

Team Flavel
Breakout Notes
October 8, 2020

Breakout Session 1

Capture any remaining concerns following the presentation of the Q&A document:

1. Kids that are out of district but are at Bridger (because they started with us and so we allow to stay)
2. What is the plan for the schools that will be way under utilized
3. Concern answers were not fully formed (e.g. how are we handling socio economic disparity)
4. Will data overload distract from the focus on equity?

Breakout Session 2

Scenario One

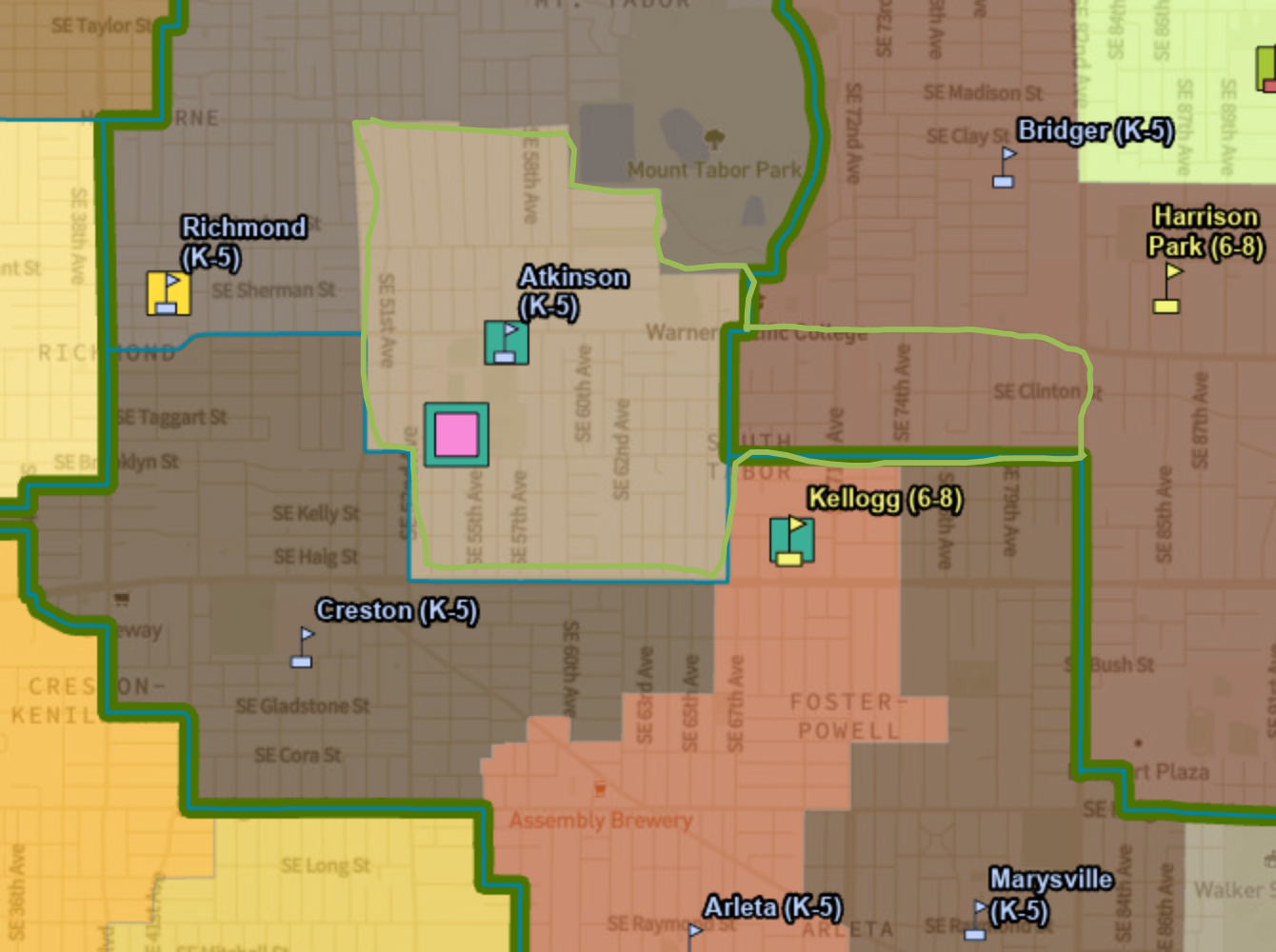
1. Will centralizing DLI naturally cause attrition of the program as people will be challenged to leave their neighborhood school in socio economically disadvantaged areas
2. Bridger is experiencing a shift in gentrification and includes many strata of socio economic status and resources
3. Does Scenario 1 leave Atkinson underutilized? Push boundary north?
4. Could Atkinson flow to another MS? Addressing the Mt. Tabor/Kellogg and HP disparity
5. Keep in mind there is a material difference between DLI has an enrichment and DLI as necessary to learn
6. Lot of concern around underutilization - schools that have low enrollment, tend to stay that way - will there be additional programs added? Specifically Arleta is set up in a way that could have two separate programs

Scenario Two

1. Woodstock has 309 DLI; Harrison Park has 86 (1-4) next year add 25 DLI so need space for approx 400 students
2. What happens to the focus options?
3. Lane & Vestal may end up very underenrolled (particularly if ACCESS relocates)
4. Perhaps combine 1 & 2 and address underutilization in Atkinson
5. Atkinson could pick up some of Bridger; need to get Bridger right sized w/o portables
6. Make Bridger a neighborhood school with Chinese DLI at Creative Science
7. Really want to see a scenario that incorporates Mt. Tabor, Sellwood
8. Vestal could pull in to Mt. Tabor and also Richmond
9. Consider what would happen at Lane if a fair amount of affluent students move in (particularly in terms of funding).

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|--|--------------------------------|-----------------------|------------------|------------------|--|
| Team Name: | Flavel | | | | |
| Scenario Starting Point: | Scenario 1 - Lent K-5, All Spa | | | | |
| CAPTURE YOUR TEAM'S SUGGESTED CHANGES BELOW | | | | | |
| School | Grades Serviced | Program 1 | Program 2 | Program 3 | Boundary Change (Description or Filename) |
| Atkinson | K-5 | | | | Push boundary north to expand catchment area? |
| Lent | K-5 | Spanish (currently at | | | |
| Marysville | | | | | |

| Team Name: | Flavel | | | | |
|---|-------------------------------|-----------------------|-----------|-----------|---|
| Scenario Starting Point: | Scenario 2 - Creative Science | | | | |
| CAPTURE YOUR TEAM'S SUGGESTED CHANGES BELOW | | | | | |
| School | Grades Serviced | Program 1 | Program 2 | Program 3 | Boundary Change (Description or Filename) |
| Creative Science | K-8 | Chinese (currently at | | | |
| | | Chinese (currently at | | | |
| | | Chinese (currently at | | | |
| Harrison Park | 6-8 | | | | |
| Woodstock | K-5 | | | | |
| Bridger | K-5 | | | | |
| Atkinson | | | | | |



**Richmond
(K-5)**

**Atkinson
(K-5)**

Creston (K-5)

Arleta (K-5)

**Marysville
(K-5)**

Bridger (K-5)

**Harrison
Park (6-8)**

Kellogg (6-8)

Team Foster
Breakout Notes
October 8, 2020

Breakout Session 1

Capture any remaining concerns following the presentation of the Q&A document:

Suggested data - Can we get a better sense of how population changes are going to play in this? Changes utilization rates. Heat map for population changes.

Comment - Hard to take positions countering each other - representing a group - or speak for yourself? Can speak from an educator's perspective or a parent perspective.

Question - Where is the data showing the families involved and have the diverse voices been heard?

60th is a busy street - safety factor - kids shouldn't be crossing it. Tabor and Glencoe students impacted.

Least liked scenario 1 and 2 - biggest concern - push out black and Asian students out of neighborhood schools they are now attending. Maybe K-5 that feeds to Harrison Park

Scenario 3, 4 and 5

| Team Name: | Foster | | | | |
|---|-------------------------------|-----------|-----------|-----------|--|
| Scenario Starting Point: | Scenario 4 - Franklin/Madison | | | | |
| CAPTURE YOUR TEAM'S SUGGESTED CHANGES BELOW | | | | | |
| School | Grades Serviced | Program 1 | Program 2 | Program 3 | Boundary Change (Description or Filename) |
| Madison | 9-12 | | | | increase neighborhood- might look at other options |
| Mt Tabor | 6-8 | | | | would kids really got to HP |
| Franklin | | | | | provides some relief to size |
| Glencoe | | | | | liked giving some of sunnyside there |
| | | | | | concern about tabor and 60th |
| | | | | | how to we account for the bond of kids who go to school together |
| | | | | | neighborhood community |
| Glencoe | | | | | movement from east to west |
| Vestal | | | | | not sure what to do and would families send their students there |

| | | | | | | | | | |
|--|---|--------------------------------|--|--|--|--|--|--|--|
| General Parent Feedback | | | | | | | | | |
| Carissa | 3,4,5 | | | | | | | | |
| Lilly | district predictions from 5 years ago seems really off | | | | | | | | |
| JoAnn | HS Distribution- are they considering the new enrollment bump | | | | | | | | |
| Jennifer | 1 | worth flusing out the sitation | | | | | | | |
| Richard | 1 | | | | | | | | |
| specialization- at younger grades- hard to know, programs that draw from other schools | | | | | | | | | |
| will families who thought they were going to one school now make a different choice. | | | | | | | | | |
| for example vestal is under enrolled, students go to creative science, so if you close creative science, how does it impact vestal and would kids stay at vestal | | | | | | | | | |
| what are the capture rates of these schools | | | | | | | | | |
| need capture rates by demographics | | | | | | | | | |

Team Hawthorne
Breakout Notes
October 8, 2020

Breakout Session 1

Capture any remaining concerns following the presentation of the Q&A document:

Introductions: What does success look like?

- Use privilege to make things better
- Keeping students at the center would be success
- Balanced equitable enrollment that center students who have been marginalized and work out from there
- Diversity-important to have people of color to be known and understood. Important to have in mind when balancing enrollment
- Every Kid in PPS has wonderful MS experience

SCENARIO RESPONSES:

Scenario 3:

- Been on the discussion every year since new Superintendent
- Not surprised to see it. Expected to see CSS split to a MS

Scenario 2:

- Once you pull DLI out of Woodstock, util % goes 90+ to 40+. Bizarre to model DLI & CSS at one school.
- Consider Chinese DLI in one place, that is a logical consideration. But need to find somewhere for CSS to move to.
- I thought we were breaking down K-8s to K-5s. Why bring Chinese together?
- Two + concentrations of Chinese families: HP & near Woodmere. Moving N creates hardship for people who live South, especially to Madison. I want diversity, other races in a school. Against moving Chinese all together, especially to a K-8.
- Would like to see more DLI, but less concentration.

Scenario 4: Gets us close as a starting point. Need to domino to the west to balance enrollment

Dual Language Immersion (Chinese) Discussion:

- Single strand ES co-location: Huge challenges to imbalances, inequality and workload issues. PLCs, grade level teams, etc. Now that Woodstock is balanced it is much better now.
- Neighborhood students attending a DLI program in their school may not follow Immersion to a new school.
- Does DLI consolidation result in segregation?

- Kind of like a K-8 all-Immersion option, but could be intimidating to run
- Is Chinese Immersion expansion possible? Add a 2nd strand at Harrison Park?
- Suggestion (2a): Combined boundary for 2 schools--English Scholar at Vestal and Chinese Immersion at CSS building.
- Chinese DLI @ Kellogg?
- It takes a lot to support families who come from far away for a program
- Concern: Three DLI @ Madison--Challenging? Michael Bacon response: HS courses easier to schedule than at lower grades. More younger families, lower income families in lower SE than in NE where Vietnamese is located.
- Is there data about benefits to co-location? Michael Bacon response:
 - Access to learning language (even if not DLI) and culture of the partner program
 - Widening understanding of the world
 - Cultural learning: products, practices, perspectives

General:

- Hard for kids to come together into a MS and then split apart to different HS
- Radical change: Concentrate language in a school creates segregation, in housing if people move there.
- Electives don't necessarily equal a robust MS
- What is most important? Balancing enrollment or programs?
- Would like a scenario that balances K-5 enrollment. Vast difference in K-5 enrollment unacceptable.
- Is there funding tied to any decisions?

Questions for follow up:

- Further data (qualitative) on student/family needs
- Is there potential to expand Chinese Immersion (not just consolidate)?
- I think that it would be valuable to see comparisons between scenarios that combine DLI programs and those that look at co-located programs in buildings where balanced co-location is possible.
- Are there any other buildings that would allow for 4 strands per grade? (2 neighborhood, 2 DLI)

| Team Name: | Hawthorne | | | | |
|---|-------------------------------|-----------------------|-----------|-----------|--|
| Scenario Starting Point: | Scenario 2 - Creative Science | | | | |
| CAPTURE YOUR TEAM'S SUGGESTED CHANGES BELOW | | | | | |
| School | Grades Serviced | Program 1 | Program 2 | Program 3 | Boundary Change (Description or Filename) |
| Harrison Park | K-5 | Chinese (currently at | | | Move to Clark and expand to two sections |
| Vestal | K-5 | Neighborhood | | | Includes HP area. Guarantee to Chinese Immersion |
| Creative Science | K-8 | Focus Option | | | Relocate possibly to Woodmere/Whitman |

| Team Name: | Hawthorne | | | | | |
|---|-----------------|-----------------------|-----------|-----------|---|--|
| Scenario Starting Point: | PLEASE PICK | | | | | |
| CAPTURE YOUR TEAM'S SUGGESTED CHANGES BELOW | | | | | | |
| School | Grades Serviced | Program 1 | Program 2 | Program 3 | Boundary Change (Description or Filename) | |
| Lane | 6-8 | Chinese (currently at | | | 6-8 Chinese immersion to Lane | |
| Harrison Park | K-5 | Chinese (currently at | | | Move to Woodmere/Whitman | |
| Woodmere | K-5 | Neighborhood | | | One school becomes Neighborhood the other Chinese DLI | |
| Whitman | K-5 | Neighborhood | | | One school becomes Neighborhood the other Chinese DLI | |
| Woodstock | K-5 | Chinese (currently at | | | Stays in place | |

Team Holgate
Breakout Notes
October 8, 2020

Breakout Session 1

Capture any remaining concerns following the presentation of the Q&A document:

- More of an observation vs question: It seems like alternate grade config are hard to incorporate.
- Where would the funding for the conversion come from. It said the Bond in 2020. What if that does not pass? (lots of concerns that the bond may not pass)
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| Team Name: | Holgate | | | | |
|--|--------------------------------|-----------------------|-----------|-----------|--|
| Scenario Starting Point: | Scenario 1 - Lent K-5, All Spa | Combo of 1 & 3 | | | |
| CAPTURE YOUR TEAM'S SUGGESTED CHANGES BELOW | | | | | |
| School | Grades Serviced | Program 1 | Program 2 | Program 3 | Boundary Change (Description or Filename) |
| Bridger | K-5 | Neighborhood | | | southern attendance move to Creative Science |
| Harrison Park | K-5 | Neighborhood | | | at Creative Science |
| Bridger | K-5 | Neighborhood | | | northern boundary shift to go to Vestal |
| Harrison Park | K-5 | Chinese (currently at | | | |

Team Powell
Breakout Notes
October 8, 2020

Breakout Session 1

Capture any remaining concerns following the presentation of the Q&A document:

- How many additional students want to be in DLI that weren't able to get in?
- What data was missing? Student success, climate...how are students being served and what they say. What do we not see? The human part.
- Humanity aspect, the story, the lived experience, the qualitative over the quantitative

Team Powell Notes
10/08/2020

Engage communities of color, feels like there needs to be more people involved.

Feel like the process is moving really quickly and very concerned that by moving quickly, miss the opportunity to do this work well, and could negatively impact families most impacted by COVID.

Voice the fact that someone is feeling rushed, white supremacy factors influencing the process, feeling rushed. Quantitative over qualitative. This process is continuing the process of white supremacy and will continue the failure of black and brown lives.

Sense of urgency, Quantity over quality, worship of the written word, Only one right way, paternalism, power hoarding, Progress is bigger/better, Objectivity.

Would like to create another scenario, a parent based scenario.

We have the ability to stop things.

Parents want to see community engagement plan and see how the work in groups overlaps.

Tenets of White Supremacy Culture:

<https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html>

All scenarios are on building usage and capacity. Targeted universalism does not meet those needs on the scenarios created by Flo.

Are we addressing the needs of Black and Native students? Black and Native students make up the smallest percentage of students of color in PPS. So in the equity lens truly addressing the needs of BIPOC populations and students or just addressing the smallest percentage of students while still perpetuating white supremacy to the overall largest percentage of Black and Brown students. Trying to fix similar issues that will be the same 10 years down the road. Latinx are the fastest growing minority. Have the most diverse racially mixed kindergarten class this year. Reproducing the same problems we have right now in the next year.

This process is perpetuating white supremacy.

Why isn't the lens we are being asked to view this through one of the "charges"?

Would like to know, how do BIPOC people feel about gentrifying or de-gentrifying schools, what is the makeup of the schools our community wants to see, what will serve communities the best? Who do you put in the classrooms?

I believe we have relevant, qualitative data from schools already that aren't being used in this process yet. Meaning, we possess some of this data already.

Where is the data that supports the voices of BIPOC people? A teacher had to move groups because her experience in another was harming for her.

Have we asked Marysville? Where is data? Is it something that they want? If not, it's harming, ripping apart communities. This whole thing is happening during a pandemic that is impacting people of color. We need to halt

Dr. Annamma, Der. Jackson, Dr. Morrison: Theorist, Use of color-evasive policy education language and inclusion of dis/ability critical race theory and color-blind racial ideology in education.

Feels like there is moving lines around to get different groups in. Why does the number of students receiving free lunch matter? Need context.

- Funding tied to free and reduced lunch counts.
- When we look at our high free and reduced lunch counts, tends to correlate to a higher percentage of BIPOC students
- Intent is to be transparent about what happens as you bring a solution forward so you can understand the impact it has on students.

Why does it matter how many BIPOC students are in one school? Questions shouldn't be skirted around, it is important.

- Knowing where students of color are located and where most impacts could be
- Consideration of moving DLI programs closer to where students who speak the language and program serves live
- Make sure that as we look at Harrison Park, there is a large Chinese community...knowing where each ethnic and racial group, where they live and trying to get the programs and services for them is a component of the balancing we are trying to do.

Free and reduced data. How faulty is it? Is it accurate and something we can rely on? Have several students that even though they qualify, culturally, it is not the food they eat. Is that being taken in to consideration. I would consider that faulty data.

- PPS uses direct certification methods. Families would automatically qualify without filling out forms due to connection to the state database.
- Some schools are schoolwide
- There are multiple ways they qualify.

Would it be worthwhile to take a compass and make a one mile radius and establish a baseline. Should all maps start with if all people who can walk to school can walk to school. Environmental concerns and proximity.

What are the district plans to engage with teachers, especially teachers of color and those serving in the immersion programs?

- PPS is working with PAT, 3-4 are in this process currently.
- Setting up a PAT teacher voice to be heard/open house
- There is a process to get feedback from teachers as well

Team Duke
Breakout Notes
October 8, 2020

Breakout Session 1

Capture any remaining concerns following the presentation of the Q&A document:

Confused by the fact that we are not looking more closely at Focus Option schools (i.e. Creative Science) and the potential negative impact schools such as Vestal. Feels like a significant piece and should not put off to later. Can we look at Focus Options as lever for more equitable outcomes? Are we making decisions based on our racial equity lens? Vestal loses about 46% of entering K to Creative Science and subsequently enrollment is so low that they now have a co-located program (ACCESS).

Focus Options: Sunnyside, Winterhaven and Buckman are also Focus Options

Goals for this session:

Optimize the use of facilities

Support equitable programming

Minimize program co-locations

Scenario 3:

Questions:

What does it mean to be a K-5 neighborhood/focus option?

Scenario 4:

- Seems to balance the numbers out better across the board. The springboard proposal cuts up neighborhoods in odd ways.
- Why did we cut up a neighborhoods for boundaries?
- *We should use the main intersections and roads to keep the communities together
- This would split Woodstock in between two middle schools.
- We think feeder pattern needs to stay intact K-12
- Why not move the Chinese DLI to Franklin?
- If DLIs change high schools, we need to ensure that students pursuing the IB diploma can get to SL and HL as needed
- How beneficial is it to have two DLI programs at one middle school?
- Bridger and Sunnyside are still over capacity in this scenario and Lent is at capacity

- Do we have to be tied to existing boundaries or can they be changed to ensure maintained feeder patterns?
- Why aren't we looking at focus options? They draw students from so many different boundaries
- So many barriers for low-income families to go to focus options