, but don't pretend there is a social justice element when the data clearly demonstrate to the contrary. This modern day redlining will negatively influence Portland's children for generations to come. There is a real beauty in the mixed communities that *your numbers* show have already formed at schools like Woodstock & Bridger, but now arbitrary top-down decisions will scatter them to the winds. I beg you to think us as people instead of an roadblock to a predetermined plan.	Proposal	Negative Response		

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I agree with the goals of removing use of portables and eliminating overcrowding. The issues with equity of the school programs within a school are entirely manufactured by PPS, and we are being asked to lose our neighborhood school to pay for that. The proposals don't seem to consider overcrowding in the middle schools, because Mt Tabor is already overcrowded. The proposals does not seem to resolve any overcrowding at Franklin. It really seems like the biggest "problem" PPS is solving with this is the artificial problem created by PPS with the language programs, which I have to say is likely on the bottom of the problem priority list for every PPS parent.	Proposal	Negative Response		
Thank for your work	Proposal	Positive Response		
It seems re-opening Marshall should be something considered	Proposal	Negative Response		
It is not fair to evaluate SE schools if you're looking in a NE quadrant. What to do about Grant must also be considered since it is a NE school. The current demographic balance at Franklin is healthy, Grant is not.	Proposal	Negative Response		
I am ok with moving to different school but would suggest the new school have just English speaking students as well. Like how it is currently at Woodstock.	Proposal	Positive Response		
I understand the need to balance the attendance in the district, but please do not leave the CSS school out to dry like you did the ACCESS Academy.	Proposal	Negative Response		
All types of diversity should be considered in the proposal - not just racial diversity and low SES. CSS in particular, while not a Title IX school, serves a large number of kids with IEPs and learning differences. Many of these kids fail to thrive in typical elementary and middle school programs and benefit from the educational philosophy, K-8 model, and community at CSS.	Proposal	Negative Response		
Could Creative Science share Holliday Center with the Special Education Program? This may lend toward ways to support students with special needs in developing healthy peer relationships?	Proposal			Suggestion
You have not balanced all SE students in this proposal. Your job is not to change programs and how they function. You must balance enrollment for all students in phase 1. It is unacceptable to do this in phase 2. There are many other options that include all students.	Proposal	Negative Response		
Brace for a tsunami of fierce opposition from Japanese-American parents. (Some of us have parents born in Oregon who remember being sent to internment camps as children during WWII, just for being Japanese-American).	Proposal	Negative Response		please double check and read this comment
PPS is doing a very poor job explaining why this move is necessary. The answers on how the changes support equity and how changes to student travel are being weighed against each other need to be transparent. The proposal doesn't seem to support many of the goals that are stated, but I think half of that is the lack of explanation of how the goals are being met. Each proposal should have concrete numbers and a rating from the consultant team. The web map is a helpful picture, but has no data behind it to analyze. This would help to guide discussion and public comment.	Proposal	Negative Response		
Please stop this proposal! Leave language Immersion program out of this proposal	Proposal	Negative Response		
Get creative, and don't tip toe around Grant.	Proposal	Negative Response		

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Don't be afraid to ask families from all parts of the affected area to make small changes or sacrifices for the greater good. Know that everyone is going to have a complaint and no one wants change (as you have seen in the open house and even within the coalition). But everyone should be able to share in the change and be asked to consider the needs of all students, not just their own.	Proposal	Positive Response		
While I know that the need to fill Kellogg is pressing and critical, it really doesn't seem like what is best for our children is at the core of these proposed changes.	Proposal	Negative Response		
Thank you for donating endless time and thought to this process! We wouldn't be anywhere without volunteers.	Proposal	Positive Response		
I support the proposal. My kids are in the Japanese Dual Language program. I am fine with this program feeding into Madison.	Proposal	Positive Response		
Don't do this	Proposal	Negative Response		
My family is fortunate to win a lottery for Richmond. We really prioritized it because of the continuation through Mt. Tabor and Grant. We have gone to Grant several times with our daughter and set the expectation that this would be her high school. With the Japanese immersion program dating back to 1969, it should stay at Grant.	Proposal	Negative Response		
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. You have only yourselves to blame for the complete inadequacy of the plan presented at the open house and the near unanimous rejection by the community	Proposal	Negative Response		
We have been at css for 9 years, two children. It is an amazing constructivist school, and is so loved by so many. We would disheartened to see it disbanded or split up.	Proposal	Negative Response		
Why determine the location of the JDLI program until you rebalance all of the Northeast high schools? How thorough does PPS check the addresses of students to make sure they are going to the proper neighborhood school? If PPS addresses the equity at all high schools then parents/students would be less likely to avoid their neighborhood schools. The JDLI program has been at Grant High School for over three decades and has established a wonderful community. The SGC statistics show that the JDLI program is also adding much needed diversity to Grant HS.	Proposal	Positive Response	JDLI	

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<p>Has the coalition considered changing the age range for each school type to K-6,7-9,10-12? If one of the concerns is to not over crowd the high schools then could less be sent.</p> <p>As a former PPS student and now a mother of four, three who are attending and one who has graduated I see that these age ranges are more inline where humans are developing at. For example, my son is nine and his neighborhood friend is 11, in watching their interactions they are in a similar “growth” area. But neither of them now interact with another neighborhood friend who has recently turned 13. I asked why they hadn’t been seeing the other friend and the other friend is with “older” kids now.</p> <p>For myself when I was 14 I was not ready for Madison high school. I was not ready for 18 year olds to engage in conversation that I couldn’t understand. I needed more time on earth for life practice, before the responsibility of high school.</p> <p>My now 19 year old who also graduated from Madison was not ready (as if one can be ready) for her first lockdown at 14 which was during the first week.</p> <p>Creative Science focus is creating critical thinkers and this year I have seen what that means first hand as I hear the online classes. These teachers are focusing on equity and diversity through each lesson. It is the harmony the is Creative Science.</p> <p>When these types of big changes happen we collectively seem to think we must take away instead of looking more into why there is a Creative Science school. Why is simulation (not sure if the correct term) of traditional schools considered equity for the humans attending the school. Why are we not flipping schooling on its head and enriching all schools with what each does best? I’m sure there are learnings from other schools Creative Science would benefit from.</p> <p>Why would we not want all PPS students to be critical thinkers, especially in this time access to so much inaccurate or often manipulative information.</p> <p>I’m not interested in my child knowing all the facts a teacher could teach them. I want a teacher that guides my child to how they want to experience their life. And how to find information they need when they need it...as we have seen this year as many have stripped away their biases new stories emerge to show the full picture of life outside my own thoughts.</p> <p>Creative Science influences from a stand point of a child has their place on this earth now and control over how they navigate through their life. During a kindergarten roundup I attended one year at a traditional school we were informed that students were allowed to go to the bathroom at 9, not before even though school started 8:15. I got up and left was not interested in anything else the administration would say.</p> <p>What was at the top of my “pro” list for Creative Science was they had the most recess of any of the other schools. And even then it is not enough.</p> <p>I hope you consider to expand Creative Science to more schools.</p>	Proposal	Negative Response		

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I truly appreciate how difficult this will be and understand that some changes must happen. As I mentioned we would be sad to see Woodstock loose DLI but again I also understand a d appreciate non-boundary and future benefits as well. I hope that the native speaking families share what they really want as well. My only issue specifically to Chinese DLI is that there is not currently a higher grade strand to ‘meet up up with’ as there are with some of the other language. While over time this may be beneficial- I worry that attrition from families going back to neighborhood options which still include Cleveland would mean we would have no or only a tiny amount of students enrolled in this DLI at Franklin and I worry we will lose teachers, and even our amazing support fir things like our capstone project through Shu Ren. Please consider phasing or options that could keep these foundations while making school and boundary changes.	Proposal	Negative Response		
If CSS lands far away, we aren't in a position to necessarily follow it. That said, our neighborhood school is being turned into full DLI. Based on the current map for scenario 10, my kids would go to Clark. This would be horrible for them - leaving CSS and it's program only to return to the same building where it was no longer CSS because our neighborhood school, Bridger, was turned into DLI. Even though we'd be in the Clark catchment, (right along the boundary), I'd then hope to send my kids to Atkinson just to avoid the trauma of returning them to the same building when it wasn't CSS.	Proposal	Negative Response		CSS
Please don't tear apart a beautiful, cultural integrating program that is the foundation of the Woodstock Neighborhood and families that are in the DLI who live in all parts of Portland.	Proposal	Negative Response		
Your laudable press for equity all too often resembles a kind of whack-a-mole: kneejerk destruction of programs which succeed. The Mandarin program has succeeded due to the dedication and generosity of hundreds of parent volunteers. Spending countless hours raising funds for the textbooks PPS wouldn't pay for despite generous federal funding for the program, holding perennial fundraisers to support two China trips for the kids who work SO HARD doing hours of homework daily starting in kindergarten to learn this difficult language. Why would you persistently attack, denigrate and cheapen this kind of community in the name of equity by geographically isolating the existing student population from their current institutions? Would it not be far better to either replace the apparently unpopular neighborhood curriculum in or integrate the popular and successful programs into EVERY SCHOOL? The Creative Science school is so successful you don't actually have a plan for it going forward? How is this progress?	Proposal	Negative Response		MIP CSS
We would like to remain unchanged	Proposal	Negative Response		
I suggest creative science school remain in the clark building	Proposal	Negative Response		Suggestion
I hope you rethink removing the MIP from Woodstock.	Proposal	Negative Response		
Thank you for your time trying to work out this giant puzzle. I know it's not an easy job and appreciate you taking the time to read these surveys.	Proposal	Positive Response		
We will most likely move our children out of the MIP if this goes through.	Proposal	Negative Response		MIP
I'm concerned that The district doesn't actually have a school building that can accommodate Creative Science School.	Proposal	Negative Response		CSS

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If CSS as a focus option school is not "under review," it seems like a location for CSS ought to be identified before deciding this proposal is the best option.	Proposal			
Why was only 1 proposal presented? By only presenting a single option you have eliminated the ability for families to comparison and contrast, which is the most common process for public input. Allowing only one option to be presented will breed chaos as you will have to roll out ever changing alternative options. Please stick to the original goal of filling Kellogg and Madison and pause any decisions regarding the DLI program. I think changes are needed within the DLI office to address "co-location tensions" not the schools. Administrative issues should be solved with administrative changes. DLI management needs an audit.	Proposal	Negative Response		
I'm concerned about the Woodstock English learners filtering to Hosford when there are closer middle schools. Woodstock students are not a part of the Division St. Neighborhood at all. Redrawing the boundary line only makes sense. Why isn't Winterhaven or Buckman on this chart?!	Proposal			
The effect of all these changes means that we will probably have to look at private schools or other alternatives to PPS if this proposal is adopted. Before settling in Portland, my wife and I lived outside of Washington, DC, and in San Diego and traveled regularly to San Francisco. In all of those places we noticed with disappointment that any even remotely well off parents sent their children exclusively to private school, it wasn't even questioned. We had both gone to public school and found the entire concept mystifying and somewhat unsettling, so we were relieved to find things different in Portland. Now I am worried that Portland is heading in the same direction, sorting either by neighborhood into a micro-school-system of foundations and extra staff, or out of the system entirely for those who can't move to those areas, leaving an ever sharper divide.	Proposal	Negative Response		

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<p>I want to thank the GC, for your time and care. I believe GC members envision positive changes for our school system and are working to understand the impact on students and families in the schools and neighborhoods being addressed, especially BIPOC families and families historically underserved.</p> <p>--Using the RESJ lens, I have put thought and discussion around what it means for Harrison Park to be reverted to a middle school building, and for the students and families impacted by this change. From it, I wish the GC would reconsider Scenario 11, why it was created and its possible benefits.</p> <p>--I wonder if Scenario 11 offers closer proximity to three neighborhood programs, i.e. Lent, Bridger, and Vestal, and three DLI programs, i.e. Chinese at Bridger and Spanish at both Lent and Atkinson than any other boundary proposal and feeder pattern shown so far.</p> <p>--Scenario 11 offers two strands of DLI and two strands of neighborhood programming at current DLI schools (listed as IDEAL under common themes and execution for SEGC). Atkinson PTA has offered a successful example of how they build community with having both a neighborhood program and a DLI program, versus segregating DLI strands into one building.</p> <p>--Scenario 11 displaces far fewer students and reduces losing neighborhood schools.</p> <p>--Scenario 11 balances enrollment by coming closer to the 80% capacity goal set by PPS and creates continuity between middle school and high school.</p> <p>--Scenario 11 actively responds to community input given through prior surveys and offers a plan that universally addresses common themes shared during the community town hall.</p> <p>--I recognize Scenario 11 does not turn the Clark building into a neighborhood school.</p> <p>Thank you.</p>	Proposal			Suggestions
The current proposal change in feeder pattern would eliminate the possibility of Mandarin Immersion students being able to obtain an IB diploma.	Proposal	Negative Response		
Please don't break a system that is working!	Proposal	Negative Response		
<p>We appreciate the massive amount of thinking and data analysis that has gone into this project!! We are hopeful that the coalition can use that data and create a proposal that stems from knowledge and research.</p> <p>Our observations from attending the Open House and breakout rooms was that people were very resistant to change when they did not see benefit from it. There also appeared to be a lot of people who had not read/looked into all the data, but the people who spoke about looking into the data seemed to understand the complexity of the situation better and the need for broader change in SE that essentially affects everyone.</p>	Proposal			
I think that if these changes are imposed that there will be a lot of families leaving one of the longest running MIP in Portland.	Proposal	Negative Response		MIP



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<p>My family is not what most people might think of when they think of families who choose focus options. When we first applied for the lottery to get into CSS, we were living in the Glencoe neighborhood, across the street from the school, actually, in a reasonably-priced apartment. When it was time for our oldest to get ready for kindergarten, we attended the parents' night and got to sit and talk with the kindergarten teachers and administrators.</p> <p>Glencoe is reputed to be one of the best elementary schools in the city as far as student achievement and parental involvement is concerned, but we quickly realized it was not for us. Our child was going through some very difficult times, and had trouble with anxiety and symptoms of ADHD. We were on OHP and had him visiting doctors and therapists in various medical centers around the city for years. At the time, we didn't have a diagnosis of anything, but we knew that Glencoe would likely be a very difficult experience for our kid. The teachers came off as strict and unyielding, the programs were tightly regimented and timetabled, and the classrooms we toured were cramped and cluttered with dozens of signs and learning materials pinned to the walls. It seemed like an overwhelming environment for an anxious kid like ours.</p> <p>We toured CSS shortly after, and the difference was incredibly clear. The kindergarten classrooms were calming and comfortable, and the teachers were kind and approachable. They told us about the constructivist pedagogy that recognized every kid for who they are as a part of a community, and met kids where they were at, not shunting those who couldn't "keep up" off to the side. We entered the lottery for CSS, and because we were income-qualified, we were accepted.</p> <p>We weren't—and aren't—wealthy people who want their kid to have a privileged school experience. We are a struggling middle-class family who didn't see a place for our kid outside a special ed classroom at the neighborhood school, and found a place where we could feel accepted. After we were accepted to CSS, we made the decision to move to a rental house near the Clark school building. The house we ended up in is smaller than our old apartment, and quite a bit more expensive, but we did it so that we could be a part of the community.</p> <p>In the years since our oldest started at CSS, he received a diagnosis of generalized anxiety disorder, ADHD, and OCD. At CSS, he has a 504 plan with accommodations to help keep him in the classroom and participating with his class. In another school, we worry that he'd end up with an IEP that keeps him outside of the normal curriculum, and outside of the social environment of the school.</p> <p>All we want is a school that lets our kid be a part of the community, and meets him where he is, allowing him to contribute to that community and grow and learn with his peers. We found that in CSS, and from what we've heard from other parent friends who have their kids at other PPS schools, or parents of kids like ours who have transferred to CSS after struggling elsewhere in PPS, our fears are not unfounded. We value diversity of experience, culture, and language, and we're happy to be a part of the CSS community, which shares those values.</p> <p>If you fear that kids in focus option schools like ours are getting "special treatment," perhaps you should be more concerned that the dominant school culture in this system doesn't allow for kids like mine to thrive in neighborhood programs. There are many kids like mine at CSS. Taking away this program's building and upending the lives of its 500 students for the foreseeable future is not a humane thing to do.</p>	Proposal	Negative Response		

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I would like to express gratitude for the efforts being made to bring greater equity to PPS. I would love to see more kids able to experience the excellent constructivist educational methods and community building approach that CSS offers. Is it too late for, instead of leaving the building, the CSS program to be expanded to include neighborhood kids? If CSS was given more space, for example expanded to include 2 buildings, there could be enough room for neighborhood and lottery spots and a k-8 program. It seems to me that when we find new educational models that work well, that improve upon the traditional public school models, we should try to expand the use of the approach to include as many children as possible.	Proposal	Positive Response		Suggestion
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.	Segregation	Negative Response		
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.				
would lose some of the diversity of students at Atkinson	Segregation	Negative Response		
Don't do this. It upholds white supremacy and segregation of brown people.	Segregation	Negative Response		
This is Segregation, NOT Coalition.	Segregation	Negative Response		
While my biggest concern with this proposal is the boundary; however, I also encourage you to not move the DLI program out of Atkinson to Lents. This would decrease diversity at Atkinson and require kids to again, be driven to Lents. Atkinson serves the Spanish speaking families in our neighborhood and PPS should listen to these families.	Segregation	Negative Response		
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. - The Gutierrez Family	Segregation	Positive Response		
With this plan, students living on the SAME STREET would attend different elementary schools and therefore segregating our schools by immersion programs. This is not the diversity, equity, and inclusion PPS so often promotes. As a native Spanish speaking mother, I worry about the separation you're creating within four neighborhoods... kids need this inclusion from early on. Please listen to families that will be affected. Spanish speaking families do not want this move. Shifting the boundary is unsafe, exclusive, not eco-friendly, and detrimental to the Atkinson/South Tabor community.	Segregation	Negative Response		

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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 see poor attempts at racial balancing and actually segregation with the changes you are proposing. You need to look at all schools with low diversity including Cleveland and Wilson and Lincoln. If you are actually talking about NE schools like Madison you need to pull in all NE schools into the picture.	Segregation	Negative Response		
Why are you making Kellogg and Franklin a (mostly) BROWN school???? Why aren't you adding neighborhoods NORTH of Powell or Division? You are pushing everything east and creating more segregation in schools. Woodward St. should NEVER be a boundary. People have a strong sense of community there and the kids have a right to go to the same school. Decisions need to be made student-centered. Not PPS-admin centered. Lastly, have you conducted a survey to teachers and administrators? They are the experts, right? Ask them!	Segregation	Negative Response		
Being totally honest here: Based on the Q&A session, I can see that community engagement is only lip service. Concerns are dismissed out of hand since this is considered a done deal. I originally thought that perhaps there was room for consideration of what works for the families with children actually attending the school. It is disappointing that this would be approached without consideration of the constituents. Woodstock families don't want to move to Bridger and and Bridger families don't want to be displaced, so it is lose lose. Also, DLI has an ethnic component as many students reflect the ethnic background(s) associated with the language, so moving them into separate schools works out as de facto segregation. Hard truth to face, but it is true.	Segregation	Negative Response		

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<p>The proposed plan of creating two all-Immersion K-5 schools has an underlying racial discrimination and promotes gentrification of inner eastside affluent neighborhood schools. Removing native speaking and minority students from their neighborhood schools and segregating them in singular schools creates this discrimination.</p> <p>This became clear last night when community members in these programs spoke of the lack of transparency and representation in the whole process. Removing these students from their schools will create feelings of isolation, segregation, and of being unsafe, as well as further depleting resources (time, money, transportation) that many of the families already lack.</p> <p>In this plan, two of the main stated goals contradict each other: “schools with imbalanced co-located programs are difficult for school communities” and “schools devoted entirely to focus option create inequity of experience”. This plan option seems to be solving imbalanced co-location issues by creating a school devoted entirely to DLI focus option, which in fact is creating inequity issues. The plan is creating two new focus DLI schools and at the same time is ignoring the needs of another focus option, Creative Science School, which is also creating inequity for those families.</p> <p>With the coalition creating (DLI) focus schools, I believe the committee is discriminating against Creative Science School. I feel the committee is dishonest and has an alternative motive which is to disband the CSS program. If the committee promotes creating DLI focus schools, then it is only fair for CSS to have equal value as a focus school as well. Your actions do not achieve that.</p> <p>The CSS students are a part of Portland Public Schools and deserve to be treated as such. They need to be included in the enrollment and program balancing goals. With the current proposal, they are not included, they are just removed from their building. The committee must include a viable solution for the students of CSS in the enrollment and balancing program.</p> <p>The committee has not addressed one of the main program’s balancing goals “need to consider the effects of relocating Creative Science Program”. At no time last night during the open house and question and answer were suggestions or considerations of relocation of CSS addressed by the coalition. This is extremely concerning for the 500 students and families at CSS and further increases the belief that the committee has no interest in finding a replacement location.</p> <p>This proposal for phase 1 is incomplete, not meeting enrollment program balancing goals, and not representing and including all of SE PPS students. This proposal has left out an entire school and has not addressed the real concerns of the minority community. The proposal has underlying racial discrimination, as well as undue bias of focus schools. These concerns must be addressed before the committee moves forward.</p>	Segregation	Negative Response		
I think it is not coalition. It is more segregation.	Segregation	Negative Response		
I looked through materials on your webpage and did not see any concrete details of how and why you believe this proposal will have positive outcomes for social equity. I get the impression that the focus is on test scores and maximizing resources. If these things are considered in a vacuum without considering how children and families fit into the greater community it feels dangerously like segregation. I am opening to being convinced that this is the best way to support DLI programs, but the coalition has not yet convinced me of that or of sufficient outreach to impacted families.	Segregation	Negative Response		

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This feels unnecessarily rushed. PPS knew for years that changes would have to be made when Kellogg opened. I don't want to hear that PPS doesn't have enough time to do the necessary outreach to make the best changes for BIPOC communities. Right now, it feels like the consulting firm and PPS is telling us these changes will benefit BIPOC communities, but I'm not hearing that from the communities themselves. Instead, I am hearing that many parents are worried that their schools and communities will become segregated.	Segregation	Negative Response		
Rethink Segregation. You will have a civil right lawsuit. NAME IT SEGREGATION.	Segregation	Negative Response		
You will have a lawsuit named SEGREGATION 2021.	Segregation	Negative Response		
Moving DLI programs don't allow those of us who live within the neighborhood to have a chance at the lottery. Shifting into focus DLI schools creates segregation versus integration.	Segregation	Negative Response		
I fear these change could lead to substantial attrition from PPS - don't segregates and gentrify!	Segregation	Negative Response		
Don't mess with a good thing. The mandarin program and other dual language programs are successful due to the effort from the families. The programs introduce all students ( those in the program and those in neighborhood programs) to other cultures and different people. Segregating these programs to separate schools is a bad decision	Segregation	Negative Response		
You are failing our family. If the DLI moves so far away then we will no longer be able to attend. The attrition rate for these programs will likely increase and the programs may fail as non-native speakers cannot join in if they don't start from kindergarten. The fact that this enrollment balancing states they are taking people of color into consideration and then breaking the system on which so many people rely is a cruel irony.	Segregation	Negative Response		
Have you guys carefully examined how the fully Spanish DLI school in NE (Scott I believe?) has worked out? What do the teachers/administrators think at Scott? Is it working? Is it a model for other schools to try? What are the findings from this program?	Single Strand DLI	Positive Response		Statement Q&A
I attended a meeting in Feb 2020 to learn about Spanish immersion at Atkinson. If someone would have told me that the program was going to move to Lent, I wouldn't have applied for him to be in the program. That didn't happen because the idea of moving Atkinson Spanish immersion is too rushed. Why do you want to add stress and disruption to students and families right now?	Single Strand DLI	Negative Response		
We will likely withdraw our son from the DLI program if this comes to pass, as well most other non-native families that I have spoken to. You will have a mostly empty program if this passes.	Single Strand DLI	Negative Response		
I strongly oppose removing the Spanish DLI program from Atkinson and I strongly oppose moving the Atkinson boundary from Powell Blvd north to Woodward street.	Single Strand DLI	Negative Response		
We would not be able to continue with the Japanese program in high school due to distance if the program moves to Madison. My student is in the free and reduced lunch program, and TAG identified. We would have to give up Japanese after middle school and move to our neighborhood high school, Cleveland.	Single Strand DLI	Negative Response		
I fully support moving JMP if it means better balancing for everyone.	Single Strand DLI	Positive Response		

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Grant has the only neighborhood Japanese language program for the past 50 years. JDLI students have been going there for over 20 years. The three schools in the JDLI are fairly close proximity overall which is crucial especially for JDLI families further away in the PPS district. Our school accepts children from all over PPS with special emphasis on native speaking families and FRL students. Making the distance between middle and high school so much further apart will discourage families from staying in the program through high school. It will just be too onerous for commuting families and will ultimately weaken the JDLI program.	Single Strand DLI	Negative Response		
Moving the jmp in 2022 would add a significant hardship to students, in particular incoming sophomores who have struggled with virtual learning and already lost their capstone 8th grade research trip in 2020 due to covid.. Asking many of the jmp high schoolers to now travel across town will inevitably result in these lifelong learners leaving the program after 10 years of study. Please reconsider.	Single Strand DLI	Negative Response		
Consider keeping the Japanese DLI HS program located at Grant.	Single Strand DLI	Positive Response		Statement
Our children have been in Japanese Immersion since about 2006. It seems to be continuously under threat, from moving schools to disbanding the program to cutting funding and threatening the Japan trips. Instead of messing with one of the most successful programs in pps, why don't you try to use it as a model for other programs. Don't destroy it. Emulate it and replicate it. Leave Japanese Immersion alone!	Single Strand DLI	Negative Response		
The Bridger community is diverse and equitable as it is. Why change it? Or Why not make it a Spanish DLI school only? Why move all the spanish DLI already there somewhere else? it makes no sense that you'd want to completely disrupt the existing school. Basically, you are proposing to change it 100%.	Single Strand DLI	Negative Response		
Keeping Japanese Immersion at Grant, like it has been supported for many years, is a far better fit than Madison (which has never had a Japanese program) for supporting our children's needs and growth in dual-immersion. Madison has below average student achievement reviews and Grant has far above average. We would likely opt to put our child in another school rather than attend Madison. And that would be very unfortunate as it would end their growth in a dual language.	Single Strand DLI	Negative Response		
It would make more sense to make Madison primarily a Spanish immersion school, like you are proposing for Lent, and then Lent can feed into Madison.				
We strongly prefer that Woodstock keep it's chinese immersion program	Single Strand DLI	Negative Response		
Please do not remove DLI Spanish Immersion from Atkinson.	Single Strand DLI	Negative Response		
Outside of the strong need for a middle school, which we are all thrilled for Kellogg to open, I have yet to hear from anyone that is happy about the proposal. Coupled with my comments above, I am not sure I fully understand why there is a need to stir this pot so vigorously. Are the native speaking families and families of color not thriving in the current DLI programs as they are now? I am proud of how much diversity we have at Bridger. Couldn't we simply feed our middle schoolers from all the K-8's in the neighborhood to Kellogg and fix the overcrowding issue and leave the rest of the programs as they are?	Single Strand DLI	Negative Response		

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I highly recommend that high schoolers are able to continue their path to graduation at the high they started at. This is the biggest concern amongst the students I've spoken with and in many ways is more important than continuing in their DLI because of the established relationships at this critical stage in their life. Being so close to adulthood they have teachers, coaches, mentors, friends & family, counselors, and academic and athletic paths already established that are in place to propel them to success in their next phase of life. This 2-3 year consideration for these specific students could be life changing while knowing an option to stay will cycle out and help achieve the desired balance within a few years.	Socio-Emotional health	Negative Response		
Stability is critical for our students right now. It is unthinkable that we would take students out of their schools and break up the community and the friendships that exist between the neighborhood and our immersion program. DO NOT DO THIS PLEASE!!	Socio-Emotional health	Negative Response		
Creative Science is a deeply loved and appreciated learning environment with a staff like no other. The proposals CAN NOT afford to eliminate this special learning curriculum and ostracize the students and family who have come to adore this focus option.	Socio-Emotional health	Negative Response		
Having kids change high schools in the Fall of 2022 due to boundary changes is also a big ask of kids.	Socio-Emotional health	Negative Response		
This is extremely stressful in an already stressful time.	Socio-Emotional health	Negative Response		
I am a huge advocate of the public school system and believe that a big part of the public school system is the community it builds in neighborhoods. Geography is an important part of this as well and should not be ignored. The EastSide of Portland has become a popular place to live because of the strength of the neighborhood community and the walkability of that community. We made sacrifices to live in a neighborhood that enabled our children to walk to their elementary, middle and high schools, while ensuring our family of five could get by with one vehicle. I am incredibly sick and saddened by the idea that my kids will be sent out of our neighborhood to attend a high school further away than three other alternatives. The oldest of my three boys will be impacted with the first group of 9th graders if the current proposals go forward. After spending time isolated with the pandemic, I believe mental health is a huge concern. Our kids have grown up with kids from neighboring Atkinson. They play sports together and other activities and Franklin/Clinton Park has become a comfortable and familiar spot for them to be. These two schools share a neighborhood community and strong friendships exist. The current proposals require the Glencoe and Atkinson cohorts be split apart after time together at Mt. Tabor Middle School with the proposed high school changes. This will have a serious impact on these kids' well being.	Socio-Emotional health	Negative Response		
From prior to kindergarten, Grant has been a big part of our mapping out of our child's education.	Socio-Emotional health	Positive Response		Statement
Please vote NO on the proposed changes. The casualties that would occur along the way by way of what families will lose, upending classroom dynamics etc. are not worth it.	Socio-Emotional health	Negative Response		

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It is an oversimplification to equate DLI programs with racial/ethnic diversity, and target all perceived advantages to students in DLI programs. The Japanese Immersion students at Mt Tabor MS have higher incomes and programatic advantages than the neighborhood students. Although the number of Black students at MTMS is small, the school is working on targeted supports to bring up the Black student achievement. Having the Black students at MTMS feed to Madison does not recognize the strong connections they have built within their affinity groups and through Franklin Athletics. Our students are already struggling with CDL, to add this on top of it could be devastating for many students moving from 8th grade to 9th grade in 2022, including my own child whose best friend and study partner is in the Atkinson area.	Socio-Emotional health	Negative Response		
It seems like this year was challenging enough and we should let things go back to normal before making drastic changes.	Socio-Emotional health	Negative Response		
Hi, I live below the poverty level and am a single mother. Having students attend one high school and then have to switch to another would make it impossible for them to create community with teachers, friends and athletics. Also, it would be too much for me to navigate. Privileged parents are more able to help their students with the transition and moving kids before they graduate will only hurt poor families. Please do not move the Japanese program from Grant.	Socio-Emotional health	Negative Response		
I think that sometimes these changes are made without thought to the teenagers who have dedicated the majority of their lives in these programs and are very attached to their peer support systems. I realize you have to look to the future, but please give some thought to the currently enrolled, dedicated kids who have begun their high school careers getting involved in activities, clubs and programs. They may be forced to remove themselves from their environments at a time when they're already challenged because of Covid and their developmental age. Allow these kids the choice to stay at their current school.	Socio-Emotional health	Positive Response		
I understand that changes may need to take place. I would prefer that my child stays in their neighborhood at Franklin, commuting to Madison would be a major inconvenience that will affect our family for 7 years (for both children) on a daily basis during the school year, though at least Madison seems like a good school. However, I will do everything I can to block a solution that requires a change of high schools after students have already begun attending one. The disruption and damage to the educational experience that would cause would be an inexcusable indictment of the decision making process. I also feel like it is unfair that the process has gone this far without involvement from the community that will be redirected outside the existing boundary. It really seems like you got this far without having anyone who is actually going to be redirected over to Madison represented and now you want to gloss over that fact and ram it through.	Socio-Emotional health	Negative Response		
I won't support any decision that doesn't give us an idea of the general physical location that Creative Science will end up (i.e. a promise that the new location will be within 2-3 miles of the current location). Leaving my son without any physical school, nor any guarantee that it will be close enough for it to get to, is unacceptable. PPS should be ashamed of adding so much stress to so many families during an international crisis.	Socio-Emotional health	Negative Response		



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I am concerned that children will be displaced/split up as a part of this plan and the social/emotional impact this will have on them on the heels of COVID/remote school.	Socio-Emotional health	Negative Response		
My child is high needs, has a 504, and we have been able to avoid the IEP process because the nature of Creative Science has allowed us to have him in the least restrictive environment. If you disrupt his educational experience now—especially on the heels of so much upheaval due to COVID, I fear there will be real negative consequences for him. I recognize the importance of working towards equity for BIPOC students and families—but this does nothing to solve the real problems of equity in our schools...it just moves it around, and in fact, decreases diversity in our schools and seems to segregate native speakers. And if Creative Science loses its building, those students (many of whom are not neuro-typical learners) who are doing well at Creative Science BECAUSE OF Creative Science—will lose out greatly. In a mainstream school, many of these students would likely be on IEPs and in behavior classrooms—but because CSS’s approach works for them, they are able to maintain in the least restrictive environment. Please don’t take our building. And if you must, please keep our k-8 community intact. My son needs this school.	Socio-Emotional health	Negative Response		
Why switch to k-5 ? Keep k-8 so middle schoolers can help W littler kids and be in comfortable environment rather than having a huge transition while they are already experiencing a huge change due to puberty. It’s already hard enough.	Socio-Emotional health	Negative Response		
PPS should feed Kellogg MS with neighborhood teachers and children and that should be it until thoughtful, community input and discussions can be had after the global pandemic is over to rebalance enrollments. If PPS moves forward with these drastic changes before the school year next year and children go back to unfamiliar school buildings, teachers, staff and friends, there will be profound, long-lasting negative effects on these children and their families. PPS is already creating added stresses to all families across the district by their lack of thoughtful process to this very complex situation of rebalancing. The communities PPS is serving should not have to be forced to watch an unfair process unfold due to the lack of planning by PPS for opening Kellogg MS. Please make the right decision. Feed Kellogg MS. Engage in an equitable process for making all other drastic changes after the global pandemic is over. That is the right decision.	Socio-Emotional health	Negative Response		
If the focus is to fill Kellogg, fill Kellogg. Do not use Kellogg as an excuse to completely disrupt the lives of so many students just to shift DLIs around when there seems to be very little community support to do so.	Socio-Emotional health	Negative Response		
I grew up poor in the 80s when drugs, prostitution, and homelessness were rampant. Education was the only way to lift myself out of that and now with COVID, this may arise again. No parent wants to send kids into areas that aren’t safe and being near 82nd means exposing my kids to those dangers. Putting DLIs Chinese and Spanish to outer Portland is endangering our students. This use of equity is the same as Trump saying that he’s making America great again by taking care of the rich population and creating walls with among the rest of the racial groups.	Socio-Emotional health	Negative Response		

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There are so few Chinese immersion students that it doesn't significantly change rebalancing but does severely disrupt our kids' lives after the trauma of the pandemic. Depending on the final outcome, we will send our kids to private schools if this plan is passed.	Socio-Emotional health	Negative Response		
For what it is worth, I would like to share my personal experience. I have a second-grader and a kindergartener in the MIP at Woodstock Elementary. As all parents know, distance learning is, at best, a challenge. We are all concerned with how this period of time will impact our children mentally and academically. My second-grader has gone from a happy and engaged child to one who is mokey, sullen, and often fears leaving the house. My kindergartener, who was so excited to join his big brother at the school where he dropped him off and picked him up everyday, has never seen the inside of an elementary classroom and absolutely despises online learning. The disruption to their lives is immense, and they are absolutely the lucky ones who have internet and devices and a parent to sit with them most of the time. When I think about how detrimental another drastic change would be to them, it makes me extremely fearful for how it will affect their emotional and social well-being and their long-term relationship to school. And then I think about the prospect of upending the lives of thousands more children and removing them from the schools and communities that offer stability, familiarity, support, and friendship, and it feels like the wrong moment for drastic change. There is enough change for these kids right now, and it is our duty to offer as much constancy and stability as we can. The reopening of Kellogg is wonderful and the goal to eliminate the K-8 model is also laudatory. Make the smallest change in this moment of turbulence and reflect on those outcomes after kids get back to normal routines and we all have a chance to let the dust settle. This is not the moment for this drastic change.	Socio-Emotional health	Negative Response		
This process has been rushed and needs to slow down and truly take time to listen to the communities that will be impacted.	Timing	Negative Response		
You've got a hard task in front of you. Please don't rush it without reasonable public resident and student input.	Timing			
The re districting should not be done without involvement of all east side schools- not just SE coalition.	Timing	Negative Response		
This process seems very rushed and without consensus among the coalition (how can parents be expected to support plans that even the coalition can't agree on?). It is also predominantly focused on DLI family concerns at the expense of neighborhood families. There doesn't seem to be any concern for quality of education and performance of high schools. And lastly, some schools are not even represented in this decision.	Timing	Negative Response		
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.	Timing	Negative Response		

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I feel that the Guiding Coalition needs to take more time with this decision. Families have only had a few days to look over the new changes. The coalition should consider feedback from Shu Ren, which does a good job listening to families and translating information.	Timing	Negative Response		
The implementation of the rebalancing plan needs to be paused and allow for full input from students, parents, and school staff.	Timing	Negative Response		
Why not figure out where Creative Science School (and ACCESS) go at this point? So many elementary schools are under-enrolled in all these scenarios. It seems like the proposal needs to consider converting one of the existing K-8 buildings in to a home for CSS and then re-drawing neighborhood boundaries. Is that the plan for Phase 2?	Timing	Negative Response		
This feels like a very rushed, non-holistic approach to only look at changes to the Southeast or rather only Southeast PLUS Madison. As I understand it Grant High School has similar overcrowding issues to Franklin and it seems short-sighted to not even consider it as part of this proposal. If goal is to increase enrollment at Madison, Grant seems like a much less disruptive school to pull from: 2 miles away as opposed to 4, on same side of I-84 Freeway and part of the Northeast community.	Timing	Negative Response		
<p>Please reconsider feeder patterns as the only way to determine school attendance. Students in all grade levels should be able to attend</p> <p>This process has been fundamentally inequitable - materials have not been provided in multiple languages and are barely accessible to even english speakers. The guiding coalition's hand has been forced by PPS - there is no set evaluation criteria. There were no narrowing of choices by the coalition, rather this happened outside of that group.</p> <p>In the midst of a pandemic, forcing families to engage on what will be a traumatic division of our neighborhoods is malicious and irresponsible and does not account for how individuals and communities have had to support each other. PLEASE SLOW DOWN. DO NO HARM.</p>	Timing	Negative Response		
This feels like a rushed process that blindsided the DLI community.	Timing	Negative Response		
Why has JMP not been discussed in the proposals above?	Timing	Negative Response		
I want to understand the impacts to Grant with these changes.	Timing	Negative Response		
I am concerned with the quick timeline for this project. PPS has had many years already to consider the impact of a reopened Kellogg MS. I wish this work had begun at least a year earlier and I would prefer to see a phased implementation, since the impact to some families will be quite extensive. Thank you for your work on this project and good luck with the resolution.	Timing	Negative Response		
I strongly recommend PPS delay the move of the Japanese program until further discussion in concert with the panned realignment of the NE schools.	Timing	Positive Response		Statement

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<p>I propose we slow this process down, address the immediate Kellogg needs and then take the needed time to create a more comprehensive picture and longer term vision of PPS which includes NE schools such as Grant, and other quadrants. This this is a challenging undertaking with many merits and for many essential reasons.</p> <p>I understand that this process was delayed and that the community did not partake as fully due to covid. Let's honor and acknowledge that by slowing down and creating a more comprehensive and compassionate vision for PPS. Thank you for the opportunity to write and for your dedication to our families especially these last 10 months.</p>	Timing	Negative Response		
Please do not move forward with the 3 "chosen" proposals. They are rushed and do not fully reflect the desires and needs of the community that Atkinson and its DLI program serve.	Timing	Negative Response		
The Tabor/JDLI/Spanish/NE community has not had enough time to process this recommendation. Other stakeholders have been part of this discussion for months and we are just learning about this significant change. During a pandemic, during a stressful election, coming up on the holidays.	Timing	Negative Response		
Would like PPS to reconsider the timing, scope, and degree of the proposed changes, particularly in a time when students are not in school and parents are struggling to both support virtual school and pay the bills in this tough economic situation. I recommend holding off on any recommendations regarding Grant and Madison high schools until the district can conduct a full study of Northeast enrollment and programs, address high school boundaries throughout the district, and ensure all voices are heard.	Timing	Negative Response		
This all seems so rushed. I feel a project this big should take years to develop and allow for more the one opportunity for a public forum. The much needed update to the enrollment balancing website comes just days before the open house. Many families are juggling working from, assisting on-line learners and caring for smaller children. Now, we must digest all the information out there and to be prepared to make our voices heard in days. It is unrealistic and unfair to the entire SE community. Additionally, I would like to state, the Bridger community will be most affected by all the proposals which have been put out. This community has already made sacrifices in building space, using modulars and moving Kinder to the annex. Now the latest proposal will be divide the community in three ways.	Timing	Negative Response		
Please do not make such huge changes without the appropriate public input from the community. Start with what is necessary, such as middle school changes, but wait for the elementary and especially for DLIs location changes, no necessary yet.	Timing	Negative Response		
This needs to include NE Portland elementary and middle schools	Timing	Negative Response		
Please with everything so divided right now do not make the mistake of moving our immersion students to let's we cannot expect the to adopt the same cultural values that atkinsons has developed over the years.	Timing	Negative Response		

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Your process is rushed. Decouple Kellogg hiring decisions from this matter. Consider data but don't be divorced from logic. Involve Glencoe parents. Consider Grant, as you have a diversity issue and comparatively lower attendance. Staff and Coalition members claiming delay/confusion due to viral pandemic is laughable. You had no digital strategy to solicit input from busy/working parents? You'll proceed at a time when those without a digital means of connecting are prohibited from meeting with you in-person?	Timing	Negative Response		
Please slow down the process. This feels very rushed for a very large decision that will have HUGE impacts to families.	Timing	Negative Response		
I know that the timeline is really tight, but I think we need additional opportunities for input as the proposal continues to shift and get refined.	Timing	Positive Response		
You need to SLOW THIS PROCESS DOWN. What exactly are the goals that are trying to be achieved? Very few families are happy with the Phase One proposal. Who is benefiting from moving at the speed in which these decisions are being made?	Timing	Negative Response		
Slow down. Re-focus on getting Kellogg open with a strong start and wait until COVID is over or integrate all of the changes and challenges into a larger conversation about how larger patterns should be shaped. Even the SE Coalition members seem frustrated with the process and timing and choices. That should signal the district that something is off. Paint a better bigger picture of the guiding principles that shape what should inform the redesign of boundaries and enrollment. Don't change the "grandfather" policy so if a students starts in one high school they can remain until they finish.	Timing	Negative Response		
If the main need is to fill Kellogg, just focus on the move of gr6-8s from K-8s, then take a step back and reassess. There should be time and space for both online and in-person (ie post pandemic) discussions with community members as some people have better access and/or comfort with different venues.	Timing	Negative Response		
This process seems like it was very secretive and rushed.	Timing	Negative Response		
Slow down - do not rush - get more input!	Timing	Negative Response		
SE neighborhood programs and schools will be under-served in this process while more active parent communities in lottery schools are advocating loudly for not only access to special focus programs also that they are in preferred locations. It seems short-sighted to not include the preliminary plans for phase 2 at this time to give families a better big picture of their educational future, it would be helpful to know now how pps plans to reconcile the imbalances possibly created after phase 1 is decided on.	Timing	Negative Response		
The condensed timeline is clearly disconcerting and feels disrespectful to the communities involved. Rather than building trust, families are frustrated and confused. High school student input has been neglected. Why didn't PPS start this process as soon as they broke ground for Kellogg? Why not focus on how to fill Kellogg as the first step and allow more time for the downstream impact?	Timing	Negative Response		
As a CSS parent I support changes that improve PPS services for families near the Clark building, and understand that may mean our location will change but in my opinion you MUST identify an alternate facility for CSS before phase two, or this idea is half-baked, bordering on negligent.	Timing	Negative Response		

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Please delay this process. Please.	Timing	Negative Response		
We would like to reiterate that moving the High School component of the Japanese Immersion Program needs further study, input, and thought given to it. Making this decision in haste during a time of distraction does not adequately address the questions and input that the invested families of this program could provide. When that discussion happens - some consideration should be given to feeding to Franklin, like the rest of Mount Tabor Middle. Clearly, this is a multi-faceted question and decision affecting an involved and established community. Please consider removing this item from the current discussion, to be appropriately addressed at a later date.	Timing	Negative Response		
The process feels rushed and community engagement seems late in the planning of this project. The coalition should look for alternate solutions which to do not displace students and families. Budget shortfalls should not be the guiding principle in the recommendation to reconfigure boundaries. Families have purchased homes based on current school boundaries long before PPS coalition considered this boundary restructuring. The communication on these recommendation has been less than transparent and more time should be considered to provide the community time to guide any considered process.	Timing	Negative Response		
I don't think you are listening to the community and a vote in January is hasty.	Timing	Negative Response		
If it's equitable to give our school building away, then you need to have a solution for us before you even consider it! Our community is strong and we need you to consider our 600+ students who are all suffering from the challenging times we are living in. You shouldn't even be considering these proposals right now, with so much going on. It's shameful.	Timing	Negative Response		
Seems like there are a lot of issues to iron out. Please give people time to vote/have a voice before pressing forward!	Timing	Negative Response		
Seems like there are a lot of issues to iron out. Please give people time to vote/have a voice before pressing forward!	Timing	Negative Response		
I would like to request that PPS focus solely on phase 1 of the coalition's mandate at this time, namely: opening Kellogg, converting Harrison to a middle school, and converting K-8 schools to K-5. Relatedly, I strongly request PPS pause any redrawing of feeder patterns and boundary lines or phase 2 work until such time as all impacted stakeholder voices are sufficiently represented in the generation of further proposals. Namely, I request that representatives from all impacted schools (including Glencoe) be included in discussion. I further request that prior to additional proposals being made, refined, or decided upon, PPS increase engagement efforts to amplify the voices of BIPOC community members in this process and that more student voices be included in the discussion.	Timing	Negative Response		
I feel like not enough time has been spent on identifying things that are working at individual schools and seeing if those things can be expanded or applied to other schools. And ensure those things won't get interrupted in the proposals. And I am concerned about unintended consequence of separating/segregating community of students of color in stand-alone immersion schools. Also, it feels like this process of determining feeding patterns for Kellogg should have been figured long before building it.	Timing	Negative Response		

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Those of us with 8th graders would like things to be decided before our 8th graders have to choose high school on Dec 11th. If it's going to take longer for PPS to set the new boundaries, then the date for 8th graders to decide which high school they want to apply for should be pushed back to January.	Timing	Negative Response		
Please wait to make this change until capacity and feeder patterns in NE can be assessed.	Timing	Negative Response		
Please slow down the process. Please listen to the PPS community. Most of us did not even know about huge changes in high school boundaries. (They only talked about Kellog middle school at first.)	Timing	Negative Response		
This process, while originally tasked with specific goals, is creating much more far reaching ripples that need to be considered	Timing	Negative Response		

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<p>The scope of this project is too big and too fast. Additionally, trying to develop and implement something this complex during a pandemic is just stupid. Worse yet, the people presenting the proposal did not demonstrate that they have the knowledge, experience, or skills to develop and implement a plan of this complexity. They also failed to demonstrate that can successful run a public process for something this big that impacts so many people.</p> <p>As a result, most people came away from the Nov. 19 meeting feeling unheard. It looks like PPS is trying to sneak a huge reorganization of SE past people and communities during a pandemic. Not good.</p> <p>Also disturbing was the inability of anyone from the Guiding Coalition or other leadership from PPS to explain how the proposal would actually improve equity and diversity in SE. In fact, the consensus of many was that the proposal will increase racial and programmatic separation and be destructive to community cohesion.</p> <p>An important piece of this was the fact that Grant High School seems insulated or “protected” from this process and the increasing diversity of the city even though some programs track there. This did not pass un-noticed when Franklin HS is already at capacity just after a large renovation and expansion.</p> <p>When students from Atkinson Elementary suddenly have to go to a new middle school out at Harrison Park, miles away and across many large and busy thoroughfares, and the Creative Sciences School suddenly has no home, you need to rethink. This is not a legitimate planning proposal that should have been put out for public consumption.</p> <p>The problems and mid-steps are too many to innumerate here. It really feels rushed and incompetent. I am reminded of the public meetings during the K8 conversions where people spoke, yelled, reasoned, cried, and did everything possible to stop it...but PPS pushed it through anyway. And now here we are, trying to minimize the damage to our communities again and undo something that never should have been done in the first place. Only now we have the pandemic to keep people at a distance and unable to really engage.</p> <p>PPS needs to stop this failing process, take a few steps back, and engage the communities that will be impacted by this plan in a more real and genuine fashion.</p> <p>After the pandemic would be ideal.</p>	Timing	Negative Response		
Please reconsider your timing and goals for community engagement. You can not responsibly meet that goal during a pandemic and I do not see evidence that appropriate balancing measures about the very real impacts on peoples lives, were considered.	Timing	Negative Response		
Thank you for taking this on but I hope that it can be done in a more comprehensive way - instead of just SE Portland.	Timing	Negative Response		



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Please consider holding off on Phase 2 until the above are included.	Timing	Negative Response		
Don't ignore the many students with IEPs that are being helped by the programs at CSS. Many children that need extra help attend CSS because others schools have failed them. CSS is well equipped to help those students in need. This school provides important services which are essential to any balanced school system. To displace CSS without any plan to house them is doing a grave disservice to PPS.	Timing	Negative Response		
My son has been going to Creative Science School for 2 years now. He has ADHD and the program and teaching methodology at CSS has vastly improved his ability to engage and perform in the academic setting. My daughter just started kindergarten at CSS this year and loves it so far. The location of Clark building is ideal, housing the entire K-8 program and having a large recess yard. Please propose a satisfactory location for CSS that is near its current location or make no changes to CSS being at the Clark Building.	Timing	Negative Response		
<p>I find it highly offensive that anyone would give a proposal to kick nearly 800 kids and teachers out of their school without a brick and mortar option. Why are no other focus option or language emersion programs being proposed to move without a building to teach the students in?</p> <p>I feel like the attempt at equity in PPS is being entirely missed by targeting a school of mostly working class families. I am under the impression that most CSS students live in close enough proximity of Clark that it was reasonable to attempt the lottery for CSS. I think my daughter would have done well at Winterhaven but it wasn't logistically feasible for my family. We can ride bikes to CSS/Clark. Ultimately I wanted my kids to go to Bridger because I believe in neighborhood schools but after attending open houses and talking with neighbors I could see that if you weren't in the Spanish program you were more of an afterthought in regard to fundraising and class size. If PPS wants to be more equitable then make sure the kids that go to Harrison Park have the same class sizes and same school equipment and materials as the kids at Beverly Cleary. I remember the 2 school years my kids couldn't drink from the water fountains in the Clark building due to lead in the water. I worry every day my kids are at school that the building is not seismically safe.</p> <p>The first new middle school in SE Portland in generations has the community hoping their kid will have the opportunity to learn there in a safe building. You would probably hope your child would get to learn in a new building rather than a run down worn out school building like Harrison Park. Right?</p>	Timing	Negative Response		
A lot of parents chose to try to get into CSS for a reason. It is a different focus on learning that may work better for certain types of kids. Our children are thriving there. We have really enjoyed the community that we have formed there. I understand that CSS may need to move to make space for other neighborhood kids with changing to k-5/6-8 but CSS is a great program and we need a home. Logistically for those who attend it needs to remain relatively near it's current location.	Timing	Negative Response		
There does not seem to be ANY concern for the actual students and their families. Pushing this decision through during this unprecedented, stressful time is unacceptable and irresponsible. There should have been a plan in place for Kellogg prior to reconstruction.	Timing	Negative Response		

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I have no doubt that this is a complicated problem and not everyone will be pleased with the final outcome. Open communication and a feeling of connection to the solution would go far to get people to understand the provided options. I strongly request that feeder patterns and boundary lines outside of phase 1 wait until all stakeholders are sufficiently represented. If this is a true rebalancing for the PPS district I respectfully request the coalition to broaden the scope of the rebalancing effort to include all Eastside schools. Please prioritize minimizing the distance kids must travel to school, having safe routes to school, and having good transportation options available for kids who would need to take public transportation.	Timing	Negative Response		
<p>It is very troublesome to see that no plans are in place to care for the children and families of Creative Science in the proposal. And no explanation as to why it is the only focus school that appears to be a target of this point: "Schools devoted entirely to a Focus Option create inequity of experience." Have you visited Creative Science? Have you seen the diversity of race within its student body? Creative Science has a higher enrollment of students with behavioral and learning challenges that struggled in a comprehensive mainstream PPS classroom than most other schools in the district. Have you heard the Constructivist model of education and how it is based on meeting students where they are, allowing them to guide and mould their educational experience based on their needs, interests, curiosity, in a very hands-on, collaborative, and exploratory way? If that isn't an equitable education model, I don't know what is.</p> <p>Unrelated to the proposal itself: this question has a blatant, and rather elementary, punctuation mistake. It should have a question mark.</p>	Timing	Negative Response		
I attended the Open House and felt there was no connection made between the stated goals and proposed plan. It is unclear how you are addressing the goals with these changes. Also, 2020 is a census year with the last being 2010. I wonder how up to date your demographic data is in terms of how communities are distributed through the city. This process seems to be happening very fast and rather haphazardly. I think it's time to pump the brakes and at the very least wait for 2020 census data, at least beyond changes other than opening Kellogg. I'm confused about how taking half the population of Woodstock (half of that being neighborhood kids) and moving them to Bridger solves any problems. Also, do families at Bridger want a Mandarin only option? Or will they need to move if that doesn't work for their families. There are some many things wrong with this plan and the beginning of the year is far too soon to make a recommendation to the board.	Timing	Negative Response		

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Any rebalancing of this size needs to be decided on 5-10 years prior to acting -- not a few months. People buy houses, change jobs, and decide on an older or younger child's enrollment in a school program based on where a school is. There needs to be long term notification so people can plan their lives accordingly if actions like this occur. Many people have an older child in a neighborhood school and a younger child who just happened to lottery into the neighborhood DLI. How do we drop off two kids at two different schools -- it's not safe for one to walk by themselves. These considerations are why I'm fine with decisions being made, but the actions cannot take place for 5-10 years out.	Timing	Negative Response		
I would request that PPS focus on phase 1 of the coalition's mandate at this time: opening Kellogg, converting Harrison to a middle school, and converting K-8 schools to K-5 and pause any redrawing of feeder patterns and boundary lines or phase 2 work until more stakeholder voices are sufficiently represented in the generation of further proposals.	Timing	Negative Response		
This whole process feels rushed. I question the timing of this significant proposal coming up quietly just before the vote on the school bond. Was this kept under wraps to ensure the bond passed? Why not take the time to get input from all of the communities impacted?	Timing	Negative Response		
Why is this process being done in isolation from schools in NE Portland. Why isn't Laurelhurst elementary in this discussion being it is so close to SE.				
Please potentially delay a year	Timing	Negative Response		
If a plan is approved to move JDLI students from Grant to Madison, please consider changing the effective dates so that children already enrolled at Grant are allowed to complete their times there and not have to change schools in the middle of an already tumultuous high school career.	Timing	Negative Response		
Depending on where CSS continues, our children may end up at Harrison Park Middle School, an older, out of date school that is a sharp contrast to Kellogg for other SE children. What upgrades will be made to Harrison Park as it converts to a Middle School?	Timing	Negative Response		
This is clearly not a process that has been vetted or given an adequate amount of time, it is also being completed in a vacuum rather than looking at the overall big picture and making decisions based on an overall goal. Inequities are being further driven into the system. Yikes PPS.	Timing	Negative Response		
1. What will the options be for continuing Orchestra? Right now, Bridger has a strings program. Where will that go? When will it be decided? 2.The DLI vision seems cloudy to me. Is it more of a late-exit bilingual program for native speakers in SE? Is my daughter (native English speaker) taking someone's spot who is more deserving? I would love transparency and clarity. I've prioritized DLI in my family but if this isn't the right program, I don't want to be in the way of serving students who may need it more and I don't want my daughter to be unwelcome at Lent or wherever we are sent.	Timing			

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The Guiding Coalition is doing what too much way too fast! You need to listen to the wants and needs of the communities impacted. The communities impacted are more than one set of parents from each school that is supposedly represented in the coalition. There needs to be more data from FloAnalytics on how they arrived at their proposals.	Timing	Negative Response		
I understand that students need to move schools in order to fill Kellogg, but why not move students who live close to the school and change some boundaries instead of moving a ton of programs. By moving the programs, students may drop it off the programs and then your projected numbers will be off. It seems like an awful time to uproot so many students. I think the best plan is to affect the least amount of students and still be able to open Kellogg, but it seems like this proposal uproots more students than needed.	Timing	Negative Response		

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<p>Dear Guiding Coalition Members:</p> <ul style="list-style-type: none"><li>• The SE Guiding Coalition's phase 1 mandate was to enroll Kellogg Middle School, identify a second comprehensive middle school in Southeast, and convert current K-8 schools to K-5. PPS communications on the Coalition's work have consistently tied it to the reopening of Kellogg, concealing the true breadth of change included in the Coalition's proposal. The current proposal vastly outsteps that mandate, by introducing school boundary changes and altering feeder patterns without input from each community impacted.</li><li>• This breakdown in both process and communication has created uncertainty and mistrust in PPS. This has been a rushed process in a time when families are already overwhelmed with distance learning, battling unemployment, political uncertainty and the pressure of a global pandemic.</li><li>• The coalition should stick to its original mandate and stop any re-boundarying and feeder changes without first ensuring all impacted communities – including students – have a seat at the table.</li><li>• PPS should publish data that clearly demonstrates how any decisions made by PPS's SE rebalancing efforts will optimize the use of school facilities and help achieve racial equity and social justice.</li><li>• If NE schools are solutions to SE's "rebalancing" efforts, then all Eastside schools should be part of the conversation. Why are Laurelhurst, Beaumont, Alameda, Sunnyside, Cleveland, Grant, etc. immune?</li><li>• This proposal does nothing to address overcrowding at Franklin, leaving it on pace to be at 116% capacity by 2024. There is no point in adopting sweeping changes that do not address this problem.</li><li>• Most of Mt. Tabor Middle School neighborhood students live within walking distance of Franklin High School. The proposal has Franklin students transitioning to Madison, which requires a 45-minute TriMet commute, including transfer. This goes counter to PPS's own assertion that "most students find their best fit close to home."</li></ul> <p>Thanks for your attention.</p> <p>Rebecca Haas, mother to Franklin HS 10th Grader, and Glencoe Elementary 4th Grader 503-380-8292 rebecca@revolutionportland.com</p>	Timing	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
<p>My request is for PPS to look more closely at refining Scenario 9, especially since it performs quite well when compared to Scenario 10 in meeting PPS' 3 outcome goals:</p> <p>(1) Equitable Programming: a) By having Bridger/Atkinson share boundaries (with one being all DLI and the other all neighborhood), Scenario 9 allows native Spanish speaking students to be served at a more central location. This minimizes transportation impacts and avoids the segregation of native speaking/BIPOC students to the outskirts of SE Portland. b) While a single strand DLI + neighborhood co-location is less desirable, Scenario 9 allows Lent to maintain its neighborhood program. Note: It is important to consider if Lent will lose its Title 1 eligibility if it becomes a whole school 4-strand DLI program.</p> <p>(2) Optimizing Facilities: a) Scenario 9 optimizes the use of facilities by minimizing the use of portables and keeps utilization at the desired 60-80% range without the use of portables for Bridger, Lent, Glencoe, Vestal. b) By creating a whole school at Lent with 4 strands of DLI, Scenario 10 will create a 96.4% building utilization rate without portables, well above the desired utilization rate.</p> <p>(3) Minimizes Program Co-locations: a) Scenario 9 eliminates the unbalanced co-location at Bridger while also allowing the Bridger neighborhood program (which has historically struggled as a single strand co-located with 2-strand DLI) to strengthen its identity as a full neighborhood only school. b) Scenario 9 eliminates the single-strand co-location at Atkinson with the creation of a whole school DLI program.</p>	Timing	Negative Response		
<p>The result of moving JMP to Madison will be a weaker program, and one that fades away by the high school level. If PPS is going to have DLI and other special programs, the feeder schools should be close to each other so that families can plan their lives and are able to get their kids to and from school without too much disruption. People with multiple kids in school can't pick up one kid up at Madison and then get to Mt Tabor on time to pick up the other. Basically, this change says that JMP is not open for SW residents. And if the change does have to be made, one Japanese teacher should be left at Grant until the current students have finished their four years so they can get their seal of biliteracy without having to make the choice between spending hours a day on public transportation or giving up the language they've studied since age 4 and going to a school where they know no one.</p>	Transportation and Locat	Negative Response		

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It should be looked at to shift elem. school boundaries to the west, moving Harrison Park k-5 to bridger, moving those s. of divison, west of 82nd to Atkinson. This both helps Atkinson's enrollment AND does not displace creative science. I also think the Harrison Park middle school plan is an afterthought and is due to PPS mismanaging Kellogg construction which now cannot house all of the students that need to go there. Splitting south tabor up like you are, and then sending them to a 'middle school' that doesn't even have a construction plan that is public is a disgrace. You are also making kids walk across two major busy roads and increasing PPS transportation costs. Shift the middle school boundary for Lane North to increase its capacity, which then allows space for those in S. Tabor that live by Kellogg to attend Kellogg. Have you exhausted all your options before coming up with the Harrison Park plan which removes a neighborhoods elementary school AND displaces CSS. This is a disgrace.	Transportation and Locat	Negative Response		
Walking and biking to schools should be a mandatory possibility for neighborhood schools. What is the point of a neighborhood school if the child has to be driven or take a bus to school? More pollution for no reason!	Transportation and Locat	Negative Response		
Please consider making Clark Chinese DLI and Bridger neighborhood. Its a more central location and and is more centrally located for a neighborhood program.	Transportation and Locat	Positive Response		Statement
Why would you send children to a school 4 miles away when there is one within walking distance. While allowing kids that are already much further away to continue to attend Franklin.	Transportation and Locat	Negative Response		
Having our kids attend Madison would not be an option for our kids based solely on bike access and the location of Madison to where we live on 44 and Stark.	Transportation and Locat	Positive Response		
Taken in its entirety the programs shifting around schools feels extremely disruptive and like it will result in a significant number of families having to shuttle children further from home. I'm curious if enough consideration has been given to transportation and associated climate impacts. Part of the appeal of living in SE is being able to walk or bike to the places we need to go, including school.	Transportation and Locat	Negative Response		
I hope the parties making the boundary suggestions are physically looking at the boundaries they are suggesting (driving or walking them). Making changes that affect MANY families without thoroughly looking at the proposed changes will only result in this process needing to be done again and/or having families unnecessarily shifted around. Changes should make sense and not just applied unilaterally because it looks good on paper. Thank you.	Transportation and Locat	Negative Response		
Please consider the distance to Harrison Park from neighborhood that a lot of the kids will be coming from. Kellogg is walkable or bikeable, where I don't think anyone would feel good about sending their 6-8 grade kids across 82nd on their own.	Transportation and Locat	Negative Response		
The distance some families will need to travel to get their schools: Given environmental issues and safety (crossing busy roads, inclement weather in Portland), we should give more weight to geography rather than the feeder model in considering which students go to a given school.	Transportation and Locat	Negative Response		

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<p>The goal of ending collocation is just one of many in this process. Yet in prioritizing it at the expense of all other goals, the proposal exacerbates other challenges (e.g., creating under-utilized sites, creating transportation burdens, and leaving a focus option program without a home). Putting a stronger value on place/neighborhood, particularly as relates to the K-5 boundaries, would solve some of these problems.</p> <p>This part of SE is intersected and bisected by two state highways, an interstate, and several major city streets. Boundaries should be drawn to limit how many of these streets a student has to cross to get their school. I'm particularly concerned about adding two K-5 schools into the mix for South Tabor (Arleta and Creston) and moving one of the current K-5s from Bridger to Clark, even farther northeast. The neighborhood would be split among four K-5s (Atkinson, Clark, Arleta, and Creston) instead of two (Atkinson and Bridger/Clark). Meanwhile, only Atkinson is safely walkable for all children in the neighborhood, yet it would be left underutilized by the removal of its Spanish DLI.</p> <p>It would take some juggling to figure this out, but consider having the Atkinson boundary encompass all of South Tabor AND have Atkinson feed into Kellogg 6-8, then Franklin. This would eliminate the need for bus transportation or driving for families in this area from K-12. And it would alleviate the traffic and transportation impacts on SE Woodward, a neighborhood greenway that is currently overwhelmed by the pickup/dropoff traffic for Franklin (PPS's largest school by enrollment).</p> <p>By my count, in each of the other three neighborhoods in Portland where there is an elementary, middle, and high school (St. John's, Hosford-Abernathy, and Hillsdale), most if not all of the neighborhood sits within the boundary of that K-5 school, which then feeds into that middle and high school. This makes sense for so many reasons and would have positive ripple effects on the neighborhood, community, and the broader transportation system (and climate). I suggest revising the proposal to adjust the Atkinson boundary to include all of South Tabor and to have Atkinson feed into Kellogg.</p>	Transportation and Locat	Negative Response		
Neighborhoods that send students to Mt Tabor are within walking distance to Franklin but not within walking distance to Madison	Transportation and Locat	Positive Response		Statement



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In addition, We are in the Glencoe neighborhood and feel very safe about the walk/ bike ride for our kids planning on attending Franklin High School. I absolutely do not feel safe sending my child all the way to Madison across I-84 and to busy 82nd street. We have two working parents who cannot help with transportation and need our oldest to help with childcare for our younger two children. Basic high school activities and sports will not be options for many students who simply don't have transportation to go between home and school. I am also concerned for those students who have the means to drive to school. This will push a larger number of teenage drivers overall on 82nd--causing more damage to our environment and putting our youth vulnerable to accidents. In summary, this harms the community and introduces several safety and mental health concerns, childcare burdens and new financial costs for my family and close neighbors. Learning about these proposals has already caused a great deal of stress in our community and brought on discussions about leaving PPS.	Transportation and Locat	Negative Response		
More than this being a major inconvenience to our family, we think that the decision to rezone our school district presents a paramount safety concern for all of us who live north of Powell . Don't relocate Atkinson students to Creston.	Transportation and Locat	Negative Response		
Your proposed changes do not consider geography or transportation. The Madison HS boundary is a gerrymandered creation that makes no geographic or transportation sense. Interesting how Grant's boundary stays intact with no significant changes.	Transportation and Locat	Negative Response		
Redrawing neighborhood school boundaries shifting the population of students by location causes less hardship requiring some families to switch schools but not with undue hardship of a long commute when it's just the next neighborhood school in close proximity. Then there is no targeting of moves based on racial groups that require even more families a significantly longer commute out of the neighborhood.	Transportation and Locat	Negative Response		
if you're going to propose moving neighborhood schools to somewhere really far away seems like you'll need to provide comprehensive transportation.	Transportation and Locat	Positive Response		
Please take into consideration all voices when making enrollment changes. Changing school boundaries when no one from the school is on the coalition is a horrible way to move forward. Stakeholders need to be involved with the process.	Transportation and Locat	Negative Response		
Also, the ability to walk and bike to neighborhood schools has also been a priority for PPS. We are a bike commute family and the potential for a five minute bike ride turning into an hour bus ride with a transfer is not something we want.				
Moving the boundary from Powell to Woodward would only serve to further limit the children going to these schools. Powell is a natural boundary. The proposal would also have the effect of having more parents drive their children to school at a time when we're trying to reduce motor vehicle traffic, not increase it.	Transportation and Locat	Negative Response		
Please keep Glencoe with Franklin!!!	Transportation and Locat	Positive Response		

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I am frustrated that our neighborhood was left out of the process entirely and are now faced with a change that will simply not work for our family. We are committed to reducing our footprint with walking to school and working, living and shopping in our neighborhood. We bought our house for this reason. I am frustrated that PPS seems to have no commitment to the neighborhood students. It feels like the DLI and focus option schools are the priority for the district. We stayed in our neighborhood and are proud of our diverse and successful school (Franklin). We have neighbors who did not consider Franklin and chose private school instead. We have always been committed to public school and made a commitment to stay in our neighborhood, not move to the latest and greatest school. The wealthiest families in our neighborhood will do fine with transportation, or simply choose a private option. The rest of us will struggle with a fractured neighborhood and have a deep financial impact with transportation costs. The bus route is simply not doable for our family and most of the other families in our situation. It's a convoluted trip from our house to Madison. It's not a simple straight shot bus trip. Please rethink this part of the plan. It just doesn't make sense.	Transportation and Locat	Negative Response		
Being able to walk or ride to school is important on many levels.	Transportation and Locat	Positive Response		
I do not see this issue of safe walking and biking options being addressed anywhere in the process	Transportation and Locat	Negative Response		
Please keep Mt Tabor students progressing to Franklin!	Transportation and Locat	Positive Response		
Hold off on the high school changes until all east side high schools can be changed. Also, making these changes without making MEANINGFUL boundary changes is terrible. I live on a dead end block with about 10 houses. A boundary line goes down our block. Makes no sense.	Transportation and Locat	Negative Response		
Moving the Atkinson Spanish DLI program to Lent would also rob students that live near Lent from attending their neighborhood school. This would have negative impacts on their community as well. Moreover, it would impose significant transportation costs on families of Lent students, who would have to travel further to another school, as well as on families of students from Atkinson who would have to travel to Lent. Traveling longer distances to attend school imposes significant financial and environmental cost. In fact, some parents of Spanish DLI students have spent time and energy finding housing near Atkinson. Asking them to either move or travel further to attend Lent places an unfair financial burden on them.	Transportation and Locat	Negative Response		
Transportation impact to Kellogg Middle School for our family is also an issue, but the high school would not have a negative impact since it is in walking distance for us.	Transportation and Locat	Negative Response		
Would Sunnyside's mission align more with Madison than Cleveland? Could all of Lane go to Cleveland? Would Tri-met update bus routes to better accommodate Mt. Tabor to Madison students (that could help alleviate some transportation concerns)? Thanks for volunteering to be a part of this project.	Transportation and Locat	Positive Response		
You must factor in transportation. Many of these scenarios have kids driving further instead of walking to their neighborhood school. Also, what happens to Woodstock?	Transportation and Locat	Negative Response		

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I think before you can address social equality in our schools you must address safety, first! This is not a safe route for my children or my family! We are a minority family and this proposal will force our family to attend a predominantly non-white school!!!! Furthermore, it prevents a very real safety hazard for families living north of Powell.	Transportation and Locat	Negative Response		
when changing a school is projected to go to, there needs to be consideration to the quality of education (28th to 38th ok/ 28th to 94th not)	Transportation and Locat			
Please expand language immersion and minimize driving of kids.	Transportation and Locat			
The boundaries make no sense. Why is it ok for some kids to have to cross 82nd but not others? Why is this being pushed through when our kids aren't even in school? The feedback from many parents seems to be their concerns are not being taken into account.	Transportation and Locat	Negative Response		
I'd like PPS to commit to (1) busing students whose programs are being moved; and, (2) making marginal boundary line changes relating to elementary school attendance, prioritizing close neighborhood elementary schools over middle schools.  Also, I've been watching the Coalition meetings on YouTube and monitoring the progress closely. You're all doing a magnificent job trying to put the interest of PPS above your own personal situation and staying civil with with are very emotional issues. Thank you for taking the time to volunteer and doing such a wonderful job.	Transportation and Locat	Positive Response		
Vertical school boundary lines are sometimes chosen on non-busy/non-arterial streets, which divides communities by having kids across the street go to different schools. Example Ne65th should not be a division but instead Ne60th or Ne67th which are statistically less residential.	Transportation and Locat	Negative Response		
I wish the Japanese Immersion Program was located at Franklin High School because it's close to Richmond and Mt. Tabor where these kids start out and it would make transportation easier.	Transportation and Locat	Positive Response		
Families and students do not want to cross 82nd avenue to go to school with the current traffic patterns and risks.	Transportation and Locat	Negative Response		
Transportation is my main concern. I am happy with the idea of madison as a school but thinking about a 45 min bus ride that includes 82nd ave, has me concerned. We are working parents and can't provide transportation. Walking is not an option to madison. I thought walkability was a mission for PPS and Portland. This is going against that lifestyle we all so much thrive on. Please re consider that disruption.	Transportation and Locat	Negative Response		
My strong recommendation is to, first and foremost, ensure that children who live within a 15-minute walk of each high school stay connected to that high school.	Transportation and Locat	Negative Response		
It didn't seem to make sense that the primary neighborhoods involved had to travel the furthest to accommodate the initial proposal. It misses on childhood travel safety, traffic planning and undue burden on parents who would need to travel to pick up kids from school activities.	Transportation and Locat	Negative Response		

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Every child should be able to walk to school or at least take a short bus ride. This new proposal would be 20 minute drive. My family only has one car and the bus system is in safe now due.	Transportation and Locat	Negative Response		
How will this impact climate change, congestion? Time commitment for commute for HS students who already have limited time and families with children at other schools closer to home. Hard to feel a community commitment to a school that isn't actually in your community and across town. Parents less likely to want to get involved in a school so far from home	Transportation and Locat	Negative Response		
I would like to know why the PPS communications did not directly callout the full impact to specific schools in their emails? You might consider that not doing so is an effort to not draw attention to these sweeping changes. The lack of transparency is frustrating and makes it feel like the process is secretive and has agendas that are not being communicated. It is disrespectful to families. It would be good to know the thinking behind why you think it's a reasonable idea to move a middle school that is so close to Franklin to a high school well over double the distance away, to an entirely different neighborhood. Are there not closer middle schools? Are you considering the environmental impact? Particularly during a pandemic, many parents may not be comfortable having their kids get on the bus every day if it can be avoided, way would you not want kids to be able to simply walk or bike to school?	Transportation and Locat	Negative Response		
Listen to the community about this! My daughter would go from a 10 minute walk to school to a 45 minute bus ride. This is not ok! She lives in 2 households. I bought my home for the fact that she could walk to school.	Transportation and Locat	Negative Response		
This plan does not support Portland's goals of walking/biking more and driving less. It breaks apart neighborhoods, it does not create a sense of community in SE.	Transportation and Locat	Negative Response		
Please consider distance between homes and schools. It is just too far now for many of the high schools.	Transportation and Locat			
HOSFORD is too far away for Woodstock students! We should be going to Lane.	Transportation and Locat	Negative Response		

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<p>Our family believes strongly in public education and we have organized our lives around a local school experience for our kids. We chose to move into our current neighborhood on Mt. Tabor, as many families do, specifically because of the proximity to Glencoe, MTM and Franklin. I was educated within the public school system from elementary through college and graduate-level education, and while my wife and I can afford to send our children to private school, we have chosen to prioritize the sense of community that comes from enrolling our kids in our neighborhood PPS schools. We have worked hard to cultivate relationships within our neighborhood, and we place great value on the personal connection our children feel to this community.</p> <p>As put forth in this proposal, the physical distance to Madison High School from our home holds implications on multiple levels, including educational, social, environmental, health and safety-related issues. We are currently a 10-minute walk from our elementary and middle schools and a six-minute bike ride to Franklin High. The proposed re-districting would lead to a car or bus commute to Madison High School. The result would be that our children would be physically and socially isolated from their new peers when at home, as well as separated from their current neighborhood cohort (living just a couple blocks to the south) moving forward in school. Regular play dates, involvement in extracurricular activities and participation in sports would all be hampered as they would require further commuting on the part of our family. Both as a parent and as a physician, I want my children to spend active time outside walking or biking to and from school, and I want to minimize their need for car and bus transportation that will increase both traffic and pollution in our city. Likewise, I want them to reach school through a familiar neighborhood under the watchful eye of neighbors who know them by face and name. In addition, our time at home with our children is precious and the proposed changes would lead to a substantial loss of family time each week due to commuting. These are all priorities that led us to live in our neighborhood, and to choose PPS over more distant private school options.</p> <p>This last point deserves particular attention in the setting of the Covid pandemic. From a community-building standpoint, being physically distanced from one’s school and its surrounding neighborhood seems to negate the benefit of keeping children within the public school system, and I think that many parents with means will instead look to private education opportunities. Especially given the current shift to online learning, many families now see a viable option in what is essentially a home-schooling curriculum offered through PPS. Our family, for example, has been fortunate to join with another Glencoe family in hiring a pre-school teacher to provide necessary childcare during the workday and to oversee the online learning through PPS. Despite our luck at finding a capable educator to care for our kids, we have specifically chosen to not only enroll our child in Glencoe, but we have also recruited other neighborhood families to enroll (rather than to exclusively home-school) and thereby support the public school system’s funding. While I would love to continue to support PPS through enrollment, funding and eventually through direct personal involvement in a post-Covid environment, the prospect of busing our children out of our neighborhood would likely push us to continue a more convenient home-schooling option.</p> <p>I believe that a sense of connection to one’s physical community is vital to a healthy society and to a sense of community stewardship. As such, I encourage the committee to find an alternate solution which would not prevent us from continuing our involvement in our local neighborhood schools. It is my sincere hope that we will continue to participate in PPS in the years to come and I look forward to engaging with you all as this process moves forward.</p>	Transportation and Locat	Negative Response	Covid 19	

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I think this scenario generally moves in the right direction, but I am concerned with how balance will be achieved, particularly with K-5 schools (like Arleta and Creston) which will be left underutilized.	Utilization	Negative Response		
There are buildings very close to Bridger, mainly Vestal, that are sitting with low capacity numbers. Would that building be able to be thought of for the DLI program that is to move into Bridger and keep Bridger just a neighborhood program building? There would be a great amount of space for that.	Utilization	Positive Response		Statement
Do you have information for how many students would be in each school?	Utilization	Positive Response		Q & A

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<p>I live in South Tabor. The neighborhood itself is well defined (by the city and neighborhood association - <a href="http://southtabor.org/about/">http://southtabor.org/about/</a>) by three arterials and one street with double yellow lines, between Powell to the South and Division to the North, 82nd to the East and 52th to the west. Yet you have 4 neighborhood schools being fed to from my neighborhood. This seems...inefficient. I live in the northeastern quadrant of the rectangular shaped neighborhood and my comment pertains to that. Both Atkinson and Clark will feed to Harrison Park per your proposal. Why then does the line drawn in the proposal that bifurcates the NE quadrant of South Tabor result in a 40% utilization rate for Atkinson and a 66.5% utilization rate for Clark? This seems like an easy one to solve - add more to the Atkinson catchment. Keep all houses in the afore-mentioned South Tabor border that would have gone to Clark at Atkinson. You reduce the number of schools fed to from South Tabor from 4 to 3. This will also give the added benefit of allowing families to not have to traverse across any main road arterials or double yellow-lined streets (safety win). There will also be no changes to the Middle School enrollment either since both feed to Harrison Park. This just right-sizes the split between Atkinson and Clark and improves safety.</p> <p>I see that the proposal creates two high schools with 3 DLI programs housed in each. It's an interesting concept. My family participates in the Vietnamese Dual Language Immersion program and one of our challenges is that we see, witness and recognize that there is a linguistic equity issue among DLI programs. What is offered in the JDLI program (5th grade, 8th grade, High School capstones along with intern programs, homestays, sister city partnerships, a standalone K-5 building for the program, and the list goes on and on) is not offered in the VDLI program (we have none of those items that JDLI has). CDLI, while also offering more to families than VDLI, also likely lags JDLI in their offering. Housing multiple DLI programs together will make this difference in "Linguistically Equitable" offerings more apparent. I believe this also needs to be addressed hand-in-hand with any commingling of DLI programs that have drastically different offerings. I would like to see the educational offering bar raised for VDLI if it were to share a roof at Madison with JDLI.</p> <p>I also noticed in the Coalition's proposal that Madison will result in a 74% utilization rate while Franklin will result in a 107.2% utilization rate. This is a 33.2% spread in utilization rates and it seems egregious especially if the District is building new schools yet still keeps Franklin well over-enrolled. I understand that one of the earlier proposals had the CDLI program going to Madison instead of JDLI. It made sense because Harrison Park currently feeds to Madison today. Here's a bold proposal. Why not have a 4 DLI Madison High School with VDLI, SDLI, JDLI and CDLI all housed under one roof? It can be marketed similar to the International School of Beaverton (which apparently is rated as one of the best public high schools in the State per US News and World Report). I'm certain the backlash from the JDLI and CDLI families would be loud due to a perception that they may be joining a "lesser" school. However, since you are already considering moving their HS feeders, why not just take it a step further? Not only do you quickly resolve the 33 point difference in utilization rate between Franklin and Madison, but now you put a huge onus on the District, Madison High School and the well-to-do JDLI and CDLI families, to ensure that Madison becomes a top performing school. I believe that Madison HS, marketed as a World Languages School, in a brand new building, with a broader smattering of families across the socio-economic spectrum, with closer to near full utilization could become a future shining star in PPS' portfolio of high schools. Madison High School, which has been chronically under-enrolled for decades deserves a chance to be just as good if not better than any other high school in PPS especially after such a long period of neglect. A signature profile, like a 4 DLI World Languages component with the backing of a full building's worth of parents would really showcase the District's ability to make bold moves in the name of Equity that also result in an overall</p>	Utilization	Negative Response		

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I hope the result provides a more equitable distribution among both middle and high schools.	Utilization			
If the central issue here is balancing student populations, have you considered other ways of doing this that wouldn't result in the trauma of removing many students from school communities?	Utilization	Negative Response		
Why are some schools over-enrolled? Why are others under-enrolled? How can you make schools / neighborhoods appealing by doing what it takes to raise test scores, and not by using our children to solve your problems?				
This feels like a very rushed, non-holistic approach to only look at changes to the Southeast or rather only Southeast PLUS Madison. As I understand it Grant High School has similar overcrowding issues to Franklin and it seems short-sighted to not even consider it as part of this proposal. If goal is to increase enrollment at Madison, Grant seems like a much less disruptive school to pull from: 2 miles away as opposed to 4, on same side of I-84 Freeway and part of the Northeast community.	Utilization	Negative Response		
Open Marshall.	Utilization	Positive Response		
Current Bridger utilization figures are misleading at best since we have lost our art room, our music room, our reading room, etc.	Utilization	Negative Response		
Major school districts nation-wide manage to adjust enrollment boundaries on an ongoing basis. PPS should toughen up and make boundary adjustment an equitable, transparent, and ONGOING process.				
I am also a teacher in the district. Boundary changes are difficult on kids and those kids who cannot just pick up and move to stay with peers are most impacted. That being said, the Madison boundary right now is a travesty. The kids live all over the city, so it is no wonder that many choose to try to go elsewhere. We live in the center, right where all the boundaries are changing, within 10 blocks of current boundaries for Grant, Madison, and Franklin and just 15-20 blocks down Sandy it is Cleveland. Please make proximity to schools a priority so we don't keep coming back to the boundaries debate every few years.	Utilization	Negative Response		
It isn't a good idea to transfer the Mandarin Immersion Program to Franklin. FHS is terribly overcrowded. The majority of the Mandarin Immersion community lives in the Cleveland area. This move just undoes the numerical decrease from transferring Sunnyside to Cleveland and overburdens FHS with three immersion programs.	Utilization	Negative Response		
Wondering if the proposal really relieves the crowding of Grant and Franklin?	Utilization	Negative Response		
The district shut down Marshall and moved those kids to Franklin because the schools were under utilized. Now that overcrowding is an issue at Franklin and the other SE high schools, perhaps the district should consider the feasibility of upgrading and re-opening Marshall rather than moving SE communities to a NE school.	Utilization	Negative Response		



Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Thanks for all of your hard work. Please remember that the school to the west of Grant is severely under enrolled. Jefferson has 628 students this year. Jefferson deserves a boundary. This needs to be part of the vision now as you think about how the changes in SE lead to N and NE.	Utilization	Positive Response		
CSS in particular is a special community, and part of that is having K-8 in the same building together. Opportunities for real-life socializing, mentoring, having siblings and long-time family friends around, etc. abound and those should be cherished. In fact I think that would be really valuable for more kids' experience throughout PPS. I went to Robert Gray K-8 as a kid and look back on that fondly, it was a unifying part of my childhood and I still maintain friendships with fellow students AND teachers going all the way back to the beginning of that time. Splitting CSS up and distributing it around the city would, in my opinion, destroy many of the best things about it. This school should be used as more of a model, rather than a special case. Same with DLI, I think rather than concentrating these strands in a few special locations, these options should be available throughout the district, at all locations - foreign language education is one of the most glaring areas public education is falling short in this country, with obvious ramifications for our understanding of and place in the world around us. . . Finally, it seems like option 11 has not been given sufficient consideration. It is the least disruptive & meets all of the stated goals.				Duplicative of 368

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
<p>My request is for PPS to look more closely at refining Scenario 9, especially since it performs quite well when compared to Scenario 10 in meeting PPS' 3 outcome goals:</p> <p>(1) Equitable Programming: a) By having Bridger/Atkinson share boundaries (with one being all DLI and the other all neighborhood), Scenario 9 allows native Spanish speaking students to be served at a more central location. This minimizes transportation impacts and avoids the segregation of native speaking/BIPOC students to the outskirts of SE Portland. b) While a single strand DLI + neighborhood co-location is less desirable, Scenario 9 allows Lent to maintain its neighborhood program. Note: It is important to consider if Lent will lose its Title 1 eligibility if it becomes a whole school 4-strand DLI program.</p> <p>(2) Optimizing Facilities: a) Scenario 9 optimizes the use of facilities by minimizing the use of portables and keeps utilization at the desired 60-80% range without the use of portables for Bridger, Lent, Glencoe, Vestal. b) By creating a whole school at Lent with 4 strands of DLI, Scenario 10 will create a 96.4% building utilization rate without portables, well above the desired utilization rate.</p> <p>(3) Minimizes Program Co-locations: a) Scenario 9 eliminates the unbalanced co-location at Bridger while also allowing the Bridger neighborhood program (which has historically struggled as a single strand co-located with 2-strand DLI) to strengthen its identity as a full neighborhood only school. b) Scenario 9 eliminates the single-strand co-location at Atkinson with the creation of a whole school DLI program.</p>				
Thank you to the parents who have volunteered to try to do this work		Positive Response		
Thanks				
Jr High schools are not good for Jr High aged kids.				
I think I share enough above:) Thanks again for your work!				
Thank you for taking the time to work on a difficult issue.				
Please consider guaranteed enrollment options for the original district school for people who moved into the the area before re-boundaries.		Positive Response		Suggestion
Thank-you for your hard work!		Positive Response		