



Portland Public Schools

Enrollment & Program Balancing Phase 2

Welcome



**PORTLAND
PUBLIC
SCHOOLS**

September 23, 2021



As we get started...

Please change your name in Zoom to include:

- Your pronouns
- Your role in the coalition



September 23, 2021



PORTLAND PUBLIC SCHOOLS

Welcome

Meeting Purpose:

- Update on where we are in the process
- Experience scenario tools
- Review engagement approach





Land Acknowledgment & Anti-Oppression Statement

Within Portland Public Schools today we serve students and families representing more than 150 different tribal nations within our education system. It is our obligation to teach accurate information, past and present, about the impact of colonization on our students, all students today and make visible the multitude of Native families and many diverse ways Native communities and families are living in the present.

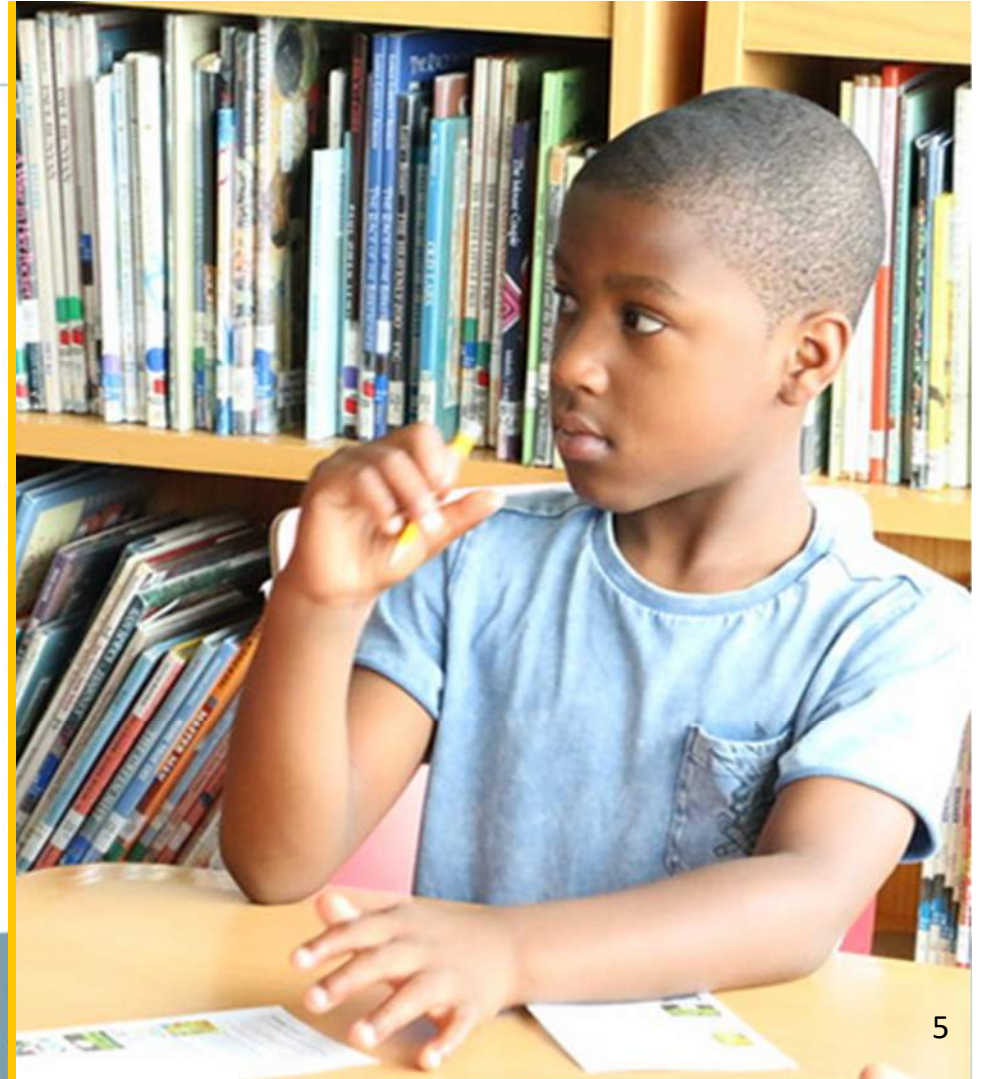
In addition to acknowledging the land and those that have been here since time began, we must also remember our stolen siblings from Africa whose labor built the vast wealth of this country. These two communities and the atrocities committed against them are intrinsically intertwined due to our existence within a white supremacist world. Everything we have is due to stolen land and stolen labor, and every system and institution that impacts our lives is built upon this legacy. It is our job to speak that truth into spaces so that we can begin to heal.





Introductions

- BRIC Team
- Principal Representatives
- Area Senior Directors (ASDs)
- Co-Chairs





PORTLAND PUBLIC SCHOOLS

Setting the Stage





Charge

Phase 2 will complete the middle grades transformations begun in Phase 1, centered on the conversion of Harrison Park from K-8 to middle school and increasing enrollment at Lane Middle School. The process will also address as many K-5 issues as feasible, in order to make a new K-5 home for Harrison Park students and align other elementary school boundaries and special programs with middle school changes.



Enrollment & Program Balancing Phase 2

1 LAUNCH



Understand
the charge



Review goals
& charter



Grounding,
understanding, &
capacity building

Spring 2021

2 LEARN



Continue
defining RESJ



Notice and
identify top needs
for students



Listen to experiences
with key topics

3 BRAINSTORM



Brainstorm
outcomes
with RESJ

Fall 2021

Enrollment & Program Balancing Phase 2

4 TESTING



Draft & test
various solutions



Collaboration for input
from community

Fall 2021

5 RECOMMEND



Build consensus on a
Phase 2
recommendation

[All meeting dates](#)



Meeting	Date(s)	Purpose
Community Engagement Listen & Learn with BRIC	09/01/21 - 9/30/21	Small Focus group engagement
SEGC Meeting #3	09/23/21	Refresh on process, schedule updates, share/reflect on empathy interviews Receive and respond to 1) summary of Phase 1 BIPOC input 2) staff direction for target enrollment ranges (K-5 and MS) 3) draft data dashboard 4) racial impact assessment tools
SEGC Meeting #4	10/07/21	Receive and respond to 1) BRIC listening and learning report 2) staff direction for CSS and DLI programs 3) fall enrollment counts and potential impacts
SEGC Meeting #5	10/21/21	Receive starter scenarios and begin analysis Small group work
SEGC Meeting #6 - Scenario deep dive	10/23/21	Community engagement update Refine starter scenarios Review impact to BIPOC and other groups Narrow scenario set through consensus exercise Suggest modifications to remaining scenarios
SEGC Meeting #7	11/04/21	Community engagement update Decide on scenarios for community engagement through consensus exercise Work on impact statements for community engagement
Community Engagement	11/08/21 - 11/15/21	Multiple opportunities for stakeholders to learn about proposals and provide input SEGC participates in all engagement opportunities
SEGC Meeting #8	11/18/21	Review community and School Board input Refine scenarios Suggest modifications to scenarios Review impact to BIPOC and other groups
SEGC Meeting #9	12/02/21	Community engagement update Decide on scenarios for community engagement Review impact to BIPOC and other groups Narrow scenario set through consensus exercise
Community Engagement	12/06/21 - 12/13/21	Multiple opportunities for stakeholders to learn about proposals and provide input SEGC participates in all engagement opportunities
SEGC Meeting #10	12/16/21	Review community and School Board input Decide on final scenario modifications through consensus exercise Work on impact statements
SEGC Meeting #11	01/06/22	Decide on final scenario through consensus exercise, vote Finalize impact statements and other supporting documents



Check-In Exercise

Everyone will be divided into small group breakouts. Please share the following:

- Your name
- Your connection to the district
- Knowing what you know now, what advice would you give to your 10-year-old self?





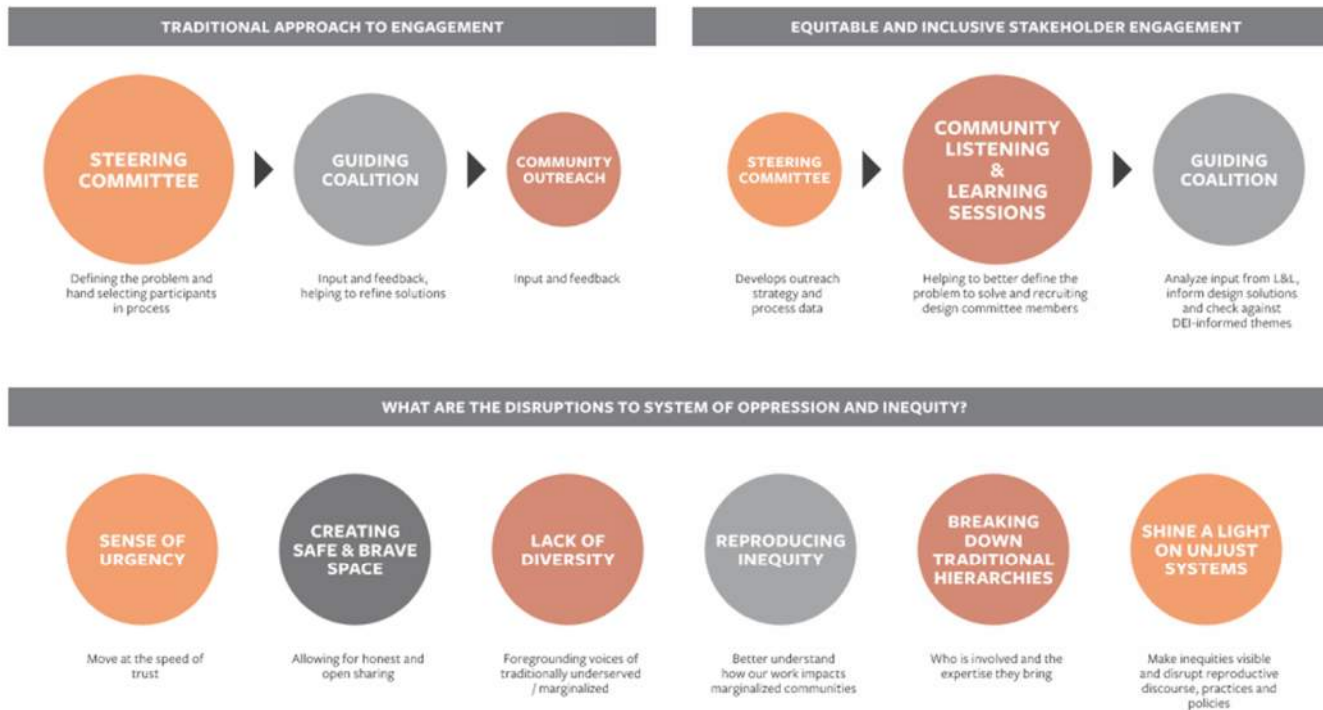
Group Agreements

1. Stay Engaged
2. Speak your truth responsibly
3. Listen to understand, to believe
4. Be willing to do things differently and experience discomfort
5. Expect and accept non-closure





Update on Community Engagement Approach





Update on Community Engagement Approach

- A series of affinity-based dialogue sessions are scheduled in September.
- The dialogue sessions are intended to promote authentic engagement with BIPOC stakeholders.
- Findings from the dialogue sessions will be presented to the SEGC at the next meeting.
- The findings will inform the development of a RESJ lens through which to develop and evaluate potential boundary scenarios.

Please Join Portland Public Schools

Help Create An Equitable Vision for School Enrollment and Program Balancing in SE Portland.

As part of a larger multi-year enrollment and program balancing process, the PPS Southeast Guiding Coalition (SEGC) has been tasked with developing a plan for adjusting school boundaries, feeder patterns, and/or program placements at Lane Middle School and Harrison Park K-8 School. In keeping with the District's commitment to racial equity and social justice (RESJ), PPS is actively seeking to develop a deep understanding of the experiences, thoughts, and concerns of Black, Indigenous, People of Color (BIPOC) students and families that may be impacted by this important decision. If you are a current or incoming BIPOC student or parent at Lane, Harrison Park, or a neighboring school, please join us for a dialogue session to share how PPS schools can meet students' social emotional needs and educational aspirations.

GET INVOLVED. HAVE YOUR VOICE HEARD. SHARE YOUR EXPERIENCES.

Visit bit.ly/PPS_SEGC to register for the virtual session that best represents your relationship to the District.

Lane Middle School

Black Students and Families - RESCHEDULED

■ Wednesday, September 29 - 5:30 - 7:00 p.m.

Asian Students and Families

■ Monday, September 20 - 3:30 - 5:00 p.m.

Latino/a/x Students and Families

■ Monday, September 20 - 5:30 - 7:00 p.m.

Lane MS BIPOC Staff

■ Thursday, September 16 - 4:00 - 5:30 p.m.

General Sessions / Other Area Schools

BIPOC Students and Families Residing within One Mile Radius of Lane or Harrison Park

■ Tuesday, September 28 - 5:30 - 7:00 p.m.

Spanish Language Session

■ Tuesday, September 21 - 5:30 - 7:00 p.m.

Chinese Language Session

■ Tuesday, September 14 - 3:30 - 5:00 p.m.

Harrison Park K-8 School

Black Students and Families - RESCHEDULED

■ Monday, September 27 - 3:30 - 5:00 p.m.

Chinese Students and Families - RESCHEDULED

■ Wednesday, September 22 - 6:30 - 8:00 p.m.

Latino/a/x Students and Families

■ Monday, September 13 - 5:30 - 7:00 p.m.

Russian Students and Families

■ Thursday, September 23 - 3:30 - 5:00 p.m.

Somali Students and Families

■ Wednesday, September 15 - 3:30 - 5:00 p.m.

Vietnamese Students and Families

■ Monday, September 27 - 5:30 - 7:00 p.m.

Harrison Park BIPOC Staff - RESCHEDULED

■ Tuesday, September 21 - 3:30 - 5:00 p.m.

Creative Science School

BIPOC Students and Families

■ Thursday, September 30 - 3:30 - 5:00 p.m.



For additional information, contact Judy Brennan,
Director of the Enrollment and Transfer Center at PPS at jbrennan@pps.net.





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Review of Scenario Evaluation Tools





Portland Public Schools

Enrollment & Program Balancing Phase 2

2021-22 Baseline Enrollment Overview



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September 23, 2021



Racial Equity Impact Measurement/Assessment

Systematic examination of how different racial and ethnic groups will likely be affected by a proposed action or decision.

Resources:

[PPS RESJ Lens](#)

[NEA](#)

[Chicago Public Schools](#)

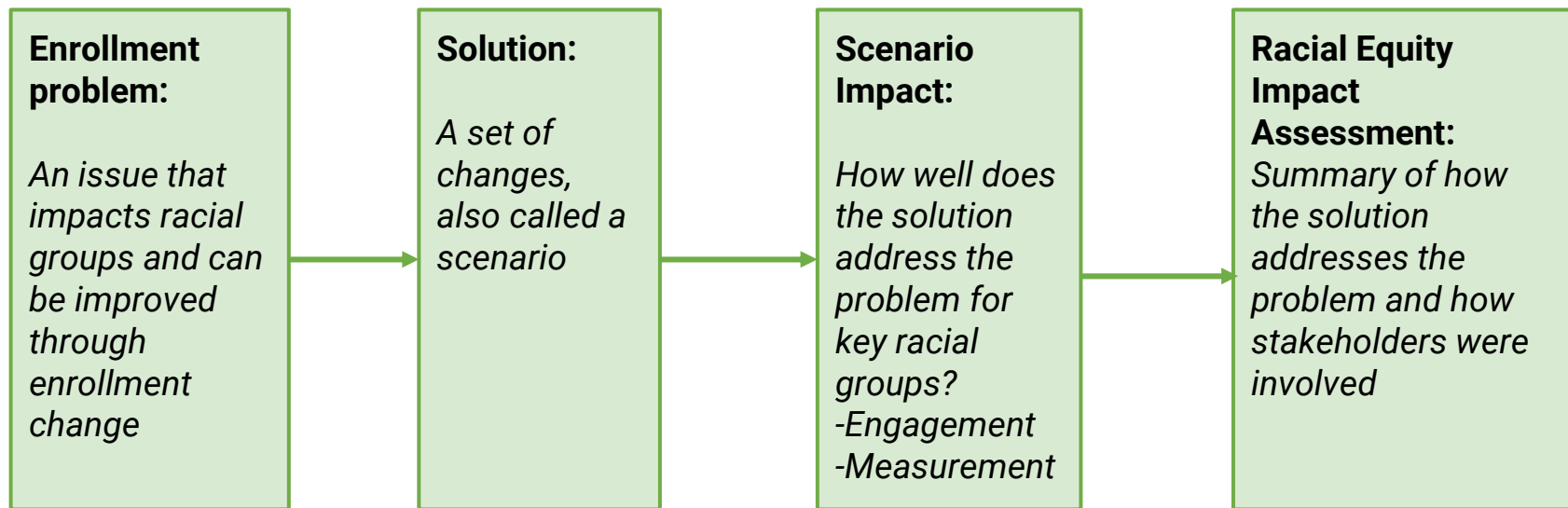
[City of Portland](#)

“When Racial Equity is not consciously addressed, racial inequality is often unconsciously replicated.”





Racial Equity Impact Tools in Action





Racial Equity Impact Measurement Tools

- Engage those most impacted
 - Have stakeholders from different racial/ethnic groups – especially those who may be adversely affected – been informed, meaningfully involved and authentically represented in the development of this proposal? Who's missing and how can they be engaged?
 - How have you intentionally involved external stakeholders who are also members of the communities affected by this policy, program, practice or decision? Is there stakeholder support or opposition to the proposal? Why?
- Pay attention to who benefits and who is burdened
 - Measurements included in baseline and scenario dashboards





Racial Equity Impact Measures (REIM)

Problem Statement: Students who attend schools with low enrollment experience fewer enrichment options and less program differentiation than those who attend larger schools.

REIM 1a: Percentage of students attending middle schools with enrollment higher than 500.

REIM 1b: Percentage of students attending elementary schools with enrollment higher than 270.





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Racial Equity Impact Measures (REIM)

Problem Statement: Overcrowding can cause large staff caseloads, limit opportunities for small group work, make passing time and meal time more stressful, overburden athletic facilities and negatively impact school culture.

REIM 2: Percentage of students who attend schools with enrollment above 80% of their school's functional capacity.





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Racial Equity Impact Measures (REIM)

Problem Statement: When schools are close to home, it is easier for students to participate in out-of-school activities and for families to be involved in their children's education. Walkability is vital for families without reliable transportation.

REIM 3: Percentage of students who reside within 1 mile of the school they attend.





PPS Enrollment & Balancing Terminology

High School Cluster: Group of schools that feed to a single high school.

Feeder Pattern: The path taken from elementary school to middle school and on to high school.

Thematic Focus Option: Program with a unique or specialized curriculum or teaching style, available through an annual lottery.

Dual Language Immersion (DLI) Program: Bilingual instruction with seats set aside for native speakers of the target language. May be whole school or co-located with a neighborhood program.

Neighborhood Program: Standard teaching and learning program, enrolled through an attendance area.

Grade Configuration: The grades serviced at a school, such as K-5, K-8, and 6-8.

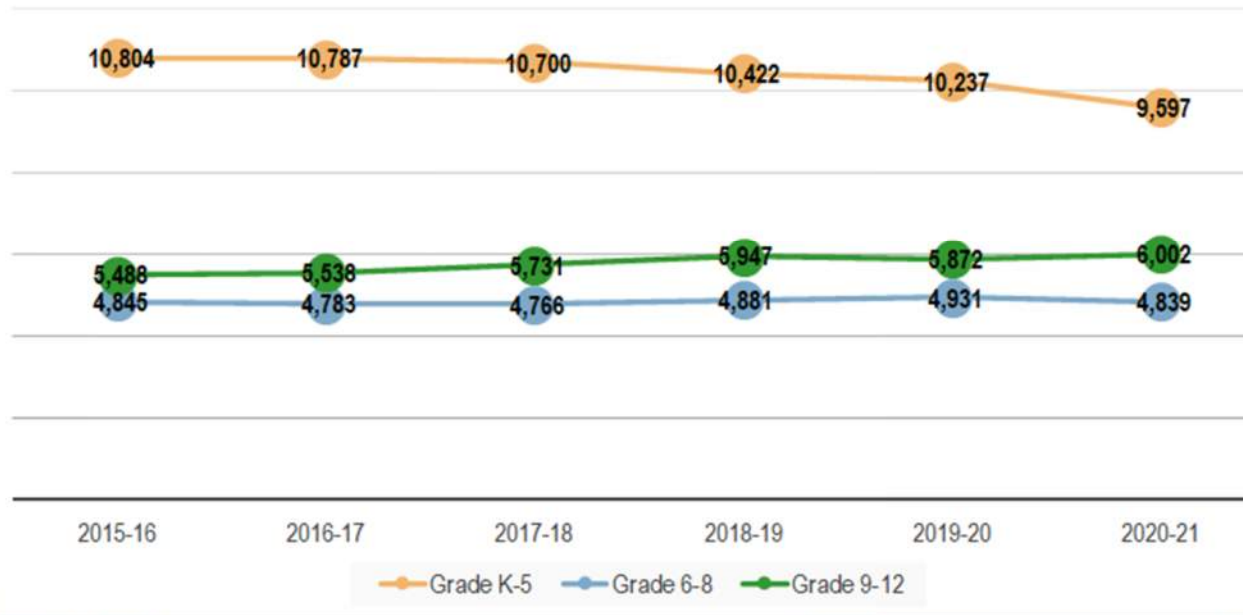




Southeast Enrollment Trends

Historical Enrollment by Grade Group, 2015-2020

Cleveland, Franklin, and McDaniel Clusters



Elementary school enrollment down 11.2%.
Ongoing decline exacerbated by COVID-19 pandemic.

High school enrollment up 9.4%

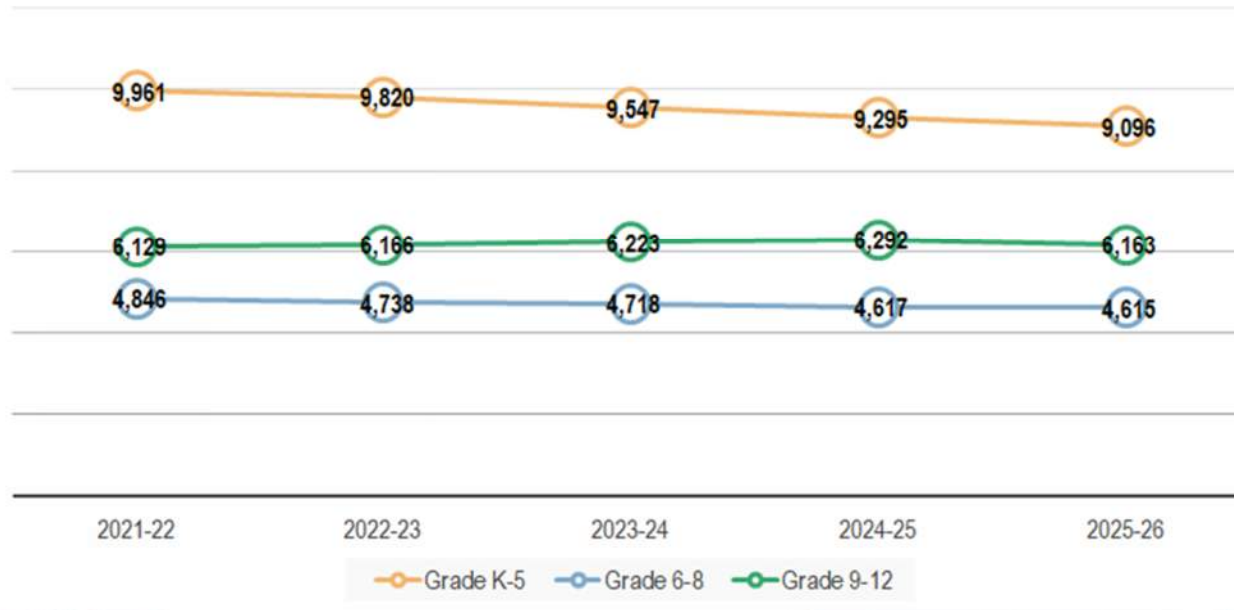
Middle school enrollment holding steady



Southeast Enrollment Forecast

Enrollment Forecast by Grade Group, 2021-2025

Cleveland, Franklin, and McDaniel Clusters



Elementary school enrollment expected to bounce back from COVID-19 in 2021-22 while decline continues, down 8.7%

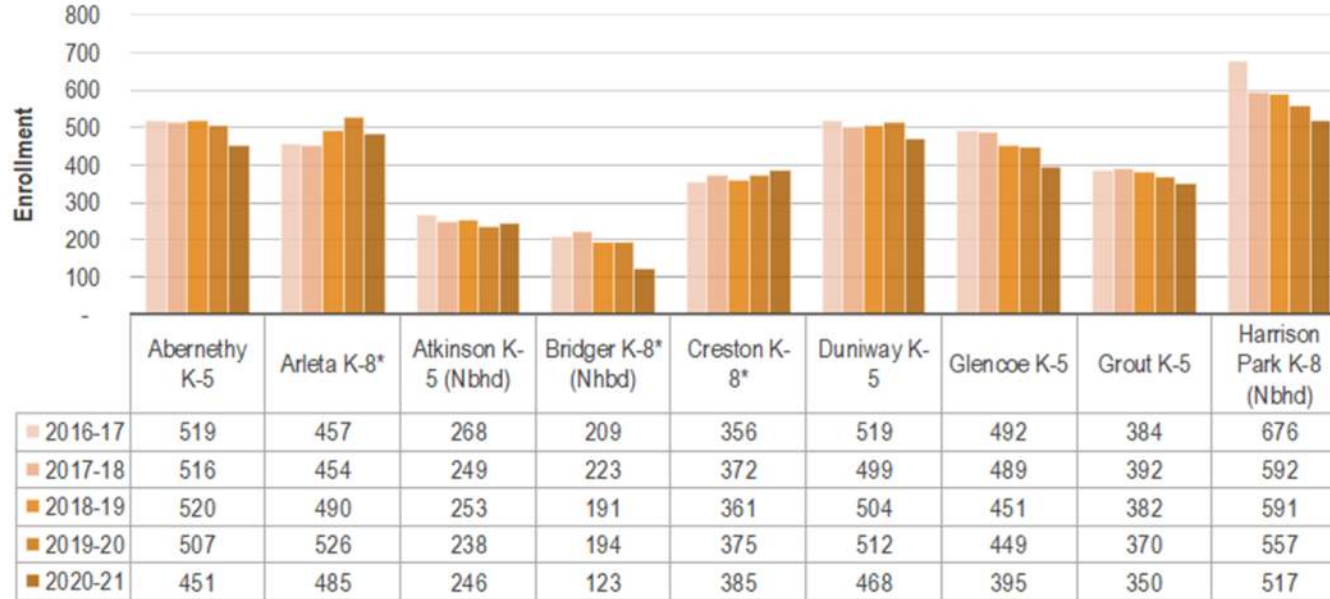
High school enrollment expected to hold fairly steady

Middle school enrollment expected to decline 4.8%



Southeast Enrollment Trends

Historical Enrollment by School, 2016-2020
Elementary and K-8 Neighborhood Programs in Study Area (1 of 2)



Declines in enrollment are not consistent across neighborhood schools

Prior to COVID-19, outer SE (Harrison Park, Kelly, Lent, Vestal, Whitman) and Sunnyside experiencing most decline while central SE (Arleta, Creston, Marysville, and Woodstock) had bucked the overall trend

Enrollment down 11.5% overall for neighborhood elementary and K-8s

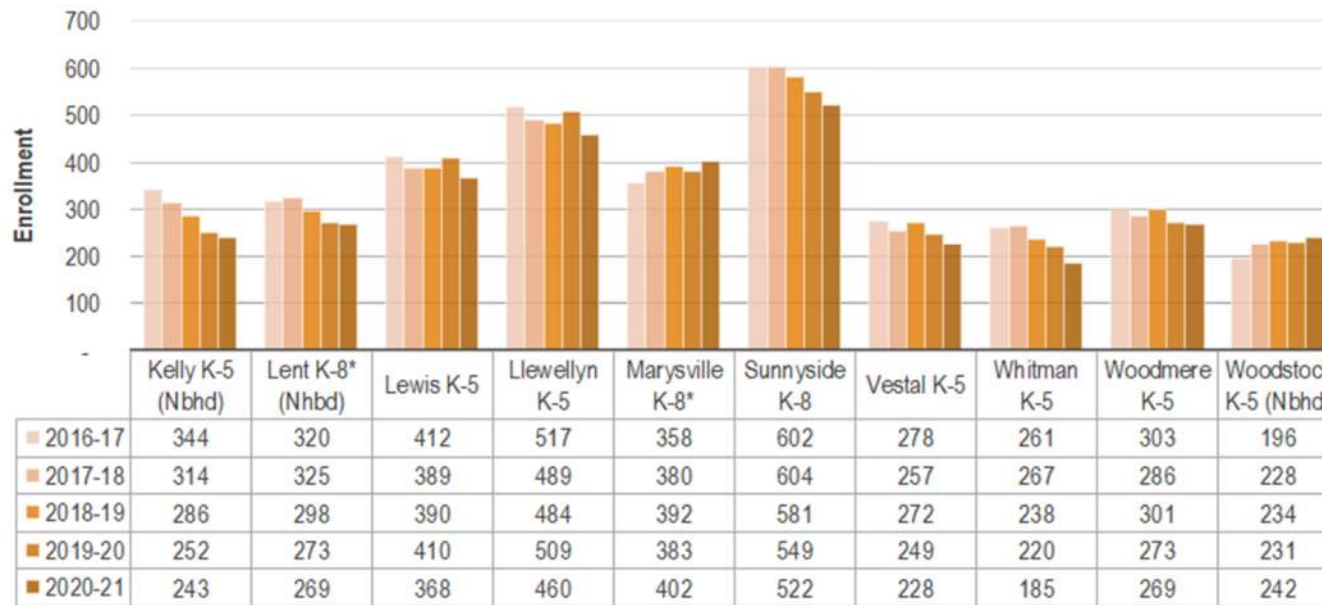
Adapted from Portland State University Population Research Center, 2021

**School converting to K-5 in 2021-22*



Southeast Enrollment Trends

Historical Enrollment by School, 2016-2020
Elementary and K-8 Neighborhood Programs in Study Area (2 of 2)



Declines in enrollment are not consistent across neighborhood schools

Prior to COVID-19, outer SE (Harrison Park, Kelly, Lent, Vestal, Whitman) and Sunnyside experiencing most decline while central SE (Arleta, Creston, Marysville, and Woodstock) had bucked the overall trend

Enrollment down 11.5% overall for neighborhood elementary and K-8s

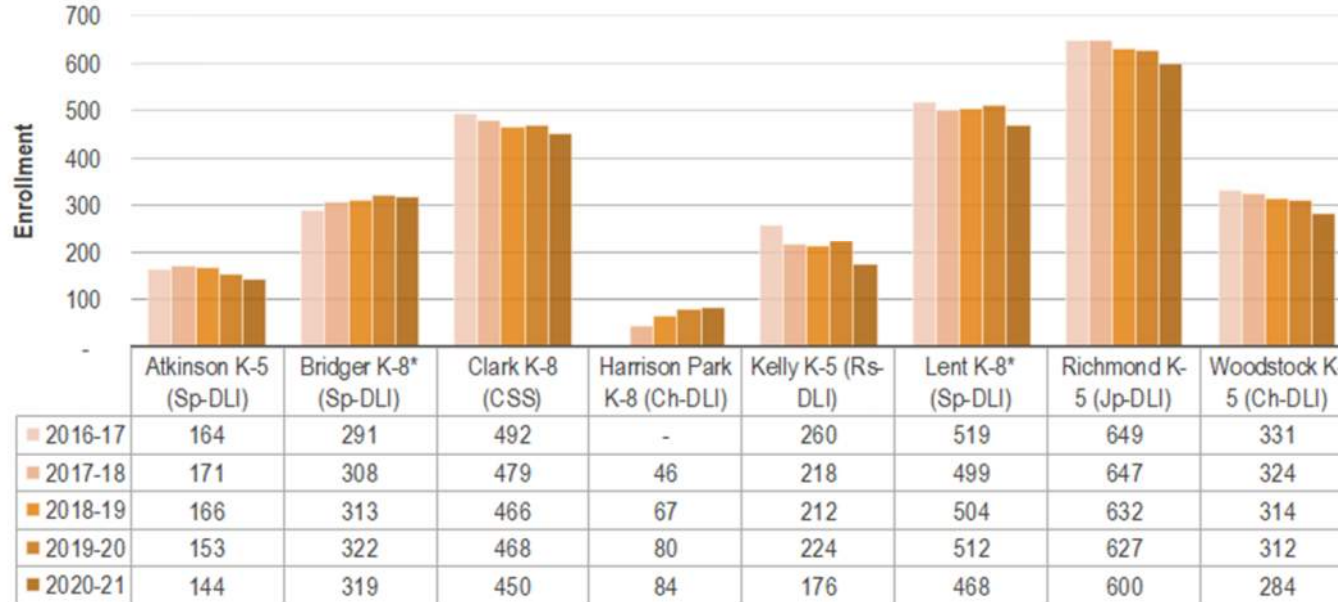
Adapted from Portland State University Population Research Center, 2021

**School converting to K-5 in 2021-22*



Southeast Enrollment Trends

Historical Enrollment by School, 2016-2020
Elementary and K-8 Focus Option Programs in Study Area



Declines in enrollment are also variable across focus option programs

Some programs were actually on the rise (Bridger Spanish, Harrison Park Chinese, and Lent Spanish) prior to COVID-19

Overall decline of 6.7% is less than with neighborhood programs (11.5%)

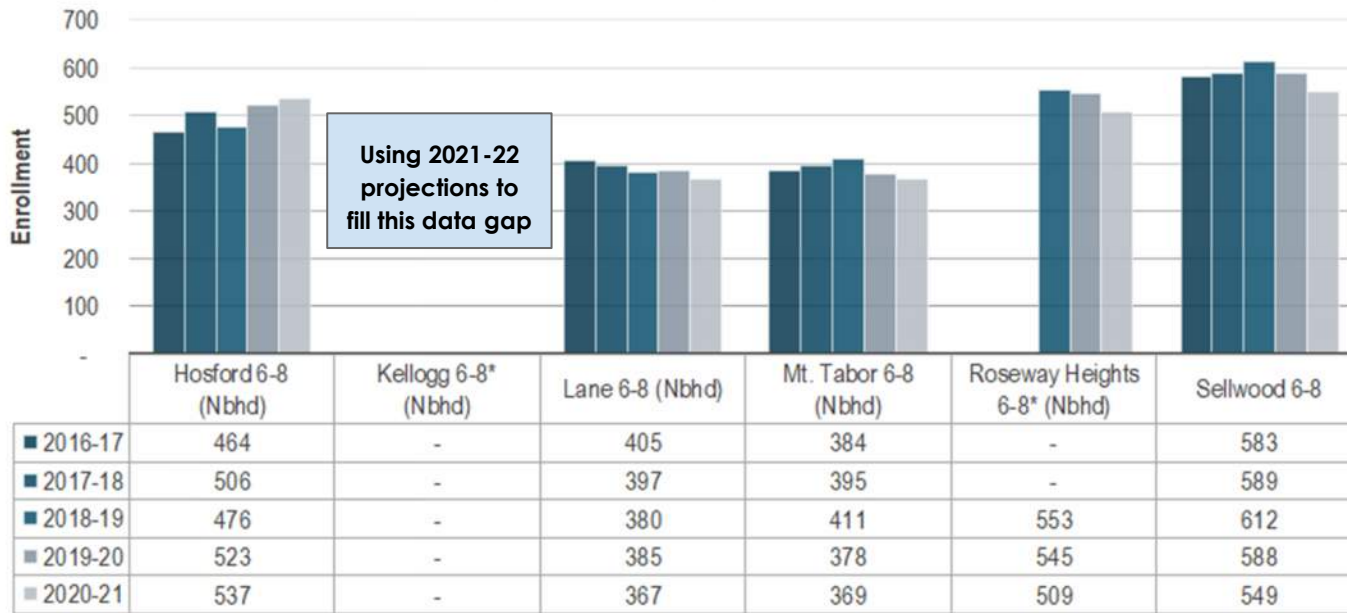
Adapted from Portland State University Population Research Center, 2021

*School converting to K-5 in 2021-22



Southeast Enrollment Trends

Historical Enrollment by School, 2016-2020
Middle School Neighborhood Programs in Study Area

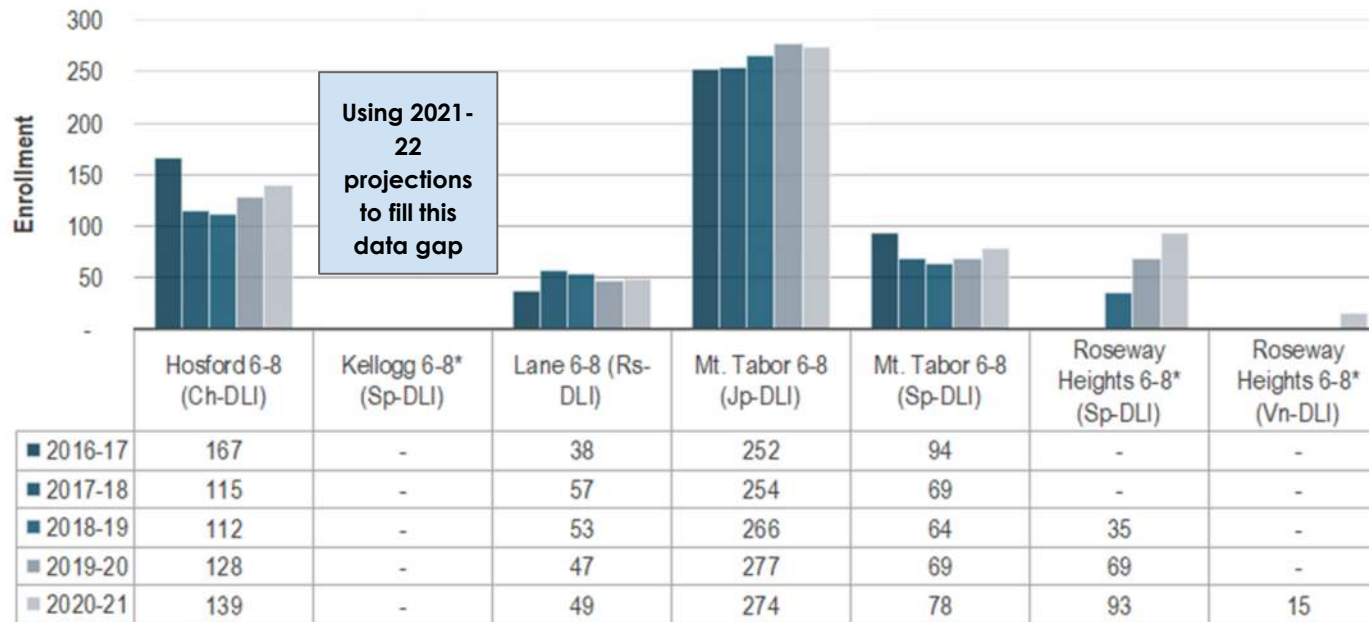


Middle school neighborhood program enrollment in slight decline, 2.4% down overall



Southeast Enrollment Trends

Historical Enrollment by School, 2016-2020
Middle School Focus Option Programs in Study Area



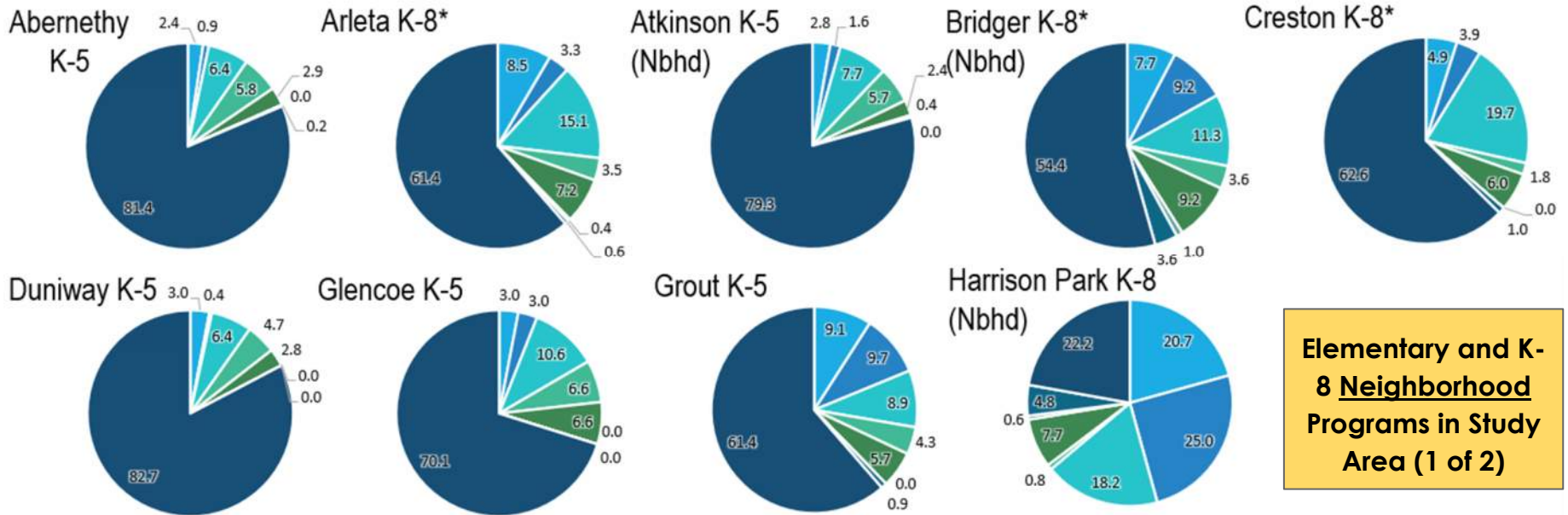
Middle school focus option enrollment is up 17.6%, due to new offerings and steady gains in most programs

Adapted from Portland State University Population Research Center, 2021

*Roseway Heights opened in 2018-19 and Kellogg opened in 2021-22

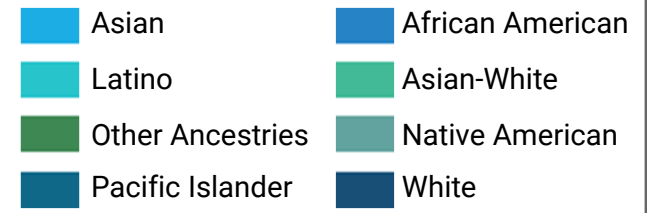


Enrollment by Race/Ethnicity



From PPS student database, October 2020

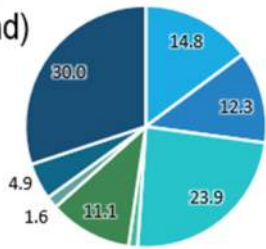
*Schools converting to K-5 in 2021-22



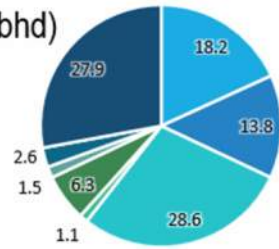


Enrollment by Race/Ethnicity

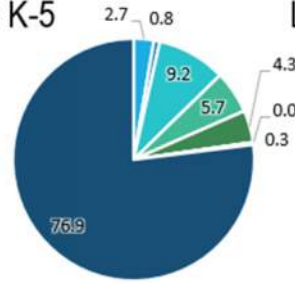
Kelly K-5
(Nbhd)



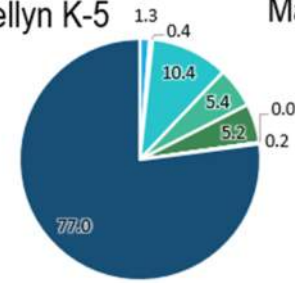
Lent K-8*
(Nbhd)



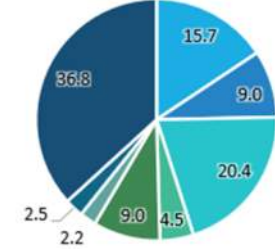
Lewis K-5



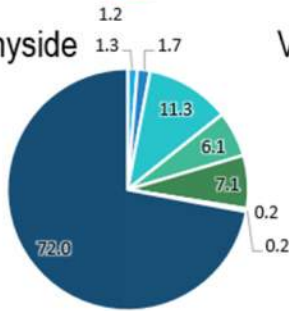
Llewellyn K-5



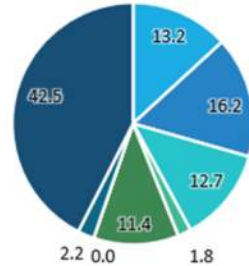
Marysville K-8*



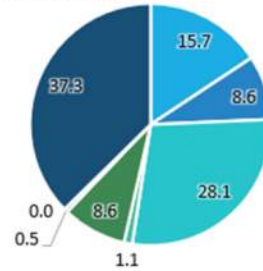
Sunnyside
K-8



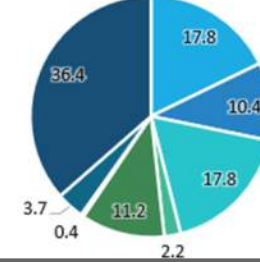
Vestal K-5



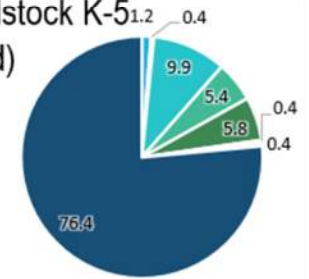
Whitman K-5



Woodmere
K-5



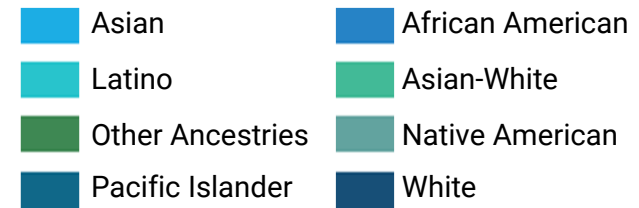
Woodstock K-5
(Nbhd)



Elementary and K-8 Neighborhood Programs in Study Area (1 of 2)

From PPS student database, October 2020

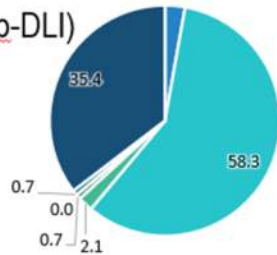
*Schools converting to K-5 in 2021-22



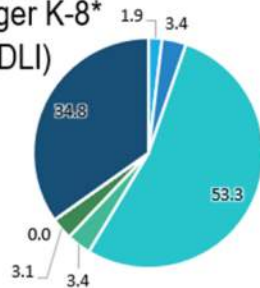


Enrollment by Race/Ethnicity

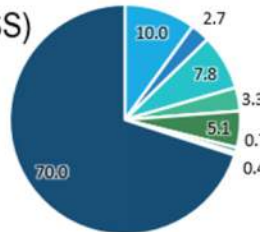
Atkinson K-5
(Sp-DLI)



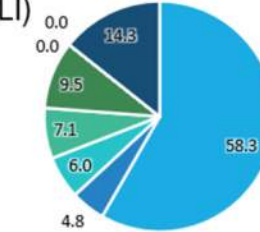
Bridger K-8*
(Sp-DLI)



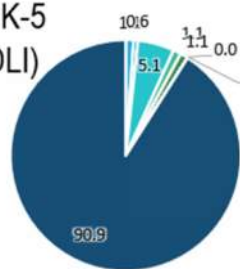
Clark K-8
(CSS)



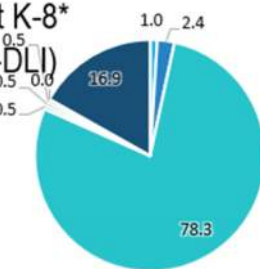
Harrison Park K-8
(Ch-DLI)



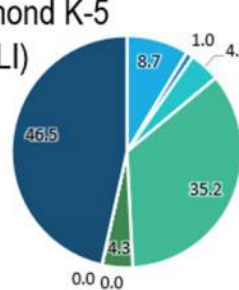
Kelly K-5
(Rs-DLI)



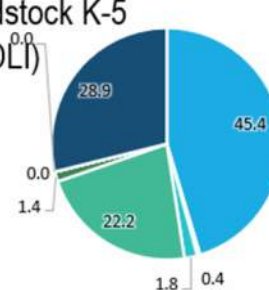
Lent K-8*
(Sp-DLI)



Richmond K-5
(Jp-DLI)



Woodstock K-5
(Ch-DLI)



Elementary and K-8 Focus Option Programs in Study Area

From PPS student database, October 2020
*Schools converting to K-5 in 2021-22

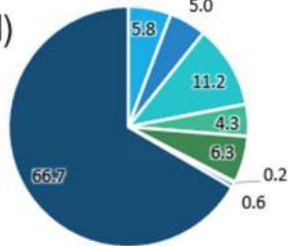




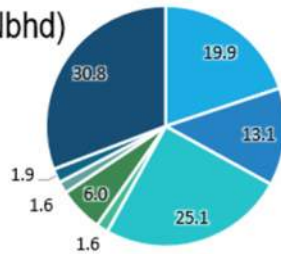
Enrollment by Race/Ethnicity

Middle School Neighborhood Programs in Study Area

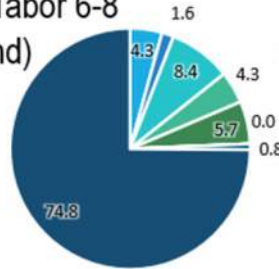
Hosford 6-8
(Nbhd)



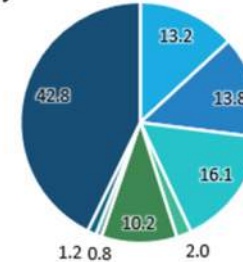
Lane 6-8
(Nbhd)



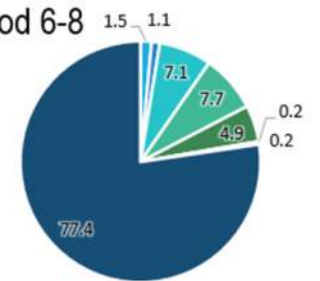
Mt. Tabor 6-8
(Nbhd)



Roseway Hts. 6-8
(Nbhd)



Sellwood 6-8



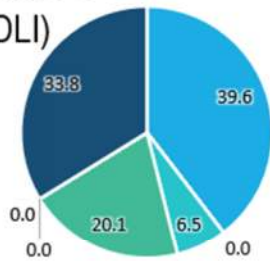
From PPS student database, October 2020



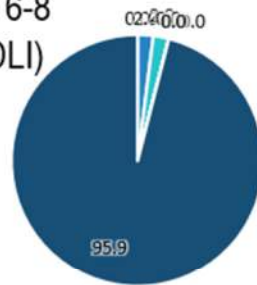


Enrollment by Race/Ethnicity

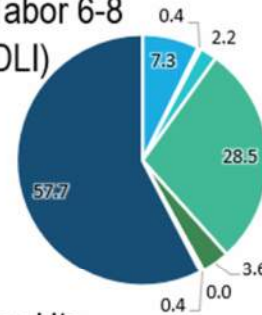
Hosford 6-8
(Ch-DLI)



Lane 6-8
(Rs-DLI)

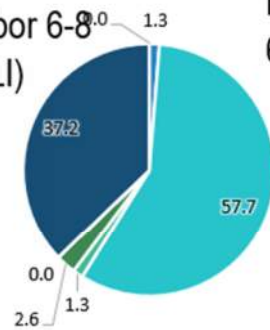


Mt. Tabor 6-8
(Jp-DLI)

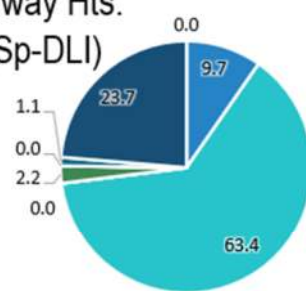


**Middle School
Focus Option
Programs in Study
Area**

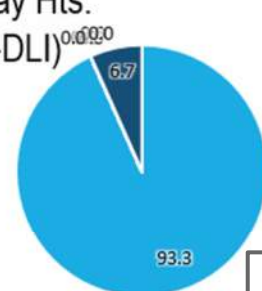
Mt. Tabor 6-8
(Sp-DLI)



Roseway Hts.
6-8 (Sp-DLI)



Roseway Hts.
6-8 (Vt-DLI)

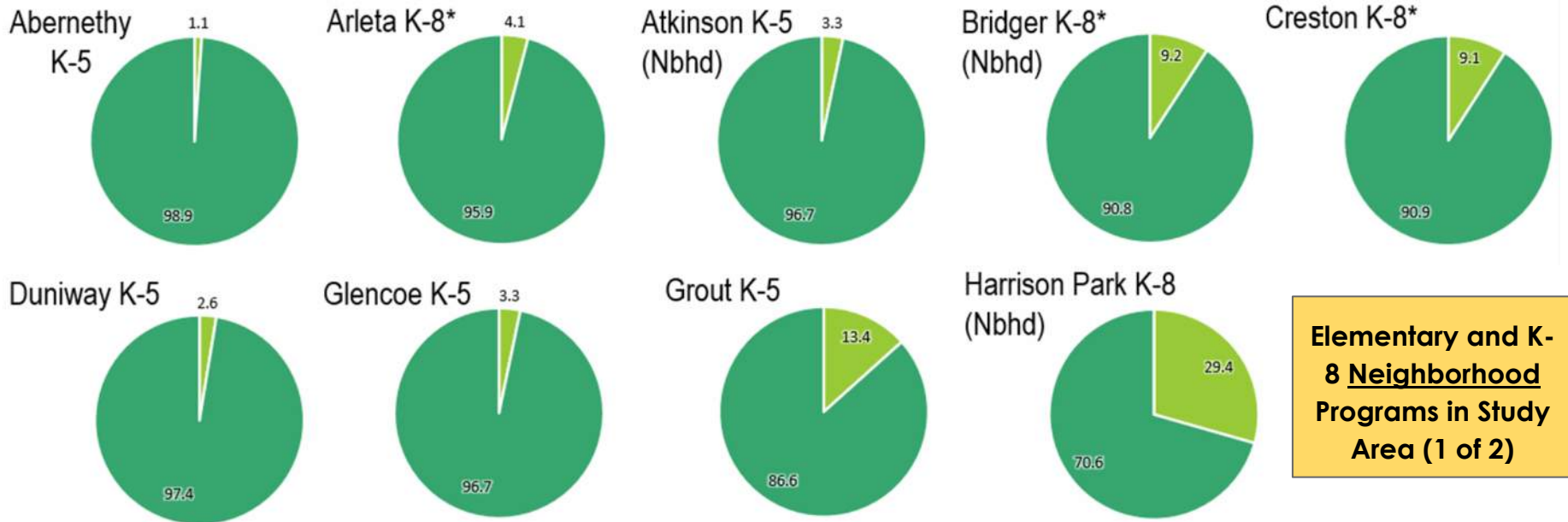


From PPS student database, October 2020



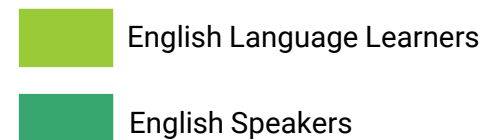


English Language Learner Enrollment



From PPS student database, October 2020

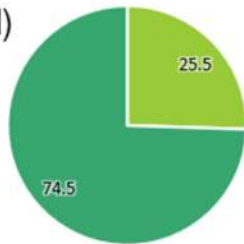
*Schools converting to K-5 in 2021-22



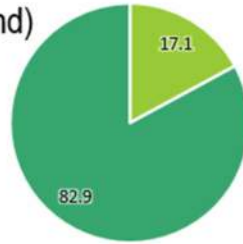


English Language Learner Enrollment

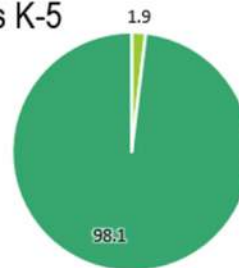
Kelly K-5
(Nbhd)



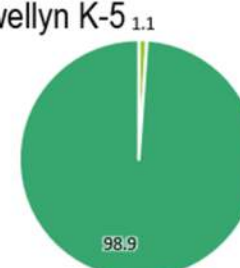
Lent K-8*
(Nbhd)



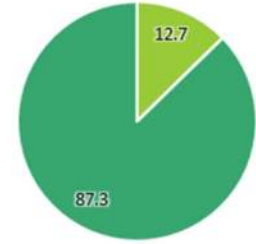
Lewis K-5



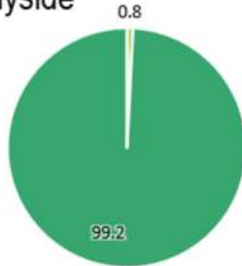
Llewellyn K-5



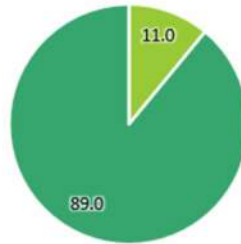
Marysville K-8*



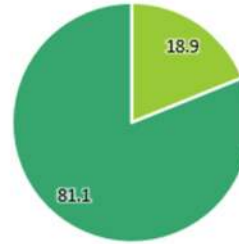
Sunnyside
K-8



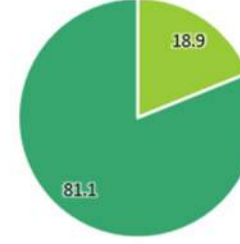
Vestal K-5



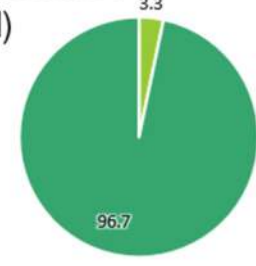
Whitman K-5



Woodmere K-5



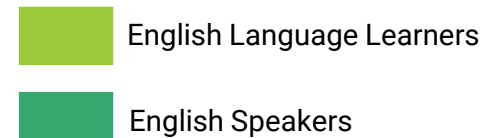
Woodstock K-5
(Nbhd)



Elementary and K-8 Neighborhood Programs in Study Area (1 of 2)

From PPS student database, October 2020

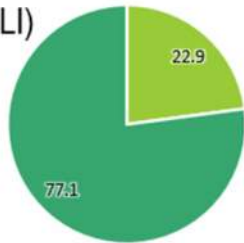
*Schools converting to K-5 in 2021-22



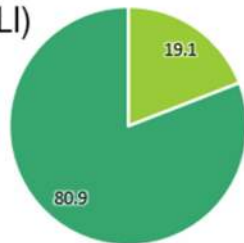


English Language Learner Enrollment

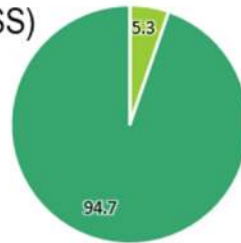
Atkinson K-5
(Sp-DLI)



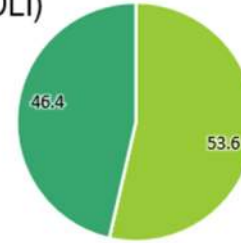
Bridger K-8*
(Sp-DLI)



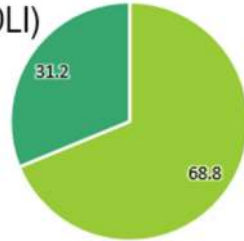
Clark K-8
(CSS)



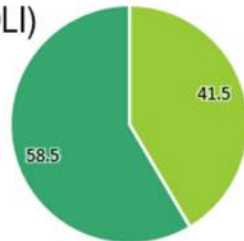
Harrison Park K-8
(Ch-DLI)



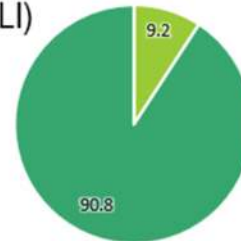
Kelly K-5
(Rs-DLI)



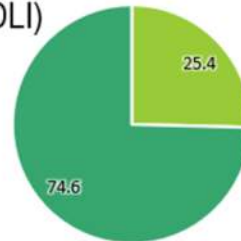
Lent K-8*
(Sp-DLI)



Richmond K-5
(Jp-DLI)



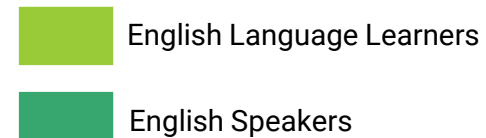
Woodstock K-5
(Ch-DLI)



Elementary and K-8 Focus Option Programs in Study Area

From PPS student database, October 2020

*Schools converting to K-5 in 2021-22

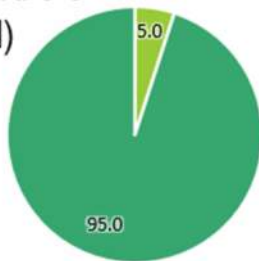




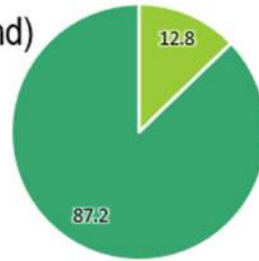
English Language Learner Enrollment

Middle School Neighborhood Programs in Study Area

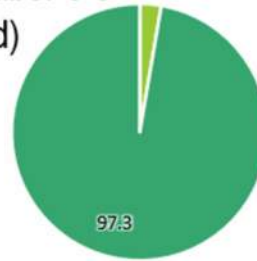
Hosford 6-8
(Nbhd)



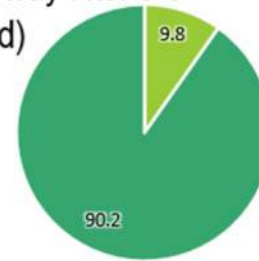
Lane 6-8
(Nbhd)



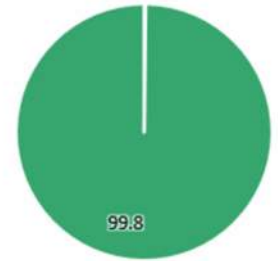
Mt. Tabor 6-8
(Nbhd)



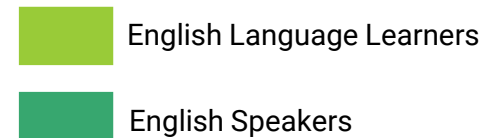
Roseway Hts. 6-8
(Nbhd)



Sellwood 6-8

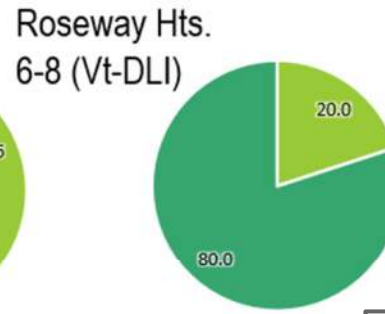
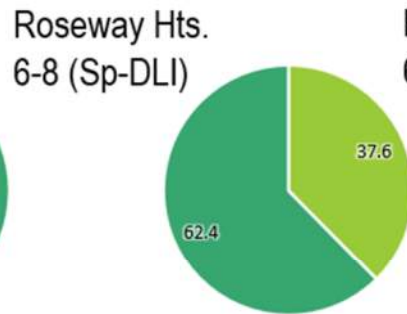
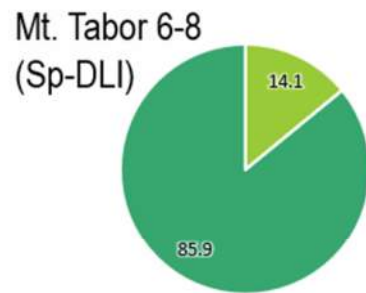
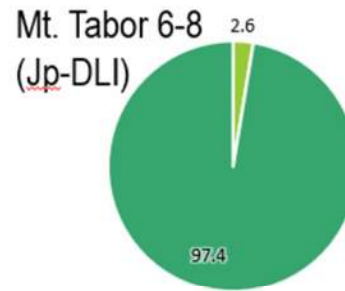
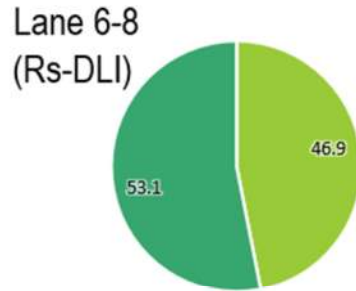
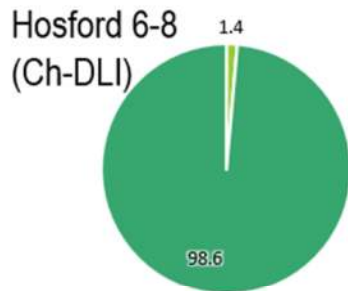


From PPS student database, October 2020



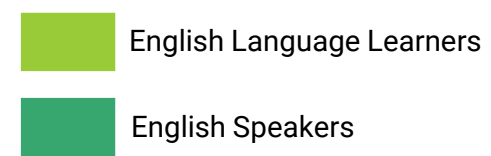


English Language Learner Enrollment



**Middle School
Focus Option
Programs in Study
Area**

From PPS student database, October 2020





PPS System Planning & Performance Resources

Your Source for Authoritative Enrollment Data

<https://www.pps.net/Page/942>

- [Enrollment history detail by school](#)
- [Enrollment by grade level and program](#)
- [Race/ethnicity by program](#)
- [Underserved groups by program](#)
- [Free and reduced meal eligibility by program](#)
- [Language by program](#)
- [Capture rate by neighborhood attendance area](#)
- [Enrollment by high school cluster of residence](#)
- [Enrollment in focus options/DLI by neighborhood attendance area](#)

Certified 2021-22 enrollment counts expected in November





2021-22 Baseline Dashboard Demonstration

- Web-based dashboard to filter enrollment information by school
- Enrollment counts from 2021-22 and 2025-26 projections
- Socioeconomic and demographic data from 2020-21 actual enrollment
- School capacities for utilization from PPS facilities database (as of Sept. 2021)

[Link to Dashboard](#)

Portland Public Schools SE Guiding Coalition - Baseline Data Assessment: 2021-22 Boundaries

Instructions

PPS

Racial Equity Impact Measures

Click to access data hub

Black and Native Students

75.8%

English Language Learners (ELL)

76.2%

All Students

88.6%

Percentage of middle school students in schools > 500 enrollment

75.8%

Percentage of elementary school students in schools with > 270 enrollment

59.3%

Percentage of students in schools > 80% utilization

22.0%

Percent of students within 1-mile of their attending school

66.3%

Affected students (i.e., attending a different building than 2020-21)

61

107

1,063

Filter by Grades Served (Multiple values)

Filter by Grade Group MS

Filter by School (All)

Enrollment Overview (PSU PRC Forecasts)

Hover over enrollment numbers to see counts for individual grades

	Clark	Harrison Park	Hosford	Kellogg	Lane	Mt Tabor	Roseway Heights	Sellwood	Sunnyside
	K-8	K-8	6-8	6-8	6-8	6-8	6-8	6-8	K-8
	CS5	CH-DU NBHD	CH-DU NBHD	NBHD SP-DU	NBHD KS-DU	JP-DU NBHD	SP-DU NBHD	SP-DU VT-DU	NBHD NBHD
2021-22 Enrollment Forecast	155	0 261	139 542	563 157	355 51	273 339	75 507	89 31	569 223
2025-26 Enrollment Forecast	147	44 161	124 495	572 155	306 55	273 320	67 479	82 81	568 180

Enrollment Detail (from 2021-22 Student Database)

Program Capture Rate		68.0%		71.2%		71.0%		81.7%		67.1%		80.8%	84.5%
Transfer Out Rate		32.0%		28.8%		29.0%		18.3%		32.9%		19.2%	15.5%
Transfer In Rate	100.0%	15.0%	54.3%	7.6%		7.6%	81.6%	81.9%	8.1%	50.0%	15.5%	12.9%	53.3%
Direct Certification Students	13.7%	39.9%	7.2%	23.8%	32.6%	17.9%	47.1%	26.5%	4.4%	10.8%	21.8%	36.0%	39.8%
												33.0%	9.3%
													16.0%



Dashboard Self-Practice and Group Work

1. Which middle schools fall below the 500 minimum enrollment goal for the 2025-26 forecast?
2. Which middle school's neighborhood program has the highest percentage of black and native students?
3. What is the total 2021-22 enrollment and utilization for the 6-8 grade group at Harrison Park?
4. Which school's 6-8 grade group has the highest percentage of ELL students in a neighborhood program?
5. Which elementary schools fall below the 270 minimum enrollment goal for the 2025-26 forecast?
6. Which elementary school has the highest whole school direct certification rate?





Dashboard Self-Practice and Group Work

- 7. *Open-ended:* Did the answers to any of these questions surprise you? How?
- 7. *Open-ended:* Does this information shift your perspective about how to achieve the goals enrollment and program balancing?
- 7. *Open-ended:* What ideas or concerns do you have about the dashboard?





Breakout Rooms

30 MINUTES





Break

10 MINUTES





PORTLAND PUBLIC SCHOOLS

Listening and Learning Exercise Introduction

Exercise to model our approach to the
community-based dialogue sessions





Small Group Exercise

What do your children and/or those in communities most impacted by inequity need to be successful in school? To what degree does their current school provide this?

Thinking about the District's intent to redistribute enrollment and programs, what are your greatest hopes for this effort? What are your greatest fears?





Debrief / Sensemaking

How was that experience?

What struck you?

Do you see any barriers to BIPOC and underserved communities?





Phase I Engagement Summary Review

Feedback opportunities were guided by our Theory of Action, RESJ Framework, and thought partnership of SEGC to center BIPOC and multilingual communities.

Outreach Methods:

- Social Media
- Website
- Phone Surveys
- Online Surveys
- Open House
- Focus Groups
- Student Outreach
- Teacher Outreach





PORTLAND PUBLIC SCHOOLS

Phase I Engagement Summary Review

- 1200 online inquiries in 6 major languages: Russian, Spanish, Somali, Vietnamese, Mandarin, and English
- Roughly 200 BIPOC students surveyed from focus schools
- 500 participants in language affinity groups
- 293 phone surveys of middle grade families

Student survey data from Black, Indigenous, Latinx, Pacific Islander, and White students reported 85% support with dedicating Harrison Park to a middle school.





Phase I Engagement: Themes & Challenges

- Schools with imbalanced co-located programs are difficult for school communities, especially for smaller neighborhood programs
- Schools devoted entirely to a Focus Option create inequity of experience
- People use different definitions of demographic equity
- We want to avoid high school overcrowding
- We need to limit transportation impacts
- We need to consider the effects of relocating the Creative Science School program
- We want to avoid using portable classrooms





Closing Comments / Check Out

- *What is one thing you'll take with you tonight?*
- *What did you learn tonight?*
- *What is a gift you received tonight?*

