

SE Guiding Coalition Q&A

Question#	Question	Response
1	I noticed that in the pie charts showing race, FRL, and ELL data on pages 28-35 and 41-43, and on the enrollment trends on pages 8-13, that Creative Science focus option school was included, but not Richmond Japanese Immersion or Winterhaven. I would love to see the corresponding data for those SE lottery schools as well, and wondered why they were not included in those sections of the report?	We have added statistics for these schools to the Data 101 packet. They have not been included because their enrollment is balanced, there is no co-location, and they are physically distant from Kellogg MS.
2	Would the old Marshall campus be available to be repurposed as a middle school?	The current plans for Marshall are to move Benson there and then Cleveland while they are modernized.
3	This seems to impact Bridger quite a bit. I would like to know where Bridger families actually live in order to know how many people this will impact.	See the Bridger document
4	Why is there no change proposed for Creative Science School when it is located within the boundaries of Harrison Park, and could provide a location for K-5 students within these boundaries?	The springboard proposal is a starting draft for the guiding coalition to build on and improve. Assigning Harrison Park K-5 students to Vestal and Bridger helped improve utilization at those schools, but coalition members should provide other suggestions.
5	Where do Creative Science School students live? The families I know who have students at CS live quite far away, in North and NE.	See page 11 of this report: https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/207/Charters%20and%20Focus%202019-20.pdf
6	-Is there funding available to improve the building facilities at Harrison Park in order for it to be equitable to send some middle school students to a brand new facility (Kellogg) and some students to an outdated and frankly unsafe facility (HP)? -I think it's really hard to have these discussions about HP becoming a middle school without discussion about the upgrades that would need to occur to make it an equitable and safe option.	There is funding in the November 2020 bond to support enrollment & balancing efforts.
7	Will Harrison Park and Kellogg be equitable when it comes to the socioeconomic status of the students and families? Was this data taken into account?	See page 7 of the updated springboard proposal. If the proposal had been in place last year the proportion of students eligible for free meals would have been 30.5% at Harrison Park and 30.4% at Kellogg.
8	Why were no adjustments made to Lane and its feeders?	The first draft option included a limited set of changes to achieve one of the key project outcomes: feeder patterns for Kellogg and Harrison Park middle school. The springboard is just a beginning, and coalition members are expected to offer many changes and create numerous new proposals.

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9	Currently, to my knowledge, a lot of higher needs SPED students go to specific programs at Tabor and Arleta, especially at 6th grade. Will this continue? I see an increase in SPED at both of those locations. Could this overload those teachers?	It is important to identify the potential opportunities and impact of enrollment and program balancing for students who receive special education services. All schools serve students who qualify for part-time special education support, and many SE schools also host classrooms for students who receive special education services for more than half of their school day. See page 41 of the baseline assessment (available in your dropbox account and on our website for more details about the location of special education focus classrooms. Enrollment and programming proposals assume that students in grade 6-8 special ed focus classrooms move with mainstream students to a new middle school. Once a new plan is approved by the School Board, the Special Ed department will make final decisions on program staffing and composition.
10	How is the "use of space" calculated? I teach at Lent and would describe our building as almost entirely full. Though we do have a staff room and leveled book room that could probably become teaching space if pushed to capacity, all classrooms are in use.	Please see the document, PPS School Utilization: Background and Methodology , for details on the 'Use of Space' calculation.
11	-Could you provide some background on the issues with divided programs and the reason for pulling things like Access or Language immersion to single sites. Pro's/cons kind of stuff. -I would like to hear more about the pros/cons between having K-8 versus K-5/MS structure for DLI programs, what does the data show? What has been the student/family experience at PPS schools or schools in other districts with these configurations?	Please see Opportunities and Challenges in Co-Located DLI Programs
12	I see the issues with utilization, but part of what I see are this year's 4th and 6th grade classes really off in enrollment, at least at our school and a couple middle schools. Has this been considered as a part of the rebalancing? I know it's a finite detail, but really seems to be the crux of the problem at our school, as far as class sizes.	For clarification, the concern is about unusual enrollment size at a K-5 school that can randomly occur at a grade level and cause very large class sizes for years. The example provided is of a grade level that consistently had about 60 students each year, which qualified for 2 teachers and meant students experienced class sizes of 30 for several years. The impact was particularly significant on the students who spent most of their day in Special Education focus classrooms, and then moved into very crowded mainstream classrooms for the remainder of their day. The rest of the grade levels had enrollment closer to 75 students. While little can be done to address anomalous grade level enrollment, boundary changes may be warranted if enrollment such as 60 per grade becomes a pattern across multiple grade levels.
13	The soft boundary focus was on the table at one point and seems to have fallen off the conversation. Is this still a discussion issue? I personally found it interesting because we live equal distance to three incredible schools, and would have been happy with any of them.	The soft neighborhood model (SNM) was originally proposed by community members in 2015. While it's an intriguing idea, the model has not been fully fleshed out or tested and appears to have some significant difficulty in responding to a whole array of issues (logistical and otherwise) beyond simple enrollment balancing that make it difficult to consider as a method to respond to the District's immediate needs. There may also be equity issues with the soft boundary model. For example, the last people to register for kindergarten tend to be children of color and children living in poverty. This would increase the likelihood of these students being assigned to a school farther away from their home.

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14	Is there additional info on why so many kids are leaving the Madison catchment?	A high proportion of Madison students transfer to Benson Polytechnic HS. A pattern of strong interest in Benson has existed for decades, especially from the Harrison Park area of the Madison boundary which used to be assigned to Marshall HS.
15	Presenting only one option for consideration/feedback seems extremely limiting and gives the impression that the socialization exercise is more of a "box to check" and less of a guiding coalition. What other scenarios were explored when working towards the outcome goals in support of equitable programming and optimization of facilities? What decisions are already firmly in motion (e.g. Harrison Park moving to 6-8)? How will the input that's gathered in these sessions actually inform and affect the districting zones?	The District Advisory Team and FLO Analytics formally reviewed at least ten different scenarios before settling on the springboard proposal. These scenarios included different feeder schools for Kellogg MS, boundary changes, and program placement combinations. The question about what's within the Coalition's purview is answered elsewhere in this Q&A. The input we gather from the Coalition will drive all scenario development going forward. The springboard proposal is the only time in the process when a scenario does not come directly from Coalition input.
16	<p>-I also wonder why there is no change to schools like Sellwood MS, Lewellyn, and Duniway. Our group noticed that Sellwood MS was not included in any of the data or metrics provided.</p> <p>-Why the southern-most region isn't being included in the redistricting.</p> <p>-I would like to know why certain (generally more affluent) schools seems to be cut off our map, and why we don't have detailed data on them to consider as well. I would like to see data for schools like Richmond, Sellwood, Llewellyn, and Duniway.</p> <p>-If this coalition is for SE Portland why are there 11 schools not represented on the coalition? Lack of applicants, schools unaffected by proposed changes?</p>	<p>The enrollment is balanced in this area now, with no co-located programs present and the schools are physically distant from Kellogg MS. Enrollment details are included in Appendix C in the District-wide Baseline Assessment</p>
17	<p>-I feel like it's hard to do this work without knowing how many classrooms each program utilizes at each school. We have been given data on how many classrooms there are at each school, but without knowing how many classrooms each program (in example: DLI, special education, neighborhood) is using in each school, it is really hard to envision what it will look like to move a program from one school to another.</p> <p>-could FLO please provide the number of classrooms that each specific program is currently and will be using at the different locations? While i appreciate that they have previously provided both the individual student capacity as well as the number of useable classrooms in each building, without knowing how many of these classrooms each unique program is and will be using, it is difficult for us to realistically propose different scenarios. I do want to highlight that this is particularly important for co-located programs such as the proposed co-located programs at Kellogg and Harrison Park middle schools.</p>	<p>As we get deeper into the process we will do test fits and may need to do interior work at the specific sites.</p>

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18	<p>where do the DLI and with 2nd language families live in what neighborhoods.</p> <p>Where do the families that currently send their students to DLI outside their neighborhood live - for example, the families at Bridger for DLI - where do they live currently. That info would be helpful.</p>	<p>See answer to question 6, as well as the heat map series on pages 36-39 of the Data 101 packet and pages 36-40 of the Baseline Data Assessment. Both documents are available in DropBox and at https://www.pps.net/Page/13615</p>
19	<p>How electives for specific middle schools selected? Do all middle schools offer the same elective classes? Why or why not?</p>	<p>Electives are based on district priorities and requirements (for example, offering arts, music, world language), and then on student/community interest and what staff at that school are able to/interested in teaching.</p>
20	<p>How does PPS allocate resources to schools to address these kinds of issues?</p>	<p>PPS allocates staffing and non-salary resources based on the number of students in the school. In addition, there are equity allocations based on the number of underserved students in the school, and federal grant funding for low income or Title schools. For facility improvements, there is some proposed funding in the November 2020 bond program for enrollment and program balancing.</p> <p>We were not sure what "these kinds of issues" was referring to specifically, so please submit another question if we have not captured the intent of the question.</p>
21	<p>Is the change a gradual shift with only new families going to the new feeder pattern or is it all at once?</p>	<p>Grade structure changes and program moves will likely occur all at once and impact all enrolled students. Boundary changes may be phased in, according to policy 4.10.045-P. Note that the School Board may be modifying this policy during the 2020-21 school year.</p>
22	<p>-Do these changes impact the capture rate? -What kind of enrollment bump is being anticipated for the opening of new middle schools, particularly Kellogg? Families that have previously made other choices often return to the public school when there's a shiny new school to go to, so it can't be based on current feeder school enrollments; is there a capture rate increase being included in the predictions?</p>	<p>It is very likely that capture rates, or the proportion of neighborhood students who enroll at their neighborhood schools, will change after new middle schools open and other revisions are implemented, particularly in grades 6-8.</p>
23	<p>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 <i>How many native speakers are not getting served in immersion that want that program?</i></p>	<p>Atkinson is the most popular Spanish Immersion program in SE, and each year has a waitlist of 10 or more Native Spanish speaking kindergarten applicants. Students remain on the waitlist of a higher choice even after being offered and enrolling in a different program. For each of the last two year there have been 1-2 Native Spanish speaking kindergarten students who remained on the Atkinson waitlist but did not accept an offer to a different Spanish Immersion program. These students enrolled at their neighborhood schools and, if eligible, received English-Language Learner services. Note that many applicants for Dual Language programs are fluent in their primary language as well as English, and do not qualify for English-Language Learner services.</p>
24	<p>-Do we have a plan to recruit Spanish DLI teachers for Kellogg? -Would the teachers of the DLI classes move with the program if it moved to another school stay?</p>	<p>Since there are already 6-8 Spanish DLI teachers at the existing programs at Bridger, Lent and Mt. Tabor these teachers, per the teacher contract, would have rights to transferring to teach at Kellogg. In the case they do not wish to transfer, PPS began an alternative teacher licensure program called the Portland Dual Language Teacher Residency program that specifically recruits, identifies and trains highly bilingual teachers in collaboration with PSU. Currently the program enrolls a robust number of 6-12 Dual Language Teacher Residents.</p>

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25	Will FLO be providing more information about our SpEd population at an upcoming meeting? I would like to have a similar understanding not only of where programs are currently located but where they are proposed to be located in the new configuration. Finally it would be helpful to also know how many classrooms each SpEd program has at each school so that we can propose shuffling if needed.	The District-wide Baseline Assessment (pg. 40-41) and the Data 101 packet (pg. 45) include maps showing the location of special education focus classrooms. We are also sharing the facility utilization model that lists the number of special education classrooms per school.
26	What is the impact on racial segregation when DLI programs are condensed in fewer schools/locations?	Current racial data will be included with each scenario so the Guiding Coalition can see and react to potential changes in racial balance and isolation at the school and program level.
27	Is there an overall population heat map in our materials that shows the areas that are not residential? I'm thinking of the railroad yards in SE in the Grout attendance area, and the inner SE industrial area in Abernethy's boundary, and the Reed College campus in Duniway's boundary. There are things that might look like good boundary shifts on a map but that actually don't result in any enrollment changes if they are areas where people don't live. Even better if there is a population density map showing under-18 residents.	To help understand student distribution, this week we will be sharing a new web map for the Guiding Coalition to use that includes a PPS student population density map.
28	Has FLO looked at the maps without considering existing boundaries? What if enrollment areas and feeder patterns were drawn to be more intuitive, rather than making adjustments to existing boundaries that have been endlessly tweaked over time and are sometimes illogical? This would allow us to consider balancing racial and socioeconomic integration along with geographic proximity, and to ensure that enrollments are equitable rather than some k-5 schools with 600 students and others with 250.	The existing boundaries are not locked in. Boundary adjustments are one of the important tools the Guiding Coalition has to develop proposals and recommendations. The Advisory Team encourages members to propose boundary changes that help achieve the outcome goals.
29	I need help with the transfer out data on page 21. The graph captures 2019. Is the estimate higher as the years go along? If so is that information captured with the pie charts and maps? Are you pulling data regarding Race & Ethnicity from our registration forms? Data from page 44-Equitable Programming, Programming Co-Location identifies neighborhood student that can go to neighborhood DLI program? There has been an email thread talking about Free/Reduced Lunch data from page 35. Could you tell us the year you were able to find this data from? Table C-1 has lots of information is there columns or specific data we are looking at to make decisions on boundary issues?	<p>The transfer out counts vary from year to year depending on family/student choice.</p> <p>The race/ethnicity data sources is registration form information submitted by families in the 2019-20 school year.</p> <p>The free/reduced lunch data is from the 2019-20 school year.</p> <p>Appendix C from the District-wide Baseline Assessment provides some additional information about which schools have small neighborhood cohorts relative to co-located dual language immersion programs, which schools have small neighborhood cohorts (< 50 students per grade), and the enrollment splits between neighborhood and co-located DLI programs.</p> <p>The enrollment forecast provided by the Portland State University Population Research Center includes yearly estimates for each DLI program, which you can see in Table C of this document: https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/207/PSU-PPS_Report_1920.pdf.</p>

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30	On the PPS Dual Language Immersion Programs Update September 2020, are there estimated projections for Entering K DLI Students identified as English Learners to increase? If so by how much?	English-Language Learners (ELL) have the highest priority for DLI placement, and recent program expansion has helped to ensure there are enough seats to support more ELLs. At the same time, the rate of ELL students has declined district-wide, due to gentrification and other population factors, making it challenging to predict future rates.
31	-Right now I need clarification on what we are tasked to do. What is the main goal of our Coalition? Is Harrison Park official becoming a Middle School 2022-2023? -I have a note that Harrison Park needs to change - why??	No official decision has been made re: Harrison Park To convert K-8s to K-5s, another middle school will be needed in SE. Harrison Park will not remain as a K-8, since we are moving away from that model. However, parents and other community members (including some board members) who have looked at buildings in SE in the past have not found a better option. Some board members have said publicly that it is the logical choice. No other building in SE is large enough to house a robust middle school, so it seems like the best option. Whichever site is selected as a second middle school (along with Kellogg), the opening date as a middle school will be August 2022. This will allow time during the summer to complete facility upgrades and other changes to accommodate middle school students, as well as planning for the educational program.
32	If Harrison Park becomes a middle school, how are we centering our efforts on the diversity of families transitioning from what they know now to what they will be tasked with in 2022-2023? I do not want to lose the solidly established relations we have at HP because we have not taken into account the lives of these families. How can we make the transition easy on all the families involved? Is there a way to mindfully engage the community?	PPS is dedicated to working with families, school leaders and community partners throughout the process of considering, deciding and implementing changes. As families that could be affected by significant changes to their school, Harrison Park families are important stakeholders and will be directly engaged in the process. Please watch District emails and our Enrollment and Program Balancing Web page for frequent updates and opportunities to engage in 2020/2021.
33	What are the 5 language that DLI serve - Spanish, Russian, Mandarin, Japanese and?	PPS offers Dual Language Immersion in Vietnamese, Spanish, Chinese, Russian and Japanese
34	Japanese at Mt Tabor MS is 2.2% English proficiency and Richmond K5 is 8.0%- what does that mean? Just 2.2% of the student speak w some English or the household? Or that 98% speak English well? What percentage of Japanese communities children are in the program. I understand that the goal is 50/50 - 50% ESL and 50% JSL (is that how it is termed?) What does a 2.2% or 8% look like in the classroom and for a teacher?	A native speaker of a DLI partner language is a child who has been listening and speaking the partner language since birth. This includes children who enter the program with limited English proficiency (LEP), as well as children who are proficient in both languages. PPS reports annual the percentage of children who receive LEP services, and does not include those who have attained English proficiency. Beginning in 2015, 30% of Kindergarten seats in the Japanese immersion program have been reserved each year for native Japanese speakers. Because there was no set-aside for native speakers earlier, there are much lower rates of LEP students in this program than is typical in other DLI programs.
35	What is Sunnyside Environmental K8 about?	See Sunnyside Environmental School materials from a recent MS back to school presentation .

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36	What does "9-12 change area" mean? What did you change to - it's not on the map.	The "9-12 Change Area" label indicates that the school attendance area for grades 9-12 has changed. There are two such areas in the first draft springboard proposal: (1) the Sunnyside K-8 neighborhood, where grade 9-12 students would attend Cleveland HS instead of Franklin HS, and (2) parts of the Bridger K-8 neighborhood, where grade 9-12 student would attend Madison HS instead of Franklin HS.
37	If a child does not go to a DLI school, does that mean their neighborhood school is less diverse?	While Dual Language Immersion programs are designed to serve students from different races, ethnicities, abilities and backgrounds, housing patterns and school boundaries are greater indicators of whether a school's enrollment will be diverse.
38	What about bus routes - school and city transportation? Do kids "Uber" to school?	PPS transportation standards are posted at https://www.pps.net/Page/142 . Generally, students are eligible if they live outside of a 1 mile walk zone to their neighborhood K-5 or K-8 school, or outside a 1.5 mile walk zone to their neighborhood middle school. Students in grades 9-12 receive Tri-Met bus passess. There are additional rules and exceptions for students with disabilities and those who are impacted by unsafe walk zones. In unique cases the district may provide service through cars, vans or taxis. Contracted providers are required to pass the same criminal background check as other school district employees.
39	Can the modular classrooms be sold to another school district?	Highly unlikely as the code requirements in Portland are such that they really are not moveable and many of them would not survive the move.
40	What program or/and school has the most unstable population - the one that children are transferring in or out of, family instability? What school has the most motion (I can't think of another way to phrase it)? How can a school offer stability in a neighborhood?	PPS tracks and reports student mobility, that is the rate of students who arrive after the start of the school year or leave before the end of the school year, annually. The latest report from the 2018-19 school year is here .
41	Should all the K8s become K5? Are K6s possible?	<p>The charge from the Board includes a neighborhood school grade structure of K-5 elementary schools, 6-8 middle schools and 9-12 high schools. Focus options and alternative schools may have other grade structures. After investing in high school modernizations and a guaranteed and viable curriculum, PPS would like to simplify, and not expand, the grade structures available across our system.</p> <p>Moreover, the PPS Board would like all neighborhood K-8 middle grades students to benefit from a broader range of programs available in middle schools.</p>
42	Does Harrison Park currently have one or two strands of Chinese immersion?	Harrison Park has one strand of Chinese Immersion, which enrolls students from the Harrison Park neighborhood.