#	THEME	QUESTION	RESPONSE	DATE
1	Board direction	Does the board direction about Kellogg integrity stand? meaning, can kellogg students stay there through completion	Yes. This is a commitment we have made to the community and was included in the Phase 1 resolution.	10/30/21
2	Board direction	Is there a reason why the board could not vote to undertake program review for CSS?	The program review is only part of the rationale for CSS continuing in the SE region as approved by the Board in 2010. We have provided additional rationale on the CSS program including language from Board Policy 6.10.022-P Educational Options Policy that defines the rationale for other educational options meeting the needs of students:

The Board is committed to providing a quality school near every student's home and an appropriate learning environment for all students, including those with special needs, within their home cluster. The Board also is committed to providing other educational options. The Board believes that all of these educational options contribute to the health of the district and the community.

The purpose of educational options is to offer students and their families meaningful choices that meet the different learning needs and educational interests of all students. The Board values all options, a continuum of which complement each other in serving student and family needs within the Portland Public School District. Students and their families are the primary decision makers about their choice of options; the district may assist students and their families in making appropriate choices. | 10/30/21 |
3	Changes to proposals	Is there room to make changes?	Yes. Changes can be made to boundary adjustments and whole schoool or co-located DLI programs.	10/28/21
4	Changes to proposals	Is there any way to change anything before community engagement?	Yes. Due to the change in DLI program guardrails, we will need to postpone the community engagement in order to create an initial proposal with co-located programs.	10/28/21
5	CSS + neighborhood program	CSS like a sunnyside model. Will students in that zone be able to attend comprehensive MS?	Yes.	10/28/21
6	CSS + neighborhood program	What does this CSS opt-out option look like and how does it impact to a Comprehensive MS?	Specific opt-out schools will be selected based on current feeder patterns, capacity and community preference. Inital ideas for Arleta students: Marysville and/or Creston elementaries and Kellogg Middle School. Initial ideas for Woodstock students, Lewis and Grout elementaries and Hosford and Sellwood middle schools.	10/28/21
7	CSS + neighborhood program	Phase 1: Goal was that everyone would have access to a comprehensive middle school? How is that working with CSS?	Currently, CSS families may opt out of the K-8 focus option program and move to a neighborhood school. This would continue as CSS is moved.	10/28/21
8	CSS + neighborhood program	CSS: What are the middle school options for students in that neighborhood? Do they have to go to CSS or can they go to a compreshesnsive MS?	Neighborhood students in the CSS focus option may opt to attend a comprehensive middle schoool.	10/28/21
9	CSS + neighborhood program	What is the CSS opt out impact and how does a student get access to a comprehensive middle school?	Neighborhood students in the CSS focus option may opt to attend a comprehensive middle schoool.	10/28/21
10	CSS + neighborhood program	My understanding is that Sunnyside does not have a guaranteed opt-out; families need to go through a transfer application. How would the process be the same or different for families in the neighborhood assigned to CSS?	We ended the formal opt-out process more than a decade ago because neighborhood families were not using it. New students who wish to transfer out of Sunnyside or Bukman and to nearby standard programs are allowed to do so if space is available. We anticipate a more formal opt-out process to support the transition for the neighborhood school that joins with CSS .	10/30/21
11	CSS + neighborhood program	If students can opt out of K-8 CSS and choose to enroll in a MS, how would this impact future enrollment at CSS? Big unknown	For each of the last 5 years, Creative Science has had more than 30 students waitlisted or denied placement to 6th grade. We believe strong demand will continue, offsetting any 5th-grade attrition.	10/30/21
12	CSS + neighborhood program	Why is CSS, K8 config taking precedence over neighborhood community to MS. they do they have to opt out	Neighborhood students in the CSS focus option may opt to attend a comprehensive middle schoool.	10/30/21
13	CSS + neighborhood program	Concern of mimicking buckman model - equity issues: 2 separate classes created. concerned about equity issues. Why sunnyside and buckman are considered successes?	In 2002 the Sunnyside neighborhood school joined with the Environmental Middle School to form the Sunnyside Environmental K-8 school. Initially, there were families who opted out to nearby schools, but over time the rate of neighborhood students attending Sunnyside grew (79% last year). Similarly, the Buckman Arts school has served both neighborhood and transfer families for 30+ years. Note: Would like to hear more about the 2 separate classes issue.	10/30/21
14	CSS + neighborhood program	If PPS has determined that K-8 schools do not provide the resources that K-5/MS schools do, why is PPS keeping CSS as a K-8 school and forcing neighborhood students back into a K-8? This appears to be prioritizing a focused option school over a neighborhood school again.	Please see the response to question #2 highiighting language from Board Policy 6.10.022-P Educational Options Policy that defines the rationale for other educational options meeting the needs of students.	10/30/21
15	CSS + neighborhood program	Is there an effort across the district to reduce focus option/lottery schools? or is this just a byproduct of moving CSS to a neighborhood shool?	Board Policy 6.10.022-P Educational Options Policy defines the rationale for other educational options to meet the needs of students. There is not an effort to reduce focus option schools in the SEGC process. Focus options should be evaluated outside of an enrollment balancing process based on Board Policy 6.10.022-P that states: The district shall evaluate educational options on an established cycle, consistent with district objectives, other district policies, and statutory requirements.	10/30/21
16	CSS + neighborhood program	Is CSS location as a whole schol non-negotiable?	Yes.	10/30/21
17	CSS + neighborhood program	Is CSS migration as a whole K-8 rather than K-5 a non-negotiable?	Yes.	10/30/21
18	CSS + neighborhood program	Why is this neighborhood school going back to a K-8 school if it was a priority in Phase 1 to eliminate K-8's? Is focus option a higher priority than the neighborhoods?	Please see the response to question #2 highiighting language from Board Policy 6.10.022-P Educational Options Policy that defines the rationale for other educational options meeting the needs of students.	10/30/21
19	DLI co-location/whole school	What is evidence for moving these programs?	Please see the Rationale for Whole School DLI programing being shared in the SEGC November 4 meeting materials.	10/28/21

20	DLI co-location/whole school	Reducing colocated programs (Bridger strands)?	In both scenarios, Bridger would convert to a whole-DLI school serving 3 strands per grade level. Note that current cohorts are smaller than those in the enrollment forecasts, so utilization would initially be lower than shown. Additionally, if attrition continues, higher grades could condense down to two strands per grade level.	10/28/21
21	DLI co-location/whole school	Grouping K-5 DLI but not doing that at the middle school level?	The K-5 models vary by school - you can find program model descriptions here. In 6-8, DLI programs move to offering daily Partner Language in Language Arts and Social Studies. Combining DLI students into a middle school would allow for more resources for the program, but won't be part of the initial proposals.	10/28/21
22	DLI co-location/whole school	What are the numbers of students on a DLI wait list?	The number of waitlist students since 2017-18 can be found here.	10/28/21
23	DLI co-location/whole school	What work is or will be done with the communities at individual schools to create buy-in to whole DLI programs?	The will be a part of our community engagement process and with the change in DLI guardrails, we will have more than one option for DLI programs.	10/30/21
24	DLI co-location/whole school	If this change happens, are granting Spanish DLI to stay at kellogg or goto whatever location the program is located?	Generally programs move altogether so staff are not spread between schools. Phase out can be considered, once proposals have been narrowed and the staff and school impacts can be better known.	10/30/21
25	DLI co-location/whole school	Will the students be able to finish the program at the location they started?	Generally programs move altogether so staff are not spread between schools. Phase out can be considered, once proposals have been narrowed and the staff and school impacts can be better known.	10/30/21
26	DLI co-location/whole school	Can PPS support students who started their DLI program at Kellogg to finish there, or would the program move require those students to change middle schools?	Generally programs move altogether so staff are not spread between schools. Phase out can be considered, once proposals have been narrowed and the staff and school impacts can be better known.	10/30/21
27	DLI co-location/whole school	What are the pros and cons of having two DLI programs in one middle school, as at HP in this scenario?	Students in middle schools take a variety of courses in both core content and electives. The school course schedule depends both on the total number of students in the school as well the number of students who participate in the DLI program. If the number of students are balanced between the DLI programs and the neighborhood program, the schedule can be balanced meaning that the class sizes for core courses such as language arts and social studies would be similar as well as for electives. When there are two DLI programs and one neighborhood program that makes balancing across all three more challenging. Multiple DLI programs in one middle school brings diverse cultures together and provides students opportunities to learn from each other.	10/30/21
28	DLI co-location/whole school	What are pro/cons how DLI programs are situated in MS?	We are not sure what this question means. Currently there are middle schools that have a comprehensive neighborhood program, while others also include one or two DLI programs. Roseway Heights (Spanish and Vietnamese) and Mt. Tabor (Spanish and Japanese) are the two middle schools that have two DLI programs. The remainder of middle schools have no more than one DLI program on their campuses.	10/30/21
29	DLI co-location/whole school	How many neighborhood students (as compared to DLI students) are at HP in this proposal? Would multiple DLI programs limit access to electives for those neighborhood students?	Current state: Harrison Park MS Neighborhood est. students in 2025: 161 Proposal A Harrison Park MS Neighborhood est. students in 2025: 193 Proposal B Harrison Park MS Neighborhood est. students in 2025: 373 A higher enrollment in a school would mean more teachers available for electives. Since DLI middle school students are together for language arts and social studies, in electives, students from DLI programs and neighborhood programs would be able to be scheduled together in electives. The availability of electives is tied more to the total enrollment number of a school rather than the number of programs in the school.	10/30/21
30	DLI co-location/whole school	Colocating multiple programs at Harrison Park seems to yield the same issues that occur at elementary school. What is the reason for this?	See response to question 27.	10/30/21
31	Engagement	Are we hearing from Native speakers at Lent and lower SES schools?	Middle Grade phone survey summary and insisghts 2021 SE Middle grades expanded phone survey 2021 Focus Group - Cantonese transcript Focus Group - Mandarin Somali Focus Group Chinese Focus Group CSS BIPOC Area Schools BIPOC Key Themes from Listening and Learning sessions We will be engaging in additional focus groups with language specific and affinity focus as well as our upcoming open house that will have interpreters in all languages. Low SES schools are able to be prioritized, in addition to communities of color in the southeast in our outreach for Listening and Learning.	10/30/21
32	Engagement	Who are we not hearing from?	This will be an agenda item for our November 4 SEGC meeting.	10/30/21
33	HS impact	What are the impacts to Grant and Franklin based on emergency declaration?	Every year we review enrollment forecasts and building utilization. When there are concerns about the number of classrooms that are available to meet the needs of the student population we review options that include looking at reconfiguring rooms at the site, utilizing space at nearby sites, adding portables to a site, and adjusting enrollment through program changes or boundary changes. We are exploring options that could bring relief to Grant and Franklin the fall of 2022 in advance of a high school system review next school year.	10/28/21
34	HS impact	How do these changes impact high school boundaries?	We are not making changes to high school boundaries in this process. The middle schools that currently feed into Franklin have higher enrollment levels. As we move boundaries to balance middle school size, this will carry forward into high school levels in future years.	10/30/21
35	Non-negotiables	What is meant by Guardrails? Has this been already decided?	Guardrails are the non-negotiables in the proposals. We have made a change to DLI programs to allow both whole school and co-location based on the SEGC and community feedback.	10/28/21
36	Non-negotiables	Where is this coming from? Loud voices are taking over.	The non-negtiables came from PPS instructional leadership. Please see the Rationale for Whole School DLI and CSS programing being shared in the SEGC November 4 meeting materials.	10/28/21
37	Non-negotiables	Where is this coming from?	The non-negtiables came from PPS instructional leadership. Please see the Rationale for Whole School DLI and CSS programing being shared in the SEGC November 4 meeting materials.	10/28/21
38	Non-negotiables	Are we going to be looking at evidence for change?	We have made a change to DLI programs to allow both whole school and co-location based on the SEGC and community feedback.	10/28/21
39	Proposal materials	Are DLI bullets prioritized (in order)?	No.	10/28/21
40	Proposal materials	Where do i look to see enrollment?	Estimated enrollment can be found it multiple locations on the scenario dashboard. Click the "Instructions" button in the upper right of the dashboard to see descriptions of where to find enrollment figures.	10/28/21
41	Proposal materials	Impacted and Affected - define.	Impacted and affected means students and families who are being iimpacted by the changes made in the proposals.	10/28/21

42	Proposal materials	Are portables being included in Bridger? Not seeing a break out for portables or non portables.	Modulars are not being included.	10/28/21
43	Proposal materials	Question: when are we talking about boundaries?	We start to refine these during the Nov 4 SEGC meeting.	10/30/21
44	Proposal materials	How do we support a 3-strand Mandarin immersion program at Bridger with 95% facility utilization? What does that mean it terms of space for needed resources?	In both scenarios, Bridger would convert to an whole-DLI school serving 3 strands per grade level. Note that current cohorts are smaller than those in the enrollment forecasts, so utilization would initially be lower than shown. Additionally, if attrition continues, higher grades could condense down to two strands per grade level. 95% utilization assumes classrooms are set aside for a Special Ed learning center, art, music and computer rooms.	10/30/21
45	Proposal materials	How do the boundaries address the street layout?	Streets are the primary features we follow when making boundary changes.	10/30/21
46	Proposal materials	If Atkinson goes to Hosford, do those students feed to Cleveland or Franklin?	There are no proposed HS boundary changes in the draft proposals. Atkinson is currently located within the Franklin attendance area, while all of Hosford is currently located in the Cleveland attendance area. High school changes may be proposed to address Franklin HS overcrowding.	10/30/21
47	Proposal materials	Do we have information and trends on immigration? Where might future populations live?	We have enrollment projections for the next five years, and especially with the pandemic it is difficult to longer term projections by school area.	10/30/21
48	Proposal materials	SE Cesar Chavez is a VERY large street to ask K-5 students to cross. Can we try to avoid creating these crossings?	This can be a part of the discussion during the boundary conversations.	10/30/21
49	Proposal materials	Why is PPS changing boundaries and crossing major streets rather than using the major streets as boundaries? We need to remember these are small children crossing major streets to get to their school.	This can be a part of the discussion during the boundary conversations. We can make adjustments based on SEGC member recommendations while still creating regional solutions needed in the process.	10/30/21
50	Proposal materials	Do the same concerns about segregation apply for this scenario? (Draft proposal B)	There are multiple opinions about segregation concerns, and staff support Whole School DLI as a best practice for a robust DLI program.	10/30/21
51	Proposal materials	What is the distance people would be receiving the transportation? What kind of transportation provided in evenings? Families to events in addition to day time. Reliability of buses. Sheer distance.	Transportation is provided for elementary students who live more than one mile from school and 1.5 miles for middle and high school students. Schools may provide transportation for evening events paid from their school budgets, and a smaller school would have less resources available to support this. Hiring enough bus drivers has been a challenge this year, and with recent wage increases we now have many drivers in training and should see relief after the holidays.	10/30/21
52	Proposal materials	Want deeper analysis of how district feels, desire to hear from district's expertise.	Please see the Rationale for Whole School DLI and CSS programing being shared in the SEGC November 4 meeting materials.	10/30/21
53	Proposal materials	How would transportation work with distances created?	See response to question 51.	10/30/21
54	Proposal materials	If school rankings is a concern, how do we ensure that schools are supported and robust so that perceptions of "good schools" and "bad schools" are less of an influence? We should be ensuring that all schools are good schools and that school strengths beyond rankings are highlighted.	This is being accomplished through our district Vision or our north star and the strategic plan being shared with the community mid-year 2021-22. A precursor is the Student Investment Account (SIA) Plan that was updated in June 2021.	10/30/21
55	Proposal materials	Did Creston shift to Hosford because of the Woodstock boundary changes?	In both draft proposals, Hosford loses Woodstock DLI and neighborhood programs. To offset that loss and help balance middle school students across the region, Atkinson shifts from Mt. Tabor to Hosford in A, while Creston shifts from Kellogg to Hosford in B. Note that, in B, Creston also grows through gaining part of Woodstock neighborhood, and those students currently are in the Hosford boundary.	10/30/21
56	HS impact	What HS does Arleta/CSS feed too?	There are no proposed high school revisions in these draft proposals. The current high school assignment for Arleta neighborhood is Franklin.	10/30/21
57	SEGC Charge	Focus on the charge. Does program movement violate that?	No. Balancing enrollment may be done through program and boundary changes.	10/28/21
58	SEGC Charge	Doesn't this violate our charge? Fixing lane and harrison park? Does charge not apply any more?	No. Balancing enrollment may be done through program and boundary changes.	10/28/21
59	SEGC Charge	What are we actually charged with? GIS analysis to choose between a and b? do we all know how to use these dashboards for that?	SEGC is asked to understand the initial proposals and make modifications to improve them within the guardrails established by instructional leadership.	10/30/21
60	SEGC Charge	Equity is the SEGC focus and charge. Do these changes represent that focus and charge? Have you heard from underserved families regarding the new guardrails?	We have evaluated racial equity impact in each proposal, and we will continue to evaluate proposals as changes are made. We will be gathering input on the proposals including the guardrails in our upcoming community engagement process including focus groups, affinity groups and open house.	10/30/21
61	DLI co-location/whole school	How does Spanish DLI move from Kellogg to HP? All at once or phased?	Generally programs move altogether so staff are not spread between schools. Phase out can be considered, once proposals have been narrowed and the staff and school impacts can be better known.	10/30/21
62		What work will be done to support our most vulnerable families through this transition?	We are translating materials and offering smaller focus groups for our most vulnerable families. We will work with school leadership and staff to support familiies through this transition.	10/30/21
63		Will the shift happen immediately?	Generally programs move altogether so staff are not spread between schools. Phase out can be considered, once proposals have been narrowed and the staff and school impacts can be better known. Boundary changes are phased in, but the Board can accelerate the plan, per policy.	10/30/21
64		Have we thought about the rates of learning for the programs?	Listening to our instructional leaders, our programs and neighborhood schools currently have students with varying rates of learning and staff differentiate instruction based on student need.	10/30/21