

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
One information request that my group discussed that I would like to pass along: Can we see detailed information on the buildings themselves? Perhaps even photos? In talking about utilization and programs, we discovered it's challenging to make decisions when we don't even know what a building looks like. For example, Arleta has a main building, but also an annex, which would be excellent for housing a pre-K program when the schools shifts to K-5. But all schools are different in layout and style, and this info would help us know what types of utilization each location would be best suited for. Thank you!	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
I am concerned for Spanish speaking families who currently attend Bridger. Asking them to all transfer to Lent could be a hardship for families who live closer to Bridger. Offering an additional DLI strand at Atkinson could help with this issue.	DLI

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<p>I wanted to call out an important fact that has seemed to be overlooked by most of the groups which affects Scenario 2. Consolidating DLI to one single location is based on the assumption that there's only one concentration of Chinese families to be considered. The fact is that there are two (see Data packets 101 –Page 37), one around Harrison Park and the other around Kelly/Woodmere neighborhood. Moving the entire Chinese DLI to Harrison Park to feed to Madison will create a much longer commute for Chinese families living around Kelly/Woodmere, Woodstock and other neighborhoods further west. If we want to address the transportation hardship we should consider both clusters of Chinese communities. In addition, for many Chinese families living between Harrison Park and Woodstock which is lumped into Harrison Park concentration, Cleveland is within similar distance as Madison if not closer. I had pointed this out in the survey on Sunday but it was probably too late to be included in the feedback documents we received this week. I also wanted to mention that during the breakout-report out but there wasn't enough time left. As this affects our decisions around Woodstock/Harrison Park DLIs as well as consequential discussions which we saw a lot last night about Creative Science based on such decisions, I think it is important to point out to the group before we spend more time on related scenarios.</p> <p>Single strand DLI in Harrison Park is definitely an issue we should address so I looked into other possibilities, for example, expanding the program to have two strands in Harrison Park. Harrison Park DLI is currently only open to the neighborhood. Based on the additional lottery data (link provided in Data Packets 101 Page 55), 16 students from Chinese families who applied for Woodstock DLI and 6 for Harrison Park DLI are on waitlist and 25 English speaking students living outside Woodstock neighborhood not approved due to no space. There's enough interest/demand to have a second strand in Harrison Park if it opens up to the PPS public. Michael Bacon also mentioned that there are more applications for Chinese instructor positions in our group breakout (Hawthorn). Once Harrison Park converts from K-8 to K-5 there will be enough classrooms (31) for the additional strand.</p> <p>I am also surprised that Scenario 2 is trying to create Chinese DLI K-8 school while one of the outcome goals is to convert K-8 schools to either K-5 or 6-8 to support equitable programming. It seems to be doing the opposite. I also don't understand what is so special about our Chinese DLI program compared to other DLI or neighborhood programs that we need to change the outcome goal for it.</p> <p>As a person of color who has also lived in two very different cultures, I believe it is beneficial to have successful DLI programs in more schools than in fewer schools to encourage more diversity/inclusion and cultural exposure/exchange for our kids (both white and color) to develop the racial equality and social justice lense in their 13 years in K-12 school. Our educational system should encourage this great opportunity when it presents and not try to discourage it.</p>	DLI
<p>I do have great dissonance in the realities that pushing DLI (specifically Spanish DLI) to the outer parts of Portland is reinforcing the realities of gentrification and pushing Black and Brown families away from downtown, which is what historically has been done in Portland and in so reinforcing the notion that the families who are privileged deserve to have closer access to the main city and it's resources. I do wonder how does that center Black and Brown children? How is capitalism and the economy of Portland impacting decision makers and the design of this map and what are the realities of using color-evasive policy rhetoric and language that continues to cause harm to those who are historically minoritized and othered. This is not only about change in locations but it is about the clear shift of communities, relationships, and stakeholders.</p> <p>We can look at all the quantitative data and have it be manipulated, shifted, and modified to rationalize thinking and decision making. What I don't see it's the stories, the humanity and strength of communities that the qualitative brings forward.</p>	DLI
<p>I have spoken to a few parent and we have agreed that we would pull our kids of color out of the DLI program should it move to Madison HS. Most DLI programs at the high school level is ONE period EVERY OTHER DAY. It doesn't seem worth my kids time to have them take the public bus for at least 30 minutes for an elective language class. What would be the point beyond using Chinese students to raise the test scores at the school level.</p>	DLI
<p>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.</p>	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>	DLI co-location
<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>	Enrollment change history
<p>Middle School students at Harrison Park will not be receiving the same quality of facility.</p>	Equity
<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>	Equity

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<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>	Equity
<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>	Equity
<p>Socioeconomic status of students, followed by race, should absolutely be considered in looking at school feeder options if equity is truly something we hope to implement in this process.</p>	Equity
<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>	Equity Bridger DLI
<p>"All schools with the exception of Sunnyside brings building utilization below 100%. Bridger will still be over 100% utilization if modulars are removed. 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. Only on co-location school seems to be removed from the total school counts with the creation of two more neighborhood only schools. 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 plan to address the upgrades that Harrison Park will need to function as a middle school that is equitable in comparison to Kellogg?"</p>	Equity Utilization

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<p>Motivations are not always easy to trust or decipher, but I want to clarify why I care so much about economic segregation. It's not because wealthier parents can donate more to a school's foundation and PTA, although that is a reality that creates further disparities. My main concern about economic segregation is the impact poverty has in a school environment. There is a large body of research demonstrating the negative impact of school-level poverty on student outcomes, especially on students who are disadvantaged. And research suggests that "educational decision makers should focus on reducing concentrations of school-level poverty to as low a level as is feasible" (research brief from The National Coalition on School Diversity can be found here). Concentrating poverty may make wrap-around service delivery more expedient, however, unless the district is operating under some other educational strategy that makes poverty a non-issue, it seems to me that we are missing an opportunity to address economic segregation when the opportunity presents itself. If there is a research-based explanation for not worrying about it, then I would really appreciate someone sharing it with me.</p> <p>To be clear, I'm so glad we're working to give more 6-8 grade students a robust set of course offerings and experiences, but I don't want to miss this opportunity to assess our choices and their outcomes with regards to poverty. There's only so much this coalition can try to do to change this with the current state of segregation in housing and neighborhoods, but I'd like us to at least weigh the options that we do have available to try to mitigate concentrations of poverty in our district.</p>	Equity / Balancing
Free and reduced lunch numbers at Mt. Tabor, Harrison Park and Kellogg MS. These numbers are not perfect, but it shows the general magnitude of the situation at the 3 schools. The economic segregation of our schools is not only an equity and social justice issue but also because there are options we could discuss to improve the disparities.	Equity / Social Justice
we need to look at socio-economics in addition to race in determining future school configurations. I want to make sure, however, that we continue to center our black and brown students and teachers in making these decisions. How do each of the proposed changes benefit youth of color? It's not that I don't think these changes will provide benefits, I just want to make sure that we are being explicit about asking that question	Equity/Socio-economics
doesn't include all of the schools or dli programs	Excluded schools/programs
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.	Excluded schools/programs Intersection of economic and racial segregation
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.	Guiding Coalition Communication Community Engagement
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.	Guiding Coalition communication Community Engagement
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?	Guiding Coalition composition

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<p>"I really appreciated the brainstorming we did in the small groups. I worry that we didn't have enough time as a larger group to try to reach some consensus on the way forward--e.g. I have no idea what FLO/PPS took from the ideas we shared out as next steps in refining the proposal.</p> <p>Re: valuing input, my concern is mainly that there are important questions that have been shared in small groups and in the email chain between meetings that have not even been acknowledged by FLO/PPS, much less answered--most notably around the district's plans for using the tons of extra capacity in K-5 schools that will result from any scenarios we're considering (and how PPS feels generally about having schools serving relatively higher percentages of students of color/students from low-income families underutilized compared to schools in whiter/more affluent parts of SE); and why we should feel confident we can treat the Kellogg boundary process as separate from the broader rebalancing effort in Phase 2 without closing off solutions that might be important to achieving equity across the region. I personally think we CAN draw a Kellogg boundary in a way that leave open or even anticipates changes we'd need to make in Phase 2, but regardless, this is clearly something a lot of folks in the coalition are getting stuck on."</p>	Guiding Coalition Engagement
<p>"I admit I feel less confident in the facilitation team with each meeting. I have lost a fair amount of confidence that they intend to fully allow us to do the work they charged us with, and also in them actually using the feedback we provide.</p> <p>I have concerns that we are being asked to create equity without being allowed to suggest changes that affect more affluent inner SE schools and focus option schools. Schools that are currently balanced are thriving and benefit from funding under enrolled/underutilized schools do not have. We should be allowed to consider changes to these schools in order to create equity, since equity is created by distributing/redistributing resources to those in need. The argument given for not including inner SE schools is that our current Phase 1 focus is on Kellogg and Harrison boundaries, but there is concern that without seeing the full picture we will not be able to create an equitable solution, or we will not be able to make adjustments to Phase 1 work once Phase 2 begins in the Spring. "</p>	Guiding Coalition Engagement
<p>I would like to say, I am so pleased and impressed with my fellow coalition members. My experience has been incredibly positive, and I've found everyone to be so thoughtful, insightful, and hard working. There have been some very challenging conversations and ideas, and I have thoroughly enjoyed working with my small group and hearing the thoughts from the rest of the coalition as well.</p>	Guiding Coalition Engagement
<p>"Accessibility to documents is not easy and inconsistant. There are many file sharing services that are more accessible and easier to access then drop box.</p> <p>I am a skeptic and think that the dialog is driven more by an immediate need to open Kellogg and less what the. community has to say. If it is, the process needs to slow down and consider the impact it will have on neighborhoods, families and students"</p>	Guiding Coalition Engagement
<p>I am confused what is guiding the selection of schools and what metrics we are supposed to apply. If the goal is simply to load balance the schools and focus immersion programs in the neighborhoods that speak a specific language that is one thing. The notion of putting a lens on that decision based on Racial Equity and Social Justice throws a curve ball at this process by being a lens to view things through and not an outcome that "creates increased opportunities for all students by evaluating burdens, benefits and outcomes to underserved communities." Through this process How Do We examine if there are any potential unintended consequences for specific groups/populations? Are there strategies in place to mitigate any negative impacts? How do we know those impacts without deeper involvement from every community impacted by these decisions. It seems to me we need better metrics than simply #'s of subsidized lunches and where BIPOC students currently attend classes and where they live. Bottom line the lens will add confusion if it is not adopted as one of the outcomes and goals. I suggest revisiting the outcomes with emphasis on a more inclusive process that considers the well being of students and communities and this includes safety, respect.</p>	Guiding Coalition Engagement
<p>1. It would be nice to get more demo and group practice with the interactive web map. 3. The groups were not all operating under the same assumptions about the scenarios (i.e. that CSS was being dissolved vs. relocated, etc), so making sure everyone is on the same page before the small groups meet would be great. 5. There are still questions members are asking that are not being addressed by the district, so that's not helpful in building trust. 6. It would be nice to understand how these scenarios are chosen and why some suggestions for scenarios have been ignored. Also, I thought we were going to be using the web map program in real-time during these meetings to look at the impacts of changes as people suggest them. No one knew how to use that mapping program.</p>	Guiding Coalition Engagement
<p>It would be helpful to spend more time in the large group meeting to discuss the issues and questions people continue to ask about this process (i.e. why other focus option schools are off the table- and please don't say because they are right-sized and not co-located: 1. Richmond is co-located at Mt Tabor; and 2. that answer does not address how they impact enrollment at other schools or the economic/ racial segregation they facilitate in the system; also, please respond to the requests for input from communities of color and DLI teachers about what they want and think is the best for their students' success; provide the plan for improving enrollment at k-5's in phase 2 so we know we're not eliminating choices by changes made in phase 1 (is there a springboard type proposal for phase 2 that could be shared?).</p>	Guiding Coalition Engagement
<p>It might be beneficial to have two breakout sessions and brief report-outs in workshop meetings so we can hear other groups thoughts after the first session and incorporate to the second breakout discussion.</p>	Guiding Coalition Engagement

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I feel like we are trying to fit what currently is at PPS into what we need, we need to be thinking more out of the box and consider redrawing all of the boundaries, to address all of these issues. I feel like FLO and PPS have been really bad at listening to community input and decided to offer alterations to the springboard, instead of a new proposal reflecting what the community wants. I feel like this meeting was not a good use of my time, there are so much materials, so much to think about and consider, a December deadline is honestly laughable, and is perpetuating white supremacy. I don't understand why we need to be so hurried in this process. We should be focusing on students, and doing it right, not having to cause disruptions in students' lives every 5 years.	Guiding Coalition Engagement Transparency
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
This timeline is too compressed to focus students, have community engagement and end up with a proposal that is actually good for students. PPS should be ashamed at the timeline they have proposed. People don't have the capacity to devote days to go through materials and form an informed opinion. PPS is setting themselves up to fail.	Timeline
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
Some feedbacks were not used or responded to in the past sessions.	Transparency
With the understanding that not all the suggestions made by coalition members will be explored or considered I do expect a brief explanation why some suggestions were not taken either during the meetings or in an email before the meetings.	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
How does the district handle transportation to and from school for students that need it?	Transportation
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

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<p>Regarding the 100% building usage– the matrix may need to build in space for a couple programs.</p> <p>The school that I’m familiar with, Buckman Elementary has a couple of programs that use rooms effectively for specific programs, but not in the max student ratio. We have an ImpactNW Sun program, that takes up a room. Buckman also has a school within a school of Behavior Needs kids. They have two grade school rooms that they use as home bases for the kids when they are not in with the rest of the kids. And they have a move room they can move students to if they need time. (Note that the goal is to have those students integrated into the rest of the student classrooms at the school when its appropriate).</p> <p>Hopefully we’ve identified the schools that have lopsided classroom needs.</p>	Utilization
<p>According to the Baseline Assessment, facility use is measured using these definitions:</p> <p>Functional Capacity = design capacity multiplied by the programmatic utilization rate.  Design capacity = student capacity based on square footage; only includes instructional spaces. Excludes gyms, computer labs, rooms leased to other entities, and special programs such as special education and focus/alternatives.  Programmatic utilization rate = a factor applied to the facility based on grade configuration. Basic rate is lowered by 5% for Title 1, CSI, and TSI schools. These base rates are as follows:  K-5 - 100%  K-8 - 100%  Middle School - 85%  High School - 80%  Modernized High School - 85%</p> <p>These building sizes provide a little more context around considering balanced enrollment across SE schools. For example, compare Abernethy and Duniway, with populations that are over 80% white and enrollment is over 500 students, to Vestal and Marysville, with similar classroom space, where over 40% of the population belong to historically underserved racial groups, and proposed enrollment is around 300 students. I have not heard a rationale for keeping the enrollments so much lower in outer SE schools than inner SE schools; if there is a reason why this decision helps students of color, I would like to know it.</p>	Utilization
<p>don’t see how we can ensure robust enrollments in the schools serving our low-income populations and students of color while leaving the elementary schools with 500+ students, which generally have lower percentages of both FRL and historically underserved students, out of the equation.</p> <p>The underenrolled schools are currently clustered together, so I don’t see how shifting boundaries around between them will result in equitable robust enrollments across SE Portland. While it is important to ensure that schools serving high-needs populations have the flexibility to provide space for necessary services, this does not mean that low-income schools should be left underenrolled with facility usage at 47% while more affluent schools are allowed to remain at close to or over 100% utilization, especially when enrollment is tied to funding and resources.</p> <p>I would like to see a model where we start by ensuring robust enrollments in schools serving the most kids we are supposed to be centering in this process, and move outward from there. I worry that by waiting until Phase 2 to include more schools, that our options will be limited, especially as the Phase 1 scenarios will be presented for public comment soon. Our best chance of finding a solution that increases equity across SE Portland is to start looking broadly as early as possible.</p>	Utilization
<p>it seems like if we review scenarios and consider solutions only involving the first set of schools, with the expectation that inner SE and/or focus options are addressed in Phase 2, then our options are seriously limited, or else we will be starting over at that point. Many of the schools that are close to or over 100% utilization are inner SE schools that are not part of the Springboard proposal; it seems that if we are to consider balancing enrollments and considering feeder patterns that help create middle schools with more racial and socio-economic balance, then we need to look at schools across SE all at the same time.</p>	Utilization
<p>I am concerned about Bridger enrollment. I am concerned about Atkinson remaining as 1 DLI strand.</p>	Utilization DLi
<ol style="list-style-type: none"> <li>The proposal fails to balance utilization across all schools in SE, for example, underutilization of Lane and overutilization of Abernethy, Sunnyside and Mt Tabor.</li> <li>Split feeders between neighborhood and DLI at Atkinson and Woodstock creates issues and could potentially lead to dropouts from DLI program.</li> </ol>	Utilization DLI

Feedback Comments	Themes
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