

Feedback Comments	Themes
It seems to be a better use of current and future building space and it minimizing some of the program co-locations.	co-location
Too many co-located programs and single strand neighborhood programs	co-location
There is not a failing there is a need for clarification so that we can all work together and support the families that will be affected.	Community Engagement
Yes. HP has a diverse community. These families have very busy lives. Are they versed in how PPS works? Do they want to participate in public forums? How comfortable are they sitting with a large group of people? How comfortable are they speaking their mind in front of a large group of people? Do they have and understanding that they have a choice? Are they able to take on choices? These are only some questions I wonder about while wondering is it within my right to make decisions for them?	Community Engagement Harrison Park
Future plans for Creative Science School Future plans for the Marshall High School campus	Creative Science Marshall Campus
It would be helpful to have demographic heatmap of springboard proposal to see intended and unintended consequences. I would also like to see the data table in excel format.	Data
Moving Hosford Chinese DLI students to Harrison Park will be extremely unpopular with the much more affluent Hosford parents. This is a bold move, and I love it, because it accomplishes the goals of the equity and social justice lens without acquiescing to the demands of the loudest and wealthiest families. Combining students in middle school who came from Woodstock DLI and Harrison Park DLI will be a huge culture clash-- which is a wonderful opportunity for students to grow!	DLI
I like the shifting of the Chinese DLI program as the new locations appear to better match where families are located.	DLI
combining the spanish programs the way they are proposing seems to make sense to utilize resources and be located near where more of the students are	DLI
It allows Bridger to be on one campus. It consolidates Spanish DLI in SE from 3 co-locations to 2 K-5 and 1 middle school and Chinese DLI in SE to 1 middle school and 1 high school. It reduces the over-utilization of Franklin HS and the under-utilization of Madison HS. It allows many more 6-8 grade students to access a traditional middle school program. It does not sufficiently reduce over-utilization at Mt. Tabor MS or Sunnyside K-8, and it creates several more very under-utilized buildings (the K-8s that become K-5). It also does nothing to help Lane MS in terms of the concentration of poverty there or its under-enrollment. Leaving Creative Science School untouched means that the K-5 students of Harrison Park are pushed outside of their traditional neighborhood. This decision to keep CSS unchanged also perpetuates Vestal's under-enrollment (due to a significant loss of its neighborhood students to CSS). Additionally, the proposal fails to achieve an equitable SES balance between the middle schools (Mt Tabor, Hosford, Kellogg, Harrison Park, Lane). I'd like to know more about what options we can consider to help under-enrolled schools gain enrollment/ better utilize their facilities; what options we have to help Lane MS with its low enrollment and high poverty; how many Spanish, Chinese and Russian DLI strands could be supported in SE based on the number of native speakers here; what immersion teachers think of single-strand programs (what about teachers in a single strand of neighborhood in a school with 2 strands of immersion?); and how the proposals would affect SPED focus classroom locations/feeder patterns,	DLI
Why does it seem there is priority given to DLI/Focus schools over neighborhood schools?	DLI
Is there another DL community that could be better served and drop one of the above (existing DL partner languages).	DLI
Chinese and Spanish immersion programs at Woodstock and Atkinson are not taking into account where native speakers live. I also think it is a disservice to keep single strand immersion programs at any school.	DLI co-location

<p>There is a benefit to having program co-location with DLI (dual language immersion) and neighborhood programs in the same building. However, as our DLI programs typically serve a higher percentage of students of color and are led by teachers of color, I think we should be creating schools that prioritize support to DLI programs. One way to do this is to ensure that we do not have a single strand of DLI in a school so that DLI teachers have a colleague for collaboration (and hopefully so that there is more availability for DLI programs). Even having two DLI classrooms per grade at a school could achieve this. This is my thought as a parent in the DLI program, but I would really like to hear more from teachers in the DLI program.</p>	<p>DLI co-location</p>
<p>I would like to hear more about what's happened in any past efforts to do this work in the district. This is such a forward-focused process and I'm concerned that by glossing over how the current realities ended up this way we might be missing vital information that could shape decisions.</p>	<p>Enrollment change history</p>
<p>Middle School students at Harrison Park will not be receiving the same quality of facility.</p>	<p>Equity</p>
<p>Equity is not just about numbers and graphs. The wildly different condition of the facilities of the two new middle schools is not equitable.</p>	<p>Equity</p>
<p>The springboard does succeed at marking out what appears to be an equitable balance of feeder schools for Kellogg, and I was happy to see Lent included. It also does consolidate DLI programs in areas where they can more easily serve native speaking populations. The first draft seems to put the vast majority of upheaval and change on the already marginalized schools/communities. While in some cases this may serve a purpose in meeting our stated goals, it seems we should be looking at a broader picture of how we change enrollment and programs at SE schools. I also have some concerns over some of the "new" K-5s (Arleta, Creston, ect.) ultimately suffering from under enrollment, and therefore a lack of funding in the future.</p> <p>I would like more information on how the springboard was developed, and why certain schools were left out, while other schools are taking the brunt of the changes.</p> <p>I would like to know what plans the district has to improve Harrison Park so it is on par with Kellogg when it opens as a middle school. While as a specific topic it exists outside of the framework of our coalition goals, I'd be interested to know if the district has considered consolidating PTA/PTO/Booster/foundation funds to distribute evenly among all schools (at least within each zone), so that the financial security of more affluent neighborhoods can benefit all public school students. This kind of move would be very beneficial in filling funding gaps between schools in an area like SE, and help to balance the funding inequities in the Chinese DLIs at Harrison Park/Bridger vs. Woodstock.</p>	<p>Equity</p>
<p>"All schools with the exception of Sunnyside brings building utilization below 100%. Bridger will still be over 100% utilization if modulars are removed.</p> <p>Converted all K-8's without a focus option to K-5 or established new pathways if converted to a 6-8 as in the case of Harrison Park.</p> <p>Only on co-location school seems to be removed from the total school counts with the creation of two more neighborhood only schools.</p> <p>10 schools increase their white student % while only 2 decrease by minimal amounts. Black and Native American populations have a very small change in % per school. ""I would like to hear more about transfer-in and transfer-out policies between schools.</p> <p>How does the district handle transportation to and from school for students that need it?</p> <p>How does the district plan to address the upgrades that Harrison Park will need to function as a middle school that is equitable in comparison to Kellogg?"</p>	<p>Equity</p>
<p>Is it more equitable to have the DLI where there are increased stability factors - for me I see them as grocery stores, jobs, public transportation, community centers/churches.</p>	<p>Equity</p>

<p>-further racial segregation in schools if DLI programs are no longer co-located. Transparency about the pros/cons of this and how one outweighs the other. How do DLI families, especially families of color, feel about this part of the proposal?</p> <p>-program moves require some students to travel further for DLI</p> <p>-further disparities between affluent inner SE schools with no boundary change in the scenario, and higher poverty outer SE schools, both those that lose enrollment due to the shift to k-5, and those that already have lower enrollment. This proposal seems to prioritize the comfort of the affluent white community who frequently push back on boundary changes, over the needs of students in under-enrolled schools. Mitigation--start by creating a proposal that centers students of color by establishing robust enrollments in schools that have been historically underserved first. Make necessary changes to affluent school boundaries to support the needs of students of color.</p> <p>-The Bridger community has been dealing with constant over-enrollment over the last several years, resulting in delayed portables, classes held in the gymnasium, relocation of kindergarten to a different building, etc. This proposal removes one DLI program that has been a vibrant part of the Bridger culture and community, and replaces it with another one, so that Bridger still has co-located programs but has to adapt to a completely new program, while creating a risk of future over-enrollment as the relatively new Chinese Immersion grows. Meanwhile, the students in Harrison Park's Chinese Immersion program have to shift to a new location that is likely further from home and has limited growth opportunity as a co-located program. This seems full of unintended consequences both for Chinese Immersion students and the Bridger neighborhood community. Mitigation--review other options for the Harrison Park Chinese Immersion program that do not require program co-location.</p> <p>-By focusing only on SE, I wonder if communities will be re-impacted when the remaining K-8 schools in NE Portland, especially those close to the NE/SE dividing line, convert to K-5. Where will they go to middle school? Will students in SE have to change schools again if boundaries are again redrawn to accommodate NE?</p>	<p>Equity Bridger DLI</p>
<p>doesn't include all of the schools or dli programs</p>	<p>Excluded schools/programs</p>
<p>I was wondering of this as well knowing historically economic and racial segregation go hand in hand. If following the tenets of critical race theory as they stated in the equity lens then intersectionality (Crenshaw) of race and socioeconomic background can not be separated from one another and are influential on each other knowing the realities of systematic institutional racism. 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. I would really appreciate a more open conversation as a whole group rather than small groups to be truly able to bounce ideas of one another.</p>	<p>Excluded schools/programs Intersection of economic and racial segregation</p>
<p>I wanted to express my surprise at the recent decision by the district to release the first proposal as representative of the guiding coalition's work. I would have appreciated knowing that this announcement was going to be made, but more importantly, I believe it would have been more accurate to label this initial proposal as the work of FLO Analytics. I feel that this labeling misrepresented the document because it does not yet include real work from the coalition and it possibly put unnecessary pressure on those of us as community members. My apologies if you are not the correct person to share this with, and my hope is that you will share it with who ever is making decisions about these types of announcements in the future.</p>	<p>Guiding Coalition Communication Community Engagement</p>
<p>My personal response is that we figure out a way to work collectively not only as a Coalition but also with the communities that will need to make adjustments. A clear line of communication is the best way to handle difficult situations. Someone will always be upset yet if we can work through this together I believe PPS will have a positive outcome.</p>	<p>Guiding Coalition communication Community Engagement</p>
<p>These initial conversation have posed more questions on if we really are expanding opportunities for racial equity and social justice. I am speaking from my own perspective. I am a white kindergarten teacher at HP where the diversity is huge. My principal participated and two DLI mothers from our immersion program were also in the discussion. I did not see any of my Somali, Pacific Island, Native American, Chinese, Black, or Vietnamese families in the Coalition. How are we building racial equity and social justice if I am the only teacher and white participating in the process?</p>	<p>Guiding Coalition composition</p>

The proposal fails to offer any remedy for the underutilization of Lane Middle School and I wonder about how this will exacerbate existing inequity in direct opposition to the stated outcome goals.	Lane MS
Schools with low numbers or odd numbers can cause large class sizes - effects resources supporting - how do we get the numbers right	Large class sizes
If Woodstock/Hosford parents are not concerned about the distance between school and home, then what is the objection to relocating to Harrison Park? Many HP families do have transportation challenges, so relocating to Hosford would be more of a hardship. Do families at Woodstock/Hosford feel that they have access to resources that HP students do not, and that relocating would cause them to be at a disadvantage? If that's the case, then that's a problem that needs to be addressed, right?	Resource differences between schools DLI proximity for native speakers Woodstock Harrison Park Transportation-Walk/bike routes
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	School financing
Conversation about merging smaller K-5s to open up a DLI hub.	Small K-5s DLI hub
I also want to make sure that we take into account the needs of our families with children receiving special education services. Many of our schools have co-located special education programs and are stronger for it. I want to make sure that the needs of these families especially when there is an intersection of race/socio-economics/special education are met through this process.	Special Education
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?	Transparency
I feel like several key decisions have already been made. I understand why as they make fiscal sense, but I wish PPS would come out and say, "This decision has already been made and here is what we can now decide in this committee"	Transparency
How can we make sure that feedback from all communities are considered? Some communities do not have representative in the Guiding Coalition and have language barriers. Is translation/interpretation provided in the phone survey and online survey?	Transparency Communication/Community Engagement
concerned that students within walking distance of Kellogg are still being required to go across Division, Belmont, and Stark along the bike-pathless 60th avenue to get to middle school.	Transportation-Walk/bike routes
I am concerned about Bridger enrollment. I am concerned about Atkinson remaining as 1 DLI strand.	Utilization DLi
1. The proposal fails to balance utilization across all schools in SE, for example, underutilization of Lane and overutilization of Abernethy, Sunnyside and Mt Tabor. 2. Split feeders between neighborhood and DLI at Atkinson and Woodstock creates issues and could potentially lead to dropouts from DLI program.	Utilization DLI
1. The proposal succeeds in balancing facility utilization to a certain extent. 2. The proposal succeeds in supporting equitable programming by separating middles schools from elementary schools.	Utilization Equity
I think it is great that it creates two fairly racially balanced middle schools (Kellog and Harrison Park). It also addresses the over utilization of Franklin and under utilization of Madison. I like that Kellog could potentially house Spanish immersion programs and neighborhood programs since it will be so large. I see a potential for smaller communities within such a large community at Kellog.	Utilization