

PROPOSED SCOPE OF WORK

Introduction

Questions to Answer

- **How is the RESJ Lens evidenced? RESJ Lens**

The RESJ lens will be used by participants making recommendations during the process for enrollment and program balancing.

- **Student Learning?**

Generally, student learning is not necessarily enhanced by enrollment and program balancing processes. Research shows effective teachers and school leaders have the most impact on student learning.

- **One time? Is there a larger goal we can shoot for?**

See new language in the second draft addressing this concept.

- **How long before you get to Dr. MLK Jr.? Beach?**

North/Northeast Schools will be included in the second phase of work.

- **What about Access?**

ACCESS Academy will be included in the Southeast process.

- **What if there are ripples beyond the study area?**

Every effort will be made to implement changes at specific schools only once during this multi-year process.

- **How can a local solution be a systemic solution?**

By having the same goals across all regions, applying the core values of our vision and using the racial equity and social justice lens, staff will work with our community to find solutions for regions and the district. District staff will engage with parents, school staff and board members throughout the process to recommend the best possible solutions to the board for approval.

- **What will families be concerned with in SE, NE, N, and SW?**

The outcome goals identified in the Enrollment and Program Balancing Scope of Work--reimagining middle schools, addressing enrollment imbalance and minimizing program co-location--exist in every region of the district, but at varying levels and combinations.

- **Which areas of town have unbalanced enrollment?**

See enrollment considerations chart.

CORE VALUES

Questions to Answer

- **Outcome goals do not include equitable programs for our underserved schools?**

See new language in the second draft.

- **How do we include SES?**

We have included SES language in the approach and sequence section.

OUTCOME GOALS

Questions to Answer

- **Are High Schools part of the rebalance?**

Yes.

- **Is there a metric for optimal use ? (range of percentages)**

Generally, we want all schools to operate below 100% of functional capacity, and neighborhood K-5 programs to have 50 or more enrolled students per grade level.

- **How can we assure kids at Tubman have similar opportunities to kids at West Sylvan?**

This is being addressed through the Student Investment Account resources to be included in our proposed budget for 2020-21 as well as the ReImagine Middle School programming review being completed by staff in the Teaching and Learning department.

- **RJ Lens? Is there a reason the outcome goals do not reflect our commitment?**

This is included in our core values and the approach and sequence sections of the scope of work. The Planning Committees will complete the RESJ Lens during the enrollment and program balancing process to help inform the decision making process.

APPROACH AND SEQUENCE OF WORK

Sections 1-3

Questions to Answer

- **Are co-locations always bad?**

Some program co-locations will continue, as there are not enough buildings in the system to provide stand-alone facilities for every program, especially small programs. The goal of the project is to ensure any remaining co-locations have stable enrollment and equitable opportunities for both programs.

- **Why do we need regional K-8's ? (I don't buy the explanation)**

There are some programs such as dual language that may best serve students in a regional K-8 model.

- **How will the phasing of the project impact what's happening in other areas of town?**

Throughout the process, staff will be looking at how each region is connected to other regions, so we only make changes once in each area. We do this on a regular basis when there is a Willamette river between the east and west portions of the district. We will work to do the same as we complete the process in the north and south portions of the district.

- **What is the benefit of phasing approach?**

A phased approach allows for continued district-wide focus on multiple major initiatives, such as implementing guaranteed and viable curriculum and a new strategic plan, while addressing the most serious enrollment challenges over a period of two-to-three years.

- **What outreach has already happened?**

There has been district-wide communication through our Communications Department as we have progressed in the past year. The community engagement

plan has started with the policy work including face to face meetings and electronic survey.

- **What is the role of the community panels?**

Each Planning Committee of district-wide thinkers will be charged with providing a recommendation to the Superintendent/Board. Each committee:

- Evaluates and improves options (exhausts options)
- Takes guidance from District team
- Are ambassadors of the process to the community

- **SE was the guinea pig for focus options, K-8's. How do we guarantee that this leads to strong, equitable schools in SE?**

The focus options schools were created based on community interest. The System Performance team has been tasked to complete program evaluations of our Focus Option schools. Just as we do for all of our schools, focus option school leaders develop a school improvement plan on an annual basis with support from their regional superintendent.

- **If SE is the start then does the SE community drive the process?**

No. Staff will use the same core values, RESJ lens and outcome goals for all the regions in the process. SE is simply first due to the opening of a new school and the need to identify the students who will attend it.

- **Should we define what we mean by "optimize" use of facilities?**

Answered above

- **Is the process district wide or SE only or a hybrid?**

The process will address enrollment issues across the district, beginning with Southeast schools and continuing North/Northeast and Westside regions over the next two-to-three years.

- **What about No Po?**

See above

- **Deep engagement with community: What are we asking of the community in these issues? How to ensure integrity & functionality of the system if prioritize community role? See spectrum of participation**

See added language under the engagement section.

APPROACH AND SEQUENCE OF WORK

Sections 4-5

Questions to Answer

- Will diversity (race, income, etc.) be a consideration in how boundaries are drawn?

Yes. The Board's policy committee is currently receiving feedback on diversity factors, and may propose changes to current policy this spring.

PARKING LOT

Comments to incorporate

- **Bond & Board policy/community engagement need to be added to timeline**

There is a separate community engagement timeline that covers the policy engagement timeline. The 2020 Bond program has its own community engagement process that will be discussed at the February 18 board work session.

- **Add equitable middle grades redesign to the timeline**

See new language in second draft.

Questions to Answer

- **How do Board goals relate?**

Enrollment and program balancing is not a strategy that is being used to improve our student outcomes. We will be releasing our strategic plan in April along with our proposed budget for 2020-21 showing how we will support the Board goals for our students.

- **What about address cheating?**

All schools take the responsibility of verifying home addresses. Every student new to the district is expected to provide two proofs of residence prior to enrolling at their neighborhood school. At the same time, state rules make it clear: students new to the country and in shared housing situations should not be denied access to school due to a lack of documentation. Our school secretaries receive annual training to support them to provide welcoming environments for all students, while making sure families understand and follow district policies and state laws. Overcrowded schools are most likely to be particularly rigorous in address follow-up.

- **What will we do w/lessons learned?**

Processes will include evaluation to gather input and feedback from community, students and staff members involved in the process. Staff will debrief sessions throughout the process to capture lessons learned. These ideas will be used as part of a continuous improvement process in the current process and upcoming years.

- **How much staff time will be needed for each process?**

Staff spend multiple hours preparing for and leading meetings with each step of the process. You can refer to the detailed timeline to see the number of meetings scheduled from March through November. While Flo Analytics will facilitate the Planning Committee meetings, staff will also be in attendance to support the process.