

EXECUTIVE SUMMARY FROM 11/09/15 HOSFORD MIDDLE SCHOOL MEETING

Please also see notes at the end from an impromptu breakout session to address needs of attendees who could not fit in the larger meeting space.

Key takeaways from the public comment received by PPS at the 11/09/15 meeting:

- Many citizens expressed a strong preference for the Districtwide Boundary Advisory Committee (BRAC) to evaluate opportunities to reopen the Richmond facility as a neighborhood school and move Richmond's existing Immersion programming elsewhere. Testimony in support for this option cited the facility's proximity to many families, desire of many families for their children to attend a nearby school, the opportunities to provide safer walking and bicycling routes for students and families, the expected ongoing population boom in the neighborhood.
- Families currently attending Abernethy and potentially slated to send their students to Creston expressed concern about the busy arterial roads their students would have to cross (SE Cesar Chavez, SE Powell, SE Division) to walk or bike to school. Families from Marysville also noted that the proposed scenarios would force their students to cross 82nd Avenue. Many families requested the Scenario Planning take these crossings into effect and draw districts without these barriers.
- Community members from Bridger, Marysville, Sunnyside, and Creston expressed support for the K-8 configuration and a preference to avoid switching to K-5s, noting the opportunities for enhanced community investment, strengthened bonds between families, institutions and staff.
- Community members from Marysville K-8, in particular, spoke resoundingly against reconfiguration to K-5 given their recent history of relocation, Title I status, and ongoing instability related to their ongoing relocations.
- Written and verbal testimony encouraged the district to continue to look at solutions to address socioeconomic disparities within the boundary changes, with individuals citing their concerns about the stark differences between Harrison Park, Bridger and neighboring Mt. Tabor.
- Families currently situated in the Cleveland and Franklin High School clusters expressed their respective desires to continue to matriculate to their existing catchment institutions, citing community ties and proximity.
- Community attendance was approximately 220 people.

PRESENTATION SUMMARY

Ms. Sarah Singer welcomed the audience to Hosford Middle School and provided a brief summary of the District-wide Boundary Review Advisory Committee and their current stage in the Adjustment process. Her presentation explained that PPS was looking at solutions for rebalancing PPS's facilities to address over/under enrollment and over-crowding at PPS facilities, and that PPS eagerly welcomed community participation in helping find ways to address these problems in a manner consistent with guiding values adopted by PPS and the DBRAC. PPS staff have developed two Scenarios, written not as definitive plans for change but rather starting points for discussion, that adjust enrollment to accomplish goals by changing the configuration of schools from K-8s to K-5s and 6-8s, moving boundaries, opening schools, and relocating programs.

Sarah Singer, PPS Senior Director of Planning and Performance, explained to DBRAC and Community Members the similarities and differences between Scenario 1 and Scenario 2, how these models were designed, the tradeoffs between K-8 and Middle School programs, the ways PPS staff attempted to address dual concerns of overcrowding and under enrollment at PPS facilities, and how considerations of access to facility, environment, and equity were balanced into Scenario Planning. Ms. Singer also provided an overview of the quadrant datasheets, explaining how enrollment, facility utilization, neighborhood poverty rates and other metrics included on these datasheets were calculated.

Ms. Singer introduced Judy Brennan, PPS Director of Enrollment and Transfers, who provided an overview of the changes to schools in Scenarios I and II, with specific focus on schools situated in southeast Portland. Ms. Brennan explained the tradeoffs associated with the Scenarios, noting that Scenario I establishes more K-5s, which leads to a larger number of students impacted but also locates more students closer to their neighborhood school, while Scenario II keeps a larger number of K-8s as structured, impacts slightly fewer students but increases the average distance to each neighborhood school. Ms. Brennan noted that Scenario I opens Kellogg as a Middle School, while Scenario II opens Kellogg as a focus option for CSS and ACCESS.

Ms. Brennan noted that information about the DBRAC process and documents provided at meetings are available on PPS' website (<http://www.pps.k12.or.us/departments/enrollment-transfer/9522.htm>), and that a new community meeting has been scheduled for November 23rd at Lane MS.

QUESTIONS ASKED FROM AUDIENCE TO PPS STAFF

Before public testimony was taken, PPS Staff solicited questions about the presentation from the audience. Questions centered on the following topics:

- **COSTS.** Families asked PPS staff to address the expected costs of potentially retrofitting facilities such as Kellogg for their new configurations. PPS Staff noted that Kellogg wouldn't be reopened until 2017, assured the audience that more information on the specific costs of the retrofit would be provided as the district narrowed the two Scenarios into one and advanced in the boundary adjustment process, and expressed uncertainty if retrofitting of Kellogg MS would include seismic upgrades.
- **GRANDFATHERING DISTRICTS:** PPS fielded questions about whether students would be grandfathered into their existing institutions or would have to immediately move to the new facility. PPS staff reported that currently PPS Board Policy states that students should be grandfathered in to their existing institution and be provided the opportunity to stay at their existing facility until they've matriculated, that students in upper grades would be afforded the opportunity to move to new facilities together, and that incoming students could follow their siblings. However, PPS staff noted that PPS Board could vote to change these standards if they deemed it necessary to effectively balance enrollment.
- **ENROLLMENT PROJECTIONS:** PPS staff provided an overview of how a school's "capture rate" – the percentage of students in a particular district that choose to attend their neighborhood school – in addition to a school's transfer in/out numbers to determine how many students from a particular neighborhood are expected to attend that facility.
- **MEASURING SOCIOECONOMIC STATUS:** The audience asked PPS staff to explain how economic disadvantage was measured as these Scenarios were developed; PPS staff provided explanations as to the "Direct Certification" data that is provided by the State of Oregon which measures the number of students who live in a particular neighborhood (whether they attend their particular neighborhood school or not).
- **IMMERSION SCHOOLS:** PPS Staff answered questioned regarding whether or not the DBRAC had considered moving Immersion School programming to separate facilities; current proposals mentioned that the only current move involved relocating the Vietnamese Immersion program to Roseway Heights. However, PPS staff assured the audience that considerations to move Richmond's Immersion programs elsewhere to make room for a neighborhood school were being heard from the audience.
- **SURVEY DATA:** PPS Staff provided information about the 2025 PPS survey data, which was administered by David Hibbits and Midghall and contained weighted samples of different racial groups to determine which type of preferences PPS families had for school configurations. PPS Staff noted that there are 200 pages of crosstabs data from the survey available online and open to the public.

PPS Staff concluded their presentation by explaining the current state of the public input process, noting the numerous opportunities available for additional public comment, the opportunities to provide feedback on whichever Scenario is recommended by the PPS Superintendent, and the legally required public comment opportunity when the final Scenario is being considered by the PPS Board.

SPOKEN PUBLIC COMMENT

PPS Staff provided the audience an opportunity to orally testify on the proposed Scenarios. Testimony transcribed below is presented in the order it was provided at the meeting.

DWIGHT HOLTON, Abernethy / Richmond. Mr. Holden, along with invited guests Mary Ellen Glen, Patricia Brooks, Lisa Delaney, and Jim Coor enumerated their concerns about the southeast section of the Abernethy District in both Scenarios I and II that would be “sliced off” the rest of the neighborhood. He explained that the physical boundaries between their neighborhood and their proposed new schools noting that students would be expected to cumulatively walk across 12 busy lanes of arterial roads to get to their new school. The parents expressed their frustration that Creston, while a good school, is not in their neighborhood, and Mr. Holden provided photographs of the dangerous intersections including SE Cesar Chavez Avenue and SE Powell Boulevard and questioned whether these were safe routes for elementary school children. He noted the physical barriers of these highways will also limit neighborhood engagement, and asked why there was no proposal to open Richmond Elementary as a neighborhood school.

DEVIN SANDERS, Arleta. Mr. Sanders expressed his concerns with Lane Middle School, noting that his conversations with a Lane MS teacher suggested that PPS hadn’t properly given the school an opportunity succeed. He noted that if Lane MS was performing poorly, Arleta parents needed assurances from Portland Public Schools that adequate resources and attention would be paid to ensure a smooth transition for Arleta students and a well-functioning middle school. However, Mr. Sanders noted he preferred Arleta retaining its current K-8 configuration as opposed to switching to a K-5.

MICHAEL HARRISON, Atkinson Spanish Immersion Program. Mr. Harrison noted that his family strongly opposed Scenario I and II because they both create wide income gaps between the proposed middle schools. In Scenario I, he noted, Kellogg’s population would include 37% of students from families in Poverty compared to only 14% of Mt Tabor, and that these numbers underreport the true income differential because of the particular metrics that PPS is forced to use. He noted that many families apply for free lunch and that this currently used metric ignores those statistics. He also noted that the numbers projecting poverty rates between the schools in the proposed scenarios also ignore families enrolled in the Immersion programs. Mr. Harrison noted that he supported turning Richmond back into a neighborhood school that could feed Kellogg MS, while a combination of other schools feed Mt Tabor; he also asked PPS to provide numbers on how some version of this school-feeder configuration would compare to the existing Scenarios I and II, and to give southeast Portland families more time to respond to those potential new proposals.

LISA KENSEL, Creston. Ms. Kensel introduced herself as the President of the Creston PTA, and spoke highly of the positive changes at Creston over the past seven years in which the school switched to a K-8 model. She highlighted that the PTA had received national recognition for their community engagement work, and that these come directly from the hard work forged by parents, teachers and staff to build a community. She noted that many families she had spoken to wanted Creston to retain the K-8 configuration, and that her personal concerns regarded Creston's continued inclusion in the Franklin Cluster to preserve longstanding community ties. She preferred Scenario I to contribute to the social and emotional health to families by keeping this tie to Franklin HS, especially after Creston families were significantly engaged in the Frankly redesign process over the past few years. Ms. Kensel closed by asking PPS to avoid separating Creston from the Franklin cluster they worked hard to reshape.

TANYA MEAD, Bridger. Ms. Mead's testimony centered on the struggles Bridger families, many of whom are members of a large Hispanic community, have faced with the ongoing disruptions to the school. She passionately stated that as a Title I school, these changes are particularly difficult to tackle, especially while seeing other K-8s schools with more affluent populations being able to avoid these disruptions. She spoke to the successes and significant progress Bridger students have made on test scores, and questioned the validity of the KPI reports. She stated that Scenario 1 is the only viable option for Bridger, in that it strengthens their program and sends their students to Middle Schools with higher socioeconomic statuses. Scenario 2 would feed Bridger students to Harrison Park or Kellogg, which respectively have 90% and 74% on free or reduced lunch, and would force their students to bike and walk across busy 82nd Avenue to school. She concluded that PPS's Scenario II fails to deliver an equitable outcome for Bridger students.

ERICA BEFFERT, North Richmond (Glencoe). Ms. Beffert notes that both Scenario I and II send her children to the fourth closest elementary school to her house, and that she intentionally moved to her neighborhood because she wanted to send her children to a neighborhood school. She values being able to let her children walk and bike safely to school; she understands the need for districtwide parity, and discussed potential solutions and concessions, including 1) Opening Richmond Elementary as a neighborhood school, 2) sending students to Glencoe so they don't have to cross SE Division and SE Powell to get to class 3) making Atkinson open to her students as the third-closest option.

DAVID DUCK, Hosford / Cleveland. Mr. Duck echoed the sentiment about the importance of community cohorts and clusters, stating the importance to the local community of walking and biking to school, building close ties with neighbors, and working with fellow parents. He noted that he didn't believe either Scenario I or II would provide any benefit to his neighborhood, and questioned how said benefit could be measured. He was frustrated that these proposals involve sending many students to Franklin HS, which is much farther away than Cleveland HS for many families. He also asked that the process be slowed, and that any proposed changes would be made incrementally to allow clusters to stay together from grade school through high school. He also asked that Richmond be reconfigured as a neighborhood school.

CHRISTINE BERNSEN, Marysville. Ms. Bernsen testified that she strongly disagreed with recommendations to change the configuration of Marysville from a K-8 to a K-5. She noted the difficulties that Marysville students have faced, including busing to Rose City Park for three years while the school was reconstructed from fire damage, and that the thought of students being unable to continue at the school that was just recently reopened could have significant repercussions to a disenfranchised population. She noted the ongoing success of Marysville, including expanding their arts program, sports teams, middle grade electives, and the strong culture of community fostered in a diverse demography. Something special is happening at Marysville, Ms. Bernsen noted, and proposals to reconfigure Marysville could erase the positive results since the fire.

MATT GIACOMINI, JMP. Mr. Giacomini asked for more time in the process, and that he didn't like that the public process doesn't give adequate time for public comment because these scenarios don't reflect the wishes of the community. He'd like more details from the school district about their proposals, and asked the district to be more forthright with their decision making process.

ALISHA SCHWARTZ, Woodstock. Ms. Schwartz testified that she had deep concerns by these boundary changes. She enumerated the seven inputs that PPS used to create these boundaries, and noted that for Woodstock, these inputs were unfulfilled and at times harmful to their community. She noted that Woodstock currently has only one class per grade, while the district recommends two, and that these Scenarios don't address this problem. She also noted that both Scenarios push Lane into overenrollment, which is a concern, and that Woodstock's immersion programs are threatened. Ms. Schwartz stated that 10 of the 35 students who would be displaced from Woodstock are on free or reduced lunch.

TAMI KENT, Sunnyside. Ms. Kent stated that she was a longtime activist for Sunnyside, and noted about the substantial changes in the surrounding neighborhood at Sunnyside over the past twenty years. She stated she thought that K-8s were a great model, and that while she was skeptical when Sunnyside's K-8 configuration was proposed twenty years ago, she now thinks that it's been nothing but a blessing. Ms. Kent was encouraged that PPS was pushing for more K-8 models across the district in 2007, stating she believed it indicated that PPS was "on to the Sunnyside Magic." She testified that with this boundary change, it's difficult to trust PPS when neighbors weren't given much notification of the proposed changes. She also stated concern about the dangers of students crossing SE Cesar Chavez.

MELISSA RYAN, Abernethy. Ms. Ryan provided testimony that Abernethy families believed that crossing SE Powell was very dangerous, and that nobody would want their students to cross the busy highway on their way to school. She noted that PPS's Scenarios only give tepid recommendations for change, and that any proposal to right size public schools in southeast Portland that does not address the relocation of the immersion programs at Richmond damages DBRAC credibility. She noted that Creston, which has great ratings, has a low capture rate because many students are attending these immersion programs. She asked for the committee to hit pause on the Scenario planning for southeast Portland and that DBRAC needs to more

seriously consider rebalancing the immersion options to encourage stronger neighborhood schools.

Ms. CHESSER, Creston. Ms. Chesser testified that moving Creston students to the Franklin cluster would provide a disservice to the community, and would she would like to see the school retain its current K-8 configuration. She lauded Creston’s current improving test scores, communities ties, electives, and core offerings, and she stated that asking people to change their school community without giving them an opportunity for feedback will impact Creston’s numbers more strongly than expanding the boundary. She stated a preference for Scenario I, because she preferred keeping the current boundary and feeding to Franklin, but she stated that transition to a K-5 model must come with strong commitment from board to provide leadership, community engagement and middle school electives.

ELLEN LANCASTER, Bridger. Ms. Lancaster asked PPS for a slower process, stating she didn’t believe that the community had enough time to engage with these Scenarios. She noted that many families love K-8 configurations, including families at Bridger, although she didn’t feel like the boundaries proposed were safe for walking. She cited studies that show that students perform better with longer lasting relationships to faculty as a reason to support K-8. Ms. Lancaster also pointed out that Title 1 schools like Bridger are being asked to split while wealthier schools aren’t. She stated she didn’t want to consider Option 1, wanted PPS to look at placing more portables at Bridger to keep current boundaries and temporarily alleviate crowding, and didn’t want her children crossing 82nd Avenue

KATHY MURRY, Marysville. Ms. Murry introduced herself as an Academic Coach and Sixth Grade teacher at Marysville, and lauded the K-8 configuration as a model that helps students at Marysville receive proper monitoring to ensure their continued success. Her testimony included examples of how the K-8 configuration allowed her to track students as they successfully matriculated through high school and college.

CELESTE SCHAEFER SYNDER, North Richmond / Glencoe. Ms. Schaefer Snyder testified that both Scenario I and II were “deeply insulting” and she was frustrated about how much more dangerous commuting to school would be for students. She lamented watching out-of-neighborhood parents drive their students to her neighborhood school while her students would have travel a long distance; she noted that the Immersion Programs at Richmond were placed there ten years ago when Portland’s demographics were markedly different, and that that siting decision should be reevaluated. She concluded by stating her children shouldn’t have to win a lottery to attend a school that is at her front door.

SUBMITTED WRITTEN TESTIMONY RECEIVED AT MEETING

In addition to oral testimony, the audience was provided an opportunity to fill out a written comment card. Written testimony received at the 11/09/15 meeting is provided below, in alphabetical order by testifier's last name.

CATHY ARRINGTON, Marysville. “1) Where is the funding coming from for these changes? 2) How can you guarantee a smooth roll out after the previous configuration changes?”

KERRI BABIN, Creston. “I would like 1) a cost estimate to the district for each scenario. 2) An actual timeline for each scenario. 3) How is PPS going to support the establishment of a new middle school (Kellogg) 4) How much consideration has been given to the future impact over long term of the transfer policy change of last year. How is this factored on the enrollment projections?”

SUKARI BADAEL, Glencoe. “Have the high crash corridors been addressed when replanning school boundaries. It is not safe to cross Division/Powell. + Thoughts on making Richmond Elemn. Currently Japanese Immersion School a neighborhood school offered to the families of Richmond? As a Current Glencoe Family, there are several other elem. Closer than the proposed school, Creston, why?”

TINA BEATTY-WALTERS, Abernethy. “Have you developed implantation plans and if not will you do that before the board is asked to vote on the proposal? This is absolutely critical in my view.”

TYLER BECHTEL, Creston. “K-8 is a big reason why we have stayed in Portland. There is no safe route to either middle school option. I have no trust that PPS can spend money wisely and pay for needed upgrades at Kellogg.”

ERICA BEFFERT, North Richmond (Glencoe). “Our children deserve a strong, community school. A place where they learn and grow alongside their neighbors, sending our children across 2 high-crash corridors to a different neighborhood tears apart that community.”

ROB BOIME, Atkinson. “We are in the Atkinson boundary. My son is starting Mt Tabor MS next year. Kellogg won't open until 2017. In the case of Scenario 1, where Atkinson goes to Kellogg in 2017, would my son be required to go to Kellogg in 7th grade even though he will go to Mt. Tabor in 6th grade?”

AMRA BIBERIC, Atkinson Spanish Immersion. “1) Is Kellogg MS ready for Fall 2016? 2) What does “implementation starts Fall 2016” really mean? 3) Is there a difference in operating costs between the 2 scenarios?”

PATRICIA BROOKE, (no school given). “Can you explain the rational b/n each scenario?”

DANA BUHL, Sunnyside SES. “If SACET review was questioning the aquitability (SIC?) of special curriculum / focus – option schools, why wasn’t SES considered for turning into a lottery-only school? I.E. – Completely shrinking catchment as an option.”

BETH CAVANAUGH, Abernethy/Richmond. “Why does the new boundary of Creston School send 200 more elementary students across SE Powell, one of PBOT’s 10 worst streets in the city for accidents and fatalities? Do you think it hurts the capture rates of neighborhood schools like Creston + Bridger to have large focus option schools within a mile? With a capture rate of only 47% at Creston school, despite positive reviews from attending families, and only 34% of the Creston community choosing to attend focus option schools such as nearby Richmond, why would PPS expect that the new boundary – bringing in students from even further away – increase the capture rate? Why are the focus-option schools, where makeup is less racially diverse and economically disadvantaged than PPS as a whole, left out of this effort to balance equity? Why aren’t they part of the conversation?”

COLBY CAVANAUGH, Richmond. “Why does the new boundary of Creston send 200 more elementary school children across SE Powell, one of the ten busiest streets in the city? We live at 37th and Clinton, less than a mile from Cleveland and Hosford. The proposal would have our kids travel 3x the distance to school and cross 39th (and Powell for Elementary) One of your stated goals is to make routes to school as short as possible. How do you justify this boundary change? Why is Richmond school data not included in the analysis? Why is it not being considered for a neighborhood school?”

JADE CHAN, Woodstock. “Focus programs: sibling preference in lottery: will former neighborhood families be grandfathered as neighborhood family in future lottery cycle, rather than entering lottery as transfer family?”

COURY COATES, Richmond. “We live 2 blocks from Richmond school and would love the opportunity to attend our neighborhood school – RICHMOND – that currently has no neighborhood component. We prefer to ride bikes, run or walk to school and would like to avoid crossing Division Street but most importantly Highway 26! Thanks so much for listening to our feedback.”

JEFF CROPP, Abernethy / Richmond. “The committee should hit ‘pause’ on the southeast portion of the plan. There is insufficient time to meaningfully integrate public feedback and design new scenarios. The southeast schools are not overenrolled, so there is less urgency. Please bring Richmond Back as a neighborhood school. As the former chair of the Richmond Neighborhood Association, I know that Richmond Elementary is the heart of our community. That community is currently fractured into too many other schools and needs to be reunited.”

JILL CROPP, Richmond Neighborhood / Abernethy-Hosford-Cleveland. “The Richmond Neighborhood needs its own neighborhood school. Continuing to split the neighborhood up into 3 different schools does not address one of your own goals which is to accommodate population growth. Recent growth in the Richmond neighborhood has been off the charts in the last few years. We have every reason to believe that growth will continue. Logistically, it doesn’t make

sense to me that such a crowded neighborhood doesn't have its own school. Other nearby neighborhoods (Abernethy, Sunnyside, Buckman) all feed into one school and do not have students split up into multiple schools. This is obviously a well stated point but Richmond Elementary needs to be returned to the neighborhood.”

JESS DESBROW, Abernethy/Creston. “SAFETY. 1) Why not have boundary lines along Cesar-Chavez + Powell for Richmond Neighborhood. 2) Re-open Richmond as Neighborhood School.”

KIRA EDMUNDS, Atkinson. “How can we respond to immersion changes if you don't give us details?”

JENNIFER EYKAMP, Hosford/Cleveland. “In Scenario 1, Please keep the area bounded by Division / 39th Avenue / Tibbets / 34th Ave within the Cleveland boundaries. Let kids keep going to their neighborhood schools with their friends.”

BRIAN FLOYD, Woodstock. “Will there be an opportunity to provide feedback on final proposed scenario?”

PHILIP GREENBERG, Richmond. “Don't rush to make changes without factoring input. Computer models along do not meet DBRAC + District Values. Don't break schools or communities which do not have problems.”

CATHERINE GREENBLATT, Buckman. “I am surprised that Buckman's catchment area did not change, as there is an enormous housing boom in the neighborhood, which will change the dynamics of the school as a hybrid neighborhood – focus option school.”

JAMES GREVE, Atkinson. “Kellogg has been closed for eight years. The building needs work. That rehab work will trigger (indications are) the requirement for a seismic retrofit. Has this retrofit been budgeted for?”

TOBIAS HAHN, Atkinson. “The new Kellogg MS feeder area seems very large. With more families with kids moving to this area (rather than moving into the Mt Tabor area) I am concerned that Kellogg will become over crowded very quickly.”

ERICA HAILSTONE, Woodstock. “Why is the Woodstock scenario identical in both maps? And – is PPS thinking, again, to make Woodstock an all-immersion school?”

MICHAEL HARRISON, Atkinson. “How can the public comment on the scenarios when they don't include the analysis based on the immersion programs?”

ANDREA HARTON, Richmond. “I understand the need to rebalance the schools with our changing population needs, that's why I feel it would be good to look at changing Richmond back to a neighborhood school to meet the increasing population in that area versus having our children who ride bikes to school to cross Powell (Highway 26) jeopardizing their safety. I also don't think it would be good for our kids and neighborhood to split the district at Harrison, where my daughter will go to a different school than the people across the street that share in childcare.”

CHIP HORNER, Creston. “1) How many low income students will now be bussed to school?
2) How are equity considerations made in these scenarios?
3) Why is keeping Creston K-8 not a 3rd option?
4) Has the board issued any statement reconsidering the 2006 resolution on the merits of the K-8? Is the only reason to change the challenge of maintaining a robust academic program referenced at page 6 of Growing Great Schools and are the 4 benefits idealized on the same page still accepted by the board?
5) Has the school board (?) any resolution to counter the positive reasons given to when K-8 (?) has stated in 2006?
6) Why not adjust boundaries to achieve desired size?
7) Is the ability to bike and walk to school a factor?”

KIRSTEN ISAACSON, Abernethy / Richmond. “I don’t think any elementary child should cross 29th and Powell to get to their neighborhood school. Is there another way? Please reconsider the boundaries created in the Richmond neighborhood. I walked to tonight’s meeting at Hosford – yet would go to Kellogg 2.5 miles away?”

ELIZABETH ISRAEL-DAVIS, Creston. “How are the optimal enrollment numbers for each school determined? Has someone physically in each building been consulted to confirm that the physical space DBRAC thinks they have is actually what they have?”

SUSIE JIING, Woodstock. “Woodstock neighborhood class is only a one section school. According to PPS, a one section school is unhealthy, why would we cut a piece of the neighborhood that is currently underserved? Woodstock and its neighborhood Woodmere are neither under enrolled or over-enrolled. The Woodstock neighborhood school is a smaller program than Whitman or Woodmere. By the way, this meeting space is a fire hazard and I would recommend that these meeting facility is held in a larger room.”

MELANIE JORDAN, Glencoe. “Why was re-opening Richmond as a neighborhood school not considered? Our neighborhood (Richmond) is growing and needs a neighborhood option, not a split to two different schools.”

BRYAN JORGENSEN, Abernethy. “Currently Live at 37th/Clinton, and am very concerned about Scenario 1 move of Middle School to Kellogg – A ~45 minute walk as compared to the ~15 walk my children would have to Hosford. Middle School is an important time to reinforce and provide opportunity for independence but a 45-minute walk is excessive of the two scenarios I have a strong preference for Scenario II. Thanks for your consideration.”

SONYA KAUFFMAN-SMITH, Atkinson + Mt Tabor. “It does not make sense to have Richmond immersion (benefitting upper class whites only) be located in the SE neighborhood. These elite families have all the resources they need to drive their kids to a school that is not in a prime neighborhood. Let Richmond neighborhood families have their school and let Atkinson stay at their neighborhood Middle School (Mt Tabor) Please let Spanish Immersion families have input on what may be in store for them to be able to give input. Thank you.”

MARK KELLER, Glencoe. “Please reopen Richmond Elementary to the neighborhood. It’s totally inequitable that they are unaffected by these changes yet our neighborhood is going to be chopped in half.”

FRITZ KOENIG, Richmond. “We live in Richmond and are against the rezoning. I don’t want my child to have to cross two busy streets to get to school. I am especially concerned about Powell and ODOT’s poor track record of prioritizing biking and walking. We mainly bike and are looking forward to biking to school.”

MICHAEL LANG, Abernethy / Richmond. “Powell Boulevard is one of the busiest and most dangerous highways in Portland. Why do you want to send Richmond Neighborhood Kids Across this dangerous highway?”

ALICE LEWIS, Arleta. “What data were used for determining FUTURE enrollment numbers? Our neighborhood is growing by leaps and bounds with infill and young families moving in – how do you know we won’t end up overcrowded at Lane MS and Arleta K-5? The overview claims that underserved populations will be better balanced (served) but I do not see that in our SE schools – Arleta, Lane, and others are neither over or under-enrolled – what both scenarios seem to do is shove all the lower socio-economic families into a huge middle school where students will end up with LESS one on one attention + less resources.”

KELLY LYCHUM, Abernethy. “I am concerned about my area (Richmond) being further divided. If Creston is under enrolled, why not move the Japanese Program there and give Richmond a Community School.”

TORREANCE LYDEM, Richmond. “Our city prides itself on walkable neighborhoods. I don’t think having kids cross Powell Blvd. is safe or walkable for kids. Both scenarios would require my kids to cross both 39th (Cesar Chavez) and Powell Boulevard, which would put them in danger. As it is now, we can travel down Clinton and only have to cross Division to get to Abernethy. This is considerably safer, especially since there will be upgrades to Clinton as a greenway. Please keep Abernethy as my school, or open Richmond school as a neighborhood school. I live at 35th and Division.”

AMY McFARLAND, Creston. “How can you guarantee the curriculum would improve if our school changed to a K-5 from K-8 and what can community members do to hold district accountable?”

LOUISE McHARRIS, ACCESS Academy. “Could ACCESS be moved to a location near a high school that would welcome a robust ACCESS high school program? Will ACCESS have room to grow in its new location?”

EMILY MURNEN, Woodmere. “I like both scenarios regarding the Woodstock/Woodmere boundary change. I would like to see the boundary move farther west to 57th or 52nd. If the boundary doesn’t change (neither scenario) and continues to feed to Woodstock, please extend boundary to 72nd instead of stopping at 70th. It would be great if 57th (or 52nd) to 72nd) from Woodstock to Duke went to the same school. Woodmere and Lane are closer and would be the

preferable option. Thank you for all your work and for listening to Public Comments. Also, I completely agree with the gentlemen who spoke about Lane. PPS needs to intervene and make sure that all middle school students are getting a quality education.”

GILLIAN MURR, (no school given.) In the PPS 2025 survey you state the middle school preference persisted among racial groups but how many of the 4000 respondents were of an underserved racial group?”

CATHY MURRAY, Marysville. “I’m concerned that even with the rebalancing to decrease the percent in poverty. The resulting average for Kellogg would be above 40% that is if families from the more affluent areas attend. 50% is still way above Mt. Tabor, Sellwood and Hosford.”

EMILY MYERS, (no school given). “How did you take into account Schools like Creston with low neighborhood catchment rates? How does this affect boundary choices + projected enrollment?”

JAMIE PINNEY, Bridger. “Scenario II is unequitable and merges several high poverty schools (Bridger, etc.) – How does this address socioeconomic parity (a stated goal of PPS?) Why was this not considered and if it was why did equality across the socioeconomic spectrum of the district fall be the wayside?”

JENNIFER RUDNICKI, Atkinson, South Tabor. “What will happen to immersion programs that are part of a neighborhood school?”

SARAH ROSMAN, Sunnyside Environmental School. “Why was our school not switched to lottery only? With our “neighborhood” situation we have no spots left. How can this be considered a “focus option” when no students can get the option to get in? We love our school and community AND want all students throughout the city to be able to get in and have access to our specialized curriculum. Thank you so much.

ANNE ROWE, Richmond. “Does the portion of the scenario that sends 200 more elementary school kids across SE Powell to Creston meet the goal of “maximizing conservation of natural resources such as natural gas, oil, gasoline and electricity?”

TRACEY RUSNAK, (no school given). “Can Marysville become a Focus Option School?”

LESLEY RYAN, Sunnyside Environmental School. “We need more details on if kids will be grandfathered in. SES has a unique K-8 curriculum – one many move into the neighborhood for. A few blocks of the SES district will redistricted. Kids will not change schools with a full grade cohort. The few kids will go one their own if they live in the few blocks. Furthermore, SES provides a longitudinal curriculum- changing a kid in the middle of middle school will be disrupting the process prematurely. If you are going to redistrict SES, please let current students grandfather in through 8th grade. Also, it seems crazy to busy up successful K-8 models.”

NICHOLAS SAARI, Abernethy. “The October 2014 SACET report recommended reviewing the focus option programs as part of the boundary revisions. Has this review been completed? If not, why would boundary change move forward prior to completing the review/ It seems that

most of the overcrowding/under-enrollment issues can be traced to PPS lottery and focus option policies.”

JOHN SHORB, Atkinson. “1: Re: Immersion – What does it mean to ‘join pairs of schools?’ 2) Please define ‘equity drivers’ a phrase used in the video and how it impacts decisions. 3: As immersion parents, we were asked to commit to K-12 in the program. It is unclear in the scenarios what the real vision of commitment is to Atkinson + all immersion. Please elaborate.”

ANGELYN SOLKO, Abernethy. “It appears that the DBRAC consists of No SE individuals and even has a biased board member, please explain.”

JUDITH STONE, Hosford/Cleveland. “Please re-examine area west of Cesar-Chavez north of Powell; Please keep at Abernathy/Hosford; walking/biking across Cesar-Chavez + Hwy 26 (Powell) too dangerous; even by car difficult trip 2x day with heavy traffic; Families need to walk/bike to school! What about crowding at Cleveland HS? Currently 2 portable classrooms + teachers travelling to multiple classrooms by cart.”

JASON SYNDER, Glencoe / Richmond. “What consideration has been given to relocating Japanese Immersion (to, e.g., Kellogg) to help create a safer, more equitable right-sized solution at Richmond Elementary for the increasingly densifying Richmond neighborhood?”

SETH WARREN, Marysville. “Where has this been done before and how was community impact measured? Was it measured? What was measured?”

ERIN WEBB, Atkinson/Kellogg. “I would like to know how the neighborhood poverty level for Kellogg MS was figured out. What does % Direct Certified Measure? The school is likely to have 74% or higher of students receiving free and reduced lunch. This is a big discrepancy!”

JAY WISE, Laurelhurst. “The research on middle schools versus K-8s is clear: student achievement declined and drop-out rates in high schools increase. Did you investigate student outcomes of middle schools versus K-8 schools in creating a massive change that is harmful to kids?”

ADRIANNE, Marysville / Kellogg. “You shut down the lottery and are now forcing neighborhood school enrollment. With that, why not shut down focus schools as well and stop using neighborhood brick and mortar buildings for focus school programs. If focus schools have so much to offer – why not dismantle them and spread the teachers and programs across PPS so that everyone can benefit.”

AMY, Creston. “Has there been any consideration in making Kellogg a K-8?”

JEREMY, Laurelhurst. “The Math as presented does not add up. Laurelhurst enrollment would swell to >900 or >140% in Scenario 1. Please re-check the math.”

LEV, Creston. “Don’t do this I live so close I walk to school everyday.”

MAUREEN, Creston. “Does the district have the monies to make necessary improvements to Kellogg? What upgrades would be made to make sure the building is safe?”

November 9, 2015
Public Comment – Hosford Middle School
Portland Public Schools
Public Comment - Growing Great Schools

ANONYMOUS, Arleta. “Will my whole family be grandfathered into my neighborhood school? Is Marshall High School on the table to be opened in the future?”

ANONYMOUS, Bridger. “We are in the Immersion program at Bridger. In either scenario the immersion program is not addressed. What is the district’s plan to keep their commitment to the students and families of the promise of bilingual, biliterate, and bicultural by eight grade? Why are some schools choose to stay K-8 and why others are not? How was this decided?”

ANONYMOUS, Creston. “Are you taking into consideration the families who will go to focus option or private schools as their boundaries shift to lower SES Schools, Currently Creston only has about 40% catchment. Adding higher income neighborhoods may not have desired impact.”

ANONYMOUS, (no school given). “What is the school that is underserved? The boundaries concern of being close to Kellogg MS but have to go to Lane MS – NOT ABLE TO WALK – BUSES AVAILABLE?”

ANONYMOUS, (no school listed). “Kids moved from Laurelhurst to Beverly Cleary will cross Chavez and the Highway making transportation and individual student independence a big challenge. Will school buses be added? Or will TriMet step up? Right now, my 10 year old son can walk himself to and from school and he loves doing so!”

ANONYMOUS, (no school listed). “How much would it cost to reopen Kellogg?”

ANONYMOUS, (no school listed). “Would facilities upgrades happen in re-opened schools prior to re-opening? (like Kellogg?)”

Meeting summary prepared by Aaron Brown, 11/12/15.

See break-out meeting notes below.

Hosford Breakout Room

NOTES

During the Hosford meeting, DBRAC member Scott Bailey and I invited 25-30 people who could not fit into the large meeting space to come to classroom 5 for a breakout session. Scott did a short overview presentation and then we did informal Q and A/testimony/discussion.

- Erin Barnett, PPS Senior Communications Manager

Big concerns

- Fracturing neighborhoods when you send part across a busy, unsafe street
- Impeding ability to walk or bike
- No longer having any K-8s when they are great models for a lot of kids – sense of security, safety, ease for families, relationship building among staff, students and families over time.
- Concentrating wealth by such proposals as taking eastern part of Laurelhurst boundary out to Roseway, cutting out diversity in inner NE; same with Woodstock/Woodmere.
- Moving too fast; concern about PPS' ability to pull off so much change so quickly and do it well.
- Beverly Cleary needs change but do you need to do all of this other change so fast?
- Not enough enrollment impact data to really weigh the scenarios.

Abernethy + Hosford moving to Creston, Kellogg and Franklin

I feel like we're being pushed into a school because it's under-enrolled not because our school is too full; our school is a mile away from us. My kids are at Abernethy and Hosford and they would potentially go to Kellogg, Creston and Franklin; so kids can't bike to school anymore. We have a nice community of people and kids going to one school and then others going across town to the other school; it fractures our community and we are crossing large highway traffic areas to get there. At least six people agree that these principles matter to them.

Scenario II would at least bring us to our neighborhood middle school.

Abernethy Mom

Abernethy has actually been under enrolled and then went up over 500; Confusion about what's happening to Abernethy; people are lying about their addresses and PPS needs to crack down; At least spot check so people aren't tempted to do that. Please don't move my daughter; she has anaphylactic condition and the staff knows that. Are we going to Grout? I can't tell from the map.

Hosford now; would move to Lane

How moving me from Hosford to Lane when Lane could become overcrowded – at 105% capacity.

Scenario II we go to Laurelhurst; Scenario I not and we couldn't walk or bike

Glad you are looking at average distance. How many people will be moved who are now walkers and bikers who become car and bus drivers; how much is our carbon footprint going to increase?

About 8 people raise hands that they walk to schools now.

Grant area traffic is so high already; kids getting hit; creating a situation where students have to cross busy streets or can't walk to school.

Mt. Tabor/Atkinson Dad

Mt. Tabor has been great; In Scenario I my son would go to Kellogg; it's further away, a less economically secure school; Atkinson would become more wealthy than it did before.

A dozen raise hands

Concern about schools becoming more affluent and islands of high income.

Split feeder

Bridlemile: School getting a split feeder. Makes no sense.

Change happening too fast; you aren't taking enough time to hear from people. 20 people raise hands in agreement.

Concern about the level of disruption and ability of the district to pull this off. I haven't seen PPS do a lot of smooth transitions since I've lived here since 2000.

Hosford family now (in flag area that would go to Lane)

We purchased our house because of where the school boundaries are and if they have to go to Lane and this will damage our property value. The school ratings are horrible and that scares me that we would need to go to Lane.

We'd have to cross Chavez and then Powell to get to school. The timing is hard because we might want to enter the school choice lottery really fast after this decision and you don't give us a lot of time.

Immersion slots: What will the mix be; In Woodstock, concern about transferring English speaking slots; so the competition odds change and very few slots for transfer in English spots.

Dad, Arleta K-8

I was so happy to have the K-8; the K-8 school is the center of our neighborhood. This is a general feeling; my kids know where they will be for the next 6-7 years of their life; gives great sense of security; we used to go a highly rated charter school; the quality of our life is so much higher even if the academics aren't as good; there is a driving force, a perception that a middle school makes more sense, yet how do we know that PPS will pull that off, like great if you have a lab at the other end of the hallway (in a middle school scenario) and if you end up getting your lunch money stolen then what does it matter. "Middle school sucked." The K-8 model delivers a healthier population of students. If they are getting the core curriculum capably delivered, then it's my job as a parent to help fill in the gaps if they can't do all the course options; if your kid has a safe environment, that's priceless. The way things are going, our kids are thriving and you don't want to change when you feel like your kids are thriving with the way it is. Short walks to school are good.

Creston Mom (and former Creston student)

I am at Creston K-8 and I've been on the other side of poverty – grew up poor and attended Creston as a K-5, not as affluent then. Please put income at the forefront. Mixed income schools are better for all kids in terms of achievement and are a reflection of the real world. This is an opportunity to do that and I really ask that you do that. So don't condense wealth in one school and poverty in another; it's not fair to children. Parents shouldn't be in a position to buy or rent homes in a neighborhood just to get their kids into a school because the other schools can't do as much for their kids.

Beverly Cleary K-8:

Scenario I dissolves our school and sends kids to two other schools in the area. But things are not great in our school and we need to solve the overcrowding. We've been asking for boundary changes to solve our overcrowding and now you're breaking up the whole K-8; to have to learn about this and spend so much time on this so quickly. I am taking the time and I have the ability to get into this and I worry about people with language barriers, three jobs, how are they going to be involved? Can't we solve the short-term problems now at BC and then have more time before we up end the whole thing.

Laurelhurst parent

Scenario II would move kids to three different schools. It changes everything for us. I would hope that people would consider how kids feel who will be kicked out of their schools and don't know anyone; it kills me to think about how my kids are going to feel about that. Making kids change everything about where they are going; If they could meet up with the same kids for middle school that would at least make it better. You change the whole structure of a family's school scenario. Even if they had to go to a different K-5 but then same MS and HS. I also want

equity in the entire city and it feels weird where you have some MS and some K-8s; why don't you just do all one or the other – why are you choosing some to break up and not others.

Dad at Atkinson

Scenario where Kellogg becomes a MS: K-8 program is really good, is my understanding because you have that security. He has kid at Atkinson in Spanish Immersion so would go to Mt. Tabor unless you move immersion to Kellogg. But the Kellogg piece doesn't make sense because the boundary is very large for Kellogg – lots of kids that would go there and that doesn't make sense; why would this be a better education for our kids in K-8s.

Scott Bailey: Points out that too many of the K-8s are in buildings that are too small.

But then the Bridlemile parent says that they love their huge MS (West Sylan).

Woodstock Parent

We're part of the little part sent over to Woodmere and I don't understand why. Just to make the border nicer and cleaner? Woodstock is not overcrowded; if anything needs more students. Why take Woodstock over to Woodmere; looks like we are just cleaning up the lines. A half dozen raise hands in favor of this concern. And it also cuts the economic diversity of Woodstock. Several also agree.

Arleta Dad

I work for PPS and I used to live in San Francisco and worked in the schools. We seem to be rushing to dissolve the system of K-8s; why getting rid of them so quickly; feels like Scenario II is the better one as it doesn't break up families as much. So if the K-8s are working in some places, keep them; get rid of them if it doesn't work.

What will the cost be? Concern about costs and how you will afford to move all these staff and kids and how will staff know what to do?

Hosford Parent

My kid is in 8th grade and he loves it! Gay, Lesbian & Allies group for all kids; Lots of anti-bullying work and good programs. Schools in lower-income districts also work – like David Douglass. West Sylan works as a middle school.

Dad concerned about planning

How do you do population research? Are you taking into account the long term? I come from a planning perspective. What about the future? Big massive change again?

Scott Bailey: Trying to get it enough right that we can then just do tweaks, not massive change.

Dad: We talk about kids going to school now but it takes time for parents to plan their family's school experience. It's a long-term view.

On the data, are there any plans because five years seems so short. Is there any plan to release the five-year estimates. How can we decide if we don't see the numbers and the percentages. Five year projections by year with population numbers. Several agree.

It doesn't feel like a fair choice to have two scenarios, not enough data to weigh it.

Go with a scenario that displaces as few kids as possible; Scenario II displaces the fewest kids, including historically underserved.

I think we need to postpone this for a year; I don't see how you can do this in one or two years. I'm looking at this one corner of Woodstock and it's blowing my mind.

How does February 2017 look for making decisions? Half of the room raises their hands.

Slow it down.

We need to have a longer term view; 10-15 years 20 years?

Scott Bailey thanks everyone. Repeats that these notes will become part of the record.