

Team Duke
Breakout Notes
September 24, 2020

Breakout Session 1

1) When considering optimizing use of facilities, what opportunities do you see for addressing over- and under-utilization and/or phasing out modular classrooms?

-How is space being used to help build community? After school hours? Sun Programs - are these helping support students, families and communities to build community?

-Are Sun School programs available at all schools? No. Buckman is overused/tapped.

-Are there more programs out there that we can tap to better support our students and build more community?

-Where do the modulares (portables) go? Heard these are expensive. Are they mobile and could they move to another place? Can be moved, but because they are educationally oriented then the building codes run up the costs quite significantly. Really hard to get rid of due to the cost involved in installing and removing. Why are these so expensive? Could we move these easily to another location easily and inexpensively then these could be better utilized to meet shifting needs.

-Can the modulares be sold to another school district?

-Is redrawing boundary lines for neighborhood schools be done?

2) When considering equitable programming, what grade reconfiguration opportunities do you see to support creating new comprehensive middle schools?

-Logical choice would have the K-8's around Kellogg would move to the ES/MS model - but what would that do with the utilization rate?

-What is an optimum utilization rate?

-New Comprehensive Middle Schools - many of our middle schools function more like a traditional junior high school model -

3) When considering program co-location, what opportunities do you see for unifying focus programs?

-Definitely a group of students in Chinese DLI who were attending a school that isn't really in where the Chinese speaking families live.

-Is cross community a bad thing?

- Could we possibly have a middle and/or elementary school that is made up of multiple DLI programs as a sort of multilingually focused school?
- When looking at the Spanish DLI schools it seems like there could be 3 different schools. Clustering all together might not be a good thing. Spreading too much could also be a problem. Maybe 2 would be better. Still like to have a program closer to my neighborhood. Walking to school is a nice thing.
- Low Russian speaking numbers in the PPS district now. David Douglas has the largest population.
- Can we bring ACCESS together at a school, not Vestal and Lane?

Q: What is happening with the small group/pocket of students isolated in the Woodstock neighborhood that really lands in the Woodmere/Arleta area?

Breakout Session 2

1) In what ways does the springboard proposal succeed in supporting the outcome goals?

-Good see the consolidation of the Bridger and HP communities - brings those two communities closer together

2) In what ways does the springboard proposal fail to support the outcome goals?

3) What changes would you suggest to better support the outcome goals?

-Sunnyside as a fault is overloaded - easy fix by adjusting boundary between Buckman and Sunnyside

-Woodstock to Lane from Hosford

-We need to consider some kind of boundary bump in SE to gain more enrollment for Lane (i.e. a new apartment complex going in on Woodstock where Joinery used to be - Lewis gets all them)

-Lewis going to Sellwood MS and switching to Lane - people of means will leave the public schools or try to go somewhere else - from a utilitarian standpoint, makes sense

- What programs do we offer at Lane to meet more of the community needs/interests to retain or draw in more of the families in the neighborhood - how do you put more resources into Lane
 - How does PPS allocate resources to schools to address these kinds of issues?
 - How does the Bridger community feel about this proposal? Imagine this is similar
 - How do we build schools that are good for everybody? For our whole community
 - With people with privilege and means there are options. Those without, don't have options
 - Lane MS - what is the middle school redesign and how does impact Lane?
 - The bulk of financial support for schools is done through the number of students - need to ask the 5 whys - is this a question for now? Do we need to reconsider how finance schools? In Oregon and in Portland - good schools will change the area around it - perception can be one of the hardest things to change - leads to under enrolled schools
 - Schools with low numbers or odd numbers can cause large class sizes - effects resources supporting - how do we get the numbers right
 - Growth is huge - has to be taken into account - can't ignore it - Lewis is growing tremendously
 - Pieces of the puzzle - need to look deeper into smaller pockets of issues
 - Lane has a huge field space and community garden - couldn't that be leveraged
 - Wondering what the census is for speakers of the partner languages vs. those who want their children to attend DLI to learn the Partner Language.
- Is the change a gradual shift with only new families going to the new feeder pattern or is it all at once?

Team Flavel
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Breakout Session 1

1) When considering optimizing use of facilities, what opportunities do you see for addressing over- and under-utilization and/or phasing out modular classrooms?

- We need to be intentional about how we reconfigure the internal space in order to utilize space more effectively
- We should consider what makes a “whole school” - e.g. space for SUN/After School programs and where do these vital programs reside

2) When considering equitable programming, what grade reconfiguration opportunities do you see to support creating new comprehensive middle schools?

- Consider “out of the box” - e.g. what about ES being K-6?
- What makes a MS v a Jr HS
- Need to have the MS be focused on rich and diverse programs which is missed in the K-8 model
- How are we going to balance out shiny new Kellog with our other MS so there is program equity

3) When considering program co-location, what opportunities do you see for unifying focus programs?

- Often co-locating means one strand so the kids are with the same people for years and the teachers don't have peers
- Co-location creates significant schedule barriers
- Very hard to have co-location - should go immersion only; however must be dynamic to reflect changes in demographics and feeder school patterns for HS

Breakout Session 2

1) In what ways does the springboard proposal succeed in supporting the outcome goals?

- Numerically it seems to balance

- Held true to the goals and hope that we don't end up with odd carve outs for political reasons
- Meets a lot of goals

2) In what ways does the springboard proposal fail to support the outcome goals?

- Glaring departure leaving Atkinson alone for DLI - seems imbalanced, what is logic for leaving for leaving Atkinson and Woodstock schools alone?
- How much does the Bridger population change with the DLI changes?
- The Chinese immersion seems to be farther out?

3) What changes would you suggest to better support the outcome goals?

- Deeper understanding of what the outcomes are with these changes in terms of modulars
- Need to understand and address possible lower populations in the K-5 schools
- Do these changes impact the capture rate?
- Could we keep the HP K-5 together as a community?
- For equitable programming Sunnyside, Creative Science, Mt. Tabor essentially untouched?

Team Foster
Breakout Notes
September 24, 2020

Breakout Session 1

1) When considering optimizing use of facilities, what opportunities do you see for addressing over- and under-utilization and/or phasing out modular classrooms?

- Franklin needs some help with over-utilization
- Situation at Bridger is pretty difficult (over-utilization as well- Kinder at the Holiday Annex)
- Unique data points, right at or right above the threshold, and other significantly over- example Sunnyside- slightly over, Lane- using only half their building, Lent without modulers- 82%, Creative Science right at the perfect level.
- Lane - Whitman and Woodmere- underutilized and then fed into an underutilized MS. Layers and multiple levels that are impacting the schools.
- Over-utilization seems to occur with focus programs, in addition to neighborhood students, may be pulling in students from outside their neighborhoods
- Vestal and Madison- are not strictly SE and significantly underutilized.
- Connection between higher performing and lower performing schools there is a connection between over-utilization and underutilized. At Lent- more students in neighborhood side, 72% capture rate
- Vestal- significantly not capturing their neighborhood students- dedicated focus option that draws students away from Vestal (Creative Science)
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2) When considering equitable programming, what grade reconfiguration opportunities do you see to support creating new comprehensive middle schools?

- SE Middle Schools- Roseway Heights, Hosford, daVinci, Lane, Kellogg, Mt. Tabor
- K8- Laurelhurst, CS, Harrison Park, Bridger, Lent, Winterhaven, Creston
- Opportunities for Bridger to use space for K-5 and move MS to Kellogg
- Having larger MS programs allows teachers to have partners to collaborate
- Creating comprehensive MS will allow students access to more elective and opportunities
- Mt. Tabor- over capacity- reconfiguration at 6-8 moving a focus option to bring more equitable programming at another MS.- Co-location of programs, minimize or eliminate co-location at middle school helps with equitable programs, eliminate 1 strand of Spanish immersion makes hiring and retaining bilingual teachers easy
- K-8 students are not used to the HS system. Traditional MS prepare students HS, change classes, electives, sports, etc. Wondering- if we move an immersion program

from a K-8 to a MS, will students still have the opportunity to earn the HS credit at the end?

- Mt. Tabor- Japanese Program- Uniqueness- can the entire city reach that school? Locating of Spanish Immersion and Chinese Immersion, how are they in terms of access from across the city?
- IB Model K-6/7-9/10-12?
- Mapping where native speakers live and where immersion programs are located
- K-8 smaller environments for MS

3) When considering program co-location, what opportunities do you see for unifying focus programs?

- Several Spanish Immersion programs in SE, opportunity to move from single strand to multiple strands, lots of different proposed ideas for that, a lot of opportunities for multiple strand or school wide programs in language immersion
- Problems with single strand
- Lent- spanish speaking families, but only last years

Breakout Session 2

1) In what ways does the springboard proposal succeed in supporting the outcome goals?

- Trying to focus the DLI programs in the communities where the native speakers live
- Reduction in amount of K-8 to comprehensive middle schools
- Impact of change happens in several areas- equitable distribution, not focused on one zone to feel like “why us”
- Starts the conversation about moving away from single strand/section of immersion classes
- Reducing size of Franklin into its planned size
- Marshall will still be used as a swing site for modernization, current HS enrollment does not need 10 comprehensive HS.

2) In what ways does the springboard proposal fail to support the outcome goals?

- Too many single strand programs at some schools, and still underutilized buildings, for example, Kelly, Marysville, Woodmere
- Single strand dual immersion at Atkinson is not supported
- Sunnyside will be moved to CHS as a feeder, wondering about how that change affects the diversity in Cleveland cluster and other schools
- Maintains a single strand neighborhood session at Lent
- Split feeder programs in Mt Tabor, split feeder at Atkinson, two middle schools, but then back to the same HS.
- JMP Program at Grant- Would it help FHS by sending it there- keeping Mt. Tabor heading to FHS a good plan. No neighborhood schools in the JMP.
- Both Atkinson and Woodstock, do not have a lot of native speakers in their feeder zone, disconnect between maps on where the programs are where they live
- Lent program- only 15 kids in Immersion Program, an anomaly last year-
 - Does the community want that choice?
 - Waiting list at Lent this year for native speakers, also at Atkinson, for native speakers as well (although not neighborhood). For example, Lent took 27 in K this year, still has a waiting list
 - How many native speakers are not getting served in immersion that want that program?
- Are there things we are missing in terms of out of the box thinking? What about a way to vision and think more broadly?

3) What changes would you suggest to better support the outcome goals?

- Feels like two things that should be explored more would be around native speaker populations are located and what do those communities want?
- Find ways to avoid split feeder patterns
- Cleveland will have more students heading from Sunnyside, because of move of Chinese DLI to Madison
- Find a solution to co-located programs, school wide Chinese Immersion programs, Spanish Immersion, avoid single strands with a school wide DLI and a school wide English program that is robust
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Team Hawthorne
Breakout Notes
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Breakout Session 1

1) When considering optimizing use of facilities, what opportunities do you see for addressing over- and under-utilization and/or phasing out modular classrooms?

Woodmere & Whitman have low utilization. Marysville & Arleta may be small when changed to K-8.

Consider combining smaller enrolled buildings.

What is ideal utilization?

Two ideas: Facilities: Bodies in classroom Teacher perspective: How many kids can I teach?

Is there a minimum grade level enrollment?

Woodstock utilization is 80 something, but our school feels really big, and I don't know where we would put an additional 15%, Offer a robust program, don't necessarily go up to full capacity.

Bridger has been an issue.

Opportunity w/Kellogg opening for combining immersion program: Bridger/Lent.

Report pg 74: Opportunity to free up three buildings in SE.

High schools are overcrowded, and freeing up small schools would not resolve this.

Is feeder pattern part of our goal--making sure kids stay together through grade levels?

The bigger the boundary the harder that is?

Adding in more early childhood centers

2) When considering equitable programming, what grade reconfiguration opportunities do you see to support creating new comprehensive middle schools?

What about moving 9th grade to smaller MS, to help overcrowded HS?

Or K-6 and 7-9 schools?

Or holding a freshman campus

The smaller the K-8 middle grade, the more they benefit from MS ; K-8s in smaller buildings can't grow enough to be viable.

Consider focus options locations, as well. Can't move a building, but can move programs that are not connected to neighborhood enrollment.

3) When considering program co-location, what opportunities do you see for unifying focus programs?

Breakout Session 2

1) In what ways does the springboard proposal succeed in supporting the outcome goals?

Glad to have a starting point to discuss, so we can see the interplay between changes...if you move one thing it affects another

Moving the Chinese MS/HS further east. Based on the heat map, concentration of native Chinese speakers is further east. If DLI is based on serving native speakers, kids shouldn't have to be bussed far.

Bridger Spanish Immersion: reducing co-location, closer to native Spanish speakers

2) In what ways does the springboard proposal fail to support the outcome goals?

Lent would not have balance with only 1 strand of neighborhood

Consolidating DLI at K-5 --kids won't have as much exposure to students of other cultures.

Hosford community will have lots of questions about moving Immersion and HS change

Focus options not changed (Sunnyside)

Some Chinese speakers live closer to Woodstock

Small K-5 schools need to be looked at.

Bridger will still be co-located. Could we find another place because Bridger has been dealing with so many issues for so long.

Comment: In order for MS to have appropriate grade level experience, you need a certain size of a school. Disadvantage to small MS is you can't staff well for grade level experience and electives. You can do it in a large enough K-8 but have to hire people who have the right credentials.

3) What changes would you suggest to better support the outcome goals?

Creston and other K-8s were underutilized before, small schools getting smaller. Some are actually going backwards with some schools

Bridger still facing overcrowding if you took away modulars

Sunnyside change to K-5, so they wouldn't be over-capacity, feed to Hosford

Like the idea of a K-6. I had this experience and felt like I was more ready for middle school

Look at Clark as an option for Chinese Immersion. Utilize CSS in another building where there is space (Woodmere/Whitman). CSS cannot be the only school that doesn't budge.

Team Holgate
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Breakout Session 1

1) When considering optimizing use of facilities, what opportunities do you see for addressing over- and under-utilization and/or phasing out modular classrooms?

- There ARE opportunities
- We have to be mindful of the age of buildings. We need to best utilize the space that we do have.
- Surprised by how some schools are over OR under utilized
- HP barely room to drop off kids, so much disrepair,
- Strictly looking at class size numbers is not the same as using RESJ lens: language and other factors should be part of it.
- I don't agree that the numbers are accurate--our building's numbers include locker rooms, etc. We are NOT underutilized.
- Just using numbers is not ok. In SE we are providing language support, mental health... takes up space that is not learning space. More of a community center, and need utilization parameters that reflect that.
- Looking at trends... interesting that you are projecting numbers to drop bc in inner SE we are building housing like crazy.
- We are funded on number of students, so sometimes it helps to have bigger school for teacher ratios and electives, music
- K-8 vs MS: (logan)MS is better for offerings.... (Michele Stahlecker)I teach at K-8 family is important and great to have bigs check on their littles.... (Alex Phan) good to have a choice

2) When considering equitable programming, what grade reconfiguration opportunities do you see to support creating new comprehensive middle schools?

3) When considering program co-location, what opportunities do you see for unifying focus programs?

- Lent: one neighborhood section/one DLI section: that becomes a big strain if you need to shift kids
- Do we need to unify these schools (Woodstock, Harrison Park)?

- Need more input from the local population
- Numerous families would love to be part of Spanish DLI but only so many spots. Why are there not MORE spots available?
- Exit interviews from DLI graduates?
- Why no Vietnamese DLI in SE?
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Breakout Session 2

1) In what ways does the springboard proposal succeed in supporting the outcome goals?

- Will SpEd students stay at the same school?
- What about ACCESS? Are they moving to one campus?
- This proposal brings Chinese DLI to HP and balances the demographics as we discussed earlier
- I can see families who would expect to go to Hosford/Cleveland to be unhappy.
- Feels like they listened to our last convo.
- Crazy to think of Bridger or HP going to Madison. Seems so far away.
- What happens to my K-5 kids at HP? I know that will be discussed later.
- HP is not ok for kids to be in MS. Building is derelict and run down
- District transfer policy is very lenient. How will that play with shiny new MS and enrollment patterns. Fams will do anything possible to get their kids to the shiny school.
- What are we actually deciding on?
- How is equity included in this springboard proposal?
- We are here and can voice our views, but many of our families cannot. They are not represented and I am not sure that they would even know about opportunities to go to a different school. We are making decisions as a bunch of white people. They deserve to have a voice. Many families are less concerned about shiny and want schools that have a sense of community.
- Some people CAN move, some cannot with Kellogg vs HP. HP needs funds to be able to be more comparable to Kellogg.
- I hate the idea that HP kids are going to be in the old building. What can we do to remodel HP.
- Is there consideration for a group or school to be redistricted midway? Bridger traveling to Madison seems far, since they are close to Franklin.
- How is Marshall being utilized?
- Why does Mt Tabor go to Franklin and not Madison?
- Why can't Bridger Spanish immersion not be part of HP?
- Differences between families who can afford trips to China from those who cannot. Differences are ok, but need to be reckoned with by the district with fundraising, etc.
- Appreciate the boundary extension to the north, with Arleta. Love the community hubs.
- Better than what I was expecting. More inclusive and provides more flexibility than I expected.
- Vestal is pretty far for families in southern part of HP boundary.

- Would buses be required in these cases?
- Creative Science: challenges of driving. Can students walk to school safely? No change is not good enough. Too many students don't live there.

2) In what ways does the springboard proposal fail to support the outcome goals?

3) What changes would you suggest to better support the outcome goals?

Team Powell
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Breakout Session 1

1) When considering optimizing use of facilities, what opportunities do you see for addressing over- and under-utilization and/or phasing out modular classrooms?

- Bridger is overcapacity and the majority of Atkinson is DLI. Maybe their DLIs can be combined and then open on neighborhood and one DLI. Could also impact Sunnyside and the high schools.
- What are we targeting in terms of optimal use?
- Madison looks like it is significantly under capacity and could take some students to ease Grant and Franklin
- Woodmere has modulares and is also under utilized. Maybe Whitman and Kelly could be condensed and also remove the modulares
- Vestal, Whitman, and Woodmere are all under-utilized.
- High schools- enrollment numbers- how did they change after the rebuild?
- Some high schools have multiple DLI programs. Would they be better utilized if they were placed in other schools to limit the number of students and programs at each school. What % of the DLI program in high schools is neighborhood students.
- How have some of the schools stayed at 70% utilization?

2) When considering equitable programming, what grade reconfiguration opportunities do you see to support creating new comprehensive middle schools?

- For Kellogg- Atkinson and Bridger appear to be closest and also have Spanish DLI
- Would be nice if there was a middle school further south
- Why is the decision made for Harrison Park?
- Lane is under utilized and so there isn't a need for a MS is far SE
- Would like to look at our DLI programs and the impact they have enrollment numbers in our schools

3) When considering program co-location, what opportunities do you see for unifying focus programs?

- There are a lot of high schools that are dual-DLI and could reduce to one program to align with the middle schools that feed into them.
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Breakout Session 2

- 1) In what ways does the springboard proposal succeed in supporting the outcome goals?
 - The high schools are being balanced
 - Moving Mt. Tabor from dual DLI by moving Spanish DLI to Kellogg makes sense.
 - Reducing the number of co-located programs
 - Makes sense to move the Chinese DLI from Hosford to where the Chinese speaking families live in the Harrison Park neighborhood

- 2) In what ways does the springboard proposal fail to support the outcome goals?
 - All but 1 of the new K-5s are under-utilized. It might be costly to maintain small K-5s
 - Wondering about enrollment projections in DLI to ensure they are serving the targeted student populations. How will that impact building utilization?
 - Hosford losing Chinese DLI has a negative impact on the diversity at Hosford and Cleveland
 - Atkinson students will go to two different schools for middle schools. Spanish DLI to Kellogg and English to Mt. Tabor?

- 3) What changes would you suggest to better support the outcome goals?
 - Is Kellogg going to be too big by adding Lent and Mt. Tabor DLI there. Will there be room for neighborhood?
 - Can we move some of the Bridger neighborhood students so that it is not at 100% capacity even with the proposals?
 - Can Atkinson go to 1 neighborhood and 2 Spanish DLI per grade? The neighborhood classes are really small and the DLI are larger. Many families in the neighborhood side would volunteer for DLI
 - Sunnyside could be solved with a policy change- be either neighborhood or lottery, but not both
 - Do we have a plan to recruit Spanish DLI teachers for Kellogg?