Work Session - Enrollment and Program Balancing: Review Community Feedback on Proposed Scenarios

Virtual

Tuesday, December 1, 2020 7:45 PM

Agenda

1. 7:45 pm* - Introduction

   *or directly following the Regular Board Meeting.
2. 7:50 pm - Review Community Feedback on Proposed Enrollment and Program Balancing Scenarios. - 55 min.

3. 8:45 pm - Adjourn



Portland Public Schools

Board of Education Work Session

PORTLAND PUBLIC SCHOOLS

December 1, 2020





PPS reImagined
Core Values

Partnerships & Collaboration



Southeast Enrollment & Program Balancing Community Engagement

Executive Summary

Initial Outreach
Social Media
Website
Phone Surveys
Online Surveys

Continued Engagement
Open House
Focus Groups
Student Outreach
Teacher Outreach

Open House Participation by Language

The Virtual Open House in began in a live YouTube channel hosting over 840 participants during the 30-minute opening presentation led by Southeast Guiding Coalition parent leaders, PPS and FLO Analytics staff. Simultaneously, Open Houses in the following supported languages were hosted:

Room Language	Estimated Number of Participants
Chinese	23
Russian	23
Somali	7
Spanish	137
Vietnamese	69
English #1	101
English #2	133
English #3	132
English #4	(Room was not functional)
English #5	127
English #6	113
English #7	132
English #8	107



Open House & Survey Respondent Demographics

Open House Survey Respondent Demographics Total: 730	
Race/Ethnicity	Percentage
African American	1.0%
Asian	13.4%
Latinx	4.4%
Multi-Racial	10.0%
Native American	0.4%
Other	5.3%
Pacific Islander	0.1%
White	64.0%
No Response	1.4%

Student Survey Respondent Demographics Total: 99	
Race/Ethnicity	Percentage
Asian/ Pacific Islander	5.1%
Black/ African American/Caribbean	6.1%
Hispanic/Latinix	7.1%
White/Caucasian	67.7%
Multiple/Mixed	14.1%
Native American/ Alaska Native	5.1%
Other or No Response	6.1%

Phase 1 Risks & Phase 2 Opportunities

1. Based on a substantial level of requests to extended community engagement timelines to adapt to change due to the pandemic, PPS Staff will request the board limit Phase 1 changes to Kellogg Middle School elementary feeder patterns to be implemented in Fall 2021

2. PPS staff will add any impacted school and program not already represented to the Guiding Coalition in Phase 2. Phase 2 would include primarily southeast changes to be implemented in Fall 2022: pK-12 enrollment balancing for under and over enrolled schools, attendance boundaries in southeast region, feeder pattern for Harrison Park Middle School, DLI program placements, facility for Creative Science School, special education regional program placement



Board Panel Discussion

PORTLAND PUBLIC SCHOOLS
OFFICE OF DEPUTY SUPERINTENDENT
Business and Operations
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3380
Mailing Address: P. O. Box 3107 / 97208-3107

Date: November 30, 2020

To: School Board, Southeast Guiding Coalition Members

From: Claire Hertz, Deputy Superintendent
Dani Ledezma, Senior Advisor, Racial Equity and Social Justice
Shanice Clarke, Director of Community Engagement

Subject: Southeast Guiding Coalition for Enrollment & Program Balancing
Open House and Focus Group Feedback Summary

BACKGROUND

As part of the Enrollment and Program Balancing process, PPS established the Southeast Guiding Coalition to influence and make recommendations for enrollment for the reopening of Kellogg Middle School. The Coalition is composed of students, parents and principals who represent stakeholder groups, schools and communities in Southeast Portland. In Phase 1 of a two-phase process, the Coalition met nine times over the past three months for initial planning that focuses on middle grades and will culminate with their recommendation in mid-December. The Coalition meetings held to-date aimed to develop a shared understanding of the overall charge and the process for developing the proposals and final recommendations. Utilizing data, community input, and facilitated conversations, the Coalition discussed and created multiple scenarios for the Enrollment and Program Balancing process. In response to the Coalition's inquiries about the lived experiences of the PPS families representing historically underserved communities a set of Open Houses and Focus Groups was held including an online survey released in 6 languages during the week of November 15, 2020. The goal of the survey was to gather the public's perceived concerns and priorities about the Enrollment and Program Balancing discussion proposal. Below is a summary of the feedback received in the Open House and Focus Group sessions and the feedback survey.

SOUTHEAST GUIDING COALITION COMMUNITY OPEN HOUSE: PHASE 1

Summary

For participants whose primary language is not English, Virtual Open House sessions were run simultaneously in Zoom rooms. Supported languages included Chinese, Russian, Somali, Spanish, and Vietnamese. Each room had a facilitator and note-taker fluent in the assigned language, and all materials were available in the five languages. The facilitator began with an

overview presentation of the process and work to date, shared a discussion proposal, and access to a survey for participants to submit their feedback. Participants were also encouraged to ask questions and make comments.

The Virtual Open House in English began in a live YouTube channel hosting over 840 participants during the 30-minute opening presentation led by Southeast Guiding Coalition parent leaders, PPS and FLO Analytics staff. After the English overview presentation, participants were guided to eight Zoom rooms to ask questions and give comments. At the end of the session, facilitators asked participants to complete a survey to submit feedback to the discussion proposal.

The following list reflects the number of participants for the Open House by room:

Table 1
Open House Participation by Language

Meeting Room Language	Number of Participants at 7:15 pm	Number of Entries to the Room
Chinese	23	74
Russian	0	23
Somali	0	7
Spanish	26	137
Vietnamese	8	69
English #1	101	418
English #2	133	380
English #3	132	225
English #4	(Room was not functional)	42
English #5	127	418
English #6	113	293
English #7	132	230
English #8	107	254

Note: Due to technical difficulties, at 6.48 p.m., the Zoom system closed all rooms. Rooms were restarted within a couple of minutes except for English #4 whose participants moved to other open rooms.

OPEN HOUSE SURVEY RESPONSE SUMMARY

The Open House Survey had 730 respondents who were asked the schools where their students attend school, if their students attend a focus option school or dual language program, and to identify their race and ethnicity.

Table 2
School Attended Characteristics of Respondents (N = 730)

School Attended	Number	Percentage
Abernathy	1	0.1%
Arleta	7	1.0%
Atkinson	69	9.5%
Bridger	63	8.6%
Cleveland	20	2.7%
Creative Science	130	17.8%
Creston	10	1.4%
Franklin	50	6.8%
Glencoe	92	12.6%
Grout	3	0.4%
Harrison Park	4	0.5%
Hosford	33	4.5%
Kelly	0	0.0%
Lane	1	0.1%
Lent	2	0.3%
Lewis	3	0.4%
Madison	4	0.5%
Marysville	8	1.1%
Mt. Tabor	152	20.8%
Richmond	37	5.1%
Sunnyside	4	0.5%
Vestal	4	0.5%
Whitman	0	0.0%
Woodmere	3	0.4%
Woodstock	109	14.9%
Other School	67	9.2%
Not Applicable	16	2.2%

Table 3 Focus Option/Dual Language Program Characteristics of Respondents (N = 730)		
Focus Option/Dual Language	Number	Percentage
Yes,	448	61.4%
No	258	35.3%
Not Applicable	20	2.7%
Don't Know	4	0.5%

Table 4 Demographic Characteristics of Respondents (N = 730)	
Race/Ethnicity	Percentage
African American	1.0%
Asian	13.4%
Latinx	4.4%
Multi-Racial	10.0%
Native American	0.4%
Other	5.3%
Pacific Islander	0.1%
White	64.0%
No Response	1.4%

Proposal Response Summary

The survey asked respondents three open-ended questions on what they like about the proposal, concerns they have about the proposal, and what they would like to share with the Guiding Coalition. Below is a summary of the responses from the survey reported by Race/Ethnicity groups.

Priorities and Concerns - African American Race/Ethnicity

Table 5 Open House Survey Participant Priorities and Concerns - Responses by Parents who Identify as African American
Attempts to distribute facility resources in a balanced way
Moved into neighborhood five years ago and planned to walk children to school with a short walk through the park - we are being pushed out - no car - new boundaries changes schools - need to cross busy highway through to get to school 15 minutes away
Lack of/late in process engagement with communities affected, especially non-native English speaking and BIPOC communities
Creative Science School should not be moved
A new middle school needs to be filled, it seems unnecessary to upend working programs - focus on the middle school impact, leave things that are working alone - domino effect of decisions made under deadline pressure
Process needs to slow down- there is no way for everyone to be happy - the amount of change and disruption this is causing is not justifiable - not listening to community voices
Before addressing social equality in our schools you must address safety, first! Proposal is not a safe route for my children or my family

The following are representative statements from the open-ended questions from the African American community:

“I'm concerned that these proposals result in segregation of minority students. It also removes diversity from neighborhood schools. I have two Black students who see very few students of color in their schools right now. Moving immersion programs to segregated buildings removes what little diversity there is. These actions do not represent equity. This is systemic racism in action. “

“I'm also appalled that the district is using voter funds to build schools with plans for filling them. Why was none of this determined prior to a school opening next fall? Filling a building should not be the driving factor. Making sure our students of color are represented and protected should be. PPS needs to stop talking the talk and start walking the walk.”

“This proposal would force our family to commute via car to a school or walk across a highway, another major street and several marijuana stores and liquor stores to attend.”

“I'm concerned about the segregation of native speaking students to all-immersion schools, some in outer East Portland. I'm concerned that kids of color in neighborhood programs like

Woodstock and Hosford will be left with less diversity of race and culture in already very white environment. They're already very isolated."

"You're trying to tackle too much in a too short amount of time. Take a pause, solicit feedback from families of color to ensure that you aren't perpetuating systemic racism by segregating and isolating students of color. The district needs to listen to diverse voices in this process. Not enough outreach has been done to students and families of color, and native speakers, impacted by this wide reaching proposal."

Priorities and Concerns - Asian Race/Ethnicity

Table 6 Open House Survey Participant Priorities and Concerns - Responses by Parents who Identify as Asian
Many parents appreciate PPS hosting language specific focus groups and recommend to continue having them especially when there are important changes, so parents feel comfortable participating in the decision-making process
There is thought and consideration for equity and resource allocation
Address overcrowding of schools
Opening Kellogg - returning to K-5's and middle schools
Changing long-term Japanese DLI from central Grant to outer east Madison High School does not support district wide program participation with long commutes for many students who may choose to return to their neighborhood high school
Hope that this turns into a great opportunity to bring more resources (parent-wise) and attention to Madison to be an opportunity to be an AP or IB school and increase access to these programs
Combining Mandarin and Spanish immersion programs from multiple sites to an all DLI regional school in outer southeast neighborhoods where more native speakers live, does not support existing long-term, successful programs, and creates segregation furthering gentrification
Concern for students moving to DLI consolidated school locations losing a walking/biking neighborhood school to commuting further distances and loss of IB programming at high school level
Request for phasing in changes to allow students to complete a middle or high school level before full implementation
Lack of input from affected schools - Glencoe and Mt. Tabor parents were not told that changing the high school feeder was even up for discussion

Concern for Creative Science School moving from current location without a new facility identified and maintaining K-8 school program
Keep natural neighborhoods together in a school especially Harrison Park and Tabor neighborhoods
Lack of real community engagement and short schedule of meaningful solicitation of input from affected families - these decisions have major impacts on families - allow a longer timeline to study and research recommendations

The following are representative statements from the open-ended questions from the Asian community:

“A history of understanding cultural exchange and the community created by JDL is something we as parents commit to from K-12. Grant has been home to the JDL program for over 20 years, and has become part of the fabric of how the program works and is supported.”

“I understand wanting to give opportunities to MANY kids, and make our school system far more equitable. But couldn't we do this with a bit more time to prepare? Our kids are being asked to adapt constantly. But to potentially force them to make a life altering choice after trying to adapt to so many other factors is not the best for their well being. Of course they will survive, but why put them through so much more. They need STABILITY right now.”

“Moving DLIs out of integrated schools reduces equity and community inter-relatedness; segregates/marginalizes BIPOC. Proposal puts outsized burden on BIPOC. Some students would be forced to choose between IB and DLI. Why is DLI the program targeted to help PPS "rebalance?""

“There are native Chinese families who specifically moved to the Woodstock area with the intent to enroll in the Woodstock DLI program. Over the past two decades that the Woodstock DLI program has existed, this has generated ethnic diversity in inner SE Portland.”

“The zoom meeting did not feel like a safe space for POC to vocalize something counter to the white majority, especially with the majority's collective fiery grievances about possible boundary/school changes. There is a cultural norm/expectation for POC to show deference to prophylactically prevent further emotional/psychological (and in some cases physical) harm, to avoid situations that exacerbate our inherent vulnerabilities. Therefore, it would be prudent for the district to schedule more BIPOC focus groups with a facilitator that can quickly/skillfully create a safe environment and succinctly recap themes from past BIPOC focus groups. My fear is that those that speak the loudest (likely not POC) and prioritize their micro communities will shape final decisions and undermine the original intent and RESJ lens.”

“I am disheartened and angry that the people of color on the SEGC are consistently dismissed and shut down. I am aghast that PPS is not listening to the parents whose children they serve. It is very clear from the open house that families want PPS to stop this sham of a process. And because of the pandemic and the disruption it’s brought to students (especially the youngest ones), PPS needs to scale down and focus ONLY on determining which schools will feed into Kellogg and establish Harrison Park’s neighborhood catchment, without touching DLIs and other programs.”

“One of the slides of the PowerPoint Presentation mentions: More DLI offerings near native speakers. The VDLI program at Rose City Park is not centrally located in the Vietnamese community. Since there are more Vietnamese families living in SE Portland than in NE, the timing is right to revisit the location of the Vietnamese DLI program, whether relocation or add another site in SE Portland. Transportation is a huge barrier for many Vietnamese who live in SE to enroll their children in NE school. This is one way to increase students in the VDL and improve the program.”

“How does the process Balancing Enrollment and Program contribute to/improve student success? We are more concerned about the quality of school and teaching/learning than anything else.”

Priorities and Concerns - Pacific Islander

Table 7 Open House Survey Participant Priorities and Concerns - Responses by Parents who Identify as Pacific Islander
There needs to be more engagement of students and families in the process
There needs to be more communication about the goals of the process

The following are representative statements from the open-ended questions from the Asian community:

“….I'm extremely concerned about the fast-track approach to changing the feeder situation for Mt. Tabor to Madison HS from Franklin. This affects students and their families and there has been almost no community participation or announcements about it. Most of the rebalancing news we were sent was about immersion language and re-opening Kellogg, so we mostly passed over it, as there is so much else to deal with in this extraordinarily stressful year. Most parents were aware of the need to open a new middle school at Kellogg; and the possible rebalancing of immersion language students at other MS, but we had NO IDEA of the additional scope of this project that drastically affects Mt Tabor - with families who have already invested time and resources into the Franklin community and are concerned about having to start over at a new high school in a more distant neighborhood with a younger sibling. It's inequitable from a family resource standpoint and an economics/environmental standpoint for many families who currently can walk and bike to Franklin and would have to cross a highway to attend Madison.”

““We are deeply opposed to changing the feeder situation during this chaotic year of distance learning, pandemic, economic hardship, political anxiety, and uncertainty. We urge the Rebalancing Committee to take a hard pause on this whole process and involve the community rather than trying to fast track a solution that will ultimately be inequitable for many. We demand that Glencoe ES parents and Mt. Tabor MS be included as representatives on this committee - our understanding is that there is no representation from our community of 1200 children and their families - likely close to 5000 people who would be affected.”

Priorities and Concerns - Latinx Race/Ethnicity

Table 8 Open House Survey Participant Priorities and Concerns - Responses by Parents who Identify as Latinx
Proposal is a better socio-economic distribution
Ability to create more space for students
District is making new school buildings
Kellogg is an immersion feeder that feeds into Franklin
Mixed feedback on Spanish DLI at one site - from beneficial to students to segregation of community
Not looking at all inequities, it just seems like language is the main focus
Timing of decision during a pandemic and concern for number of changes in transition years impacting students - Resources should be focused on recovering from a crisis
Atkinson racially and socioeconomically blended community is a huge benefit Breach of trust DLI being shuttled from school to school - don't disrupt strong community that has been built
Moving DLI impact family work schedules - can't transport to new DLI schools
Concern for CSS facility identification and Bridger community students separated into four schools
Mt. Tabor to Madison change creates distance and long commute - can't walk to school

The following are representative statements from the open-ended questions from the Latinx community:

"Our family likes that with the DLI focus school that we might get better buy in from the English families since some neighborhood families are not super dedicated to the immersion experience. It is hard for us to keep our kids speaking Spanish and the whole Spanish school would really help. I hadn't heard this point so I wanted to put it in writing."

"Please stop. Please go use your time to figure out how we are going to support our children on the other side of this pandemic because they are going to need significant extra resources and care especially BIPOC and those families who have not been able to afford to stop working and dedicate the last year educating their children from home. Which is what is required if a child is actually going to learn anything of substance."

"Feels like you are segregating and pushing out the Latinx community to the forgotten outskirts of the city."

“I have concerns about the amount of dissent among parents. There were very few voices that spoke up in support of the changes. It was very intimidating for anyone to speak up if you AGREED with the proposal.”

“This process has been fundamentally inequitable - materials have not been provided in multiple languages and are barely accessible to even English speakers.”

“Don’t do this. It upholds white supremacy and segregation of brown people.”

Priorities and Concerns - Multi-Race Race/Ethnicity

Table 9 Open House Survey Participant Priorities and Concerns - Responses by Parents who Identify as Multi-Race
Recognize efforts to increase socioeconomic diversity and attempt to use Racial Equity Social Justice lens Importance of students being able to walk to school and prevents some overcrowding - need to address more overcrowding
Spreads impact across more communities including affluent communities with more equitable demographics between Franklin and Madison
Support for opening Kellogg and availability of Middle School programs
Guiding Coalition wants to hear from community and others report families not consulted enough
Segregation of DLI programs combined at one school in outer SE Portland creates transportation hardship with longer commute, and dismantles strong long standing programs in place for decades, exacerbates inequities, loss of IB program
Loss of walkability, crossing busy streets and attending different school than siblings
Equity information has no synthesis of results making it hard to understand if proposal meets goals with too much detail
Some communities impacted by proposal excluded from process, and lack of transportation analysis
Lent neighborhood program families have to commute further with all DLI program
Pandemic creates too much disruption, social and emotional impacts, moving too fast - focus on Kellogg opening
Lack of location for Creative Science creates mistrust
Many elementary schools are under-enrolled in all scenarios-needs to consider converting

one of the existing K-8 buildings to a home for CSS and then re-drawing neighborhood boundaries.

The following are representative statements from the open-ended questions from the Multi-Race community:

“Sadly, our BIPOC family will leave the DLI program if all of southeast’s Spanish DLI programs are consolidated at Lent. Our family has experienced systemic racism and racial segregation in the past, and I will not let this happen to my children.

If PPS wants to move to the whole school model, it needs to reconsider aspects of scenario 9 — by having Atkinson house whole school Spanish DLI and Bridger house the neighborhood program, it keeps the communities together, solves Bridger’s overcrowding issue (no more portables needed), removes two co-located DLI programs, moves away from segregationist policies, and retains a location closer to the central city.”

“I think forcing children that live on the north side of Powell/Highway 26 to travel south across a major road when we can walk to Atkinson's in 5 minutes is a terrible mistake and would create a huge logistical nightmare for parents, and cause unnecessary safety and environmental hazards. Please do NOT approve this proposal. My children have been enjoying this neighborhood since they were born.”

“Please carefully reconsider moving the High School JDLI program to Madison from Grant. Japanese language has been a part of Grant High School for over two decades. Grant’s central location allows equal access for JDLI students located throughout the PPS district.”

“Why not bring Bridger's immersion classes to Atkinson as they are geographically close and Bridger is overenrolled and Atkinson under. Then you aren't trying to ship off all the brown kids to the edges.”

“I do appreciate all the hard work you guys are doing, and I know you are trying to balance a lot of competing interests and achieve a better result for all our students. I know those on the Coalition with kids in PPS are certainly always thinking about it, but I hope that it's always remembered that every school feels its community and cares about its community, and no school wants to be torn apart, and that all of those "strands" are made up of actual kids who haven't seen their friends/teachers/buildings since before Spring Break of last year and who have already endured so many strange and scary changes.“

“You are saying the motivation is equity but you have not defined what that actually means and how the plan you are proposing meets your equity objectives. you need to provide the data on this to the community.”

“I would like the Guiding Coalition to take another look at Scenario 9, it seems like it meets all the outcome goals while preserving neighborhood schools.”

“You might have more success if you throw out the current proposal and use the time you've left yourselves to find the minimum action needed to get students into Kellogg and then iterate from there.”

Priorities and Concerns - Native American Race/Ethnicity Group

Table 10 Open House Survey Participant Priorities and Concerns - Responses by Parents who Identify as Native American
The importance of a diverse experience (racial and socioeconomic) for student experience.
The importance of the application of the RESJ lens in scenario development and execution.
Need for examination of programming to ensure opportunities for participation in sports, Mock Trial and Con Law.
Concerns about the impact of decision making on transportation options.
Importance of maintaining options for neighborhood schools.

The following are representative statements from the open-ended questions from the Native American community:

"I believe the intentions are good"

"I think the district should do what it can to improve the lives and education opportunities for as many students as possible, with special focus on BIPOC students and NOT overcrowding building and class sizes**"**

"I want my JDLI student to experience more ethnic, cultural, and socioeconomic diversity. As a low-income, indigenous family, we are very much the minority. The JDLI lacks true diversity, especially when it comes to BIPOC and socioeconomic diversity. This has been difficult for my child and I would love for her to experience the diversity at Madison as opposed to Grant. When I first heard of this proposal a few days ago I bristled, but now that I have time to really think about it, I do think this is a great move on behalf of the district to promote equity and enrollment balancing for thousands of students who have been underserved for far too long."

"I strongly disagree with pps taking away our neighborhood school. I place a high value on walkabout. We try to do just about everything within walking or biking distance. Going to Madison does not fit with our family's transportation style. Madison is not within our community. Taking trimet is not an option. If this plan moves forward we will be forced to unenroll our children from pps and put them in a school the fits within our boundaries. I believe children should always be given the opportunity to attend their neighborhood school. Neighborhood schools should not be used for focus schools. If you choose a focus school you are agreeing to transport your child to the school that houses that program. I am deeply disturbed that pps would try to take away neighborhood schools and bus kids far from their home and neighborhood. I will not allow my kids to be pushed out of their neighborhood"

"I strongly disagree with pps taking away our neighborhood school. I place a high value on walkabout. We try to do just about everything within walking or biking distance. Going to Madison does not fit with our family's transportation style. Madison is not within our community. Taking trimet is not an option. If this plan moves forward we will be forced to unenroll our children from pps and put them in a school that fits within our boundaries. I believe children should always be given the opportunity to attend their neighborhood school. Neighborhood schools should not be used for focus schools. If you choose a focus

school you are agreeing to transport your child to the school that houses that program. I am deeply disturbed that pps would try to take away neighborhood schools and bus kids far from their home and neighborhood. I will not allow my kids to be pushed out of their neighborhood."

Priorities and Concerns - White Race/Ethnicity

Table 11 Open House Survey Participant Priorities and Concerns - Responses by Parents who Identify as White
Support for opening of new middle schools in the SE region and converting many K-8's to K-5's and 6-8 programs
Support the goal of the coalition is for all students of color, race, and socioeconomic status access to equitable resources to in order to succeed - adding more neighborhood schools such as Kellogg Middle School and Clark Elementary School to be used by the community who lives there with a need to identify a facility for Creative Science School in the same Phase
Consistency of feeder patterns from K-5 to high school and thoughtfulness using RESJ lens
It seems to be a serious attempt at equity in the Franklin and Madison clusters and Kellogg will draw from a diverse set of elementary programs - focus on underrepresented groups with careful consideration about locating immersion programs near where dual language households are.
Families and students are already under extreme stress due to this pandemic and loss of in-person school, and this is just such a drastic change and for the most vulnerable
The proposal for the middle school and high schools is tearing apart important neighborhood communities and it is evident there was no representation for all communities impacted
Current proposal is inconsistent with the District's commitment to sustainability and reducing the District's carbon footprint because it establishes boundaries that have students attending schools that are much farther away and harder to get to than the schools closest to their homes.
The current proposal is not completely balanced with overcrowding at Franklin, Bridger and near capacity at Kellogg which are feeders for the eastern boundary while at the same time, underutilization of Atkinson, Harrison Park and Woodstock which serve inner southeast
Isolating the DLI programs is segregation - we learned a long ago that "separate but equal" was a fallacy pushed by white supremacists
Ending co-location removes a richness from the neighborhood schools that opens the eyes of all students to cultural and racial diversity, ending co-location would reduce the connections between students of all backgrounds
Based on what was seen from the community meeting and all the concerns the hope is to go back to the drawing board and bring in more people to re-do this proposal in Phase 2

The following are representative statements from the open-ended questions from the White community:

“Families have planned and worked very hard, sometimes for many years, to move into or stay in a certain neighborhood based on a desire to send their children to a preferred school, desires based on curriculum, community or responsible commuting options.”

‘You say you want to limit transportation distances as one of your goals, but this proposal actually INCREASES distances from schools across the board. It is crazy that someone who lives a five minute walk from Franklin will now have to take a door to door commute to Madison that takes 45 minutes EACH WAY on Trimet.”

“This scenario is extremely concerning to me from a racial equity standpoint. When you segregate all four strands of Spanish elementary DLI to one school which is farther from the center and in an already underserved area, you are making our inner neighborhoods less diverse and isolating Latinx communities. You are also moving already underserved students from Lent away from their neighborhood school.”

“I think my main concern is that the committee is trying to move too fast to accomplish too much. Given that only the Kellogg Middle school changes need to be implemented for 2021, I recommend that the rest of the proposed changes be reviewed, discussed, and re-evaluated.”

“The Woodstock Neighborhood has been shaped by the Mandarin Immersion program for 22 years and has become an integral part of the local community. Businesses sprouted up that rely on the program for their very existence– including several Mandarin daycare and after school care centers. If the program left it would leave a giant hole in the community. Like many elementary schools this one is a community hub and ours would lose much of what people have worked so hard to make it. The school would become very homogeneous and lose much of the diversity that make it attractive.”

“I have no understanding of how the stated goals are being addressed. I've seen multiple redistricting proposals with wildly different impacts for my son's middle and high school possibilities in the past few weeks, and I have no idea how they've been whittled down. There's a bit of demographic data out now with the current proposal. I don't see a lot of benefit toward the stated goals. The whitest schools become more so in several cases.”

STUDENT SURVEY RESPONSE SUMMARY

Students in the phase one schools were provided an opportunity to give feedback on the SE Enrollment and Program Balancing Process, with a survey that closes December 7, 2020. Responses are being gathered into a google form. There were 99 respondents to the student survey as of late November.

Students at the following schools in the phase one attendance area were reached for feedback: Atkinson, Arleta, Bridger, Creston, Harrison Park, Lent, Marysville, Mt. Tabor.

Table 12 Student Survey Respondent Demographics		
Race/Ethnicity	Number	Percentage
Asian/ Pacific Islander	5	5.1%
Black/ African American/Caribbean	6	6.1%
Hispanic/Latinx	7	7.1%
White/Caucasian	67	67.7%
Multiple/Mixed	14	14.1%
Native American/ Alaska Native	-	-
Other or No Response	-	-

Table 13 Top Student Priorities					
	API	B/AA/C	Hispanic/ Latinx	White	Multiple
Agrees with dedicating Harrison Park to a 6-8 middle school	100%	100%	50%	85.2%	87.5%
Agrees with an entire school to Spanish Language Immersion programs (Lent)	100%	100%	50%	63.9%	75%
Agrees with Harrison Park graduates attending Franklin*	100%	100%	-	100%	-
Agrees with Mt. Tabor graduates attending Madison*	-	100%	100%	38.5%	66%

TEACHER SURVEY RESPONSE SUMMARY

Teachers in the phase one schools were provided an opportunity to give feedback on the SE Enrollment and Program Balancing Process, with a survey that closed on November 23, 2020. There were 36 respondents to the teacher survey.

Teachers at the following schools in the phase one attendance area were reached for feedback: Atkinson, Bridger, Creative Science, Franklin, Harrison Park, Lane, Lent, Mt. Tabor, Woodstock

Teachers reported working in the following programs: neighborhood, Chinese, Russian and Spanish Dual Language Immersion, and special education.

Teachers reported working in the following roles: classroom teacher, special education teacher, teacher-librarian, educational assistant, learning specialist, school counselor, reading specialist, and English as a Second Language teacher.

Table 14 Teacher Priorities and Concerns
Support full school DLI program close to where native students live
Agree with moving Harrison Park K-5 students Clark where most of them live
Do not support single strand neighborhood or dual language programs
Support conversion from K-8's to K-5's and middle schools
Important to address racial inequities
Creative Science School needs a location - creates anxiety when unknown
Transition year creates under enrollment for K-5's feeding into Kellogg in fall 2021 before Phase 2 boundary changes for K-5 implemented in fall 2022.
Important to build strong community and student body at new and modified school programs - Strong building leadership creating vision for new configurations
Transportation needs and distance for changes to feeder patterns for neighborhood schools and programs
Creating lack of diversity and higher SES in some schools and lowering SES in other schools - segregation in all DLi schools
Need to offer special education programs in DLI schools
Creates and maintains under enrolment in some schools

Impact of families of making major shifts during a pandemic - needs greater input after the pandemic
Stay with focus on racial equity and social justice - frame the work with - Does this proposal address barriers to equitable outcomes?
Remember neighborhood schools - more focus has been on DLI than neighborhood programs
Program and enrollment balancing is disruptive to school communities and have had multiple processes in the past

OPEN HOUSE FEEDBACK ROOMS

Summary of Priorities and Concerns

On Thursday, November 19, 2020 PPS welcomed families, students, and community members to join a Southeast Enrollment & Program Balancing Virtual Open House, focused on Phase 1, to provide feedback, share their priorities, and explore the questions that matter for the future of the programs and infrastructure that support southeast schools.

Over **800 members of the community** participated in the Open House, providing a resounding theme in feedback that identified risks in the Phase 1 process.

Phase 1 Risks & Phase 2 Opportunities

- Feeder pattern changes for Harrison Park Middle School, especially during Phase 1, have a disproportionate impact to families of color
- Further engagement with native speakers in Dual Language Immersion programs may result in far fewer consequences to the student experience
- Based on a substantial level of requests to extended community engagement timelines to adapt to change due to the pandemic, PPS Staff will request the board limit Phase 1 changes to Kellogg Middle School elementary feeder patterns to be implemented in Fall 2021
- PPS staff will add any impacted school and program not already represented to the Guiding Coalition in Phase 2. Phase 2 would include primarily southeast changes to be implemented in Fall 2022: pK-12 enrollment balancing for under and over enrolled schools, attendance boundaries in southeast region, feeder pattern for Harrison Park Middle School, DLI program placements, facility for Creative Science School, special education regional program placement

FOCUS GROUPS

Summary of Priorities and Concerns

To enact on our commitment to partnerships and collaboration, particularly with Black, Native, and people of color, focus groups were held for additional feedback. Between Monday,

November 16th through Friday, November 20th, over 500 members of the PPS community participated in targeted opportunities for further feedback.

The Portland Association of Teachers along with PPS' RESJ Partners provided thought partnership in the process. RESJ partners include:

- Black Parent Initiative
- Immigrant & Refugee Community Organization (IRCO)
- Chess for Success
- Horizons Counseling
- Kairos PDX
- Self Enhancement Inc.
- Latino Network
- Michael Grice
- NAYA
- Coalition of Black Men
- Open School
- POIC
- REAP, Inc.
- TIAA
- Urban League
- Unite Oregon

Overview of Focus Group Priorities and Concerns

Black, Indigenous, and People of Color

Highlights:

- Group participants questioned the rationale behind the process continuing during the coronavirus pandemic.
- Participants also shared that the complexity of the program goals is too extensive for the current time frame.
- "Wealthy families with privilege want to avoid our kids"
- Additionally, participants expressed value for Kellogg being important, but the unintended impacts to surrounding schools leave many details to unpack that aren't appropriate during a pandemic.

Chinese

Highlights:

- All parents expressed deep concern about the move from Woodstock. The main reasons were due to the success of the program and purchasing homes in the neighborhood of the program.
- Families expressed concern about late communication of the proposed changes, concern of transportation implications, and concern of loss of a multilingual student body if moved from Woodstock.

PAT/Teachers

Highlights:

- Support for all immersion schools and suggest looking for any lessons from the changes between Rigler and Scott regarding dual language immersion and neighborhood program boundary change.
- The need for clarity around what transportation would be offered as programs are moved.
- Proposals and conversations are centered around dual language immersion, and there is a need to address overcrowding in neighborhood programs. Agreement to avoid single strands of classrooms (one teacher per grade level) in neighborhood and dual language programs.
- Recognition the 2021-22 year will be a year of transition when the elementary feeder schools to Kellogg will be small without the following year's boundary changes.

Racial Equity & Social Justice Partners

Highlights:

- Student experience needs to be better for them to be more successful - feel valued, a strong sense of belonging - overall goal to improve well-being of all students - academic success an embracing multiculturalism
- In middle school grades, considering cultural competencies and culturally specific programming is critical and collaborative shaping of our programs - have young people direct the work of our program - self agency to develop and define what this looks like
- Messaging that students are exposed to within the facility is extremely important to help them feel comfortable, welcome and valued - getting in new facilities to enhance experiences
- Proponent of dual language schools - supports building the capacity of a broad range of successes in different areas
- I would support whole school DLI focus but at the same time putting in work around the benefits and explain those to the community
- More schools should be feeding into Madison. It doesn't seem right that we are feeding into Franklin so differently

Russian

Highlights:

- Participants requested that changes are not made. Russian Portlanders have big families that value safety, helping one another, and being together as a Slavic community.
- Families articulated not to divide their schools, but if necessary, do not divide the school teams so that they remain to help continue comprehensive school programs. Students are under the stress, and changes will further disrupt their experience.

Somali

Highlights:

- Parents underscored that they want to keep their students at their neighborhood school. If a Harrison Park split is approved, transportation issues need to be addressed.

- want from the district to address the transportation piece. (For example, one family stated that, if this proposal is implemented, their students will need to attend three different schools)

Spanish

Highlights:

- Similar to European education parents want to encourage students to learn a second language such as Spanish and open more immersion programs
- There are big changes in the proposal, and parents need time especially during a pandemic to understand the proposal and the curriculum that will be offered - they want good changes for their children
- Some opposed the changes in the proposal because it takes away opportunities for students of color by isolating a cultural group and limiting DLI program to one location
- Students will be shocked to return to a different school after distance learning

Vietnamese

Highlights:

- “Due to COVID 19, distance learning is necessary, but it has not met the needs of many students, especially students of color. Is it possible to move the proposal timeline so we can focus on supporting teachers so they can support students more effectively?”
- Students’ social/emotional well-being could be impacted by being removed from a friend group after a pandemic. Due to distance learning, students can’t hang out with their neighborhood friends now, and later on when they can return to school they may not even go to the same school.

SE GUIDING COALITION ENROLLMENT AND PROGRAM BALANCING

SURVEY QUESTION - CONCERNS

THEME KEY

Theme Umbrella	Topics
Transportation and Safety	Location, distance to travel, biking, walking
Equity	Diversity
Single Strand DLI	
Multiple Location DLI	
Timing	Why now, Why our School, Phase 1 or Phase 2, In person engagement, Speed and timing
Covid 19	pandemic
Community	Neighborhood schools, community, continuity
Segregation	gentrification
Co-location	Choose if it is positive or negative
Utilization	Underenrollment, lack of funding
Engagement	Community engagement, outreach
Socio-emotional health	PTSD, Trauma etc.

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
The large number of students and families being impacted, and the fact that so many DLI programs result in a significant distance for relocation for the families involved	Co-location	Negative Response		
A decision to move CSS without having first identified a new location is irresponsible and unfair to the CSS community. 500 kids. Families that may want to know sooner rather than later whether they will be able to follow CSS to it's new location vs enroll in a different school. Find a location for it before approving the decision to move it out of the Clark building	Co-location	Negative Response		
2.) Some key assumptions of co-located programs schools in K-5 have been voiced by a few loud voices and experiences in the coalition mainly from a single school (bridger). I haven't been convinced that those voices, while loud, actually speak for the majority of that school, or for other co-located schools. I'd like further information to support the assumptions from other people in co-located schools that indeed the assumption of co-located schools is a district-wide issue, as opposed to just an issue with an individual school. From listening in the youtube posted videos of the meeting, I have heard other quieter voices say their experience at other co-located dual language schools has been beneficial to their school as a whole (woodstock). I'd like more in-depth research to show that assumption is reflective of all co-located schools and worth correcting to achieve the goals of pps and the students and community involved.	Co-location	Negative Response		
It's irresponsible to propose to move us without having any idea where we would go, and with the precedent of ACCESS that there is no location for us. We have about 470 students. I honestly feel that the most we can hope for is that our program is split K-5 and 6-8, with each of those co-located with another school/program/focus. That will be the beginning of the end for our focus. Community is important, and in moving and splitting us up we will lose what we have built, including the interaction of our middle schoolers with our younger students. An unknown location is not just a concern for us: it indicates to all families in the district that PPS "can't be trusted".	Co-location	Negative Response		
I'm concerned about the move of the JDLI program from Grant to Madison. Grant has had a long-standing successful JDLI program. Moving it to another site will require a complete rebuild as well as integration of the other languages as proposed.	Co-location	Negative Response		
The redirection of the program and splitting grades up basked on immersion and non immersion. Additionally, if I have one child that continues with the program and one that doesn't I will have two kids in track at different schools. That is not an okay option for our family.	Co-location	Negative Response		
Please consider S.Tabor neighborhood (Atkinson Students) are proposed to be split up for their middle schools. This also splits up S. Tabor between 4 different elementary schools. This greatly affects this community both in elementary school relationships by having split feeder pattern to middle, but also disrupts relationships at the elem. school level between families who share childcare where one lives n. of woodward, another lives s. of woodward, but then again splits s. of woodward up between yet another two more schools (areleta, Creston). No other neighborhood is being split up as much, and I also feel this lack of voice is due to PPS not making sure Atkinson Neighborhood program parents were on the coalition.	Community	Negative Response		
Many families I know attending Mt. Tabor have had siblings attend Franklin and chose to live in the neighborhood to attend Franklin as they feel so connected to that school community. I really hope there is some consideration for the timing of students currently in 8th grade for example who were looking forward to coming to Franklin next year. There has already been so much to adjust to, I hope they don't have to live with more adjustment next year.	Community	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
The reason we moved was to be close to Bridger, which we live a block from, and the thought of commuting every day is sad. We wanted our child to attend a neighborhood Spanish immersion program, but now the program is moving out of the neighborhood. This makes it hard to build community with the parents and kids in the neighborhood who now have to travel far for school.	Community	Negative Response		
That the South Tabor neighborhood is broken up into several different schools, and Bridger is made into a Chinese DLI. Do the neighborhood demographics support that? I thought DLIs were intended to be in the neighborhood where speakers live.	Community	Negative Response		
I have lived in the Glencoe/Mt Tabor/Franklin district since 2002, before my children were born. Now, as a Franklin parent and Glencoe parent/2021 Mt Tabor parent I'm extremely concerned about the fast-track approach to changing the feeder situation for Mt. Tabor to Madison HS from Franklin. This affects 700 kids at MTMS, 500 at Glencoe, and their families and there has been almost no community participation or announcements about it. Most of the rebalancing news we were sent was about immersion language and re-opening Kellogg, so we mostly passed over it, as there is so much else to deal with in this extraordinarily stressful year. Most Glencoe parents and Mt Tabor parents were aware of the need to open a new middle school at Kellogg; and the possible rebalancing of immersion language students at other MS, but we had NO IDEA of the additional scope of this project that drastically affects Mt Tabor - with families who have already invested time and resources into the Franklin community and are concerned about having to start over at a new high school in a more distant neighborhood with a younger sibling. It's inequitable from a family resource standpoint and an economics/environmental standpoint for many Glencoe/Mt Tabor families who currently can walk and bike to Franklin and would have to cross a highway to attend Madison.	Community	Negative Response		
I'm worried about the physical distance between us and a school other than glencoe given we are so close. We were excited about walking to school, being in walking distance from school friends, building community and not using our car/polluting to get to school.	Community	Negative Response		
It totally eliminates the bridger community. The kids and families put a ton of effort into that school and to have it eliminated is heart breaking.	Community	Negative Response		
The thought of Bridger losing it's neighborhood school program is deeply concerning to me. Our children deserve a place that they can take ownership of in their neighborhood. It instills a sense of pride in the neighborhood with the children and allows them to make meaningful relationships within their own community. I also do not think it is a good idea to segregate the DLI programs. I do not see how that creates a cultural as well as social/economical diversity in these schools. I also have deep concerns for our middle-school kids crossing a state highway to get to school. 82nd Ave is a very very dangerous street. Has the district considered safety measures concerning this?	Community	Negative Response		
I'm also extremely concerned about the Bridger community having to bear the brunt of these changes. Bridger is losing so much in this scenario. They are losing their entire community. As is Lent, and I am also very concerned about taking away Lent's neighborhood school as well.	Community	Negative Response		
If put the immersion program all in one school without neighborhood school in the same building, it is losing the points for immersions program kids to connect the local community and culture.	Community	Negative Response		
It will ruin our existing school and community and reduce diversity here in woodstock.	Community	Negative Response		
That my children would attend Madison versus Franklin. We moved into the area specifically to attend these schools because of bike ability and community in inner SE.	Community	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
children living on the same street but going to different schools, reducing the opportunity for lasting friendships and community to be built within neighborhoods	Community	Negative Response		
reduce the number of students at Atkinson so that the South Tabor neighborhood will be at risk of losing its only elementary school	Community	Negative Response		
I live on the board art of feeder schools and we bought our house in anticipation of our desired middle school. If that changes, so will our housing situation	Community	Negative Response		
I understand this work has to happen and many parties will move, I just want make sure CSS will have a home where hopefully our whole program can exist together. Also, in terms of boundaries, is the coalition/board considering using backyards rather than streets as boundaries? Having households only separated by a street being sent to different schools divides neighborhoods unnecessarily. By slightly shifting the boundary markers to backyards you can increase the sense of community within a neighborhood that centers around our school. This would also eliminate families who live across the street from a school but also on a boundary from living across the street from one school but sent to another school 15-20 minutes away (example: 60th & Mt Tabor MS) which I imagine would feel like a thoughtless designation to those families.	Community	Negative Response		
As a staff member at Bridger currently, I have some concerns about these changes and how they will effect the neighborhood kids. Bridger has a very strong community and I am concerned about losing that and having to rebuild all of it from the ground up with a new community and culture.	Community	Negative Response		
This is a breach of trust and the commitment that the schools have made with parents and their children. We did not sign up to be shuffled around from school to school. We signed up for an immersive program where the children had the stability and reliability of being in the same school, with the same group of students so that they could develop strong connections and support in their learning. My child has friendships with children in the neighborhood classrooms as well as her own and to disrupt these relationships and the community that we have built over the last several years is beyond upsetting. It is a violation of our trust and your commitment to educate our children in the manner that we signed up for. You are changing the course of their education in the middle of the program and it is not something we have chosen or would have agreed to. In fact, it is being forced on us and at a time when so much has happened it feels like violating and cruel.	Community	Negative Response		
The community aspect of building public neighborhood schools is lost with this plan.	Community	Negative Response		
Don’t move the Spanish Dual Language Immersion (DLI) program out of Atkinson to Lent. Losing the DLI program would decrease diversity at Atkinson and require kids to be driven to school at Lents. It would also mean that children living on the same street would attend different elementary and middle schools. It would also decrease enrollment at Atkinson significantly, possibly leading to a school building closure in the future, leaving this neighborhood with no elementary neighborhood option.	Community	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Franklin has served this neighborhood for a very long time if not since the beginning. This kind of history has the effect of creating an identity and neighborhood cohesiveness that would be lost if all of a sudden and going forward, the children of the neighborhood no longer have Franklin and it's proximity as a visual and social identifier. Franklin is part of our community and in turn, we are NOT part of Madison and feel no connection to it, either historically or proximity-wise. We as parents of former Franklin students remember what we went through when Franklin merged with Marshall. It was a huge struggle and then the remodel further caused upheaval. We bought this house 20 years ago because it was in the Franklin neighborhood. We strenuously object to changing these boundaries now, in the midst of a pandemic that is causing a great deal of social and academic dislocation for the kids in this neighborhood. Please allow the feeder pattern to remain Glencoe to Mt. Tabor to Franklin. Please.	Community	Negative Response		
Disconnection with neighborhood	Community	Negative Response		
Dividing this neighborhood of good friends would be beyond sad for these students.	Community	Negative Response		
Breaking up a neighborhood of friends we see Atkinson from our porch and this has our son at Creston. Across Powell. Finally it appears he won't even attend Franklin which is our front porch view!	Community	Negative Response		
Regarding Mt Tabor students being split between Franklin and Madison: my current 8th grade son would lose 2/3 of his school community because he would go to Franklin and the rest would not.	Community	Negative Response		
Students have found a community at Grant and moving schools so abruptly could cause many students to drop out of the program, or cause (emotional) stress not to mention some students are in programs such as AVID that creates a close knit within the class and JMP students who are in it or need it would lose that if they have to move schools	Community	Negative Response		
Ideally the program would stay with the school where it has 20+ years and where many relationships have been formed.	Community	Negative Response		
I worry that the proposal for the middle school and high schools is tearing apart important neighborhood communities and it is evident there was no representation for the community that I live in.	Community	Negative Response		
With a son in the JDLI program and in the Richmond community, I have two issues with the proposal. 1) The JDLI program has been in place at Grant HS for a long time. Moving this to Madison would be uprooting the program and teachers. This is disruptive and not a good thing for its community.	Community	Negative Response		
The current proposal seems to fall short on the stated goals. For example the current proposal shows overcrowding at Franklin, Bridger and near capacity at Kellogg which are feeders for the eastern boundary. While at the same time, underutilization of Atkinson, Harrison Park and Woodstock which serve inner south east. This doesn't feel fair or equitable. Moving the Spanish Immersion to Lent and Chinese Immersion to Bridger may achieve some goals, but both will be at capacity without modulars and neighborhood communities will be split up. Has the coalition/district balanced the impacts on school communities and transport with the concerns over co-location? If so, will these results be made available? I believe there should also be a consideration for the increased need for transporting kids to news schools via highways and congested intersections. This will promote many more families to drive kids, increasing local air quality effects and traffic.	Community	Negative Response		
Displacement of my kids	Community	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
It would also mean that children living on the same street would attend different elementary and middle schools. This goes against community building.	Community	Negative Response		
Some of our kids friends are already saying they wouldn't be able to transport their children to the new schools bc of work schedules. This tears apart the program we have been building since kindergarten where we all committed to the program until High School. PPS should adhere to the same commitment by not making it impossible for families to fulfill this.	Community	Negative Response		
This proposal means that our neighborhood school of Atkinson would only be left at 40% capacity which means that it is subject to more drastic changes in the future. This is unacceptable and does not satisfy the rebalancing questions. Also, the loss of the DLI program is a major loss for not only the immersion families but also the neighborhood families as it offers multiculturalism and a wealth of different experiences for the neighborhood families as well.	Community	Negative Response		
Separation from older sibling at Grant HS. Loss of friends from JMP deciding not to continue in the program due to the proposed changes. Loss of teachers.	Community	Negative Response		
The Woodstock Neighborhood has been shaped by the Mandarin Immersion program for 22 years and has become an integral part of the local community. Businesses sprouted up that rely on the program for their very existence– including several Mandarin daycare and after school care centers. If the program left it would leave a giant hole in the community. Like many elementary schools this one is a community hub and ours would lose much of what people have worked so hard to make it. The school would become very homogeneous and lose much of the diversity that make it attractive. Relocating the program would seem like a budget driven consolidation of resources. While I believe that far East Portland neighborhoods are often underserved, I do not see how this improves the quality of education for people who live anywhere. The Argument that diversity would be increased is very hard to believe. Woodstock would obviously become much less diverse. I think we would also find that the amount of parents willing to take their kids to less well-resourced schools and neighborhoods would be low. The outcome might be a loss of economic diversity within the Mandarin speaking students (currently scattered throughout SW and SE) and ethnic diversity.	Community	Negative Response		
You are breaking up the diversity of Atkinson, by taking away the immersion program. Atkinson is currently an amazing diverse community, and your boundary proposal makes it more white cuts out many of the lower income families.	Community	Negative Response		
Not to mention the proposed boundary changes divides up many of my kids' friends into different schools, many of whom literally live 2-3 blocks away.	Community	Negative Response		
The progression from Atkinson to Kellogg to Franklin is perfect for the children who live in the neighborhoods near these schools. You (with our tax dollars) remodeled Franklin and are rebuilding Kellogg. You should be thinking about expanding Atkinson so that more children can go to school from first grade to twelfth in their neighborhood.	Community	Negative Response		
Atkinson school is so important to our success with diversity and culture one of the only ways keep moving forward with our ever so changing society's anti racial commitments is to keep schools like atkinsons funded and operational.	Community	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Splitting Mt Tabor students where 1/2 of the school feeds to Franklin and 1/2 feeds to Madison is very problematic. Social connections for students are more important to them than anything else, and it will result in students losing their friends as a source of support during the most difficult transition in their lives- going to high school.	Community	Negative Response		
Collapsing of language programs into shared space lessens the interaction with broader community and "neighborhood" students further than it already is.	Community	Negative Response		
My child attends Grant and loves the atmosphere of going to a school that has had an immersion program for so long. She loves the classes offered at Grant and has enjoyed building a community there. Switching to Madison would require building a whole new Japanese community there and completely upending the Japanese program which has been going on for many years at Grant.	Community	Negative Response		
Kids shouldn't have to be moved from their school mid course. If they start at a school they should be able to finish at a school. I'm concerned that my son who should be starting at Franklin next year will have to transfer to Madison a year or two later.	Community	Negative Response		
Removing children from their neighborhood community, especially on the heels of a pandemic when they have experienced so much isolation, is going to further the affects of social emotional disconnection and sacrifice the health benefits of walking to/from school. Neighbors spent years planning the remodel of Franklin and making efforts to connect the school with the community, as seen in the prominent position of the theater. What happened to this commitment to valuing the relationship between a school and the community around it? We are seriously being short-sighted about how much schools rely on the support of their neighborhoods.	Community	Negative Response		
You propose sending kids who take a ten-minute walk to school to bus 45 minutes to Madison High School. it breaks up the community connectedness that community schools provide and increases time and stress involved in commuting farther away. It also destroys the benefits that the local kids have in running on Tabor for track and field practices.	Community	Negative Response		
Community: We live in Southeast and are a proud part of this community. We appreciate PPS' commitment to neighborhood schools and believe in the sense of community that grows out of our kids attending schools within a reasonable geographic distance with their neighbors. The entire Southeast community would lose that if kids are sent 4 miles into the Northeast community.	Community	Negative Response		
a lot. majority of proposals are very negative for us, including not going to neighborhood schools were we have worked hard to build community	Community	Negative Response		
In terms of the Mt. Tabor Middle School feeding into Madison, this is displacing my kids out of the communities they live and love into another community and increasing their commute ten fold. Why aren't other more affluent communities, such as Grant, Jefferson, and Alliance HS, also absorbing more students from the eastern and northern neighborhoods, to relieve the the pressure on inner NE and SE high schools?	Community	Negative Response		
That my child won’t attend her neighborhood school, and that Madison will be overcrowded as it absorbs students from other high schools undergoing renovations. I grew up in SE Portland and attended public schools. My social and academic connections, many of which I retain nearly 35 years after graduating from Cleveland High School, were based on the accessibility and community afforded by attending schools in or near my neighborhood.	Community	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Grant has offered Japanese classes to neighborhood students since 1969, became home to the JDLI high school program in 1998, and is the only PPS high school with Japanese language study. We want to ensure that the appropriate stakeholders across PPS are properly engaged to ensure that the potential impacts to schools, the JDLI program, and families who commit to it from kindergarten through 12th grade are properly considered. Our community has not been considered in this proposal. Moving this program to Madison without proper engagement of the community impacted is not good. The proposal also seems to flip a good number of kids between Franklin and Madison. Disrupting people's schools to just flip kids between the 2 seems pointless and actually not very thoughtful at a time when so many people are already struggling.	Community	Negative Response		
I strenuously oppose moving the Spanish dual language program from Atkinson to Lent. This would have the effect of uprooting a strong and effective community at Atkinson that benefits both neighborhood and DLI students. For instance, the neighborhood students at Atkinson now enjoy the benefits of interacting with DLI students. This, in turn, promotes diversity and respect for other students and their cultures.	Community	Positive Response		
I do not want to send my kids to schools not in my neighborhood	Community			Positive and Negative
lack of data/evidence/clarity on disbanding co-location schools, harm of neighborhood schools,	Community	Negative Response		
spanish emersion at Lents? So we need to drive her there? I haven't seen all the details exactly but I like my child being in a neighborhood school. Bridger is a great community and your throwing it all away.	Community	Positive Response		
I would not like my children’s high school to change. Currently we are slated to go to Franklin, part of the reason we purchased a home where we did. Please to do change these boundaries	Community	Positive Response		
My kids won’t go to Franklin	Community			statement
Madison is very far from where we live AND the Japanese program being at Grant is why we chose Richmond in the first place. It is near our community, where we live and work, we wanted an immersion program and heard of the great success of this particular school track. *we are not Japanese	Community	Negative Response		
My child goes to Arleta but is in the markers for Lane. Could he still go to Kellogg, since it Arleta leads to Kellogg? I want him to be able to stay with his friends.	Community			
Moving Mt Tabor to Madison -- uprooting a SE school from its community and placing it in distant community in the NE.	Community	Negative Response		
2 of my children currently attend. If the school gets the k-8 model split up will my kids go to different schools? No time to get to 2 different schools. Breaking up the community. Loosing the teaching style	Community	Negative Response		
Neighborhood cohesion completely broken by some of these boundaries. Franklin needs to retain Glencoe boundary. FHS Alumni stay in this neighborhood for generations.	Community	Negative Response		
It ignores the concept of neighborhood schools. Instead of a 5 min bike ride to a HS less than a mile away, it’d be a 40 minute bus ride to a HS 5 miles away. It makes no sense	Community	Negative Response	Location	
I'm mostly concerned our school will be split up or in the worse case dismantled altogether.	Community	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
It disrupts current established communities, especially in such a disrupted time for all of us. More than ever our kids need stability and community right now. I understand that some of these changes were already in the works and in particular the new Kellogg is getting close to completion, but it really seems like we should hold off for a bit & see where things are at maybe in the spring at least?	Community	Negative Response		
I am sad to see that we will loose our neighborhood school. A school that is directly across from our home of 10 years. I am more sad to see that boundary lines might further separate our kids and their classmates. The proposal would be much more palatable if we knew the neighborhood kids would get to stay together at their future elementary.	Community	Negative Response		
This seems like PPS created a geographic closeness problem with opening three middle schools close to Franklin and now Mt Tabor, with Glencoe, is being sacrificed as a result of PPS's poor planning errors. While the families who enrolled in the Language Immersion programs already made that choice for its benefits over neighborhood school benefits, the majority of families did not. My Mt Tabor student is not in the Japanese program, but she has many friends in those. We have never heard of problems by having this program in our school.	Community	Negative Response		
The boundary changes causing Glencoe kids go to Madison is a mistake. That's a long way for them to go. If the goal is to get more rich kids at Madison (an idea I support), then giving Madison part of Grant's area seems like a better solution in terms of transportation and socioeconomics.	Community	Negative Response		
I'm also concerned that the current families in neighborhood DLI who don't have siblings in the program will be forced to choose between staying in or splitting up. Also when the schools don't feed to the same HS you have years of families split between multiple schools.	Community	Negative Response	Seperating siblings	
We worry that taking DLI options out of other schools will significantly change the community at the school. At Atkinson our son in the neighborhood program had much more exposure to Latino culture than he otherwise would have. And for children for whom the DLI program is not a fit after a number of years, having a co-located option enables them to remain at the school with friends rather than starting over at a new school.	Community	Negative Response		
Families at Mt. Tabor already have a relationship and comfort level with Franklin, why take that away? It may seem unimportant but it can take years to build I believe directly relates to how well kids do at school.	Community	Negative Response		
Too many school communities being uprooted.	Community	Negative Response		
That we stay in SE, NE, or East Portland to maintain our schools deep connection to this community.	Community	Negative Response		
Separately DLI and neighborhood programs into separate school DOES NOT create a sense of community.	Community	Negative Response		
Our high school is now incredibly far and eliminates any chance of my children being able to bike to school. This is incredibly disappointing.	Community	Negative Response		
Breaking up communities that have supported each other for years to add school boundary lines that do not allow children to walk to their closest neighborhood schools.	Community	Negative Response		
I am concern that moving Woodstock DLI to Bridger displaced the entire current Bridger student population out of the school creating tension in the neighborhood which seems to project itself as "second class citizens" missing something. 2) Bridger would still need portables assuming that all current Woodstock DLI and HP DLI moved there.	Community	Negative Response		
We are not a racially diverse school. However, in the past PPS has not allowed us to "advertise". It is extremely hard to increase diversity without not just the support, but even the permission, of the district.	Community	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I am concerned my child will have to start one HS and then move to another, interrupting both program/academics and community (not to mention transportation and feasibility of after school activities).	Community	Negative Response		
I am concerned that, in a few short years, demographics will change/populations of school age youth will change and families will have been separated from closest school community for nothing (except you ticked your box)	Community	Negative Response		
The Woodstock MIP program is successful program for PPS for 20 years. This is PPS' success story, by moving the program, you are guaranteeing that for the next 12 years, the enrollment numbers and completion of each grade will be lowered. Is this really what educators want for their students? Your top priority should be for the success of their students in the programs that they enroll in. I am only speaking from a grade school level, I can't even imagine the impact that it will have with middle school and high school kids. If you currently have an IB program at Cleveland then the move to Franklin where they will not have the IB program, what should you tell the students that have been studying a Mandarin for so many years? • Your efforts are wasted. • You are not good enough. • We don't care about you. • Your future doesn't matter to me. • We care more about balancing schools instead of your future. What about their friends that they've known all their life since grade school or from the neighborhood? They are no longer together in the same school because PPS decision on rebalancing. In SE Portland, there are two high schools to support all of the high school students. Your proposal does not handle the overcrowding issue with Franklin! Franklin will still be overcrowded and I believe the only solution to that is to either open Marshal High School or build a new high school. As Portland continues to grow, overcrowding schools will continue to be an issue. PPS needs to look further into the future on how to overcome this issue. There are a number of things that PPS has done incorrectly in the past decades that they are trying to rectify now such as closure of Kellogg Middle School, Marshal High School, conversion of K-5 to K-8 (and now the reversal of that horrible decision). I feel that this proposal is on the same path of the bad decisions that PPS had made in the past.	Community	Negative Response		

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My other main concern with this plan is how it divides the strong and close-knit BRidger community in two. Most Bridger families I know would not say that we are a "school-within-a-school" like what you claim you are seeking to eliminate, but are instead one school with two different modalities of learning the same curriculum. We have worked hard to overcome all the challenges that have been dealt to our community and have emerged as a stronger, more diverse, equity-focused community. When have changed the culture from introducing ourselves as the parent of a "3rd grader in immersion" or a kid in the "neighborhood 3rd grade" to just saying you are the parent of a 3rd grader. All 3 strands go on field trips together and the teachers plan activites for all classes as they have their PLCs together. The only inequity I see is that the class size of the single English strand can fluctuate greatly and there is no opportunity to switch kids between strands should the need arise. And of course the HUGE problem of us being overcrowded. But we have been told for years that when Kellogg is ready and the 6-8 moves out there will be enough room to have two strands of each. Now from the data this appears to be another "story" we were told to appease us. But I still feel that our community is better off staying together, both by remaining in the K-5 Bridger building, and the 6-8 together at Kellogg. Dividing them would be dividing more than classes, it would be dividing up friends, teammates, neighbors and more.	Community	Negative Response		
Seems like rebalancing issues should include both SE and NE schools.	Community	Negative Response		
NE portland has been unscathed by this decision and could be a part of the solution. Glencoe wasn’t involved in the planning on how this would effect our kids. Moving all the kids to high schools that are so much farther away will impact every SE family negatively. I don’t see this as a win for anyone.	Community	Negative Response		
I'm concerned that the local community has not been surveyed. 1) I hope everyone involved has listened to the podcast Nice White Parents. 2) It seems a travesty to take away local elementary school option from Bridger kids and only offer DLI. As we know, elementary schools are foundations for communities in many ways, and you will be affecting their community.	Community	Negative Response		
Continuity of place and community is important for feelings of stability, and with all the recent instability in this country and with COVID19, it seems like a terrible time to bring more instability to children. However, I don't know all the conditions that are being dealt with in other schools, so it's possible that it may be welcome change to some communities.	Community	Negative Response		
1. Negative environmental and social impact of increased commutes for multiple groups of chilldren by taking them out of their neighborhood schools.	Community	Negative Response	Environmental	
This doesn’t even touch on the significant environmental impact of shifting enrollment patterns for hundreds of kids.	Community	Negative Response	Environmental impact	
Additionally, the social-emotional health of students has been completely overlooked! My daughter will have to transfer to Madison her senior year of high school in order to continue Japanese Language Learning. This is very upsetting! She is highly committed to Grant sports, orchestra, teachers, and friends. Considering that the pandemic has already dramatically impacted the social and emotional health of PPS students. It is unconscionable to consider that PPS would make such a huge decision during a pandemic when the social and political climate is so troubled. Students and families need their school communities more than ever. The redistricting strategy will have a very negative impact on so many kids.	Covid 19	Negative Response		
It feels like this proposal is being pushed through during the Covid crisis when PPS hopes many won't be aware of what is happening and/or won't have the time or means to fight it.	Covid 19	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
This proposal is poorly timed during a pandemic and negatively impacts my neighborhood.	Covid 19	Negative Response		
And that this pandemic has disproportionately more severely impacted BIPOC and those with less financial resources adds even more outrage because the fact that this suggested change will disproportionately impact that same exact demographic. It's outrageous and you should be ashamed of yourselves. My tax dollars are being used to pay you to figure out how to uproot my child from her community and disrupt her education after her whole world has already been completely shattered. I cannot express adequately the anger and upset that this causes me. Please stop. Please go use your time to figure out how we are going to support our children on the other side of this pandemic because they are going to need significant extra resources and care especially BIPOC and those families who have not been able to afford to stop working and dedicate the last year educating their children from home. Which is what is required if a child is actually going to learn anything of substance.	Covid 19	Negative Response		
Why make a major change with the successful Japanese Immersion Program during a pandemic? Moving the high school from Grant to Madison now doesn't make sense to me and my family	Covid 19	Negative Response		
Big decisions like this should not be made during the pandemic when many families do not have access to income, food security etc.	Covid 19	Negative Response		
We are in the JMP program and specifically moved to the Grant catchment to be close for our kids high school experience. I've also heard that there are now going to be higher standards for testing into the JMP immersion for high school, so wondering how that will play out while also switching the location of the program. This feels like the rug being pulled out from under us, especially during the stressful times of a pandemic and kids having to do online learning. Not thrilled about kids potentially having to move to a different high school in the middle of their high school experience. Another benefit to Grant is it's more central location to families around the city.	Covid 19	Negative Response		
We are experiencing a pandemic and believe our time should be focussed on addressing the current inequities happening in distance learning. I do not think uprooting children in 2021, creating K-5 is a good idea for our students, teachers and staff during a pandemic. The language in the proposal and this website is more complicated than it should be, as most of the general PPS audience isn't in education and knowledgeable about what these terms mean. Perhaps work on breaking it down in simple conversational language for people to understand the impact of this proposal better.	Covid 19	Negative Response		
My son's best friend will stay at Mt Tabor while my son has to leave to Kellogg. There hasn't been much opportunity to make new friends during this CDL year of the pandemic and this proposal will add new anxieties of not knowing anything of the new school, students or teachers. On a positive note, he has been making good connections with his teachers at Mt. Tabor especially his band teacher. This proposal will have him lose those connections at a vulnerable time. The social isolation caused by the pandemic has been a difficult time for school age kids especially- I do question if this radical of a move in such an important foundational structure as school in our student's lives is too much for them to have to deal with emotionally & socially.	Covid 19	Negative Response		
That this is being pushed through during a global pandemic. Why can't this be put on hold. It looks like a vaccine is coming for COVID - why not wait until we can resume this in person - it seems like right now Kellogg could be used for temporary housing for families that have been displaced by the pandemic. Not everyone is being heard because of the pandemic! We need to be patient and take our time with this proposal.	Covid 19	Negative Response		
The proposal has been rushed through in the middle of a pandemic. This has forced the community out of the discussion. Sending out surveys is not the same as the open communication we would have seen before the pandemic.	Covid 19	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
It's far too fast. It's unfair to change the game for 8th graders, especially right after Covid. Let them return to a sense of security and comfort and NOT MORE CHANGE. This would make sense if PPS was preparing for this change in 3-4 years but not for 8th graderd	Covid 19	Negative Response		
I don't think you should make any boundary changes for children during a pandemic. Psychologically, it would be extremely detrimental to the mental health and wellbeing of students. It is also causing an added stress for parents right now when you talk about boundary changes. We are all barely hanging on and this is setting people over the edge. We need more time to discuss these changes and have time to process them in a time not consumed with pandemic stress and anxiety.	Covid 19	Negative Response		
I am concerned we are doing this in the middle of an unprecedented pandemic and what that means for the mental health of children who have already been severely impacted through the loss of their classroom and school communities for a year.	Covid 19	Negative Response		
I am concerned that SE Portland is being used as a "test run" for this process (again in the middle of a pandemic) and feel it is unfair to uproot children in one chunk of the city at this time while other schools/communities/children are left alone- this feels very unfair!	Covid 19	Negative Response		
We are already exhausted and challenged by the pandemic. This is extremely concerning. Why the urgency?	Covid 19	Negative Response		
I am concerned that this proposal amounts to a lot of trauma-inducing changes to many SE school communities (not just CSS) during a pandemic. Our students, families, teachers are already really struggling, and these changes are only going to increase the trauma being inflicted by the pandemic.	Covid 19	Negative Response		
Kids will already be going into school next year a year and a half behind (distance learning is failing most kids and if they are learning, they aren't learning much), to add this change on top of everything else is unacceptable, misguided, and cruel.	Covid 19	Negative Response		
The fact this was done hastily and not taken into consideration the kids are dealing with a pandemic and separation already.	Covid 19			
Fourth, why now? It seems like there is a rush and people are just pushing numbers around to buildings without thinking of how that effects neighborhoods. Why was this not set in motion as soon as the old building was being torn down? Seems the was plenty of time to plan ahead. Now it feels forced in the middle of a pandemic.	Covid 19	Negative Response		
I have many concerns: 1. This creates a lot of change for students and families in a really uncertain and challenging time way beyond the basic immediate need to create feeder patterns for Kellogg	Covid 19	Negative Response		
...during a pandemic let alone.	Covid 19	Negative Response		
There is a rushed approach to filling Kellogg Middle school. Concerns include making such large, drastic changes during a global pandemic that will greatly impact the health and safety of children and their families in our communities when they return to in school learning.	Covid 19	Negative Response		
Timing, lack of transparency, significant impact on ability to continue in DLI program, additional disruption to stable learning environment in the midst of a pandemic, likely overall decrease in DLI enrollment, suboptimal facilities that are accommodating the relocated students (trailers in some schools, while other schools are projected to be under-enrolled).	Covid 19	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
It is breaking up a successful DLI programs that already exists. It is creating yet another crisis for families to deal with during the pandemic. Families do not care if there kids need to go to portable classroom units, they are looking for educational stability during the pandemic.	Covid 19	Negative Response		
Disruption to kids and families at an already vulnerable time.	Covid 19	Negative Response		
Asking children to change schools after all the disruption from the pandemic is reprehensible.	Covid 19	Negative Response		
6. Nationally known, very successful DLI program will effectively be crushed.	Covid 19	Negative Response		
The stress it will be putting our children who have already been through enough during this pandemic. My friend is d grader is already upset about the conversations being had around this topic. Also the impact it will have on diversity in a number of schools.	Covid 19	Negative Response		
My concern is that I think there is a lot of information about what makes a DLI program successful that is not being articulated well to the people who are not engaged in DLI, but the decisions to center those programs are creating change for everyone. With better understanding of how the DLI program creates positive outcomes for our community, and with more emphasis on the benefits of change, more people may be more open to the needed changes in SE. I fear that we are not listening to the quiet voices of reason, and the voices who are absent from this conversation, and instead are being overwhelmed by loud voices arguing to not have their commute changed.	Data			
Glencoe and Richmond were left out of coalition discussions entirely. Sunnyside has had FIVE parent reps in addition to their principal. That's 12% of the entire 50 member coalition. That's outrageous. The proposal affects Glencoe's boundaries and high school; to not have involved us in the discussion is incomprehensible. In fact, it would appear the coalition may not contain a single parent affected by switching Tabor to Madison from Franklin, since at least one of the MTMS reps is in the Atkinson boundary and will be staying at Franklin. None of these concerns appear to have been raised or discussed or even acknowledged as valid.	Engagement	Negative Response		
Lack of representation in the process over the past two years by members of the Glencoe/Mt Tabor Middle School Community	Engagement	Negative Response		
I have concerns about the amount of dissent among parents. There were very few voices that spoke up in support of the changes. It was very intimidating for anyone to speak up if you AGREED with the proposal.	Engagement	Negative Response		Being a parent voice in the group
Lack of/late in process engagement with communities affected, especially non-native English speaking and BIPOC communities.	Engagement	Negative Response		
Lack of voice from under-represented groups and impacted schools/teachers; lack of definition of success,	Engagement	Negative Response		
It is not equitable. It doesn't make since why our school supply have 3 reps from the coalition 2 are admins(1 claiming she is representing as a parent but an admin) 1 Chinese speaking parent. When approach to the principal or the other admin representing neigborhood they claim they can provide information in regards to the process because they are a PPS employee. How is this equitable? Why are you putting all the work of 1 schools representation on a Chinese Native Family. Isn't that bullying and white supremacy to pick on a person of racial background. Also making her feel small during the meeting and pulling her aside berating her is not the right approach as well. She does not work for PPS she is a parent. I would advise the school principal to reassess his communication skills and take a unconscious bias or even a racial diversity course.	Engagement	Negative Response	SEGC	

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I'm concerned that too many families will reconsider their options and we could lose good families. Especially, Spanish speakers. Please educate them, try to help their concerns, etc no matter what plan is finally implemented.	Engagement	Negative Response		
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I'm concerned that too many families will reconsider their options and we could lose good families. Especially, Spanish speakers. Please educate them, try to help their concerns, etc no matter what plan is finally implemented.	Engagement			
I am concerned about the inclusion of a high school in NE Portland in the boundary drawing process despite the focus of the first two phases of this process focusing on SE Portland.	Engagement	Negative Response		
It seems clear from the open house that some schools were left out of the committee work even though they would be substantially impacted. It is respectful and essential to building trust in the process and moving people toward change that people are allowed representation and information interpretation and communication throughout. Hard deadlines do a disservice if the scope of the committee work has changed significantly and impacts a much broader community/communities. Transparency and outreach at vital times for impacted populations is the only respectful way to invite people to buy into changes. Further, it does seem that additional outreach needs to happen for the diverse populations affected and a strong encouragement for individual feedback from those communities. There should also be more student voices heard and opportunities for student feedback. We were only made aware several days ago that the proposal on the table would significantly impact the feeder patterns to our children's neighborhood schools. As with many other families, we were caught off guard. The process seems rushed and the timeline needs to be slowed so that populations can understand what is proposed, why it has been proposed as the best case and have the best opportunities to effect change/s to the proposal. This is not just any normal time period either. We are in the middle of the highest spikes of COVID, right before a holiday week which will be sad and hard and families are trying to hold day to day life together while staying safe and well. The proposal seems driven to open Kellogg. It has been obvious in listening and reading comments and feedback that the impacts are much more far reaching. The opening of Kellogg should not be the driving factor to speed up this process. Overall this process feels chaotic and rushed and without consensus.	Engagement	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
First, I want to acknowledge that so much labor has gone into this work --much of it unpaid labor by well-intentioned parents, teachers, administrators, and community members. Thank you. I am concerned that there has not been extensive translation of materials offered prior to the start of this project, and it doesn't seem like there has been simultaneous translation in multiple languages available during the meetings (although if I am wrong about that, great!) I am concerned that PPS is focusing on expediency in meeting its stated goals to be able to open Kellogg on time without first hearing the priorities of / desires/ wishes/ needs of BIPOC families, families with low SES, families most impacted by the pandemic FIRST. I am concerned that the approach of this project created scenarios before involving, and listening to the above communities. The approach taken embraces white supremacy cultural values over the people who will be most impacted by these decisions. Additionally, PPS has engaged parents and teachers of color over the period of time since the new building was conceived, yet did not seem to include ideas/ outcomes/ feedback from earlier work done on these issues. This is more than a DLI vs neighborhood program concern --it has to do with really changing the racist ways of an institution. I am not critiquing individuals for this, but I think it is time to put a pause and find new ways to gather input and involve people who don't feel their voices matter. The strategy of offering scenarios first sends the message that the decision is already made and that gathering input is only performative. I am also concerned that this project has used educational jargon to define its goals. In the Zoom breakout session from the 11/19/2020 open house, I heard multiple participants ask for definitions of co-location and other terms used. These terms don't define what is important to families and children and create a sense of exclusivity. I also feel concerned that the project espouses equity as a central tenet, but when the phone surveys revealed glaring discrepancies in BIPOC communities' awareness of these changes, the process continued unabated. I would hope that PPS, in its efforts to address equity, can take a step back and slow down the institutional urgency in order to hear and elevate the lived experiences and voices of Black, Indigenous, Pacific Islander, Latinx, Asian, and other POC community members. This could be a moment for more systemic change. At the end of the day, I would like to see PPS press pause and make a substantial, unprecedented, and innovative effort to seek out, and listen to the communities most impacted by these decisions and let their priorities lead the way even if there is a huge outcry from white parents. White parents almost always get listened to--usually to the detriment of Black and Brown children. I am a white parent and a white teacher. Lastly, we are in a pandemic that disproportionately impacts many of the communities most affected by the SEGC conversation. I would like to see PPS prioritizing the well-being and positive learning experiences of all children over this project. Did PPS ask these families what they most needed for their children to feel safe and successful? Did PPS help create learning pods for families who didn't have the bandwidth, funds, time off from work to develop their own pods? Did PPS offer space or paid staff members or teachers aides to provide in-person or virtual support to these pods? There are so many creative, yet daunting-to-coordinate ways PPS can be supporting students and families most impacted by the pandemic. Is PPS moving forward with the SEGC at the expense of other work that could have long-term positive impacts on communities of color and lower income communities and their children?	Engagement	Negative Response		

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Lack of communication and opportunity to discuss about the plan with the school communities that will be greatly affected by this change.	Engagement	Negative Response		
My last and biggest concern is that I do not feel like I have heard from the native speaking families and families of color that are essentially being segregated into all DLI schools. Is this what they want? Similar to our election pamphlet (where you get to hear the reasoning behind those who are in favor of, and those who are against) I would like to see groups and side coalitions voice their opinions so we can hear them and know where they stand. If this is truly about diversity and equity I would expect to hear many praises from those underserved and under privileged. Thus far I have not see this...	Engagement	Negative Response		
I share the feelings of many folk who believe the lack of transparency, community input, and confusing information is a bullying tactic meant to overwhelm.	Engagement	Negative Response		
No attempt to understand community dynamics in each building, histories and cultures of programs, and relationships developed over many decades.	Engagement	Negative Response		
By moving whole school programs to the outskirts without obtaining more direct feedback from the existing DLI community, PPS will perpetuate institutional racism by segregating communities of color and creating more homogenous (white) schools located near the central city. I understand the merits of having a whole school program; however, if the move results in greater socio-economic barriers and less diversity, the intent to create more equitable programs will only result in more inequity.	Engagement	Negative Response		
Lack of consideration what families think	Engagement	Negative Response		
This proposal was developed without engaging the communities impacted. To change feeder options for the east side without looking at the (!) entire esst side and (2) all boundaries is just another bad and rushed decision made by PPS. We were told this was just about middle schools, not about changing feeder patterns for high schools.	Engagement	Negative Response		
Glencoe families seemed to be left out of the conversation when there are impacts to where their children may need to travel for school once they reach the high school level. At the same time NE neighborhoods seem to be deemed as untouchable.	Engagement	Negative Response		
2) Decisions around relocating DLI programs are being made without meaningful input from the native-speaker community. Phone surveys were aimed at middle school families, not the full DLI population impacted by the programs' move. From the community meetings I attended, the few native speakers enrolled in the DLI programs who were able to participate are against eliminating co-location entirely. Worse, from the few moments of outreach to native speaking members of the DLI community the feedback was about how they feared diversity would be lost by grouping all Spanish DLI programs together on the outskirts of SE, and the felt like they were being segregated/targeted.	Engagement	Negative Response		
If the November 19 open house is any indication, the Southeast Guiding Coalition seems to be in total disarray around this proposal. Some members seemed to admit as much in the breakout sessions. In summary, the meeting was a complete disaster. Almost no questions were answered and almost no one was able to input in a meaningful way. From the standpoint of gathering public input, the meeting was a complete failure. As usual, PPS completely underestimated the number of people who clicked in. Your meeting structure and tools for facilitating public input were completely inadequate and totally overwhelmed.	Engagement	Negative Response		

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This process appears to be counter to the goals of data analysis and community engagement. While I support the use of data to inform decisions, it must be a transparent process and the right data must be considered, with appropriate consideration of balancing measures to ensure unintended impacts are responsibly considered. Important voices to inform data collection were most certainly missed as this process appears to have been happing when the families affected are trying to get by day-to-day, managing remote learning, work, and in many cases, trying to meet the basic family needs while dealing with job loss and illness, all in the midst of a tremendous amount of uncertainty. This is yet another potentially destabilizing decision for many families that feels rushed and done without full transparency given the nature of the current situation. While I know intentions are good, it appears that this process has strayed for its intended goals and will likely have very real consequences, while unintended, that could have been avoided if it were truly data driven and allowed all voices to be heard. I urge you to be responsible to the members of the community who will be affected by these life-altering decisions and ensure they have been truly engaged, and not rushing through things during a pandemic.	Engagement	Negative Response		
I don't like that folks at Glencoe aren't involved in the planning until phase two even though the phase one planning ends up having an impact on where Glencoe students will attend high school.	Engagement	Negative Response		
The lack of inclusion of all schools (including Glencoe) in this conversation, the lack of inclusion of BIPOC in the discussion.	Engagement	Negative Response		

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The proposal goes well beyond trying to balance enrollment of Kellog and it shocking, disappointing, and concerning that PPPS would try to claim that Glencoe students are not impacted by this process. The specific effort to exclude Glencoe makes it difficult to trust PPS and distrust at the outset of such a proposal is the exact opposite of what PPS should be striving for. Two major and specific concerns: It is unbelievable that PPS would try to implement such major changes during a global pandemic, when parents, teachers, students and community members are under immense pressure to just get by, much less make time for a poorly presented "Open House" that provided no specifics and no real information as to the basis for the proposal. All of the resources spent on the "consultants" and administration time should have been focused on helping those students who are being left behind due remote learning. And, zoom meetings are not the place to have a real dialogue with Guiding Coalition. No information was actually given and no answers to questions were provided. This should all be re-done when COVID is over, when there can be an actual back and forth between the Guiding Coalition and parents. Also, I have no idea why NE PDX was not involved in this process, given Madison's location. If the district wants to re-balance schools, they should be pulling from the schools greater neighborhood communities, and not pulling students from across town. I suspect NE PDX was specifically not involved, as they have defeated similar proposals in recent years and PPS didn't want to deal with them. If PPS truly wants to re-balance schools, and insists on pulling students from neighborhoods beyond any given school's immediate community, then it needs to be done district wide, where student are bused from Lincoln, Grant, Franklin, etc. To place the onus of re-balancing on SE speaks to the myopic nature of this whole approach. The above issues are very basic and should have been immediately obvious to the Coalition. Perhaps they were discussed--but certainly no results of those discussions were shared at the Open House. If this Open House were to ever succeed, presenters should have come prepared to address these issues. Clearly they were not. Which raises a whole host of other concerns.	Engagement	Negative Response	Process	
We are also concerned about the coalition getting enough input from the very communities that this proposal is trying to benefit. The timetable of the coalition’s work has been very aggressive, and the work has been hard to follow (because of the volume and speed of changes/ideas/proposals), even as a white, highly privileged family. The pandemic makes everything harder. Is there enough time to get the feedback needed to know if this proposal strikes the right balance?	Engagement	Negative Response		
only sending written materials in languages other than English 2 days prior to the session is unacceptable and presents a major equity problem for families not speaking English at home - how can families participate with such little notice?	Engagement	Negative Response		
I am concerned that not enough time has been spent studying this option and seeking input from non-English speaking families. I am concerned that there is the potential for serious unintended negative consequences for social equity and multi cultural community building.	Engagement	Negative Response		
Also, PPS and DDL’s claim that native speakers want these programs singly located and consolidated seem to be based on assumptions and not actual engagement with or feedback from the Latinx and Chinese communities.	Engagement	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
It feels sneaky and sudden without enough time for parents to absorb this new information. The proposal to make separate schools just for Spanish/Japanese/Vietnamese learners seems like ghettoizing these kids, while at the same time robbing predominately white schools (like Grant HS) from what little diversity they are ensured by having the Japanese program feed into it.	Engagement	Negative Response		
Third, Why is there only one proposal being presented to the public? There were many developed why not get public feedback on a couple? Clearly from the open house there are a lot of upset families. Maybe families would have felt like other options would be better for communities and neighborhoods.	Engagement			Statement
The SE Guiding Coalition's phase 1 mandate was to enroll Kellogg Middle School, identify a second comprehensive middle school in Southeast, and convert current K-8 schools to K-5. PPS communications on the Coalition's work have consistently tied it to the reopening of Kellogg, concealing the true breadth of change included in the Coalition's proposal. The current proposal vastly outsteps that mandate, by introducing school boundary changes and altering feeder patterns without input from each community impacted. • This breakdown in both process and communication has created uncertainty and mistrust in PPS. This has been a rushed process in a time when families are already overwhelmed with distance learning, battling unemployment, political uncertainty and the pressure of a global pandemic. • The coalition should stick to its original mandate and stop any re-boundarying and feeder changes without first ensuring all impacted communities – including students – have a seat at the table. • PPS should publish data that clearly demonstrates how any decisions made by PPS's SE rebalancing efforts will optimize the use of school facilities and help achieve racial equity and social justice. • If NE schools are solutions to SE's "rebalancing" efforts, then all Eastside schools should be part of the conversation. Why are Laurelhurst, Beaumont, Alameda, Sunnyside, Cleveland, Grant, etc. immune?	Engagement	Negative Response		
My children go to Glencoe. A couple of my concerns are the lack of tranparency and condensed timeline of these proposals. We only first heard about these potential changes days before the open house and through an email from a neighbor. It feels rushed and hidden at a time we are all just trying to get by with the day to day virtual school during a pandemic.	Engagement	Negative Response		
The lack of real community engagement and short schedule of meaningful solicitation of input from affected families. These decisions have major impacts on families; thus, the school district should allow a longer timeline to study and research these recommendations. Are there transitions plans for currently enrolled students that needs to move midway through middle school?	Engagement	Negative Response		
I have concerns that multi lingual speakers were not given as many opportunities to hear the proposals and materials were not provided in multiple langauges.	Engagement	Negative Response		
PPS's lack of planning: performing this review right before they want to open Kellogg Middle School, which rushes the process. This is especially bad during the pandemic, when it is harder to communicate, especially to those underserved families who are most impacted by everything (see point 2). 2. Huge disruptions to school communities, especially during and right after the turmoil of the pandemic, with distance learning, social isolation, and an economic recession.	Engagement	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I am concerned about having enough time to reach all the affected communities in time to have adequate feedback. Some BIPOC communities feel they have not been involved in the process at all. Some of the goals of the coalition do not seem to be accomplished with this proposal -- for instance, Franklin is still overcrowded. I also am worried that you are proposing to changes to Madison's enrollment without looking at all the issues in North and Northeast Portland. Moving Mt. Tabor to Madison (including the Japanese DLI Program) may not be the best choice when you look at all the programs and boundaries in North and Northeast. Maybe it is, but you haven't studied it enough to know all the intended and unintended consequences yet. Doing more outreach and explaining the reasons for the recommended changes will go a long way to gaining community support. You also need to show us the data to back up your decisions and why this model is the best solution. Right now, I'm not convinced that it is.	Engagement	Negative Response		
• 29% of parents surveyed had awareness of the Guiding Committee - this is low • Importance of staying on the middles school/high school path ranks high on surveyed parents' priorities • I've read through the data on Enrollment balancing and see why moving the 250 or so students from Grant would open space in a crowded school but I'd like to better understand who that benefits...do those spaces to go to other students or just create a better learning environment for neighborhood kids? • How does moving Japanese students out of Grant impact equity?	Engagement	Negative Response		
I am concerned that not all strands (i.e., neighborhood, non-immersion) were included in the coalition (from Mt. Tabor).	Engagement	Negative Response		
I am concerned that DLI is the driver behind these sweeping changes - they they get more weight. WHat about ALL communities having representation?	Engagement	Negative Response		
I am concerned that groups are being moved from location to location without input.	Engagement	Negative Response		
The district and the consultants have put the coalition members in the untenable position of having to defend a proposal that was developed while missing key information. Errors in communication that missed constituencies makes it more more likely than not that the district has a predetermined solution. I suggest the board and district release your behind-the-scenes comprehensive plan and stand behind the methodology behind it (and if you're just gabbing, do the work for real). If you are unable to convince some families and they give up on public schooling, then that may be the right thing to do for the greater good.	Engagement	Negative Response		
CSS doesn’t have a location. It seems rushed.	Engagement	Negative Response		

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My concerns with this proposal is PPS trying to do too much in such little time with lack of communication with parents with the number of schools impacted. It feels that you are giving us an ultimatum and we have no other choice but to deal with it! There was not enough information to provide to families in various languages. I attended the Cantonese meeting and my needs were not met because the PPS representative was only spoke Mandarin and some of the families that spoke both languages were responding in Mandarin only in the Cantonese session. The translators didn't feel the need to translate everything that was said. I was on the call for two hours and a majority of the call, I was spending my time guessing the conversation. Yes, Cantonese and Mandarin are different! These are two different dialects, like Spanish and English. What PPS could have done was provide a staff member that spoke Cantonese ONLY for that session instead of having a Mandarin Only speaker and have translators. To make matters worse, the meeting time was still one hour. Do you know how time consuming is it is to translate? We spent so much time waiting for things to be translated. The Cantonese meeting was a HUGE failure on PPS' behalf.	Engagement	Negative Response		
I am concerned with many pieces shared during GC meetings and during the community town hall, i.e. this process is happening during a pandemic; BIPOC community members and underserved communities are not represented as well during meetings or during the community town hall. I would have liked to hear from Harrison Park families and Lent families more.	Engagement	Negative Response		
Only one option for rebalancing has been submitted for public review. The committee members do not fully support the plan presented. Parents, students, and school staff have not had adequate opportunity to provide feedback or input into the plan.	Engagement	Negative Response		
Japanese speakers haven't been given a voice in this. Richmond Elementary didn't have a voice in this.	Engagement	Negative Response		
Pretty much everything else - the Mandarin-speaking families were not consulted and do not like this plan - either the location proposed or the removal of the co-location.	Engagement	Negative Response		
8) It is so hard fo find the information about this rebalancing. Neighborhoods have not been able to really speak out about their feelings due to limited advertisement and a very hard to find webpage on the your district page. If you really want to know how the neighborhood feels, this should be a banner at the top of the district page. There should be fliers left on every door step, phone surveys to every house in the neighborhoods affected, and lawn signs announcing the upcoming meetings.	Engagement	Negative Response	Process	
The families in the Woodstock Mandarin Immersion Program (MIP) have said that they were not part of the early outreach and planning of this.	Engagement	Negative Response		
1. Communities of color were not involved enough in planning. There was not enough involvement, translation, outreach.	Engagement	Negative Response	Process	
Nobody seems to have mentioned that this proposal takes from Franklin (a relatively low income school) its highest income feeder schools and replaces them with low income feeder schools.	Equity	Negative Response		

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The changed focus on HS enrollment # balancing - that only moves bodies, not changing programming or substantial diversity impacts. Madison and Franklin are very comparable schools for programming and diversity (race and SES) Some can argue that Madison is more robust (higher test scores, graduation rates, smaller class sizes) SO, I don't clearly see how the move of the Glencoe feeder out of FHS to MHS furthers the goal of creating equity in programming. And, this model shows that it does not change the enrollment # at FHS. The only result is disrupting a huge traditional feeder to FHS - and especially during a traumatic time for all families. Its a huge community impact to the SE neighborhood that does not seem to support the goals of the process. That she is already immersed in as an 8th grader through sports, summer camps, hanging out on campus, etc. Our family also relies on her for help with her younger siblings that attend Glencoe - as both parents work.	Equity	Negative Response		
The further marginalization of the Chinese speaking community, the lack of diversity that will remain at Woodstock, also Shu Ren pointed out that the Chinese speaking community has not been involved in the process of developing this plan and seems to not be in favor of it.	Equity	Negative Response		
Destruction of Bridger as a neighborhood school and moving DLI to Lent. White privileged students will op out of DLI and your goals of equity will fail. Your goals and ideas are just, but will fail in the real world.	Equity	Negative Response		
Why not look at the entire Eastside and come up with a comprehensive plan that actually promotes equity.	Equity	Negative Response		
The way the information on equity is presented does not allow any synthesis of results. I see big changes, but am unable to understand whether this proposal meetings those goals. Too much detail, not enough synthesized info. I have a PhD in engineering and I find it impossible to understand - not a good sign.	Equity	Negative Response		
It does not address SES equity except for at one middle school, Mt. Tabor, by changing the feeder pattern significantly. I'm concerned about broad changes being proposed to the middle and high schools without a deep look at some of the elementary school border issues; splitting neighborhoods, not following natural boundaries in some cases like major streets. How can changes be made at the top level without examining and considering other changes at the elementary level that could also contribute to a shifting pattern of equity?	Equity	Negative Response		
You will likely not measurable improve poorly defined inequities. You seem to under-appreciate that many non-whites participate in the language programs.	Equity	Negative Response		
B) Half of the students in the MIP at Woodstock live in that neighborhood. Can't they make Woodstock all Chinese DLI? That's the least disruptive. If the MIP moves to Bridger, how many classes would there be per grade? This doesn't really feel equitable at all. Woodstock MIP is a nationally known program and a leader in dual language instruction. How does the MIP program at King align with "placing DLI programs in schools located where native speakers live".	Equity	Negative Response		
The Japanese program should move in 2021. This move is not dependent on the other middle schools. Grant is very crowded. Madison is reopening in fall of 2021. There is not a concern of boundary changes for this program. They would simply make the move one year prior to the other feeder schools. Neighborhood boundaries have not been offered the same delayed transition. From an equity standpoint the move should happen in fall 2021.	Equity	Negative Response		
decreased diversity in both Lent and Atkinson	Equity	Negative Response		

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I have concerns about how much listening was actually done to the BIPOC families who have historically had no/little voice. I looked at the survey data and I see that you interviewed a slightly higher percentage of families than match the attendance demographics. However, I definitely heard at the November 12th meeting the sentiment from one of the coalition members that voices from the Lent community were not being heard with regards to the displacement of neighborhood students from that school in order to create the single dual language school. I implore this committee and PPS to think about what it takes to really LISTEN and HEAR BIPOC voices. Given their historical silencing, I would argue that it requires trying to listen to all of their voices and concerns and PRIORITIZING them over the concerns of the administrative bodies or the white parent blocks. This might mean more than just phone calls to a few hundred families. This might mean round table conversations and phone calls and surveys and proposals that come directly from these communities about what their ideal scenario is like. What if your first draft came from a proposal created only by BIPOC members of the coalition representing all of the historically underserved neighborhoods and schools. What if the white voices were not allowed to participate in that first draft and only allowed to weight in after the BIPOC communities have had their say? What if PPS really tried to shed their racist legacy rather than just checking the boxes on a list to demonstrate that they have used a RESJ lens. In order to do this, I think my main concern is that the committee is trying to move too fast to accomplish too much. Given that only the Kellogg Middle school changes need to be implemented for 2021, I recommend that the rest of the proposed changes be reviewed, discussed, and re-evaluated. There are clearly many oversights in this current draft: displacement of the neighborhood students around Lent, transportation challenges for families wanting to attend the new spanish DLI program that is located only in a single building - how will this impact who applies and who attends? Will this only further create inequity in DLI favoring more affluent and whiter families who can juggle the new transportation logistics?, the distance and lack of safe routes that some students need to travel for high school with the new Madison feeder patterns - could this be accomplished differently if Northeast schools were factored into the high school overcrowding equation? I feel pretty strongly that the DLI conversation needs to be really robust and filled with equity conversations. As I hope you all discussed, the history of DLI programs nation-wide are riddled with inequity and racism. At its core is the dual standard by which Americans are judged - to speak 2 languages for a white person is seen as an asset, whereas for a darker skinned person it is often perceived as a sign of inferiority. The process of the DLI being a lottery system which requires paperwork submitted by specific deadlines without enough outreach to families who are not as connected to email as a form of communication creates inequity. I am not an expert, but I am learning about the inherent challenges with creating an equitable DLI program. I hope this committee has done its homework about these complex issues before making radical changes. I would hate to see the inequities worsen through a hastily made decision. Some resources shared with me by my equity committee co-chair: https://mobile.edweek.org/c.jsp?cid=25919821&bcid=25919821&rssid=25919811&item=http%3A%2F%2Fapi.edweek.org%2Fv1%2Few%2Findex.html%3Fuuid%3D1EF2E9A8-0AC1-11E9-90C4-A498B3743667 https://www.theatlantic.com/education/archive/2017/12/the-middle-class-takeover-of-bilingual-schools/549278/?gclid=Cj0KCQiAqdP9BRDVARIsAGSZ8AnHvKauNT0Y3hpoNafaX_ysLTQiLrDSpqjc5LaxflV-QqDbAplh8BcaAm2fEALw_wcB	Equity	Negative Response		
The SE quadrant is one of the most diverse in the city, and yet the zoom call I attended was mostly white folks. Is PPS sending out notices to hear more community guidance from racially diverse neighborhoods?	Equity	Negative Response		

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I am concerned that the proposals shift my children (and their Glencoe counterparts) to a new high school (Madison versus Franklin) without any involvement, input, or feedback from our elementary school community thus far. Proposals to change which high schools and middle schools draw from are things that parents want to know about. I encourage and applaud the school districts mission and goals to achieve equity and, as a parent, want to be involved during the process and not just after decisions have been made.	Equity	Negative Response		
Change is hard for people. My concern is does the SE Guiding Coalition have the cache and gravitas to actually make their proposals a reality? Or will this all just end up being lip service and a continuation of the status-quo where the well-to-do continue to have their elite enclaves while professing "Equity" so long as the change that is required is not in their backyard?	Equity	Negative Response		
This proposal would result in segregation of students, primarily those who are part of underserved communities within immersion programs,	Equity	Negative Response		
This proposal might be fine but I have concerns about how it was developed. There are key communities that were excluded and goals only selectively considered (Laurelhurst, K-8, portables, right?). Glencoe families and staff were not adequately represented on this committee nor in phone surveys while Sunnyside was over-represented. It is unclear what was used to analyze transportation equity; previous balancing efforts used time on PPS bus or cost, but that is meaningless for high school and hopefully Trimet commute times were used. Regardless of the method, the proposal should include this information so it is clear that it was addressed.	Equity	Negative Response		
Current Glencoe students should go to Franklin HS or feed to Grant HS. Madison HS is way out of the way for parents who work in close-in/downtown Portland. Why do Glencoe students have no representatives on the SE Guiding Coalition during this phase even though the boundary changes affect Glencoe students?	Equity	Negative Response		
Don't decrease the diversity at Atkinson by moving the DLI program! People move here for this program and this school-like us!	Equity	Negative Response		
There is already pushback from privileged groups about moving JMP to Madison that is rooted in racist elitism. Their voices are loud but they are not the majority!	Equity	Negative Response		
Moving DLI programs is moving families of color. No minority racial groups should be targeted for relocating.	Equity	Negative Response		
We are extremely disappointed to hear about the potential changes to the Woodstock Immersion Program. It's a program that is mature and established, there is a whole system involved and strong roots within the region. There are parents who start language immersion learning from preschool (near Woodstock) and continue on to Woodstock and have shuttle that takes them to their after school programs. Making such change would cause tremendous inconvenience to the students continuous learning. From the proposal, I'm also seeing it seems like the DLI programs are being pushed out to the outskirts of the city, why is that? Where did the data come from to help support this proposal? Are inner city schools (majority with better scores) to be primarily just for English speaking students? Please note, not all the families that attend DLI are of that specific ethnicity. I'm trying to understand what is the goal here to really "balance" out the demographics? From what I'm seeing, it's only just "grouping" specific ethnic groups together and separate them, and not encouraging diversity and inclusion? Instead of encouraging and embracing world language learning, it's breaking a system. Strongly oppose to Woodstock Immersion being taken away.	Equity	Negative Response		

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Committee has over-reached its mandate to lock high school and elementary feeder patterns for phase 2. Mt Tabor and Harrison communities don't want to swap high schools- why on earth would we do this? No input from suddenly-impacted communities with this last- minute idea. And, once again, Cleveland and grant - two of PPS' richest schools- somehow untouched/off limits, a GLARING equity issue.	Equity	Negative Response		
Those moves don't even do anything to create greater equity between Madison and Franklin, barely address building utilization, and the programing between these HSs are already balanced and similar.	Equity	Negative Response		
I am concerned that the DLI only schools seem to be centered in areas of highest poverty, making it more difficult for children to get to a neighborhood school. It also seems to discourage more vocal/wealthy families for signing up for Spanish DLI because the schools are in high poverty areas. It may end up segregating our community more.	Equity	Negative Response		
I am concerned that without looking more widely and having Cleveland and Grant on the table, the gains will be very short lived. Franklin will still be over-utilized in the current scenario, which will require more shuffling and disruption and energy in the near future. Further, I want to implore the committee to truly look at magnet programs with an equity lens. My neighborhood of North Richmond continues to be up for grabs in boundary scenarios (which I am personally 100% fine with: I want my kids going to diverse schools!) but as a family that can see the Richmond building from our block, it is really tough to always be seen as available to shuffle to new schools when our neighborhood school building is occupied by a very exclusive program that is NEVER part of alignment conversations. One wonders if Japanese language instruction would be so prized if it were located in a less gentrified and central location. I don't see families like mine clamoring to get into Russian programs at Kelly, for example, but a lot of families in our area choose Richmond, partly for the langugage and partly for something "extra" in a public school.	Equity	Negative Response		
You cannot address equity with one quadrant alone. This is a larger matter than SE school attendance	Equity	Negative Response		
Both of our elementary and high school were reassigned to vastly lower rated schools. Because only our middle school was not reassigned, only 3 out of 13 years of schooling were unaffected. For most others the magnitude of the change is less because only 1 out of 2 schools changed. Was magnitude of change taken into consideration. This distribution doesn't seem fair. The way in which these changes are being pushed through seems unfair, non-inclusive, horribly disruptive during an exceptionally stressful time. This is underhanded and cruel and not transparent. Why is getting rid of portable classrooms prioritized over staying in our neighborhood school? I was in a portable classroom and I loved it because I was in my neighborhood school.	Equity	Negative Response		
What RESJ lens was used in deciding that Lents and Bridger students be displaced?	Equity	Negative Response		

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Moving DLIs out of integrated schools reduces equity and community inter-relatedness; segregates/marginalizes BIPOC. Proposal puts outsized burden on BIPOC. Some students would be forced to choose between IB and DLI. Why is DLI the program targeted to help PPS "rebalance?"	Equity	Negative Response		
The decreased enrollment (and the potential impact of that) at Creston, the decrease in diversity of the Creston families (racial and SES), the shifting of boundaries to remove some families with no apparent benefit to the other school for adding them.	Equity	Negative Response		
Lack of equity. 100% racist: If you look at the definition of racism this proposal is 100% racist and unacceptable. Uprooting our kids from the school they know and love during a pandemic is completely ludacris.	Equity	Negative Response		
I'm concerned that these proposals result in segregation of minority students. It also removes diversity from neighborhood schools. I have two Black students who see very few students of color in their schools right now. Moving immersion programs to segregated buildings removes what little diversity there is. These actions do not represent equity. This is systemic racism in action. I'm also appalled that the district is using voter funds to build schools with plans for filling them. Why was none of this determined prior to a school opening next fall? Filling a building should not be the driving factor. Making sure our students of color are represented and protected should be. PPS needs to stop talking the talk and start walking the walk.	Equity	Negative Response		
There has been no transparency in this process. You are moving kids to NE without even including the rest of NE in the process. It's ridiculous. No Glencoe involvement at all is very concerning. Equity seems to be the word of the day for this process, but how is this equitable? Only some kids will need to take 2 buses for 40+ mins to go to school. Parents will be able to participate less, kids get less sleep, creates more traffic, etc. What is equitable about this?	Equity	Negative Response		
The blatant racism of segregating our kids to outer se locations. The total disregard of who this will actually impact. The destruction of neighborhood communities. The fact that this plan with continue to marginalize POC while PPS repeatedly says the word “equitable” over and over.	Equity	Negative Response		
Pushing boundaries out will make Creston less diverse. It will also be challenging for creston to maintain a high enough enrollment level with these changes.	Equity	Negative Response		
I have serious concerns that our families of color are not being heard. I am deeply troubled by the attempts of PPS to further segregate and isolate our families and students who speak a different language and families of color. Pushing them to outer south East Portland is not the solution to your problems and it does nothing to address issues of equity. My children are currently slated to attend Cleveland HS, which has an IB diploma. Under the new proposal, Franklin does not have this option. Taking away they IB diploma is a huge disservice to these students. This does not give them a leg up. It pulls the ladder out from under them. What a shame and disgrace to watch the students and families lives that will forever be impacted by this process.	Equity	Negative Response		
I feel the equity piece is overblown, as the vast majority of the students in the DLI programs are not native speakers, they are actually privileged white students. If anything, this is inequitable as it's only happening in SE portland and not all over the entire PPS district.	Equity	Negative Response		
It is labeled "equity" but forces families of color to travel more than others. It will result in higher segregation. White schools will become whiter, and brown schools browner.	Equity	Negative Response		

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will it really address equity? what is PPS doing to ensure enrolled students live within the boundaries for the school they attend? shouldn't all of the East side be considered when rebalancing rather than sending some SE high school students to the NE?	Equity	Negative Response		
1. At a minimum, we would appreciate your addressing the concerns expressed by Shu Ren. https://www.shurenofportland.org/post/shu-ren-enrollment-program-balancing-project-scenarios-for-chinese-dual-language-immersion-dli 2. We suspect that many families would choose to drop their children from the Mandarin-immersion program rather than enroll their children in schools many miles from home. Please consider the important community-building goals of neighborhood schools. 3. We have one kindergartener and a child that will be entering PPS in three years, so we have mostly stayed out of this process - out of deference to those with more experience and out of a desire not to complicate the equity goals that we share with PPS. But we are shocked by the reaction of those families who have followed this process more closely and who are the people of color that this proposal is primarily aiming to support. We are deeply concerned that our children may be pawns in a political game of which we are unaware and of which we do not desire to be a part. We hope that this introduction to PPS is not representative of our planned 16-year relationship with PPS. Is there not a way of meeting equity goals without angering so many people?	Equity	Negative Response		
I am very concerned that my children will not have a school to go to given that the guiding coalition has not planned to house Creative Science until Phase II, and more so since I am dependent on the bus to attend school functions. But I am aghast about the supposed consolidation of language programs. As the communities were not consulted, it really gives the impression that wealthier neighborhood schools want to segregate immigrant and lower SES communities. It really sounds like a step backwards for diversity in schools.	Equity	Negative Response		
From an equity lens, there has not been sufficient opportunities for BIPOC family engagement in the decision-making process outside of those who were phone surveyed and/or part of the coalition. Superficially, it appears DLI programs have been a central focus, not the needs of BIPOC families enrolled in neighborhood schools. For a number of reasons outside of academics, BIPOC families anecdotally are less likely than their white counterparts to enter the lottery for a DLI (especially if it's not in their native language) or focus school, so in a sense these schools are inherently privileged. Ideally more data can be gathered about the priorities and concerns of BIPOC families enrolled in neighborhood schools in contrast with those in DLI/focus schools. Qualitative data should be viewed and/or interpreted by POC since they are more perceptive at reading between the lines. My hope is that decision-makers will prioritize the needs of the majority of the BIPOC families, regardless of school/program. Based on my experience as a WOC joining one of the zoom breakout sessions during tonight's open house, I can attest to the difference in priorities and concerns of BIPOC families based on the type of school enrollment.	Equity	Negative Response		
It moves MIP out of Woodstock and decimated the population and diversity of the school.	Equity	Negative Response		
Again, we planned our life around schools, commutes, and now we are going from the top rated public high school to one of the worst.	Equity	Negative Response		wrapped up in a nutshell!

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My concern is that my son will be forced to attend a high school that ranks and performs lower than his current anticipated high school.	Equity	Negative Response		
My understanding is the Guiding Coalition is a white dominant group. Yet the Coalition and the entire project were represented almost wholly by people of color at the open house. This misrepresents this process as an effort by and for BIPOC people, when this is far from the truth. For Dani and Shanice I am confused why you are supporting this misrepresentation. Using BIPOC parents to represent a majority white group without noting this disparity is the epitome of performative allyship. If you want this to be a BIPOC led process, work harder to make it one authentically, or own that you have not been able to do so. Overall, this project is coated in a lot of equity language, but with a huge "trust me" attached to that language. It is the equity version of greenwashing. People do not trust you, in particular with driving greater equity in our schools, and your open house has not bothered to make a compelling case why the core goals of the study (e.g., getting rid of colocation and the L-8 to K-5 transition) will lead to greater equity. Though I know these (especially the K-5) have been a priority for the current board, PPS has provided insufficient data (both PPS and research on similar changes in other school districts) to demonstrate that the huge disruption caused by this transition will indeed have those intended effects. Instead they seem to be included as a priori assumptions, whitewashed in some equity language, and delivered by BIPOC presenters to make us believe they will have their intended effect.	Equity	Negative Response		
I am concerned about how Phase 1 involved tying extremely sensitive issues like social and racial equity to the rushed opening of a middle school when much much more time and effort should be spent reaching out to affected groups who do not have adequate access to this process but are some of the most critical stakeholders.	Equity	Negative Response		
1. It is a huge upheaval for many families with almost no time to process or provide input. 2. This would be doable if there were clear RESJ benefits to our historically underserved programs. Unfortunately I have yet to see how this proposal will address RESJ issues in a real way. 3. In fact, it ends up hurting many underserved communities even more by taking them out of their neighborhood schools. It also segregates communities of color.	Equity	Negative Response		
We need clarification on how this is actually equitable. There is a lot of talk of moving around dual language programs, however, that should not be the only consideration with equity. There should be many other lenses used to discuss and address equity. There are concerns even from the committee that this work is not equitable and with some people calling it out as a racist process based on what was heard during the Open House.	Equity	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I am a very proud parent of a Franklin High School senior and two students attending Mt. Tabor Middle School. We have been watching the construction of Kellogg Middle School which is approximately 3/4 mile from our house in our South Tabor Neighborhood. We had 3 children attend Atkinson for 12 years, but they have completed the elementary grades. With the latest boundary alignment map I have some concerns about the future of Franklin High School. The wealthiest and whitest schools in Portland including Lincoln, Wilson, and Grant are not included in the greater balancing process to fill a SE school in Kellogg middle school with 6-8 grade children. With the latest proposal Madison takes the most affluent neighborhood from Franklin which is Glencoe and another affluent neighborhood which is Sunnyside gets cut off from Franklin and heads to Cleveland. Part of Atkinson which is north of Division is the only affluent neighborhood left heading to Franklin. This is disturbing because of the equity differences between the whitest and most affluent schools which are Lincoln, Wilson, Grant and Cleveland and Franklin which is in the middle and the even less fortunate which are Madison, Roosevelt, Benson, and Jefferson. Franklin is roughly 50% white and would then become less white and less affluent. Currently Grant in NE is 75% white and is by far the most affluent high school on the entire east side. Cleveland in SE is 72% white and is clearly the second most affluent on the east side. These affluent neighborhoods are extremely important to have in a school's catchment that provide the funding gap within the schools for PTA funds for schools in the middle income like Franklin to compete with the wealthier schools. Cleveland would become even more affluent in this latest proposal. The Chinese emersion leaves Cleveland and heads to Madison also making Cleveland even more white. Although Franklin becomes more diverse with the loss of the Glencoe neighborhood, the funding lost by the affluent neighborhoods to the PTA is frightening. Madison is only 33% white now and would certainly get a boost by adding Glencoe. I feel once Madison reopens after its recent remodel project enrollment will naturally level off form Franklin and people displaced by the shift to Marshall will shift back to Madison away from Franklin. We saw this happen with Franklin once it reopened its doors to a $100 million makeover. Cleveland lost enrollment from the transfers after Marshall closed and Franklin reopened its doors. Once Cleveland gets redeveloped it will have enrollment increases as well. Franklin has been called the most beautiful school in the state. We are very proud of our kids that attend there and their accomplishments. Franklin has been stated by PPS as a model for Portland high schools with its diversity and cross section of socioeconomic status that closely match the dynamic diversity of Portland as a whole. Franklin won its first OSAA championship in 60 years in Boys XC and followed that up a week later in 2019 with Boys soccer! Both were recognized at the school district as great accomplishments for PPS to finally compete with the powers of the state that include private schools and new suburban schools. I do not see any coincidence with the enrollment numbers targeted to be 1700 for Franklin which are up from less than 1000 before its remodel. If this formula changes it certainly diminishes the quality of education of our beloved Franklin High School.	Equity	Negative Response		
It is not equitable for Latino student	Equity	Negative Response		
Removing sunnyside and mt tabor from Franklin makes the school all schools of lower socioeconomic status which is not diverse or better inequities at all!	Equity	Negative Response		
Moving all language immersion schools and the impacts of those moves on communities of color. The stated premise that focus option schools create an inequitable experience.	Equity	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
We have many questions. Will the proposal be able to meet the goals around equity and justice without causing other challenges/inequities/injustices for low-income communities? For example, we appreciate the idea that non-native DLI participants should have to travel to the community they will be learning from and engaging with. But does removing a neighborhood option at Lent cause transportation challenges for low income residents in that area and how are those challenges measured against the potential benefits of combining DLI into one school?	Equity	Negative Response		
i'm troubled by the changing format of the DLI school; many, many parents in the feedback sessions on Thursday 11/19 shared that it seemed those were major equity barriers, not improvements, for dual language families in those schools. i don't see how drastically changing a STEM school with extra lottery spots for ethnicity and income located in a low income diverse area improves equity.	Equity	Negative Response		
. Although it seems like all this proposed change has the goal of equity, without involving the much wealthier schools in close-in SE and NE Portland, the changes cannot have a meaningful effect on balancing equity, instead just continues the PPS tradition of constantly making drastic change/closing schools in poorer communities and leaving wealthier schools alone.	Equity	Negative Response		
It doesn't seem that equitable. It currently seems more focused on data points rather than feedback from the communities actually effected.	Equity	Negative Response		
Lack of equity in the decision process, many stating they are just hearing about these changes without being able to fully be involved, lack of input from those most effected due to differences in technology access, not listening to the concerns of co-located programs and their needs and making them segregated from others,	Equity	Negative Response		
Also, sending the MIP to an already Chinese inhabited area, with an attempt to balance race and socioeconomic issues,, will not solve the core problem	Equity	Negative Response		
Native speakers of Chinese have been left out of the conversation about whether they would like the immersion program moved to Harrison. I think they should be leading the conversation. From our point of view it will diminish the diversity of our school. The neighborhood program is woefully unrepresentative of a diversity of culture, especially in this years kinder class. We would love to expand the diversity of our school not white it out.	Equity	Negative Response		
The DLI program states closing the opportunity gap for underserved students. By shifting programs into neighborhood schools that are already underserved, I feel this defeats the goals and objectives. Racial equity and social justice? When you shift DLI programs into a neighborhood that is already underserved, I feel you aren't taking these principles into account. When these programs are left in their current schools it fosters diversity and strengthens PPS goals and objectives.	Equity	Negative Response		
TWO out out of seven "Proposal Theme" points "call out" Creative Science School, which is my family's school. This is a big emphasis on one school of the many that are affected by this redistribution. The first point states: "schools devoted entirely to a Focus Option create inequity of experience". That is an unfair and untrue burden to place solely on us, given the massive inequities among even neighborhood schools. We provide an option that is highly in-demand, implementing a constructivist philosophy. We seem to be in the wrong place at the wrong time.	Equity	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
This program does not cost any extra over a neighborhood school. We are a "middle-income" school: we have a PTA, and raise money, but we do not have a foundation, nor do we receive foundation funds. With schools underfunded, and parent fundraising bridging that gap, this money makes a difference. However, given the amount we raise, we are FAR less inequitable than neighborhood, focus, and DLI schools that raise large amounts of money through PTAs and foundations. More details on this inequity are here: https://sites.google.com/view/reform-pps-funding/home	Equity	Negative Response		
It is still unclear to me how this proposal positively impacts equity for PPS students. Also, CSS is left without a building.	Equity	Negative Response		
I am concerned with removing the MIP program from woodstock because it adds so much richness to the whole community. All students benefit from the language and cultural activities that the MIP program provides, including the students in the neighborhood program. This program integrates different populations into a caring, inclusive community and provides diverse perspectives that benefit all students, staff and families.	Equity	Negative Response		
I am concerned that the coalition couldn't articulate how proposed changes improve climate and academics for students of color (with a focus on Black and Native American students."	Equity	Negative Response		
I am concerned "equity" is being used without being defined. Show exactly how each individual proposed change leads to equity, and then maybe you'll get more buy-in.	Equity	Negative Response		
I'm concerned that kids of color in neighborhood programs like Woodstock and Hosford will be left with less diversity of race and culture in already very white environment. They're already very isolated. While I understand that a new middle school needs to be filled, it seems unnecessary to upend working programs, like the longstanding immersion program at Woodstock/Hosford/Cleveland. Focus on the middle school impact, leave things that are working alone. It's a domino effect of decisions made under deadline pressure.	Equity	Negative Response		
Doesn’t appear that segregating the DLI programs in achieving the goal of equity.	Equity	Negative Response		
My concern is that PPS will give the best deals to schools whose parents are speaking out with loud voices. The opposite should be happening. If the goal is equity, historically underserved schools should be prioritized. Poor and non-white kids should not continue to be marginalized simply because they don't have parents coming to meetings and advocating for them. Do not wait for parents of color to fill out a survey or give comments about what they want. Just give them what is best. For example, we all know that it's important for kids to be able to attend a neighborhood school close to their house. Lent, Harrison Park, Marysville, and other low SES schools should stay intact because those kids need neighborhood schools most. Atkinson and Glencoe, for example, are high SES schools, and I would argue that their needs should come second, despite the comments you may be getting from their parents. Please prioritize the wellbeing of poor and non-white kids.	Equity	Negative Response		
It will make our school less diverse.	Equity	Negative Response		
I do not believe the proposal achieves the goals of racial equity and social justice. The communities of color affected by the proposal were not adequately consulted in developing the proposal. I would note, in particular, that Shu Ren opposes the proposal and similarly believes that the proposal does not achieve goals of racial equity and social justice.	Equity	Negative Response		
My concerns are that I am not sure that the scenario you put forward is actually equitable in the minds of the BIPOC people in SE that is proposing to serve. As a white privileged mother of a Latino child (adopted from Colombia) I feel so fortunate to be able to enroll him in a Spanish Immersion program where he can learn his native tongue as well as be surrounded by kids who look like him and have Latinx adult role models as well.	Equity	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Adding the idea of equity seems to be making the proposals too complicated. The proposal actually decreases equity by reducing diversity and causing less education equity. The idea that the immersion programs should be moved out of neighborhood schools is flawed, since there are no clear benefits to the students. This will drive more diversity and is more likely to create academic equity district wide. When it doesn't then those issue should be addressed separately. The proposal increases segregation and reduces diversity and breaks a long history of functioning immersion programs with no plan on how to continue supporting their long term success.	Equity	Negative Response		
I am concerned that the meeting on 11/12 ended with BIPOC members voicing their opposition to Scenario 10 as the only option being presented to the community, and PPS moved forward anyway. I feel their ideas were actionable and offered a positive move towards applying the RESJ lens.	Equity	Negative Response		
Woodstock Elementary will lose diversity. The native speaker families will have their language immersion program sent far out to the east.	Equity	Negative Response		
I am concerned with change in diversity	Equity	Negative Response	diversity	
The impact on diversity for Woodstock elementary.	Equity	Negative Response	diversity	
Moving dli program at woodstock will drastically decrease the diversity of the school and negatively impact the community.	Equity	Negative Response		
Moving the Dual Language Immersion programs disproportionately affects students and families of color.	Equity	Negative Response		
4) the meeting spoke about equity. We need an explanation about how this "balancing" improves equity for our Black residents of Portland. As far as I can tell, it is not serving this group at all. (If you really want to talk about equity -- then talk about why a wealthy neighborhood like Bridelmile still has Spanish immersion.) 5) If more DLI is desired, why not consider just add DLI to local schools that want it?	Equity	Negative Response		
If you move the MIP, the BIPOC students in the MIP will not get to do the IB Diploma at Cleveland. One of the CHS Equity Committee's goals is to get more BIPOC students involved in the IB program. By moving the MIP and replacing them with Sunnyside kids, you will be "whitening" the school by 3.2% according to PPS statistics. This will make Cleveland the "whitest" school on the east side and further disenfranchise the 70% BIPOC kids in the MIP. This is based upon PPS statistics. It seems like the Sunnyside kids should be moved to Franklin, and the MIP left at Cleveland. https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/207/Enrollment%20by%20Race%20and%20School%202020-21.pdf	equity	Negative Response		
I am concerned that this proposal segregates lower income and multilingual students away from the best eastside high school for academics [currently Cleveland which houses the IB program] and entrenches the stereotype that white, higher income students deserve strong academic programs while non-white mixed income multilingual students get warehoused far away from the better schools in the better parts of town.	Equity	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
The process has not been transparent or involved much of the community, particularly the Chinese or the BIPOC community. I did not hear about the process until recently. I did not see the information translated into Mandarin or Cantonese until recently. I did not see any of the meetings involved the Chinese community until recently at the open house. The process does not seem equitable. The Chinese, other communities of color, and low-income communities are being segregated. The white and more affluent communities are being grouped together at the historically better resourced and white schools. For example, why not have people in Sunnyside, who are predominately white attend schools such as Madison rather than displace students how are further south who currently attend Hosford and Cleveland and ask them to drive further to Madison? It will be a hardship to travel 20 minutes further and will make schools such as Woodstock, Hosford, and Cleveland reduce the diversity that the district has worked so hard to achieve.	Equity	Negative Response		
2. Communities of color will be sent to school on outer edges of district in lower served areas. 3. Communities of color in current schools vocally disapprove of these proposals.	Equity	Negative Response		
3) The theme of people using different definitions of demographic equity is meaningless in the context of the RESJ lens this process has supposedly been conducted through. When a plan disproportionately impacts students and families of color, no lens of racial equity and social justice would use a definition that saw such an outcome as acceptable.	Equity	Negative Response		
You are essentially eliminating our school and decreasing diversity in neighborhood schools.	Equity	Negative Response		
Potential lack of diversity of students	Equity	Negative Response	Diversity	
Each of the SEGC meetings opened with a reminder of decentering whiteness, starting with a reminder to not rush through things and yet the breakout sessions consistently reported back that they didn't have enough time to evaluate everything and everything is moving forward at the speed it is for the sake of the timeline. In meetings with the Southeast region community, committee members have expressed that insufficient time was allotted to adequately review the proposals presented to them and that voting was rushed. The SEGC meetings made a mockery of the RESJ lens in what can only be described as a calculating, malicious way.	Equity	Negative Response	Process	
Converting Harrison Park back into comprehensive middle school makes sense given that Kellogg will not have sufficient space for all the students from current SE K-8's. My concern is simply that the district is able to provide sufficient funding and support for the conversion of Harrison Park so that the quality of facilities and opportunities for Harrison Park students are on-par with the other middle schools. I also think families will have an easier time envisioning how the proposal could be successful if information was provided on how PPS will meet the new student transportation.	K-8 to K-5	Negative Response		
Why tie up DLI & Focus options in this? Let's balance middle schools.	K-8 to K-5			statement
I would like the k-8 classes to stay together in one building.	K-8 to K-5	Negative Response		
Removing the option of K-8 schools for families with kids that do better in that smaller mid-level environment.	K-8 to K-5	Negative Response		
I think schools should remain k-8	K-8 to K-5	Negative Response		
Changing Bridger ES, changing Vestal ES MS to Harrison Park. I don't want Harrison Park to be the MS for Bridger or Vestal.	K-8 to K-5	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Dissolving K-8s destroys an opportunity for middle school students to mentor the peers in their own community, and some kids really need a smaller middle school experience to be successful.	K-8 to K-5	Negative Response		
Every community that I have spoken with (Harrison park, arleta, and CSS) wants to remain a k-8. Taking this away because you built a middle school (when a k-8 would have solved the overcrowding issues) with our tax dollars is unjust. We are being punished because of PPS mistakes!!	K-8 to K-5	Negative Response		
I am also concerned by the move from K-8 to K-5 + 6-8 schools. I love the presence that the mid-level students provides at our school, leading various initiatives and bringing in a broader focus that what would be available if we were only focused on elementary ages. Older siblings are able to help out at pickup and drop-off of younger ones, and I believe it makes the difficult time of early teen years a little less foreign as our students stay with their same classmates, building and staff.	K-8 to K-5	Negative Response		
Jr High aged humans should be in buildings with humans other than those in a position of authority. Being in a place where they are role models and asked to assist with younger humans is better for them and younger humans who have people to look up to. All kids have an opportunity to interact with kids who aren't just their age and I have seen so many positive outcomes in the K-8 model. I have two adult children who attended PPS Jr High schools and both (very different personalities) had horrible experinces. We were elated to find a mindful K-8 and will be very sad if Jr High is elsewhere. Our children will not attend a PPS middle school.	K-8 to K-5	Negative Response		
I'm concerned that all families that participate in the Spanish DLI program for SE will be sent to the far SE part of PPS area. I'm concerned that making Lent Elementary 100% DLI will force Lent neighborhood students who cannot or do not want to participate in Spanish DLI to go to a school further away. I'm concerned that Spanish DLI and Chinese DLI students will be segregated into separate schools. Separate is NEVER equal.	Multiple Location DLI	Negative Response		
I prefer the scenario where Bridger/Atkinson share a catchment and Lent expands its DLI program to 2 strands. This feels more equitable to the Bridger & Lent communities to me.	Multiple Location DLI	Negative Response		
Why move the Chinese Immersion to overcrowded Franklin HS? Why move the Japanese Immersion to Madison HS? You will lose many current students to the DLI programs if you geographically move the high school locations.	Multiple Location DLI	Negative Response		
Placing all bilingual immersion programs of one language in one school may make financial sense, but it creates ghettos. All Spanish immersion in Lent? All Chinese in Bridger? I was fooled into thinking that diversity, not homogeneity, was one of our educational goals.	Multiple Location DLI	Negative Response		
DLI programs serve the entire district. High school should be centrally located. The DLI programs have been very strong programs and have been models for others.	Multiple Location DLI			Statement
The Japanese program will be a great addition to Madison. This move doesn't depend on the new middle schools opening. The Japanese program should move to Madison in the fall of 2021 when Madison re-opens. This will give Madison an enrollment increase and right size Grant.	Multiple Location DLI	Positive Response	Suggestion?	

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
1) Over indexing on eliminating co-location (as opposed to balanced or appropriate single-strand co-location) of DLI programs exacerbates inequalities by segregating minorities to the outskirts of Portland. While seemingly well intentioned, in practice this leads to fewer opportunities for diverse experiences for students, decreases socio-economic diversity, and closes the door on native speakers by confining them to their own communities.	Multiple Location DLI	Negative Response		
However that goal seems mired in some fascination with cramming all the DLI into language-specific locations which jettisons students currently attending the proposed locations as their own local, neighborhood schools. This entire process has been equitable for only those who have access to technology and broadband considering this is all happening during a pandemic. In the presentation last week I repeatedly heard calls about dissatisfaction from parents whose children attend co-located, DLI schools. This was not remotely represented in the two breakout rooms I attended following the presentation. This process and the presented scenario definitely feels as though it was derived from statistics and not students, quantitative and not qualitative. Unfortunately for the scenario designers, kids are going to be affected; transportation disruptions, neighborhood cohesiveness, and community friendships. And from what I could tell, all these disruptions are to wrangle DLI into language-specific locations for what seems like a thinly veiled attempt to increase ESL test scores or something.	Multiple Location DLI	Negative Response		
For my own family, we are quite sad and worried that Creative Science does not have a new location included in Phase 1. It is very hard to evaluate the move without that information. As a community member who attended the Open House and the breakout discussion I was deeply troubled by the proposals that the language immersion programs be combined and pushed far out into East Portland. Co-located programs provide such wonderful opportunities for cross-cultural connection and learning even for the neighborhood-program students in a school like Atkinson or Woodstock. I think the changes to these programs are deeply misguided. Is there really evidence that native speaking families are choosing not to enroll in dual immersion programs because of the distance between their home and the school? From an equity and racial justice lens it seems to me it would be much better to try and come up with transportation options rather than segregate these children from higher SES neighborhoods.	Multiple Location DLI	Negative Response		
It seems to be very problematic: would effectively dismantle current, successful program, exclude parents in SW from attending the new CH dual immersion program due to distance; involves complex planning /changing schools during pandemic; collocational programs are more balanced than having an all-Chinese school in the Pearl which has large Chinese population (Chinese parents want to integrate in English-speaking society, not stay isolated, which is a practical difficulty for immigrants).	Multiple Location DLI	Negative Response		
Woodstock co-location is a culturally integrating, positive experience for both programs based upon school wide meetings and feedback from both neighborhood and DLI programs. It is a beneficial program that has taken 20 years to achieve this level of success and it would be terrible to tear it apart. It's possible that some co-located programs may have problems, but that doesn't mean a one-size fits all approach should destroy a wonderful program that benefits the neighborhood and the whole city (based on it's central location for Mandarin DLI). Moving it further east would hurt the neighborhood component and the opportunity for Mandarin DLI students who live in more western parts of the city.	Multiple Location DLI	Positive Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Moving the MIP program from Woodstock would negatively impact all students and families at Woodstock. We are against the program moving elsewhere	Multiple Location DLI	Negative Response		
That the plan doesn't effectively meet the needs of most of the students that will be moved. I'm concerned about what I mentioned above, as well as the district pushing this through for the wrong reasons, and not considering how the rest of the east side families will then be effected. Perhaps implementing smaller bite-sized changes would be better for all in the long run.	Multiple Location DLI	Negative Response		
-Don't move the Spanish Dual Language Immersion (DLI) program out of Atkinson to Lents. Losing the DLI program would decrease diversity at Atkinson and require kids to be driven to school at Lents. It would also mean that children living on the same street would attend different elementary and middle schools.	Multiple Location DLI	Negative Response		
Japanese Immersion Program has been feeding in from Mt Tabor to Grant High School for years. The new proposal will disrupt long standing programs at Grant, teachers, etc. The proposal fails to address whether shifting the relatively small population of JMP students that would attend Grant from Tabor (~100?) to Madison is actually going to address anything. Since the JMP is a district wide program and not tied to neighborhood schools, trying to draw a boundary line to define where these students feed into for HS doesn't make a lot of sense either.	Multiple Location DLI	Negative Response		
I'm am concerned that schools that have been established and working well for 20 years will lose their identities. Many of these DLI schools have siblings in immersion and non-immersion programs or neighbors who watch the children. Plus, the school benefits from the culture and diversity of other backgrounds. Don't take that away from students.	Multiple Location DLI	Negative Response		
It seems like it is affecting a lot of people in a lot of different ways. Not everyone will be 100% happy, and that may lead to some conflicts.	Proposal	Negative Response		
There is absolutely no regard being made for the hundreds of families enrolled at Creative Science School. The constructivist focus is a valuable one that PPS should be recognizing instead of shoving aside.	Proposal	Negative Response		
I do not think that the Woodstock MIP program should be relocated. This does not reflect the desires of the community.	Proposal	Negative Response		
I do NOT want to see Mount Tabor middle school feed into Madison instead of Franklin.	Proposal	Negative Response		
How the transition plan may affect teachers in small immersion programs. Whether the transition will be abrupt and force students in the schools in the old configuration to move to a new middle school half way through middle school (very disruptive for students).	Proposal	Negative Response		
staff cutbacks at Atkinson	Proposal	Negative Response		
The proposal is rushed. Moving Atkinson Spanish immersion has not been on the table for long enough for people to learn about the change and give you input. Also, shopping these proposals around during the pandemic is adding stress to families, and lots of people don't know this proposal is on the table because we get so much communication from teachers, the school and the district. It seems like you're trying to hurry this in darkness.	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
That the current students at Franklin high school will be moved out of their neighborhood school. Nowhere in the wording on the PPS website mentions that the goal is to move current Franklin High School students away from their neighborhood school and bus them to Madison school. I have received feedback from the Glencoe PTA, the Mount Tabor Principal, and other parents that the redistricting could affect current high school students. My son is a Freshman at Franklin High school right now, he's barely hanging on with Covid online school, next year he would attend Franklin in person as a Sophomore and finally feel like it's normal and then his Junior year in 2022 he would be moved to Madison and continue there until his Senior year. No thank you! We have supported PPS and all three of our children have attended the neighborhood schools and we have been very active and involved parents at Glencoe, Mount Tabor Middle and Franklin High school for the last 15 years! If the above scenario happens, we are done with PPS and will send our last son to private school.	Proposal	Negative Response		
We don’t want MIP program move to other school.	Proposal	Negative Response		
This goals don't appear adequately focused on the high number of students in immersion programs. The problems are not sufficiently defined and therefore the solution cannot be weighed against other options. As a result the solution clearly creates more problems than are solved. You will create transportation issues. You will disrupt families and students lives.	Proposal	Negative Response		
A) If the MIP moves from Cleveland to Franklin in 2022, my child will be a senior at Cleveland. Is she expected to switch schools for her senior year? That seems really cruel. She'll be completing her IB diploma at Cleveland and will have her friends and relationships with staff. If this happens, can it be phased in? For example, students already at Cleveland would stay and Franklin would take 9th graders starting in 2022. B) Half of the students in the MIP at Woodstock live in that neighborhood. Can't they make Woodstock all Chinese DLI? That's the least disruptive. If the MIP moves to Bridger, how many classes would there be per grade? This doesn't really feel equitable at all. Woodstock MIP is a nationally known program and a leader in dual language instruction. These proposed changes make me incredibly sad. Examination of DLI programs should have it's own separate coalition process. This feels incredibly rushed and has a huge impact on many families and students.	Proposal	Negative Response		
My concerns is the proposal will ruin the MIP at Woodstock	Proposal	Negative Response		
For kids in the DLI programs, parents have planned since elementary school for the path the students would take (Richmond -->Mt. Tabor-->Grant). Switching this up while kids are already in middle school is not very respectful to the DLI programs (they are going to lose enrollments) or the parents and kids that have done the hard work to contribute and stay with these academically challenging programs. I understand there are capacity issues and other concerns, but plan ahead. Let the kids in middle school run the course. This will allow those still in elementary school the time to make an educated decision on what is best for their student and family.	Proposal	Negative Response		
Is there an option for Vestal kids to still feed into Roseway Heights? It is so much closer to us.	Proposal	Negative Response		
I have very serious concerns that Glencoe elementary is excluded from the process. They are being shuttled to Madison high school, without input. I am, quite frankly, shocked that they have no representation when proposals that were on the table included changing their boundaries and there is a huge impact on them. This is not a fair process. I also cannot figure how or why the NE schools would not be considered in this process. If Madison is underenrolled why aren't NE schools being considered to feed it? This fails like a significant oversight, and again, just a failure in the process.	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
It seems to have expanded in scope and the committee has admittedly not had time to consider the transportation issues and disruption to students they are proposing to shift around and split cohorts. Some schools with big impacts (Glencoe) weren't even represented on the committee. I honestly don't know what even to hope for at this point if it eventually involves a switch to Madison. My 8th grader seems most likely to start at Franklin and then switch in 10th grade to Madison, which is more than twice as far away and further than 4 PPS high schools. If this is delayed, then I feel it will be even worse for him to switch in 11th or 12th grade. It probably would be best, if he's going to switch, to just move him to Madison now, but that doesn't seem like a possible option.	Proposal	Negative Response		
Why would you disrupt so many families so abruptly? Why would you not choose to do this kind of a change gradually, starting with kindergarten and then slowly transitioning the schools as the children move through the grades? Why has this only been brought to parent's attention by the activism of other parents and not by the district or school itself? By not bringing this to our attention but having to learn about it from other parents, it feels like you are hiding it which feels intentional.	Proposal	Negative Response		
For Creston, this proposal leaves us drastically under enrolled after burdening our school with a middle school. New boundaries need to draw in more students and families and not cut out areas that contain the majority of our current minority families. It is also important to honor the historic commitment to keep Creston a feeder neighborhood school to Kellogg and Franklin as has long been agreed.	Proposal	Negative Response		
I question the equity of the new boundaries and how those changes solve the problems originally posed. The emphasis of the survey was on the BIPOC students. We are a two parent household who both work full time. All our excess time and energy is put into filling current shortfalls in our local community schools. This shared responsibility to our community and the friendships we have developed are simply not respected under the current proposal. The focus needs to be on how we make the current underperforming schools better, and improve the infrastructure of facilities to accommodate future growth. I know that people in our neighborhood faced with the choice of sending our children to a distant High school not close to our neighborhood will choose to remove their kids from PPS and go private if they have the means. For families like us who don't, we are faced with the possibility of moving to a different area. The boundary redraw will expedite resources moving out of the district when they are needed the most.	Proposal	Negative Response		
I'm very concerned that current 8th graders could be shuffled mid stream in high school and that in the context of current pandemic disruptions this should be avoided at all costs for the classes of '24 and '25. Also, I think relative to sustainability all high schools should have a 2 mile radius so that households within that radius would have assured entry into their closest HS so neighborhood and walkability is always prioritized over arbitrary boundary lines.	Proposal	Negative Response		
The hard work put into making Franklin what it is	Proposal	Negative Response		
What does this mean for Kinder enrollment? I was planning on enrolling my kid at Atkinson in Feb or asap for Fall 2021. It seems absurd to push this through when Kinder enrollment is in a few months- on the other hand, I wouldn't want my kid to start at one school and be up and moved a year or so later…yikes!	Proposal	Negative Response		
I'm concerned about impacts to neighborhood schools that would lose their DLI programs. Where will the students come from to make up the loss? Will the schools be viable after the removal of these programs?	Proposal	Negative Response		
Sports programs at Madison— are they on the same level as Grant? What about their fields/facilities? Same goes for Mock Trial and Con Law teams.	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I am OK with my daughter attending Kellogg instead of Mt. Tabor for DLI, but I do not agree with the plan to have the high school be Madison. Franklin is within walking distance. I would prefer to keep her within the neighborhood if classes are going to be held in person.	Proposal	Negative Response		
We do not support the Japanese program moving to Madison (rather than Grant). It's especially shocking that PPS is considering making a decision like this during this extremely strenuous time. If this happens, we will probably remove our two kids from the public school system after Richmond/Tabor and send them to private schools.	Proposal	Negative Response		
I do not think the Japanese language program should feed into Madison at any point in the future. I would pull my kids out of the program and send them outside of PPS if they were to be sent to Madison.	Proposal	Negative Response		
The Japanese Immersion Program moving to Madison High School	Proposal	Negative Response		
It disrupts the Japanese program for no reason.	Proposal	Negative Response		
The possible relocation of the jmp program from grant to madison	Proposal	Negative Response		
It takes the care and the history out of the program. It was a sneaky tactic as the original proposals made it seem as though the JDLI programs would not be touched so parents were not paying attention until you pulled the rug out from under them. Believe me if this option was on the table first way more JDLI parents would be active members, participants of this committee.	Proposal	Negative Response		
- I don't think the high school overcrowding can be addressed by quadrant. It should at least be addressed eastside and westside. - I don't think this should be addressed until the construction of all of the HS on the eastside is complete. - Marshall HS should be updated and reopened. - I'm concerned that moving the focus/ language programs around will cause a disruption that will be detrimental to the program and the kids.	Proposal	Negative Response		
I want my son to attend Grant	Proposal	Negative Response		
When Mt. Tabor upgrades will take place	Proposal	Negative Response		
JMP parents are very strong advocates for the JMP program staying at Grant. It should be noted that these strong advocates DO NOT represent all of the parents and families in the JMP. Oya No Kai (the parent group of the JMP) has issused a statement in support of the program staying at Grant without input from it's members.	Proposal	Negative Response		
I would like the Japanese Immersion program to stay at Grant High School	Proposal	Negative Response		
Uprooting kids from schools like Creative Science while in pivotal grades like 8th grade.	Proposal	Negative Response		
Where to start? First, I have no confidence in PPS to manage such a large transition across so many communities in such a short time frame. I'm sorry, but it's just not believable that you have the competence to do this. Looking back on the terrible transition to K8 schools, PPS has never proven itself capable of managing this level of change this fast. Additionally, the stated reasons for the K8 transition turned out to be largely bogus. As a result, the community is left to wonder, what are the real reasons and causes for this new upheaval? In short, you have no credibility in the community when it comes to this type of change.	Proposal	Negative Response		
With two of my kids already in a DLI program that may be moving I am concerned about making sure my third child is able to attend in the same location.	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
The intensive skills students are already not in their neighborhood, they don't like change, and those parents are dealing with more challenges than normal. Another move to a different school would be seriously detrimental for some of these families	Proposal	Negative Response		
I absolutely want Glencoe to feed into Franklin High.	Proposal	Negative Response		
I'm concerned that the High School "feeder" pattern is changing - I don't understand why	Proposal	Negative Response		
This process has not been transparent or inclusive of the people in our neighborhood (students and families) who will be deeply affected by the proposed changes.	Proposal	Negative Response		
Lack of input from affected schools. Tabor parents were not told that changing the high school feeder was even up for discussion.	Proposal	Negative Response		
the moving or removal of Creative Science School, one of only three focus options that address the total failure of PPS to serve the gifted student population in K-5	Proposal	Negative Response		
It will demote our child's high school education from a five star school to a two star school.	Proposal	Negative Response		
Moving Glencoe kids to Madison. We live closer to both Grant and Franklin, it's not really a "neighborhood" school at this point. Laurelhurst is still a k-8, and also closer to Madison than Glencoe and Mt. Scott are. Cleveland is untouched despite Woodstock being much closer to Franklin. Sunnyside should become a regular program. You really should rebalance everything on the East side, not just for Franklin/Madison. If you are really serious about equity and inclusion, rethink the entire thing, not just tinkering around the edges. Move focus programs into less privileged neighborhoods, DaVinci and Winterhaven, for example.	Proposal	Negative Response		
I have a child in Glencoe now who would then move to Mt Tabor MS and then Franklin. I'm opposed to the new PPS program balancing for a number of reasons. The first being that there have been no representatives from Glencoe involved in this process. I watched beginning of the latest meeting of the SE guiding coalition on YouTube and it opens up with the discussion of creating an inclusive process to involve the community in the process of creating new school boundaries, and yet no one from Glencoe has been involved.	Proposal	Negative Response		
Sweeping changes have been proposed without key stakeholders at the table. There are no representatives from Glencoe neighborhood catchment in the Phase 1 coalition. The Reps from Mt Tabor are from Atkinson. Once such huge changes were proposed to this catchment, the process should have been stopped. This uncenters the neighborhood school. There seems to be no outcome - outlined in the coalitions goals and directive from the Board - achieved. Yet, disrupts huge groups of children (not children centered) and increases a huge transportation problem - moving children from a 15 minute walk to a 45 minute bus ride.	Proposal	Negative Response		
Literally they couldn't stay in the program at Marshall.	Proposal	Negative Response		
My Tabor students should go to Franklin to preserve the diversity of the school, and avoid unnecessary environmental impact of longer commutes	Proposal			

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
The proposal doesn't alleviate the overcrowding at Mt. Tabor and Franklin High School, while taking the Mt. Tabor neighborhood students out of their neighborhood high school. PPS made a plan for neighborhood schools and took away the ability to transfer for stronger programs like IB. The community supported that plan by passing bonds to upgrade schools at risk to their family finances. Each community spent significant time in the planning process to make sure the upgraded neighborhood schools had the programs and spaces that were best for their community. Now, PPS wants to make large groups of students travel to another neighborhood's school that doesn't have the programs they need and takes approximately 2 hours out of their day for travel, while they usually spend 15 to 20 minutes walking to school. PPS feels this plan will even out the socioeconomic state of each school, but with the Mt. Tabor neighborhood portion of the switch between high schools, it just transfers the problem from Madison to Franklin.	Proposal	Negative Response		
I don't want to lose the families at our eastern boundary, especially because that will change our demographics (making us whiter and wealthier). Also, I want our population to grow not shrink	Proposal	Negative Response		
The fact that you changed the borders of schools without truly engaging the community. This speed reeks of white supremacy.	Proposal	Negative Response		
None!	Proposal	Negative Response		
Obviously I don’t want to have to switch schools, especially during a pandemic. Also there are zero benefits for JMP families or students. The proposal is not taking into account the people who will be affected. I believe the whole thing is unnecessary.	Proposal	Negative Response		
My children are in the Japanese Immersion Program, my son is at Mt. Tabor (8th grade) and my daughter is in Grant (Freshman). We have made many major life decisions (home purchase, job choices) based on where we thought our children would go to school based on traditional feeder patterns for the JMP program. This feels very rushed to come up with a proposal that moves the JMP from Grant to Madison, especially for my children who may be directly impacted during a very stressful time (pandemic) during a challenging time in their lives (adolescence). I also feel like it does not meet one of the objectives for increasing diversity. If the JMP program is pulled from Grant, I believe the diversity of that school would dramatically be impacted in a negative way. These kinds of major decisions need to be made over the course of several years and not just over the course of a few months.	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I have two main concerns about the proposals that have kids from Mt. Tabor feeding into Madison. Mainly, it is much farther and completely changes the means of transportation and time involved getting to and from school. Currently, it is a 10 minute walk from our house to Franklin with the busiest street crossing at Division. The proposal would have our child crossing Burnside, Stark and Halsey and Interstate 84! And it would take 50 minutes, according to Google. This new arrangement is not walkable and would mean a disruption of our family schedule and resources as we would need to come up with a transportation plan that is currently not required by the walkable proximity of Franklin. Secondly, I think it would be incredibly irresponsible and disrespectful of the students to implement a change where they have to change between high schools during their high school career. After attending the orientations of both Madison and Franklin today, it seemed that they were both good schools but the disruption that would come from switching schools midway is really shameful. While the transportation issue would be annoying, I feel like a mid-course change of school could cause irreparable damage to the learning process. Each school has it's own culture, program tracks and systems that become more understandable over the years along with relationships with teachers and counselors that are built up over time. The fact that the board would even consider switching schools midway upsets me no end, as they obviously have other priorities than the student's development, psychological well-being, academic performance and sense of belonging.	Proposal	Negative Response		
I'm concerned that too many families will reconsider their options and we could lose good families. Especially, Spanish speakers. Please educate them, try to help their concerns, etc no matter what plan is finally implemented.	Proposal	Negative Response		
To clarify, our school is Richmond Elementary, which is not on the survey.	Proposal	Negative Response		
My concern is that the process seems rushed, and lacks data on the impact of proposed changes. Moving all of the language immersion out of neighborhood schools could unfairly impact the families that depend on those language programs, as well as tear apart communities built around the diversity of having language immersion programs inside neighborhood schools.	Proposal	Negative Response		
Woodstock DLI moving away from established success and away from engaged parents and not listening to Shu Ren's letter	Proposal	Negative Response		
Potentially our children will go to different high schools. The lack of communication and engagement about this process and the speed of impact on families has been challenging.	Proposal	Negative Response		
Although I liked the things above, the Latinx families at our school (that spoke out at the meeting we had) were not happy with the move. They were worried that if the program moved into a less white and affluent neighborhood that the opportunities they were looking for might not be at the new school. And I had not thought about that, but it does make sense. If white families leave due to distance and take their (unfortunately) money and power, what does that mean for the kids left in the programs.	Proposal	Negative Response		
Lack of the bigger picture - all of sudden we're moving SE students to a NE high school without taking into account NE balancing. Also, what about Climate change and trying to keep students within walking and biking distance of their schools?	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Incomplete proposal. Not having a building for CSS. Leaving 500 students without a building and not giving ONE option for a replacement or explanation. Seems very similar what happened to Access school. I feel you have not balanced the schools properly to take into account the students at CSS that are mainly SE residence.	Proposal	Negative Response		
Moving language programs Far East, creating segregation, reducing diversity in neighborhood schools, increasing commute time for majority of DLI students	Proposal	Negative Response		
Madison High school might have the Japanese Program instead of Grant Highschool	Proposal			
The proposal makes racial and ethnic diversity worse. The proposal would make each Dual Language Immersion (DLI) program be located at one site, such as all K-5 Mandarin Immersion Program students to Bridger elementary school, isolating the kids from neighborhood. I think education should help kids get involved in their communities.	Proposal	Negative Response		
There has been no input or represenation from Richmond or Glencoe despite major impacts to their feeder patterns. The proposal to move JDLI from Grant to Madison has had NO INPUT from the JDLI community and gives no consideration to the history of the program and its place at Grant High School for the past 25 years. Moving Mt Tabor neighbor kids from Franklin to Madison is not logical - they can walk to Franklin but will face long commutes to Madison. Why isn't the coalition including a look at the Grant feeder schools to fill Madison when they are significantly closer geographically to Madison than the Mt Tabor kids? SE kids should not be used to rebalance a NE high school. The entire east side needs to be considered, not just a section of SE Portland. Also, this move does almost nothing to address the current overcrowding at Franklin.	Proposal	Negative Response		
The proposal lacks any significant impact on equity and instead forces segregation to communities who do not want that. With Kindergarten at low enrollment levels for this year, how will that affect student population until they graduate. Will PPS be able to accommodate those children the following year? Will this impact how the feeder programs look? I don't believe something as complex as racial equity can be solved with this one sided approach. It has to be paired with educational opportunities, staff education and support, and a shared vision.	Proposal	Negative Response		
I have no understanding of how the stated goals are being addressed. I've seen multiple re-districting proposals with wildly different impacts for my son's middle and high school possibilities in the past few weeks, and I have no idea how they've been whittled down. There's a bit of demographic data out now with the current proposal. I don't see a lot of benefit toward the stated goals. The whitest schools become more so in several cases. I'm concerned that several elementary and middle schools have borders, on one side or another, that are mere blocks from the school, and that doesn't seem reasonable for many folks who would be forced to travel significantly farther.	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I am concerned first of all with such a broad, sweeping change being made to so many school communities in the middle of a pandemic. I understand that boundaries will need to be changed to create feeder patterns for Kellogg and that no scenario is going to please everyone, but it surprises me that such sweeping changes as relocating all the DLI programs together and moving CSS are being considered, as they are unnecessarily disruptive to students already facing so much trauma. It seems like if we are going to disrupt so many school communities, then we truly must look at all the schools, not just SE. And I feel like that must have become apparent as you worked because the scenario does involve schools outside of SE, as was noted in the meeting. I feel like when it was realized that this vision could not be implemented without impacting schools outside of SE - that was a very clear indication that the changes being contemplated could NOT be made without considering NE schools as well, at the very least. Either the scope of the changes needed to be reduced, or the coalition needed to start over and involve stakeholders from NE schools as well from the get-go. Additionally, on a personal note, I am concerned about where our school (CSS) will end up. We have received assurances that CSS will absolutely continue as a school, but that its location cannot be determined at this stage. I feel like the truth is that is because PPS does not own many buildings large enough to house our program. Our current building (Clark) is one of the few that is. I understand why Clark is needed as a neighborhood school and feel like if CSS needs to move to promote equity and help the children of Bridger who will be losing their neighborhood program, we can do that, but I think that it is going to be difficult for PPS to locate a building large enough to house us, and I am concerned that pushing that decision out to Phase 2 means that ultimately we will be told we must be split, or disbanded. Given the unique nature of our curriculum, we can survive a move (though of course we wish it were otherwise) but we may not survive a split. Our mid-level students work closely with our grade school students and it is central to our focus curriculum, so I am hopeful that the fact that we really should remain a k-8 is being considered and that there are, in fact, other suitable sites in SE Portland, or in the Southern half of NE Portland, for us to move to.	Proposal	Negative Response		
It doesn’t seem to value CSS. The plan does not take into account over 400 students that attend CSS. One of the 7 stated themes, that of considering the effects of relocating CSS, is not being addressed.	Proposal	Negative Response		
This should be a whole district plan, not piecemeal. Madison is actually in NE Portland, so why is it included in the SE coalition. This type of piecemeal shortsightedness is typical of PPS, which leads to unintended consequences. PPS shortsightedness like closing schools and consolidating into K-8s puts us in positions like this. Instead of redistricting only in SE we need to think district wide, we need to think of solutions that are long term and holistic. Reopening Marshall would alleviate high school overcrowding.	Proposal	Negative Response		
Our neighborhood school is being completely dismantled, and that is unfair to every single person in that school. My child would have to be bussed to an unfamiliar school in order to remain in the DLI program, instead of being able to simply walk to school. It's unclear what neighborhood school option we would have if we drop out of DLI since the boundaries are moving targets, but it currently looks like we'd be transferred to a school that would involve a commute. I don't agree that segregating the DLI programs is a good option for anyone. I'm unhappy about the prospect of completely changing the culture of schools by removing established school programs. Just about everything in this proposal is terrible for our neighborhood families.	Proposal	Negative Response		
The proposed scenario does not address enrollment goals. In particular:	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
We purchased our home with special attention to the schools our children would be going to and the walkability of those schools. We have considered moving several times and the main thing that keeps us in our home is our school community. We love the community and feel well supported. I am uncomfortable with the change of high school we will be fed into and if this boundary proposal is approved, we will strongly consider moving out of district. I know of many other families that feel the same way. We have invested in our schools and will be upset if this change is made. I do not understand how all of this fuss can be created to adjust Franklin's overcrowding from 108% to 107%. I don't understand why the Kellogg Middle school cannot be created as planned (i.e. fed by the K-8 schools changing into K-5 schools), while keeping the current boundaries. The trade off on disruption of lives vs the adjustment to the overcrowding situation by 1% seems not worth it. On the meeting today, everyone seemed to want the Kellogg transition, but nothing else.	Proposal	Negative Response		
So many concerns. 1) 2) I think it is short-sighted to do this reconfiguration based segmented areas of town instead of looking at PPS as a whole. You made decide in reviewing the NE/N school districting to make additional changes that impact us after just making changes that impact my child right now. We need to look collectively at PPS and not each area in isolation. 3) 4) . 5) Many of my children's friends and classmates will now be heading to different schools under this proposal. It feels cruel to do this to children after enduring a pandemic. My kinder made friends with another little boy in his class. He was so excited and now, based on the new districting plan, they will not be in the same school. He will be devastated. It may seem insignificant to you, but it is a big deal to a child. 6) Making changes that don't incorporate a PPS school (Creative Sciences School) is appalling. My children don't go there, but I can't imagine how demoralizing and minimizing it would feel to be a member of that school community and being told that you will still be a program, but not have a space to operate in or where it will be located. I am disappointed in PPS for not involving parent stakeholders sooner in this process and not involving anyone from Glencoe elementary. PPS preaches about inclusion and equity, but not involving all stakeholders or requiring input sooner is hypocritical. I am sure that the committee has worked so hard on this proposal and has the best intentions at heart. I feel for them with all of the feedback they have received tonight and the passion for which people are expressing their opinions. I'm disappointed that feedback is only being sought 3 weeks prior to presenting a final proposal to the PPS Board. Please put the breaks on this boundary discussion.	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
You should have a building for CSS BEFORE you consider moving it. You are potentially moving one of the most sought after schools in our area AWAY from our community. We want MORE focus options. Do not take them away! If anything make it weighted for the community like some of the other options and leave the current students there. I also am very considered for native speakers who live close to their DLI programs and having you move it. Not everyone can commute. Making families who live across the street from one school go to another is an additional issue. This proposal could make a lot of kiddos have to take LONG bus rides. Being a working parent I can not drive my kids to school and this should be considered. Also a parent mentioned we cant have more DLI classes due to lack of teachers. That is not the case. There are so many teachers we could get. Especially if we PAY them what they deserve! EXPAND programs for our community do not take them away or move them away making them harder to access. THIS is why people are frustrated with PPS. You are wasting tax payer dollars to make programs LESS accessible to those who need it. I would also like to note you should have mailed all parents information about these changes. I just found out about this change. It is unacceptable for such a huge decision not to be communicated earlier and more urgently. My husband and I were in different rooms last night and no one was happy. I really hope this is considered.	Proposal	Negative Response		
I am concerned that we are no longer zoned to go to our neighborhood high school. I don't think that pulling kids from their current schools is a good idea. Kids need stability, why don't you change the boundaries for incoming students instead of ripping kids from their known school environments?	Proposal	Negative Response		
This plan has NO PROVISION for an entire school's population, and clearly there's no other building available to house them: if there were space available it would presumably be listed in this proposal. Whistling past the graveyard on this issue is totally unacceptable - as unacceptable as failing to plan a location for any other entire school and still calling the program complete.	Proposal	Negative Response		
I don't see how the opening of Kellogg requires the demolition of successful and highly sought after dual language programs throughout the city. With a lens to equity and inclusion, I would have hoped that the solution would have been to equip every school in the city with a language immersion option, not make it more difficult for families to participate in them by reducing the opportunities. If this proposal goes through, PPS is making it even more difficult for families to engage in dual language programs by forcing them to travel further from their residences to get to them. For families with limited means, this will become a tremendous barrier. If a better balance for neighborhood students were a priority, why doesn't the district look at the current lottery system? Neighborhood students are being turned away from the dual language programs, which are in high demand, for out of neighborhood students. My family decided to pursue the MIP program because of it's location in our neighborhood. It just doesn't make sense why a highly successful and sought after program is on the chopping block. Both the Woodstock Elementary School PTA and Shu Ren of Portland oppose this proposal. I hope that PPS is listening and is able to take these immense concerns into consideration so that we can preserve this incredible program at Woodstock Elementary School.	Proposal	Negative Response		
Moving Japanese Immersion from Grant to Madison!	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Really dislike how disruptive this will be for my HS student (currently "at" Grant). The pandemic has already had such a profound impact on our adolescent kids. Also feel it's a little disingenuous that this proposal has been billed as impacting SE Portland / middle grades, when it obviously has an impact into NE and the elementary and HS grades as well (Grant was not on the list of schools in this survey). :(This is a procedural complaint, I realize, but I feel that many people would have leaned into the process more if we'd realized the scope of potential changes. I feel some dismay about PPS choosing to relocate some of the HS-level language programs; it seems to me that it would be fairly inexpensive and FAR less contentious to ADD more language options to other area HS buildings. Why not keep Japanese as an option for both JMP and neighborhood kids at Grant AND add it as an option at Madison (and elsewhere?). One of the frequent topics that arose during your presentation Thursday night was the high demand for focus option programs and the sense of inequity felt by families who don't get in via lottery. Really wish that the district would respond by considering additional focus options rather than garrotting the existing programs; it seems that the demand is there and that the fairness aspect could be addressed by increasing availability.	Proposal	Negative Response		
I also don’t like the Spanish immersion class being removed from Atkinson. I like the diversity it brings.	Proposal	Negative Response		
CSS will lose our building with nowhere to go, disrupting the lives of hundreds of students.	Proposal	Negative Response	CSS	
this proposal would force our family to commute via car to a school or walk across a highway, another major street and several marijuana stores and liquor stores to attend.	Proposal	Negative Response		
Disruption of establisjed communities, childrens' mental health, and forces 1000's of families to realign their lives around PPS' capricious plans.	Proposal	Negative Response		
I have several major concerns with this proposal. • The current proposal vastly outsteps the Phase 1 mandate, by introducing school boundary changes and altering feeder patterns without input from each community impacted. Glencoe was not included in phase 1, and yet several boundary adjustments were put forward for our school, as well as changing our high school from Franklin to Madison. Parents from Glencoe need to be added to phase 1 ASAP. • The coalition should stick to its original mandate and stop any re-boundarying and feeder changes without first ensuring all impacted communities – including students – have a seat at the table. • PPS should publish data that clearly demonstrates how any decisions made by PPS’s SE rebalancing efforts will optimize the use of school facilities and help achieve racial equity and social justice. • This proposal does nothing to address overcrowding at Franklin, leaving it on pace to be at 116% capacity by 2024. There is no point in adopting sweeping changes that do not address this problem. Will we have to go through this painful process again in 4 years? • Most of Mt. Tabor Middle School neighborhood students live within walking distance of Franklin High School. The proposal has Franklin students transitioning to Madison, which requires a 45-minute TriMet commute, including transfer. Biking safely is not an option. This goes counter to PPS’s own assertion that “most students find their best fit close to home.” We consider ourselves in the Franklin community. Our kids would require us to drive them to Madison each day, increasing our carbon footprint. I urge the committee to factor in health and carbon emissions studies and how a change from biking/walking to Franklin to driving to Madison would affect the health of our students (air quality) and the carbon impact in Portland.	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
The proposed move of the JPLI program from Grant High School (ranked 28th) to Madison High School (ranked 94th) is to high of loss in the quality of education.	Proposal	Negative Response		
That my childs school will be dissolved or moved into a less desirable building or area	Proposal	Negative Response		
Loss of focus options	Proposal	Negative Response		
Elimination of CSS	Proposal	Negative Response	Creative Science School	
Very concerned about CSS staying a K-8 school and that we will be able to find another building	Proposal	Negative Response	Creative Science School	
Concerned about the Relocation and continuation of Creative Science school. We'd like to keep the community of K-8 and the program as it is as a whole, and keep it independent (not sharing with other schools/programs). I don't like the idea of relocation.	Proposal	Negative Response	Creative Science School	
My concerns are that it is not a complete proposal. A real proposal would state where they have all children attending. No school listed for Bridger neighborhood kids? No school for CSS? You are also not looking at all inequities, it just seems like language is all you are looking at.	Proposal	Negative Response	Creative Science School	
That Creative Science School will be relocated too far away	Proposal	Negative Response	Creative Science School	
It also leaves Creative Science school without a location which impacts my family personally.	Proposal	Negative Response	Creative Science School	
Where Creative Science School will be located	Proposal	Negative Response	Creative Science School	
That the Creative Science community is not recognized has contributing to those same ideas as the intent being put forward.	Proposal	Negative Response	Creative Science School	
I'm concerned about you moving CSS or splitting it into 2 schools	Proposal	Negative Response	Creative Science School	
My child's school (creative science) is left without an identified home. These proposals are also opposed by so many BIPOC and native speaking families—and their voices should be amplified.	Proposal	Negative Response	Creative Science School	
I have children (3 and 5), the oldest would start kindergarten at Atkinson in fall 2021. I am concerned about the possibility of falling enrollment and Atkinson closing. The big reasons to send our kids to public school include language immersion and proximity to our house. We live on 54TH and Lincoln, and do not want to have to drive our kids to school. If they are attending Harrison Park instead of Mount Tabor middle they will have to be driven to school. If Atkinson was to close, it would be even more driving. Once I have to drive my kids to school anyway then the scale will probably tip in favor of local private schools.	Proposal	Negative Response		
The reaction to the proposal is negative. Looking at the youtube votes during the presentiation is was 34 thumbs down to 3 up. Also looking thru the coalition notes, there were a lot of fists thru all the senarios. Seems like no one is happy with the result and its the best of bad solutions. Perhaps things need to back up and reevaluate the criteria for assigning program locations and find the commons between good co-location.	Proposal	Negative Response		
None. Move them out. Woodstock is only growing. Neighborhood kids should be the priority.	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Please identify at least potential locations for CSS before officially deciding to move the school. We have heard about programs like ACCESS not having a home and being moved around for years. It is irresponsible of PPS and unfair to the CSS community to approve this decision without first identifying a new building.	Proposal	Negative Response	Creative Science School	
CCS has a great community and great program and putting my child in neighborhood middle school is not an option	Proposal	Negative Response	Creative Science School	
Creating DLI focus schools and not addressing CSS focus school location	Proposal	Negative Response	Creative Science School	
Finding a location for CSS to move to keeping intact K-8	Proposal	Negative Response	Creative Science School	
Where would Creative Science be housed?	Proposal	Negative Response	Creative Science School	
Unknown location of creative science school.	Proposal	Negative Response	Creative Science School	
DATA How do we know that the numbers you are currently forecasting will stay similar post pandemic? The make-up of the schools may significantly change after COVID and that doesn't seem to be a consideration. In addition, there may be changes to the Free and Reduced lunch numbers as well. That seems a bit short sighted to be working from pre COVID data and assumptions. There were some obvious flaws in the data when it comes to equity if some of the DLI programs actually do move (Cleveland gets less diverse? An overcrowded Franklin has an additional DLI program added?? ETC ETC). Although my kids are not a part of a DLI, I heard loud and clear from others that many are concerned that segregating out some of these populations that have dedicated years to creation of language programs would do irreparable harm to high functioning programs as well as existing neighborhood schools. Overall, there needs to be a revisiting of the data and even an explanation of how this proposal improves matters and addresses the committee's charge. NEIGHBORHOOD COMMITMENT AND PERSONAL FINANCIAL COMMITMENTS In our little corner of the neighborhood near I-84 and onramps, where the area is more diverse and less affluent, we committed 16 years ago to staying because of the schools, our diverse neighbors and being a part of the neighborhood school. Our commitment to these schools and neighborhood is significant and I hope it does not get dismissed. We committed and hung in through the last recession primarily so that our children could attend the schools here. Our children have been talking about going to Franklin for years. They have friend connections, sports connections and their Franklin pride is already strong. Please don't be dismissive to the plans and investment of a decade and a half. Both my husband and I come from single mother families who were impoverished growing up and we are looking for stability and positive educational experience for our children.	proposal	Negative Response		
Charter schools being shuffled around and displaced into non-existence.	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I have many concerns. I am concerned that you are proposing to give the Clark building to another school and you have no empty building for Creative Science School. I am concerned you are displacing Harrison Park community to change their school. Why did you not have a solid plan for ANY of this before committing to build Kellogg? Why does PPS have such a difficult history with planning, finances, and listening to the affected communities? I am concerned that you are all unaware of how beneficial and popular the Constructivist learning program is, and how other schools can benefit from using this approach. Instead of reducing us, expand us! There is a clear reason and demand for our program, where other schools fail, we thrive. We set our children up to work together, respect and support each other, and share their thoughts with each other. Sped students, and others who struggled in traditional or rigid classrooms do so well in this program. Please consider how many are lotterying in every year and how we can better support more students in their learning.	Proposal	Negative Response	Creative Science School	
I am extremely concerned about the possible break up of CSS into two schools (elementary and middle) which would take so much away from the integrity of the program. I am also concerned about an unknown change of location and what this would mean for me getting my kiddo to school. Stability is so salient to our health and wellbeing right now.	Proposal	Negative Response	Creative Science School	
I'm concerned about where the new location of the building for Creative Science school is going to be and the condition of the building.	Proposal	Negative Response	Creative Science School	
Not having a secure building for CSS and the change occurring in a pandemic.	Proposal	Negative Response	Creative Science School	
My child unable to continue MIP	Proposal	Negative Response		
CSS should not be moved.	Proposal	Negative Response	Creative Science School	
No building to house the population of CSS where my son attends.	Proposal	Negative Response	Creative Science School	
I'm extremely upset to see the elimination of Creative Science	Proposal	Negative Response	Creative Science School	
Where will CSS go?	Proposal	Negative Response	Creative Science School	
CSS should not be moved.	Proposal	Negative Response	Creative Science School	
No building to house the population of CSS where my son attends.	Proposal	Negative Response	Creative Science School	
I'm extremely upset to see the elimination of Creative Science	Proposal	Negative Response	Creative Science School	
Where will CSS go?	Proposal	Negative Response	Creative Science School	
It is completely inexcusable that the entire school community of Creative Science is without a building! How in good conscience is this even put in writing?!? There's no location determined for phase 2, so this needs to be decided in phase 1 during these initial conversations that all relate to this issue. To devalue all of these 500 students sends a strong message that these students don't matter and are disposable. Absolutely every single student in PPS deserves to have a school to house them. This school is not under review by the school board, so as it stands, it needs to stay as a K-8, it needs to remain in one site, and it needs an identified building.	Proposal	Negative Response	Creative Science School	
Our middle school assignment changes to Harrison Park.	Proposal	Negative Response		
The creative science would relocate. I'm concerned that the school would move very far away from south east. I also don't like that it may need to be in separate buildings,	Proposal	Negative Response	Creative Science School	

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
It is not clear to me how the plan addresses these issues. I don't like that the future of Creative Science is just left open ended. This creates a lot of uncertainty for our family. I would prefer definite answers in Phase 1.	Proposal	Negative Response	Creative Science School	
You are drawing a line down 65th Avenue and dividing a thriving community of young children. Kids who play together after school will now go to different schools than the kids across the street. This is not okay. I live on 65th and bought my house specifically to be in Glencoe district. Now I've been drawn into a different school than our neighbors. A terrible school at that. We will move if this proposal goes through. Please consider drawing the line between streets and not down the middle of a street! We are a community and we want to attend the same school as our neighbors 20 feet away!	Proposal	Negative Response		
This is a lot of upheaval for a lot of families. I worry that the boundaries seem absurd when we look at geography. That for example, a student could live one block from Kellogg and not attend there.	Proposal	Negative Response		
I'm extremely concerned about the possible loss of Creative Science School, and I don't see how turning Clark into a neighborhood K-5 truly alleviates any overcrowding in that district at all. You might make a few neighborhood parents happy, but you will be losing an amazing academic program in the process.	Proposal	Negative Response	Creative Science School	
Leaving our focus school without a building.	Proposal	Negative Response	Creative Science School	
Please give students enough time to make choices. Meaning, let them know well ahead of starting HS where they will go. Please don't force kids who are already at Grant to choose Japanese or another school. They have studied for so long. But they may not want to move to a new school.	Proposal	Negative Response		
Everything, namely that my children's school will be dismantled, moved and possibly split up causing needless upheaval in a time when children have already had too much change and upheaval. Instead of being able to walk to school, we will now have to drive our children. Our home value will decrease. One of our primary reasons for moving to this neighborhood will be for naught. All in all this is a horrible plan and no one I have spoken to is happy about this.	Proposal	Negative Response		
My kids will now have to go much further to school than would have gone before	Proposal	Negative Response	Location	
My concern is that PPS has had the goal of moving Creative Science out of Clark Elementary without a new home so that the district may dissolve the school without being overt about it.	Proposal	Negative Response	Creative Science School	
No building for Creative Science School	Proposal	Negative Response	Creative Science School	
Moving Creative Science with no identified building replacement that retains it as a K-8.	Proposal	Negative Response		
I am very upset with the proposal to have Mt Tabor middle school feed into Madison HS. We specifically bought a home in our neighborhood in order for our kids to go to Glencoe, Mt Tabor and then Franklin HS. We are emotionally and financially invested in our neighborhood and our local schools. Buying a home is a decision that costs hundreds of thousands of dollars and like most parents the neighborhood schools were paramount in our decision. The possibility that our kids may be going to Madison HS instead of Franklin HS is frustrating and upsetting. It feels like the people who are making these decisions don't understand how the proposed changes will negatively impact thousands of families and their children	Proposal	Negative Response		
Feeding school changes	Proposal	Negative Response		
That CSS has no building to be moved to. Please keep CSS and give us options for a location.	Proposal	Negative Response	Creative Science School	

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
JMP HS change (Madison) isn't a central location for a program that draws students from all over the district, Grant is more central	Proposal	Negative Response		
Please move school close to SE area	Proposal		Suggestion	
My children will attend high school in NE as a part of the Japanese Immersion program. The NE boundaries/redistricting haven't been considered and it seems shortsighted to begin to feed Mt. Tabor's Japanese Immersion strand to Madison without a comprehensive assessment of capacity in NE Portland. Further, many families in JDLI will leave the program as they live in SE and will not be willing to commute to Madison which is a further distance for them than Grant.	Proposal	Negative Response		
There are a lot of concerns, but as a parent of children of Japanese immersion program in Richmond and Mt tabor, I especially worry about changing high school location. (Grant to Madison) When choosing this program, I did lots of research especially on high schools. Grant high school IS the major reason why I sent both my kids to Richmond (Japanese immersions). There are so many parents who have the same reason. Not only Grant is an academically successful school, but also it has offered Japanese classes to neighborhood students since 1969, became home to the JDLI high school program in 1998, and is the only PPS high school with Japanese language study. Some of my friends in Japanese immersion program live in Grant neighborhood area, and most said they would probably leave the Japanese program to go to Grant. My concern also is that less people choose the Japanese immersion program and the program will be eliminated eventually. It is obvious that our families are committed to it from kindergarten through 12th grade.	Proposal	Negative Response		
I have multiple concerns about this proposal. As a Creative Science School parent, I am quite concerned about not having a building identified for us to move to.	Proposal	Negative Response	Creative Science School	
I am concerned that 500 kids will lose their school at css	Proposal	Negative Response	Creative Science School	
Started with specific goals but is now impacting a large portion of PPS schools, including many unique programs that draw students from all over the city	Proposal	Negative Response		
I don't like the idea of CSS not having a building.	Proposal	Negative Response	Creative Science School	
I have worked very hard to get my son into CSS and now I am concerned that he will not be able to finish out his middle school years there.	Proposal	Negative Response	Creative Science School	
I am concerned that PPS is still going to funnel all of the POOR kids into Lane Middle School without the proper development or support to encourage proper education. Its great that Kellog is opening... but why does the balance of the poor kids only go to Lane?	Proposal	Negative Response		
Moving Creative Science school disrupts a community of kids who are thriving. Instead of seeing the existence of only one school like CSS as not equitable, the focus should be on examining how the CSS model of constructivism and storyline is beneficial to ALL kids and replicating that model in other schools instead of moving or dissolving the current program.	Proposal	Negative Response	Creative Science School	
and having no plan for Creative science	Proposal	Negative Response	Creative Science School	
Why is Sunnyside remaining a Focus Option/Neighborhood while all others are being removed?	Proposal		Question?	

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
stated goal of creating more socio economic balance between middle schools: your new proposed feeder program does not shift this. Sellwood MS will have a very white, high socio economic base segregated by race and money in this school. By removing chinese immersion from woodstock you will also create a lot less diversity for Woodstock and Hosford will be another white high socio economic HS in SE. Sunnyside already has a low population of free and reduced lunch. Cleveland HS will become a lot less diverse and more privileged with no DLI program at all! What is the impact of moving the Japanese students HS students in the middle of their HS program? How will all the JMP teachers be relocated from Grant and what will be the impact to their program and loss of teachers/staffing and students. Will students have access to transferring their AP credits and HS credits, as three years of students will be affected by this change. How will students from all 4 quadrants reach Madison which is very East and not centrally located. Parents deserve to see a true impact statement for each of these proposed changes with real timed data to support these moves and the real and unintended consequences of these moves.	Proposal			
Where is Creative Science supposed to move to in 2021 as their school Clark location is now a neighborhood school? This is proposed in less than 8 months, where are CS students and staff to relocate to? What impact is there to their proposed move??	Proposal	Negative Response	Creative Science School	
I'm concerned about boundary changes	Proposal	Negative Response		
My major concern is that you are redistricting Franklin. Our house which is in walking distance to Franklin (10 minute) would be redistrict to Madison, which is miles away. It makes no sense that students that close to a HS would be redirected to one that is far away.	Proposal			
I'm concerned that CSS will be without a building or split between buildings or that CSS will lose its upper classes.	Proposal	Negative Response	Creative Science School	
Key concern: A key program priority for the middle grades, maintaining program pathway continuity, seems to have been disregarded for program continuity through high school. What balancing measures were considered to ensure this decision, which may seem reasonable on paper, does not have destabilizing impacts on a now robust program that prioritizes diversity (Japanese dual emersion program pathway change)?	Proposal	Negative Response	Program / Pathways	

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I have concerns at the higher grades where changes, especially to DLI would likely lead to large groups of students leaving the program because they don't want to leave current schools. While I believe it could pick up again I'm particularly troubled by the High School students in Cleveland's DLI Chinese program who would be immediately moved to Franklin but not to meet up with any other groups (there are no other strings at HS level just yet). This would mean asking current HS students to leave IB options and friends to move HS in the middle of their last few years just to get 1 class they need to complete nearly 10-12 years of dedication to this program. I really with they could consider letting at least current 9-12th graders finish at Cleveland somehow. That way students rising currently at Hosford could then choose neighborhood or DLI but would at least have that choose. I'm also concerned that Chinese students riding to Hosford next year would then have to move to Harrison after just one year at Hosford- meaning 2 school changes in 2 years and then a HS change just 2 years after that... this is asking a lot for kids to go through so many school changes in that short of a time. I'm also concerned that the inner SE schools are not even being mentioned or touched in change discussions nor do they seem to have to make changes in any future phase. If you really want to improve access for underserved families why not look at locating non boundary DLI in patterns that feed to the high ranking HS like Cleveland. We know from listening to our current families at Woodstock that this is their preference and why they entered the program in many cases.	Proposal	Negative Response		
That Creative Science does not yet have a new home. We would like to have it close to its existing area in SE Portland if possible, even though we live in St Johns and have probably the longest commute of any family attending.	Proposal	Negative Response	Creative Science School	
my children's school does not have a place to go. they have put a lot into building their community and developing their school. they have planted gardens and built bike shelters. we as parents have lovingly groomed and cleaned the grounds. we have invested in a home in the neighborhood so that our children can walk to school! we would not have purchased a home next to the freeway if not for their school!	Proposal	Negative Response	Creative Science School	
I think the reorganization should include more of the city - including schools that feed into Grant High School - since many students who will attend Grant actually live closer to Madison High School than many SE Portland students.	Proposal	Negative Response	Process	
Moving css would be disruptive for the program	Proposal	Negative Response	Creative Science School	
I am most concerned with the treatment of CSS, and the lack of a cohesive plan for the future of this school's program. It is absolutely unfair and unacceptable to propose moving the CSS students out of their functioning location and have no plan put in place to provide for them.	Proposal	Negative Response	Creative Science School	
You have left out an entire school population in the balancing proposal.	Proposal	Negative Response		
re-location of my child's school or changes to existing program	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
this proposal leaves my child without a building for a school. i'm not able to commute so this is highly concerning. the proposal would change our high school to one much farther away from our house which is of concern for the first reason. the presentation and utter inability of the moderators of the session to answer even the most basic question in the Thursday feedback meetings makes it seem the decision has already been made.	Proposal	Negative Response		
How dare you even consider an option that doesn't plan for the 450 students at CSS. I know this is a hard job to do, but you all volunteered to do it. It is now time for you to put in some more hard work and find a solution that takes into account ALL of the students. Your job is not done until you find an equitable solution for the families of CSS as well as all of the other students in SE. Do not try to sweep these children under the rug.	Proposal	Negative Response	Creative Science School	
I don't like that there appears to be zero plan for Creative Science in place. I don't like that it looks like now neighborhoods that may have large numbers of kids have no neighborhood option (Lent).	Proposal	Negative Response	Creative Science School	
Regarding the proposals impact on CSS, it is very concerning that a new location has not been identified for our school. I would ask that the proposal at least include criteria that the new location will meet. These should include enough space to accommodate our K-8 program in one space or nearby spaces so that we can continue our model.	Proposal	Negative Response	Creative Science School	
Taking away creative Science building	Proposal	Negative Response		
My chief concern is that the Clark building that my two kids currently attend Creative Science school at is identified as a neighborhood K-5 school in the plan with no location designated for the Creative Science School focus program.	Proposal	Negative Response	Creative Science School	
We have been planning on attending US Grant through the Japanese Immersion for twenty years. Our home is in the neighborhood. We waited for the US Grant remodel. Her siblings went to US Grant	Proposal	Negative Response		
My concern is that Proposal 10 from the SE Coalition does not address CSS. By putting this off till Phase 2, you will have to make even larger boundary changes as you carve space for a 500 student school out of the existing locations. If buildings in NE are considered, that should be discussed now. CSS should know their target location in this proposal.	Proposal	Negative Response	Creative Science School	
My concern is Creative Science will be kicked out of Clark with no where to go. This proposal would displace nearly 800 students and split up a strong community and friendships. I don't like that if CSS is phased out my kids couldn't go to Bridger (2 blocks from our home) because it will be entirely Spanish Emerson.	Proposal	Negative Response	Creative Science School	
There is no location for Creative Science in this proposal! Although assurances have been given that the intention is not to dissolve Creative Science it seems it may be a casualty in the process. Frankly the fact that it is not mentioned in the Phase 2 outcomes bullet points on this page and the fact that also listed on this page is a bullet point that says "Schools devoted entirely to a Focus Option create inequity of experience" make it seem it is not a priority to assure my kids' school is not negatively impacted by this proposal or the intention may be to eliminate it altogether. My fear is come Phase 2 the response will be basically "sorry we tried but there is no space".	Proposal	Negative Response	Creative Science School	

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
2, Proposing that Creative Science School he relocated to an unknown location doesn’t make any sense because there are no vacant school buildings large enough, and closing an existing school for Creative Science to move into should not happen (as well as the proposed neighborhood school closures of Lents and Bridger to accommodate language immersion should not happen to those communitues)	Proposal	Negative Response		
No building for CSS, shuffling too many students	Proposal	Negative Response	Creative Science School	
It's extremely concerning that the school my child attends is being taken away with no plan for a new location. This school is working so well for my special-needs child. Now I feel like this school is probably done for, and it's like the ground has been ripped out from under us. Since this proposal displaces an entire school, I don't see how this solves the overcrowding problem.	Proposal	Negative Response	Creative Science School	
Losing IB at Cleveland	Proposal	Negative Response	Programming / Pathways	
That CSS won't have a home or that it will dissolve	Proposal	Negative Response	Creative Science School	
Displacing actual entire schools and student bodies; instead of improving access to close equity gaps in focus option and immersion schools this just creates a new inequity by practically getting rid of them; it seems rushed; the tone-deafness of pushing forward with this proposal at a time of such unrest and challenges due to virtual learning; the lack of care to include building options for displaced schools and student families; Creative Science School is a healthy, thriving, and functioning school being pushed out; proposal 11 seems to be a better option yet in the breakout sessions one committee member admitted that the committee hadn't had the time to fully review it or other proposals in what has evidently been a haphazard process with an agenda all along. Personally, my child is thriving at Creative Science and was not doing well in our neighborhood school (Jason Lee) and the location, the K-8 format (I have 2 other children in the school and plan to send 2 younger ones when they are old enough), and the pedagogical approach has been incredibly positive for her after a traumatic bullying experience. We want CSS to remain where it is, as it is. Our community, our students deserve better. More people need to be aware of the issues that are coming if this proposal is approved. The families that will be forced to change schools, the gerrymandering of school boundary lines, the increased commute as students have to go further to get to school, etc. Surely the residents of Portland, not just those in SE, deserve to be aware of this process and the consequences if this proposal is approved.	Proposal	Negative Response	Creative Science School	

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There is no consideration that I can see regarding different learning styles and needs for the students. You speak of inequity being a problem, but Creative Science is the only focus school that you're looking to displace (and potentially close) - what about Sunnyside, Buckman, and Da Vinci, do they not also represent inequity in your eyes? When Trillium Charter School closed, we applied to all of them, and Creative Science was the only one that demonstrated equity in terms of our ability to attend the required Orientation sessions - the days and times offered did not work with our work schedule, but Creative Science didn't require it. If you consider the diversity of learning styles and needs of the students and their families, it makes more sense to have a diversity of educational philosophies available for them to choose from; a one-size-fits-all approach to education may look like the most equitable approach on paper, but once the needs of individual students are taken into account, one-size-fits-all doesn't actually fit every student's needs. That is specifically why we wanted our own children to attend a school like Creative Science. For them to attend regular public school would very likely destroy their love of learning, and be a real struggle, not just for them, but for our entire family. I see mention of a concern regarding racial equity in this proposal, but the only way it addresses that appears to be in the remapping effort - but only after the convenience of clearer pathways for students to move from school building to school building as they progress through grades. Where are the other racial equity efforts? And where is the concern for other aspects of equity: financial, educational in consideration of different learning needs, familial, etc? If equity is truly a driving force in this proposal, then that should be represented in the strategy, changes, and phases.	Proposal	Negative Response		
Cleveland High School and feeder schools will not have any dual language programs.	Proposal	Negative Response	Programming / Pathways	
2.As a parent of 3 students who attend or have attended Creative Science School I am concerned that it will be difficult to find a school that will fit all of K-8 students and that the school will be split, much like Access was when they moved. Part of what has made CSS so successful for our children is the continuity of teachers and community as they have moved into the middle school and the ability to have a small middle school experience. Not all students are best served by being in a large comprehensive middle school. My quirky, anxious, introverted, intelligent, creative kids would have struggled. I do believe that the Clark building may be the best location for neighborhood K-5 students if Harrison Park becomes a middle school but again the plans are too narrow to begin to implement phase 1.	Proposal	Negative Response	CSS	
3. I understand the logic and reasoning behind consolidating language immersion into smaller strands from an educational systems standpoint. I think by consolidating those programs at an elementary level the schools with become racially segregated and that is unacceptable. While that is clearly not the intention of the plan it will be the outcome. If part of the problem is single strand neighborhood programs in schools with DLI then DLI needs to be in schools that have the room for 2 strands of each- DLI and neighborhood. Boundaries, feeder patterns, and program location needs to be figured out for all South East, North East, and North Portland schools before any phases and decisions are final and implemented. It is short sighted to commit to and implement phases without doing so.	Proposal	Negative Response		
Being forced to weigh potential for extremely long, life-changing and disruptive commutes for existing Creative Science School students vs taking children out of the CSS program all together, which would have a significant negative impact on the students. Keep in mind that many who enrolled in CSS would not have done so if the school were in another location, such as SW portland.	Proposal	Negative Response	CSS	

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
My children not being able to walk to school. We currently live within blocks of Glencoe Elementary, Mount Tabor Middle School, and Franklin High School. This proposal will cause my 3 children to have to commute unnecessarily to a school not even remotely in my neighborhood. We did NOT spend a MILLION dollars on our home, just to be bussed accross town to another school. We will fight this proposal. SE is changing rapidly and we will not stand for PPS essentially “gerrymandering,” our school zones. There are closer neighborhoods that could be shifted out of Grant to Madison. Bridger is a straight shot to Madison. Find out why only 60% of neighborhood kids in Madison’s district, attend Madison. Start factoring in how many kids are pulled from each district to go to lottery schools, so PPS stops depleting neighborhood schools of students. How everyone is ignoring the lack of diversity at Grant High School, and the low percentage of free or assisted lunch program students is beyond me.	Proposal	Negative Response	Woodstock	
Where will Creative Science end up?	Proposal			

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
******* On a personal note, I have put hundreds of volunteer hours into developing our gardens and grounds. While I know those improvements will benefit a neighborhood school, and will always benefit the environment, it is hard to leave mid-project, and I worry that much work will be lost if the spaces aren't maintained (work that is dependent upon volunteers). In addition, last year we were priced-out of the garden education the PTA was paying for, and since the spring another parent has been working to develop our own garden education classes. This is a big commitment, and a risky one, but we have been excited about it and working hard. She raised and donated food from our school garden over the summer. I worked in that space every week this past spring and summer to keep it not only maintained but moving forward. I put a new roof on our shed after vandals destroyed the old one. I pruned, mowed, weed-whacked, watered, weeded, solarized, and put in new perennials. I sheet-mulched around every perennial, using endless collected cardboard. I spread 5 yards of mulch. I dug out 2 large weedy areas and replaced them with a "no-mow eco-lawn". I built a hose locker for an irrigation system. I made security improvements: posted signs, mounted fake security cameras (they were stolen), and worked on our fence and gate. I also cleaned up, repaired, and filed police reports for both a shed break-in and theft and a fire. I researched and wrote up a Project Development Request for a garden security fence. I met with a Facilities Manager and we've had our request approved! It's an amazing and unexpected development that we may not experience. That is hard. I've also developed a great relationship with our school custodians, which has been crucial to keeping up the space. I joined the neighborhood safety FaceBook group to try and help minimize garden vandalism, theft, camping, and illegal drug use. Right now I am working on a garden project with the local non-profit Eco School Network, as well as mentoring other project leads at other schools. I have started communication in a hope to preserve all of this garden work, should CSS move. In the current proposal 9, the Clark Building would become a neighborhood school. Grow Portland has a cornerstone of their non-profit, Title I-focused garden education program at nearby Harrison Park. I have talked with them on the phone about my hope that they would have a program at the Clark building, which would presumably be a Title I school. They used to provide classes for CSS and so they know the space. I really love our school garden space. It has given so much to me, and to my family, and I hope it is an example for what I wish for for all families: involvement in their school, providing them time together, in a way that they enjoy, investing in their community and providing an example for kids and others of what we can be, if we work together. Many things are true in this difficult process: it may be best for equity for CSS to move, AND that will be hard. We will make the best of it. I hope my experience adds to the conversation. Thank you for reading!	Proposal	Negative Response		
None	Proposal			
You will wreck a very successful program	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Changes in resources and disruption of education and learning for the students.	Proposal	Negative Response		
I would like to see Marysville students have similar opportunities of students in other areas like Woodstock for example.	Proposal	Positive Response		
PPS' work in trying to provide communication to the families before the meetings are horrible! Meeting links presented the day of to ensure that people don't get the information to attend. PPS relied heavily on an analytics company to do all of the work. PPS students and the families are more than just a number. You are impacting OUR livelyhoods and OUR stability. It is easy for FloAnalytics to a drag and click a mouse to move a group of students to a new school to make sure that the school not overcrowded. I think further analysis is needed to dig deeper into the data and find out how many families are impacted by transportation issues. FloAnalytics should have enrollment data for each of the schools and families that attend the school. FloAnalytics are not thinking of the families that it will impact; they are simply doing business with you and doing whatever to make PPS happy and satisfy your needs . Further analysis is needed on transportation and number of students that attends the school that lives by the school. This should be PPS top priority to ensure that students are not traveling too far for school, especially for grade school and if they within walking distance of the school.	Proposal	Negative Response		
Moving mip program	Proposal	Negative Response		
It would be great if this proposal came with a detailed plan on what PPS is going to do to address the failing scores of this school besides redistricting.	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
November 19, 2020 Dear Portland Public Schools Board, Superintendent, administrators, and Enrollment and Program Balancing Guiding Coalition Facilitators: In response to the school realignment proposal that was recently submitted to the public by the Enrollment and Program Balancing Guiding Coalition, a working group task force of concerned Woodstock Elementary parents and leaders was formed to evaluate the proposal. We are writing this letter to communicate our many concerns about the sweeping changes that this plan would thrust upon our community. The task force of concerned parents is sending this letter on behalf of many of our concerned families to voice our strident opposition to the Coalition's proposal to relocate our Mandarin Immersion Program to Bridger Elementary. We stand in solidarity with Shu Ren's position on this matter (outlined in a letter to you on November 6th), we echo their concerns over the proposal's dramatic negative changes to our children's educational experiences, and we share their frustration with the many flaws in the decision making process that brought about the proposal in its current form. The Guiding Coalition's proposal is highly problematic in a number of key ways. It dissolves Woodstock's pioneering and successful co-located dual language Mandarin Immersion Program and reduces school diversity in both impacted schools by relocating our school community's native Chinese speaking families into an enclave on the eastern edge of the city. The rebalancing proposal was put forth without conferring with the impacted communities in any meaningful way, and it makes assumptions about many of our native Chinese speaking families' educational goals and preferences that do not necessarily align with reality. The problems and challenges with enrollment balancing and co-located school communities that the proposal aims to address are not currently present at Woodstock; in fact, the coalition's proposal ignores the resounding success that Woodstock has demonstrated hosting two programs, and disregards our community' s heartfelt desire for Woodstock to remain a dual-track, co-located school. Woodstock's Mandarin Immersion Program was established in 1998, one of the first such programs established in the United States, and the first public school to offer MIP on the West Coast. Since its inception, it has served as a model across the country (and around the globe) for schools looking to establish similar language programs co-located with an equally thriving and robust neighborhood program. Woodstock has two evenly balanced programs, with each program contributing approximately half of the student population of the school. Woodstock's school-wide sense of community is strong, and parent involvement draws equally from both the DLI and neighborhood English scholar programs. We have a number of concerns about both the proposal and the process that was followed for drafting it: The proposed scenario dissolves a successful co-located program, where a strong sense of shared community and identity thrives among students, families, and teachers in both programs within our school. Woodstock is a flourishing success precisely because it has two programs under one roof. Families from both programs intermingle socially and professionally, and in many cases children within the same household are enrolled in different programs. Many school-wide events are conducted in both Mandarin and English. Our halls and classrooms are decorated with murals and mosaics in both English and Chinese, reflecting the value that our community places in having students from both groups learning and growing in our space. Kids in both programs engage in school-wide activities together, participate in the weekly Friday morning meetings side by side, share lunch tables and playgrounds, discover books in the same library, collaborate to solve common problems, forge bonds in after-school and extracurricular activities, and celebrate a robust exchange of inter-cultural celebrations and traditions that have come to define the Woodstock experience. The Enrollment and Program Balancing Guiding Coalition's decision making process did not adequately engage with	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
There are so many problems with this proposal. It has snowballed from an opportunity to solve an existing problem with K-8 schools and celebrate the opening of a new middle school into something that creates more problems than it purports to solve. This process has been extremely rushed in the middle of a pandemic and seems to change with each new iteration spit out by a consulting firm that is accountable to no one and has no stake in moving these students around like game pieces.	Proposal	Negative Response	Process	
I won't pretend I understand the complexities, but my main concern has to do with my child not going to a neighborhood school for high school (i.e., not going to Franklin, which is an easy and safe walk away). I don't think there's been enough transparency around the work to affect feeder patterns. I think there'd be negative social and community impact of changing the feeder patterns, which seems to have been done without full disclosure and without working better with affected groups (including students).	Proposal	Negative Response		
I have concerns that the intended destination school may not want an influx of an entire program that can be quite disruptive to their current programs. I have grave concerns that this proposed change is rash and does not have an appropriate lead in time whereby children with siblings may be affected. That is, one really needs a 5 year plan so children can complete their time in a school and then make a transition. I would suggest that starting with a middle school change first and then slowly consider the elementary school option if it seems to be working. In general, and specific to Woodstock, if you have a program that is successful and working for the majority, why would you disrupt it? It doesn't really make sense to me.	Proposal	Negative Response		
People have made sacrifices to be in the program. It won't be thought out and will be hijacked people who don't know about the history of the program. Cohorts will be broken up. Students will withdraw. Promises broken-	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Finally, the thing I like the least about this whole scenario is that it leaves my kids without a building to go to school in. We're a CSS family who lives 5 blocks from the Clark school building, and we love our school and our many neighbors who also attend school there. We understand that this scenario calls for Harrison Park to convert to a middle school, which leaves all the kids in the current K-5 without a building, but we think there has got to be a better option than the current proposal, which causes so much upheaval to so many people around the city. Leaving CSS without a building threatens to further damage the lives of children who have already suffered at the hands of the pandemic, and their parents who have dealt with the regular threat of having their school moved or shut down. Leaving us hanging with "we'll wait and see where you fit," seems like it will result in perhaps a years-long search and result in even more upheaval. Furthermore, attempting to relocate CSS will, likely as not, result in another neighborhood school being "taken over" by a focus option some years down the line, and further accusations that focus options "don't provide equity of experience." If that's your concern, maybe make other schools more like CSS rather than taking away a place where our kids truly feel at home. We're not opposed to seeing CSS move to a new building, in the interest of increasing diversity and providing a place for kids from the Harrison Park neighborhood to go. But we're not convinced the current proposal does anything to improve equity and diversity, a fact that was all too clear at the open house, where many voices from the coalition said the BIPOC people on the coalition do not like scenario 10 at all.	Proposal	Negative Response	Creative Science School	
The fact that there is no location designated for my son's school is troubling. I really hope that the vibrant community of CSS is able to have a place to be. I'm also concerned about the potential for breaking up of other school communities being disruptive for children.	Proposal	Negative Response	Creative Science School	
3) Why are you pushing the Mandarin program middle school all the way to Harrison Park, when there are other middle schools more centrally located between the two existing Mandarin Immersion Elementary feeder schools?	Proposal	Negative Response	Location	
No new home for CSS yet.	Proposal	Negative Response	Creative Science School	
That my son will no longer be able to attend the mandarin immersion program.	Proposal	Negative Response	Statement	
My children attend Creative Science School and it leaves us without a building. I fear that there isn't going to be a building available for us and that C.S.S will be dissolved or split up. My daughter previously attended our neighborhood school and it wasn't the most positive experience.	Proposal	Negative Response	Creative Science School	
6) The plan expressly does not consider the effects of relocating CSS as its position on the matter is to leave CSS without a home until later.	Proposal	Negative Response	Creative Science School	

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
7) The goal of avoiding portables is contradicted by the way that the number of schools needing portables is unchanged. Statistics presented in SEGC meetings show that approximately half of DLI students are English-learning and the 100% DLI model was presented as having the best outcomes for ELLs, a balanced DLI/ES model as an unsustainable second best, a DLI-dominant imbalance as having the worse outcomes for ES students, and an ES-dominant imbalance as the worst for ELLs. Setting aside the earlier mentioned fact that the proposal forces DLI students into the kind of unbalanced co-location these statistics say are worst for ELLs, the proposal "solves" the difficulty of maintaining a balanced model by adhering to 100% DLI schools with the exception of the Russian program. It concentrates the Spanish DLI at Lent, the Chinese DLI at Bridger, and the Japanese DLI at Richmond. The Russian DLI (ie the DLI with predominantly white ELLs) remains co-located at Lane where it is vastly outnumbered by the ES strands, raising the question of whether the committee only sees co-location as a problem of white non-DLI students being forced to share facilities with non-white ELLs and ELLs from Russian-speaking households as having an inherently easier time integrating. The way in which the non-white ELLs in the Chinese, Spanish, and Japanese DLI K-5s are made to enter a deliberately unbalanced co-location when their strands join a greater number of ES strands in middle school appears to answer that question. Also notable in this is how the committee, knowing that the SE region is home to a very large population of students from Vietnamese-speaking households, didn't see value in any SE region K-5 or 6-8 Vietnamese DLI despite a large population. That decision raises the question of how much the committee actually consulted with the community for the nearly 550+ students from Vietnamese-speaking households. These outcomes are not what anyone would expect from a process guided by any semblance of focus on racial justice but rather one that pays lip service to the concept while privileging white families. The recorded meetings are a testament to this as time after time, concerns and doubts about the process and its negative impacts to marginalized communities would be dismissed with handwaving and condescension. The committee claims to have worked with a focus on equity through the lens of racial equity and social justice but its actions betray its loyalty to white supremacy culture. Kenneth Jones and Tema Okun identify white supremacy culture as being marked by a sense of urgency that increases difficulty in taking time to be inclusive, making thoughtful decision making, and considering long-term consequences. What else but this is a committee that continually moved forward while its members repeatedly said that they had not been given enough time to even make an examination of all the issues on the agenda and all 20 of the originally proposed plans? What else but this is a process that moves from twenty proposals to just one after only a couple meetings and then gives the families of the 16 thousand affected students a matter of days to learn of the proposal before the official event to provide input less than a month before the committee meets with the district advisory team and finalizes its proposal to the superintendent? What else but this is a process that does all of this while funneling community involvement and feedback through methods that create barriers to the families of ELL students? Jones and Okun also identify a "only one right way" mentality to white supremacy culture "similar to the missionary who does not see value in the culture of communities" and "sees only value in their beliefs." This mentality is underlain by a belief that anyone who doesn't see the one right way simply doesn't understand it and that anyone who doesn't convert after being introduced to it does so out of personal faults. This is readily seen in the committee's approach and its response to challenges to its proposals, especially in those responses that condescendingly tell community members that the issue is more complicated than they understand and that they need to spend the hours upon hours required to review the full data and watch the meetings. The foundation of the committee's "only one right way" is the 100% DLI model which the committee holds as having the best scholastic outcomes for ELLs. This "one right way" is applied uniformly to the non-Russian ELL population regardless of its impact to the communities it affects and those communities' regional and demographic characteristics. The decisions to designate Bridger as the Chinese DLI school and retain Richmond as the Japanese location were apparently based on the high concentration of students whose native household language is offered as a DLI. When this "one right way" was applied to the Spanish DLI program, the committee disregarded the way in which the distribution of students in Spanish-speaking households is fundamentally different from those speaking other DLI-offered languages. As clearly seen on page 36 of the committee's baseline report, the distribution of these households is broadly distributed across the Eastern half of the SE region and as the table on that same page shows, there are more students in these households than students in Chinese- and Japanese-speaking households combined.	Proposal	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
will remove the ability of Atkinson or Lent schools to move a student between a DLI program and a neighborhood program, if such a move is in the best interest of the child, without requiring the student to move to a completely different school	Proposal			
I oppose the move to require a commute to Madison HS instead of an easy walk for our family to Franklin from our home near Mt. Tabor.	Proposal	Negative Response		
Loss of diversity at neighborhood schools due to segregation of DLI programs in outer SE. We really appreciate the co-locations of Spanish DLI and ISC with Neighborhood at Atkinson. There is a real need to make Harrison Park a functioning middle school building before it opens and to consider the distance and street crossings for MS and HS for some students.	Segregation	Negative Response		
Pushes minority population to the outskirts of Portland. More segregation, less integration. Pushes kids to a low performing high school, with no IB program. Worried about middle school commitment to 8th grade field studies work /travel to China.	Segregation	Negative Response		
Racial segregation	Segregation	Negative Response		
I am concerned that the latino community feels "pushed out" and disenfranchised from inner SE higher performing schools. I am in favor of a proposal that the community most served by the DLI programs (non-native English speakers) wants. If they want this scenario, then I will be in favor of it, but if they feel disenfranchised by it, then I am not in favor of it.	Segregation	Negative Response		
The Spanish immersion program brings cultural richness to Atkinson. All students in schools with immersion programs will lose important exposure to cultural and racial diversity if you isolate immersion into one school. Why would you want to give up an important tool to help cultivate our kids into anti-racist adults?	Segregation	Negative Response		
And let’s not forget the fact that PPS is actively seeking to SEGREGATE the Mandarin-speaking community to an underserved and difficult to access area of the city.	Segregation	Negative Response		
immersion moves make no sense, seem to promote segregation and racial tensions. Have you spoken to immersion families? Mapped where they actually live? Note that immersion doesn't have to mean the family speaks the language, but that the child has interest in it. some overfill not addressed.	Segregation	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
This scenario is extremely concerning to me from a racial equity standpoint. When you segregate all four strands of Spanish elementary DLI to one school which is farther from the center and in an already underserved area, you are making our inner neighborhoods less diverse and isolating Latinx communities. You are also moving already underserved students from Lent away from their neighborhood school. I understand that one rationale is based on the number of Spanish-speakers currently living in a certain geographic area. I have been quite alarmed listening in to coalition meetings to hear rhetoric that discusses how placing all DLI students at Lent is what that community needs and will better serve them when no one speaking those words is actually part of that community. If families stand up and say, "yes, this will make our lives easier, create equity, increase our access to education" then I will support that 100%. But I have yet to hear that from ANY of our Latinx families and in fact have consistently heard the opposite, which is that they feel they are being segregated and "pushed out". The coalition materials were only translated into Spanish AFTER this scenario was finalized so I am not surprised that many families had no idea this was happening and/or could not even engage in making their voices heard. It is not lost on me that those who are least able to access this process are those being the most dramatically affected. Families and students are already under extreme stress due to this pandemic and loss of in-person school, and this is just such a drastic change and for the most vulnerable. I highly encourage you to rethink this.	Segregation	Negative Response		
segregation of immersion students	Segregation	Negative Response		
The current proposal to remove the Spanish DLI program from Atkinson is a terrible idea and will result in segregation of students of color, unnecessary hardship to students of color	Segregation	Negative Response		
It is not at all clear to me what the advantages are of combining and isolating DLI programs in some instances. Particularly the Spanish DLI K-5 program at Lent Elem. What is the guiding principle for removing the co-located DLI to create a single location? Doesn't that weaken the argument of PPS that DLI Native Language speakers have a greater success rate when learning in their native language but integrated into a larger body of students who are speaking English? Doesn't that unfairly isolate the Native language speakers?	Segregation	Negative Response		
Segregation of immersion students. Issues with commuting.	Segregation	Negative Response		
That it isolates the children who go to Glencoe from its actual physical neighborhood after middle school.	Segregation	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
It is segregation. I was shocked to read on this page that the reasoning behind this move is to create more equity. It feels like the exact opposite. You are essentially moving the majority of latino children out of a predominantly white and affluent neighborhood and moving them to a school that is located in a majority non-white neighborhood with significantly lower socioeconomic households. Why is this not the other way around. Why aren't the white children being moved? Why isn't Atkinson being chosen to be the "immersion only" school. I imagine it has something to do with the fact that asking white families to uproot their children in the middle of their education after a global unprecedented crisis would be met quite unfavorably among those parents so it is easier to do so to the parents who are less often resourced and some whom do not even speak English and have not been communicated with or notified at all about this change so that it might go unresisted. It feels like blatant systematic racism being played out in our schools to our children. The diversity that Atkinson experiences, both racially and socioeconomically, is a huge benefit to the program. Attending a school in a neighborhood with higher socioeconomic families provides more opportunities for parental involvement and support of our children and classrooms. In comparison to a neighborhood where more families do not have the financial resources to not work and volunteer at their children's schools, the quality of support and education suffers as a result. This is one of the benefits of the Atkinson program. Latino children are able to attend a school outside of their own neighborhoods that possibly might be a better school. This is true for my child who would not have qualified to go to Atkinson had she not been a native speaker in the immersion program. Going to Atkinson was a selling point on the program. The school has a great reputation, high quality education, a strong and committed parent community and we decided to go to that school because of those resources.	Segregation	Negative Response		
Segregation of Latinos	Segregation	Negative Response		
what programs will be offering to the students ? how are they going to select students for each school? is it going to be just a segregation of the Latin community?	Segregation	Negative Response		
All DLI at Lent, this is easily interpreted as segregation (even if not the intent.) Optics seem like the DLI program is shrinking. Families will have an easy choice to drop out of DLI due to transportation and optics of segregation.	Segregation	Negative Response		
Feels like you are segregating and pushing out the latinx community to the forgotten outskirts of the city.	Segregation	Negative Response		
Isolating all the latino kids to the worst school	Segregation	Negative Response		
My main concern is concentrating DLIs in one school like Richmond, and especially eliminating the Spanish Immersion program from Atkinson. Atkinson has hosted a very very successful Spanish Immersion program in the community and I wonder what this elimination is even considered. I spoke with both the Spanish immersion and the neighborhood teachers and both dislike eliminating this program from Atkinson. During the last boundaries discussions at PPS around 203 years ago, that included the relocation for the Spanish Immersion program at Atkinson, the task forced reported a very strong support by the community members to keep the Spanish Immersion program at Atkinson. Actually, the recommended to start a double class of Spanish Immersion as it was so popular and requested by many families both Spanish speaking and no Spanish speaking. But what is truly troublesome for me if to concentrate DLIs in one only school without a neighborhood program, like Richmond, which has been a failure for the neighborhood kids that cannot attend and walk to their own neighborhood schools. I think this recommendation will bring immersion with segregation and unnecessary driving for neighborhood kids, but mainly it will incredibly reduce diversity and cultural richness to the schools. So, why are we recommended the elimination of hybrid-co-lateral schools, just because it is easier for administration, because it is definitely a huge cultural backlash for our kids and families.	Segregation	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Woodstock Chinese DLI program has been very successful in the past 20 years. Moving ALL Chinese DLI programs to one school will negatively impact the success of the program. The move also promotes racial segregation and social inequity. Moving all/most Asian students to a low performing school while giving advantage to white students to a high performing school is NOT social justice.	Segregation	Negative Response		
separation of Spanish immersion and neighborhood kids at bridger	Segregation	Negative Response		
I am a parent of children enrolled in the immersion program at their neighborhood school. I only enrolled my children in immersion because it was at our neighborhood school. In fact my oldest started in the neighborhood program and then moved over to immersion in kindergarten to support balancing enrollment. I would not have opted to send my children outside of our neighborhood school for an immersion program. I am concerned that by moving the entire Spanish immersion program to Lent that you will have the unintended consequence of segregating native Spanish speakers and POC families. I am concerned that the decision makers have not really been listening to and elevating the voices of native speakers and POC families. I have heard from multiple native speakers that they opted out of their neighborhood school for a reason and are not happy to be sent to Lent. Are non native speaking families really going to opt in to Lent? I have heard from countless people in our community that being at their neighborhood school was most important, not immersion. You will lose those people and I truly think PPS will be hard pressed to gain enough people to continue 4 strands of immersion at Lent. Please listen to the voices of our native Spanish speaking families above mine if they are saying something different but I am informing my advocacy based on what I am hearing from our community of native Spanish speakers. I am certain there has not been enough outreach done to these communities to really hear what they actually want/need. This proposal reeks of decision makers assuming what would be better/easier for this community (i.e. having the immersion program in their neighborhood) and what they think the community needs rather than what they actually need/want.	Segregation	Negative Response		
segregation	Segregation	Negative Response		
I think instead of consolidating established and successful programs, that we should expand these options into more schools. I am in the neighborhood program cohoused with chinese, and yes we wanted to get into the chinese program and were disappointed that our students did not. However I think the overall increase in sharing cultural and language resources improves the overall experience in the schools and builds more supportive and thoughtful students in both programs and having a normality around being multi lingual and multi cultural benefits all of our future community members. This consolidation and separation feels a lot like segregation which does not really seem like the direction that we would like to go towards. What is the tradeoff between all the work, energy and funding that goes into segregating our students versus building up existing programs and expanding them to more disadvantaged schools?	Segregation	Negative Response		
I'm concerned that you are separating elementary students and families from their neighborhood schools and further disconnecting the schools from their communities.	Segregation	Negative Response		
) isolating the DLI programs is segregation - we learned long ago that "separate but equal" was a fallacy pushed by white supremacists	Segregation	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
This plan is basically segregation. Why are you pushing DLI to single schools? The programs work now. We need to create diversity not exclude those kids to neighborhoods on the edges. We voted for bond measures over and over because we have programs that work. Overcrowding is not a reason to destroy these programs. Once again PPS uses overcrowding as a way to destroy the programs that work and sacrifice neighborhoods that don't have as much money.	Segregation	Negative Response		
It segregates communities, divides neighborhoods, and does not address overcrowding of schools.	Segregation	Negative Response		
1 - it creates segregated communities, which benefit no one and no individual group. 2- benefits of co-located DLIs are lost - diversity, creating tolerance and exposure to other cultures are lost. 3 - completely upending the bridger and surrounding community. both neighborhood and the DLI programs will be relocated. 4 - more study, public engagement and outreach is obviously necessary as the options evolve.	Segregation	Negative Response		
After listening to people in my breakout room, I'm most concerned about the Latinx community being displaced from Bridger and being pushed farther east, the overcrowding at Franklin, and some of the Atkinson (maybe others) boundaries that cause kids to go to different schools from their neighbors across the street.	Segregation	Negative Response		
Concern that DLI programs are being segregated into their own schools into outer SE Portland. This seems to worsen diversity, and results in segregating non-Native English speakers from white communities. This doesn't seem to provide equity, and instead seems like segregating, and putting minority students into schools in areas that have not been served well in the past.	Segregation	Negative Response		
Unfair segregation with the Immersion programs, ,	Segregation	Negative Response		
This proposal segregates DLI programs. Segregation is never equal.	Segregation	Negative Response		
I'm very concerned that creating non-neighborhood, all-DLI schools could make those schools targets of racially motivated hate crimes.	Segregation	Negative Response		
I'm very concerned at the segregation of the immersion programs and vastly reduced walkability to schools. Changing the feeder programs and elementary schools is completely unfathomable and unnecessary.	Segregation	Negative Response		
Mt Tabor should stay at Franklin. Lent should not be DLI only - THAT is segregation. I have been in several meeting and NO ONE wants that.	Segregation	Negative Response		
I’m concerned about the latest feedback coming up that some people are feeling like DLI-specific school are “segregating” native speakers. I’m doubtful that is a universal feeling and wondering how you can determine the breadth of that concern. I’m more concerned that PPS doesn’t seem to have clear talking points to convey the concrete benefits of DLI-specific schools, and for locating them in neighborhoods with higher concentration of native speakers. I instinctively think these two things are good choices, but to convince doubters, you need to get your talking points down and consistent otherwise it’s going off the rails.	Segregation	Negative Response		
It is racist and promotes segregation.	Segregation	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Furthermore, concentrating Spanish DLI to Lents and Chinese DLI to Harrison is Segregation and not supportive of DEI priority. That is not acceptable.	Segregation	Negative Response		
I am shocked that Portland in 2020 would be following a plan that results in racial segregation. Maybe they can try to justify it with some "grander district plan," but clearly Woodstock has been selected to become a wealthier and whiter school. Woodstock would be purged of almost all students with Asian backgrounds - instead of 40%, they would bring it down to less than 7%. They would increase white students from 52% to 78%. They would also bring down free/reduced lunch students by 20% (12.5% to 10%). It doesn't stop at Woodstock, this is repeated across K-5 where they grow existing large populations of white students (i.e. Atkinson) or shrink white representation where it is already comparatively low (i.e. Bridger). These complaints do not contradict, it is well established racist policy to create two levels of schools - those that are overwhelmingly white, and those that are mostly non-white. Numbers don't lie.	Segregation	Negative Response		
I also worry that creating entirely DLI schools will result in increased segregation of our schools.	Segregation	Negative Response		
I think this is racism, segregation, and discrimination.	Segregation	Negative Response		
Two things: based on what I heard from parents of DLI students at the open house, as well as my own impression, I am very concerned that consolidating DLI programs will isolate them from the larger community and create additional burdens for families who would have to transport their children to a school outside their neighborhood.	Segregation	Negative Response		
Consolidating DLI programs to be closer to “where native speakers live,” which reeks of system racism, furthers segregation, and limits upward mobility for POC.	Segregation	Negative Response		
Secondly, it does seem like this proposal segregates non-English speaking programs pushing them into their own areas... how is that equitable?	Segregation	Negative Response		
It eliminates successful dual-language immersion programs and relocates them to schools very far from their current locations.	Segregation	Negative Response		
It's also concerning to see DLI students booted out of schools in affluent neighborhoods to the far fringes of the district. What kind of equity message is this?	Segregation	Negative Response		
Concern 1: segregation of Asian and Spanish children/family;	Segregation	Negative Response		
I am concerned that boundary changes will negatively impact Creston enrollment. I am also concerned about the concentration of wealthy schools feeding into Cleveland HS.	Segregation	Negative Response		
That Bridger will be a Chinese-only segregated school and that Franklin will be a minority school (Russian, Spanish and Chinese). Is the goal of the coalition to segregate minorities into particular areas? Because the proposal seems that way. I don’t want our son to go to an all-Chinese school. I want him to be around/interact with people of different groups so he can broader his viewpoints of the world. Although we would love to continue with the MIP program, the proposal to round up all the Chinese speaking (or want to learn Chinese) students to one school with no diversity will force us to pull our child out of the program.	Segregation	Negative Response		
It will segregate students. Absolutely. Without any other value!	Segregation	Negative Response		
It will segregation students based on race.	Segregation	Negative Response		
The proposal will segregate children of color and reduce diversity in other schools.	Segregation	Negative Response		

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We moved to the Woodstock neighborhood for the MIP program, like many many other families, and feel very strongly a part of the community. Moving the MIP program feels like the minorities are being targeted, getting cast out of their community and pushed to worse, less convenient, more dangerous, parts of town to make room for more white kids. To the BIPOC communities, these changes feel like segregation and will achieve the opposite of desired outcomes of equality. The BIPOC communities feel that white people are making decisions for them about what is best for them without listening to their wants and concerns. Please do not do this to us, especially right now, when families are struggling so much. Please focus on filling Kellogg and allow time to figure out a better solution for rebalancing that is not so completely disruptive to so many families and communities.	Segregation	Negative Response		
The consolidation of the language immersion programs which reduces cross connection between cultures.	Segregation	Negative Response		
I'm concerned that the proposed changes would remove the highly successful DLI program from Woodstock School, leaving behind an under-enrolled neighborhood school with much less diversity. It very much feels like segregation of native Chinese families into schools in outer SE Portland. My family has been part of Woodstock School for 7 years. We feel that the Mandarin immersion and English scholar programs have successfully co-existed in one building and that it would be a great loss to everyone at Woodstock if the programs are separated.	Segregation	Negative Response		
Not sure why we are separating neighborhood and dli. With middle school being pulled out, wouldn't there be more room for neighborhood strands? Does feel as though we are segregating dli. And...in all of this, who is being heard? We are 2 working parents who have a lot of privilege but have hardly been able to keep up with the info to give any input.	Segregation	Negative Response		
Segregating language learners a definite issue for increasing inequities Not all schools have an identified building, a legitimate plan must have all the moving pieces identified and solved before a scenario can be adopted or else it is not a scenario	Segregation	Negative Response		
This proposal shifts the DLI programs further east with the assumption that all families currently enrolled will move with their program. I believe many families will stay with their neighborhood school which will make the "Socioeconomica Comparison" just wishful thinking. These shifts will not create racial integration, but rather racial segregation.	Segregation	Negative Response		
Underpinning all of this is an emphasis on DLI as a way to improve outcomes for ELL students. This is an important problem to solve, but doing it in this way will create defacto segregation for those communities even beyond what exists today. I grew up 2,500 miles from here in West Virginia, but our small elementary school of 100 students had over a dozen nationalities reflected. I believe this was a fantastic environment to grow up in and I would hope that the much larger schools here would bring people from different backgrounds together, not put up walls to keep them apart.	Segregation	Negative Response		
I also feel that you are grouping all of the minorities into one school and this is NOT creating the diverse and racially balance schools that PPS would like. You are segregating the minorities into their own community and this is a huge issue!	Segregation	Negative Response		
Would this be segregating DLI programs?	Segregation			
I am concerned that PPS moved forward with presenting Scenario 10 to the community or even entertained the idea of segregating students to the outer boundaries for DLI programming.	Segregation	Negative Response		

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I am concerned because the proposal seems both to segregate and separate school communities. I also feel that (despite assurances to the contrary) this is but a first step toward PPS trying to dissolve focus option schools, which serve a need for many atypical learners who would otherwise fall through the cracks or specifically require an IEP to have their needs met.	Segregation	Negative Response		
The presented plan decreases diversity by removing people of color from neighborhood schools. It increases travel impacts to the entire student body. The plan does not solve overcrowding at Franklin or Cleveland high school. By regulating immersion and people of color to specific schools it allows for targeted crimes and discrimination.	Segregation	Negative Response		
This plan segregates many students of color and removes majority of diversity making the non-immersion schools vastly whiter - we got rid of "separate but equal" long ago for good reason! Most kids at the Woodstock MIP would need to commute past many ES's to get to Bridger and if plan ultimately is to go to Harrison, they'd have to pass multiple middle schools, both would drastically increase commutes, likely resulting in significant attrition from the program. This could both jeopardize these flagship immersion programs and also reduce the cultural diversity training our students desperately need at this time in America.	Segregation	Negative Response		
Relocating the MIP “closer to where Chinese-speaking families live” may be true for some families, but far from all of them. And secondly - this is just straight up Segregation! I also understand that native speaking families and Shu Ren were not significantly (or at all) consulted in this proposal. This is just a bureaucracy making uninformed decisions on “what’s best” for marginalized communities. Shame on you PPS.	Segregation	Negative Response		
I am concerned that this proposal segregates non-native speaking and minority populations away from the city center and leaves schools closer to the center of the city whiter. I am concerned that these proposals, which have such a high impact on these populations, were not translated into the languages spoken by the communities they purport to help. In my anecdotal experience, the Chinese community at Woodstock values the diversity of a co-located program and does not want to be segregated, and families in the neighborhood program feel the same way. I am concerned that this proposal rips apart long-established and successful programs and tears at the fabric of these neighborhood communities. I am concerned that PPS is jumping ahead with these phases that leave huge unanswered questions for the next phase with no plan for how to address them. I am concerned that PPS is more focused on paying lip service to its purported values than to serving the needs of its students and their communities.	Segregation	Negative Response		
I have concerns about unintended consequences such as reverse discrimination but forcing these programs to be pushed into high concentration neighborhoods and isolating from the rest of the community.	Segregation	Negative Response		
Forcing my kids to move schools & leave friends because they are in the immersion program. It also seems to segregate poorer students from attending Sellwood/Cleveland as the top academic schools. My kids will miss out on IB.	Segregation	Negative Response		
Leave Woodstock's Mandarin program and feeding pattern alone. It's straight-up racist to move Asian kids out of rich White kid schools by removing the Chinese DLI program away from Woodstock and concentrating the Chinese programs in Bridger. Reducing the number of feeder schools for DLI programs is wrong-headed and exclusionary - and will only exacerbate the class, ethnic, and racial divisions that kids are already forced into. It's embarrassing for anyone aware of Portland's racist history that the current proposal even exists.	Segregation	Negative Response		
Segregation, distance, splitting up a school population	Segregation	Negative Response		

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I don't like that the proposal pulls a diverse mix of kids out of the Lent neighborhood school (which they can walk to) and buses them miles up the road to Clark, leaving the Lent school under-enrolled with many kids from outside of the neighborhood. It seems to me that the proposed scenario will see Lent School even further reduced in enrollment as parents who had their kids in Spanish DLI programs choose instead to send them to closer schools.	Segregation	Negative Response	Diversity	
I'm concerned that the people who this proposal presumes to be helping are not being heard. many families have chosen to put their children into Woodstock's immersion program so that they can also go to Hosford and Cleveland which are historically better achieving schools. By moving all immersion programs to the east side it looks like you are essentially trying to segregate these POC. I'm concerned that moving the entire program out of Woodstock will cause many families to pull their kids out of such a valuable program. I know many families who have said they will not move their child. Michael Bacon said that Woodstock is the model program. Why change something that is successful? Our principal and our community have worked hard to make this the strong community for which we are all so grateful. Put the resources into the other schools that aren't working to make those as successful. If you can't get enough kids in the Harrison Park program that is obviously an issue with the neighborhood not WANTing... can't you open the Harrison Park immersion school to anyone who wants to join instead of keeping it in the neighborhood?	Segregation	Negative Response		
Consolidating the DLI programs strips diversity from the neighborhood schools that currently house the DLI programs. The DLI programs draw a large number of Asian and Latino students and further segregating them physically seems to go against one of the main goals of this balancing plan. Let's be honest, if PPS is trying to even out enrollment, diversity, and experience the DLI programs need to go away. Languages are great but based on the numbers, these programs do the opposite of balancing diversity. Alternatively, PPS should address how these programs cause segregation and clumping of diversity.	Segregation	Negative Response		
Moving the immersion program to deep south east is segregating hard working immigrant families and restricting their children's opportunities to network and make friends outside the area. Pps talks of equity, but their decisions do not follow their talk in this case.	Segregation	Negative Response		
2) The theme of schools devoted entirely to a focus option creating inequity of experience is made worse by segregating the K-5 DLI programs. While I'm sure someone spent a lot of time putting together the research showing improved outcomes for ELL students in non-co-located immersion programs, mandating isolated DLIs creates the kind of a separate system that was ruled unconstitutional 66 years ago. As written in that decision, separate educational facilities are inherently unequal. I'm sure members of the SEGC can argue that the DLIs are separated by language and not by race, but those kinds of bad faith arguments deliberately ignore the fact that there is a clear racial component to the ELLs that this segregation is meant to serve and the fact that this proposal leaves the ELLs in the Russian DLI integrated with students at Kelly. This inequity would then be worsened by the students in the K-5 DLI schools becoming the minority in a co-located middle school.	Segregation	Negative Response		
I am very concerned about the Mandarin Immersion Program (MIP) being moved away from Woodstock, Hosford, and Cleveland. I have read the statement from Shu Ren of Portland, and it is obvious to me that the Chinese community has not been adequately represented in this decision. I also have friends in the program, and they are very unhappy with the proposed change, especially having to choose between continuing with Chinese or taking International Baccalaureate classes, a choice which should not have to be made. I urge you to rethink moving the MIP further East, and to ensure you are accurately capturing the perspectives of those you are seeking to help.	Single Strand DLI	Negative Response		

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Some of the boundaries seem to over or under-enroll certain schools. I assume this can be adjusted in a later part of the process. I am concerned with Bridger being so overcrowded as Chinese DLI. Harrison Park needs a neighborhood K-5 to feed into it, but is Clark larger and better able to hold the DLI program? The problem with that is then neighborhood students have to cross 82nd Ave.	Single Strand DLI	Negative Response		
My concern is the Mandarin program will no longer be with in the neighborhood community and how the students will not have the offering of IB classes.	Single Strand DLI	Negative Response		
I am concerned about the location of the Spanish DLI, but if truly best for most Spanish speakers then it is okay. Maybe better at Bridger or Atkinson? Also, worried for Bridger neighborhood.	Single Strand DLI	Negative Response		
I am concerned about the location of the Spanish DLI, but if truly best for most Spanish speakers then it is okay. Maybe better at Bridger or Atkinson? Also, worried for Bridger neighborhood.	Single Strand DLI	Negative Response		
I'm not opposed to the move to Madison. However, my concern with all the DLI programs moving there is for the students not in those programs (which includes mine because Glencoe doesn't offer a DLI). Will there be adequate resources and focus on "regular" students outside of those special programs?	Single Strand DLI	Negative Response		
Moving jmp from grant.	Single Strand DLI	Negative Response		
I am very concerned that the plan to move the Japanese Immersion Program students from Grant to Madison is simply a move to shuffle 200+ students into Madison HS to improve its utilization score. Further, if Japanese is moved from Grant to Madison that will give Grant ONE world language course of study and Madison FIVE world language options. How is this equitable to Grant HS students? Further, if this move is done in 2022 without a phase-in option for current students, many will be faced with the impossible choice of either 1) staying at Grant HS to graduate from the school they have spent their formative years at or 2) completing four years of study in a world language many have been learning for 10+ years	Single Strand DLI	Negative Response		
Mt Tabor's JMP program being moved to Madison is completely unfair to the students and families that have planned their progression to Grant for years - some of us buying homes in neighborhoods specifically to support our child's education.	Single Strand DLI	Negative Response		
Moving the Japanese Immersion Program from Grant will be extremely disruptive. The kids at Grant have already endured years of shuttling to Marshall during the remodel and now have to deal with the stress of online school. Making another move and leaving the Grant community that they know and love will be devastating. Some kids will not be able to continue their Japanese studies if it moves to Madison and they will not be able to fulfill their goal of graduating with the completion of all 4 years of the Japanese program after 11 plus years effort and dedication.	Single Strand DLI	Negative Response		
I agree with separating primary and secondary schools. Strongly disagree to move the dual language program from Woodstock to Bridger .	Single Strand DLI	Negative Response		
My concerns are moving the Japanese from Grant to Madison. Japanese has been offered at Grant since before the JDLI program was implemented. Folks like having the Japanese as a language option even if they are not in the immersion program.	Single Strand DLI	Negative Response		
How this will affect Japanese language classes?	Single Strand DLI	Negative Response		

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Grant is the long-time home of the JMP. Also, making these kids move high schools, to one much further away, and one that has no previous experience with Japanese immersion, would not be easy for students or parents. Especially after already dealing with so much change and uncertainty in the current Covid times. They already lost their 8th grade Japan trip... more disappointment and uncertainty shouldn't be in the cards, at least until some much stronger considerations are made.	Single Strand DLI	Negative Response		
Moving the Japanese program from Grant HS	Single Strand DLI	Negative Response		
Thank you for providing this forum for parents to give individualized feedback on policies. As a parent to two children who attend the Japanese Dual Language program I would like to request PPS please reconsider making the decision to switch the location of the program from Grant High School to Madison High School while there are so many factors effecting our schools. I support efforts trying to increase equity in our schools, but I do not feel moving the JDL program to Madison is the solution. Rather, I think compromised students should be given greater opportunity to attend schools like Grant. I am a fourth generation Japanese American. While my grandparents were not interned themselves, they were subject to a climate of fear and distrust. In order to prove how American they were, they had to burn all of the family heirlooms. They hid their language; giving their children American names and only speaking English with them. My parents were only able to share a few words of Japanese with me, and rudimentary language classes in high school were not enough to restore what was coerced from my family during WWII. The Japanese Dual Language Immersion program gave me hope that we would be able to recover as a family from this generational trauma, by giving to my children a chance to develop Japanese as a true second language. With my experience with studying Japanese in high school, I can tell you that having only a few Japanese classes is not enough to create what the JDL program is doing. A history of understanding cultural exchange and the community created by JDL is something we as parents commit to from K-12. Grant has been home to the JDL program for over 20 years, and has become part of the fabric of how the program works and is supported. To make a decision to just switch the program to another school in the midst of the pandemic seems undermine what has been built. Thank you for your kind attention.	Single Strand DLI	Negative Response		
- - Keep Atkinson's DLI program in place. I have heard from Atkinson's DLI and neighborhood community alike that our co-located program is positive for our students. - - I am concerned that removing the neighborhood option from Lent would put burden on populations on an underprivileged area/population. - - - Both Bridger and Lent would need to continue to use portable classrooms under the proposed scenario. This is unsafe in terms of modern school safety standards and against the goals of the balancing process.	Single Strand DLI	Negative Response		

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There wasn't support for the consolidation of DLI programs. I feel like the segregation of these programs is detrimental. There is so much benefit to these programs being in schools and sharing the culture with neighborhood school colleagues. I wish we had a DLI in our school as I feel that connection and education would be amazing to share with other students. You will be missing a wonderful learning experience for all children by removing these programs from being embedded in neighborhood schools	Single Strand DLI	Negative Response		
I'm concerned about the staggering of the change. My son will start at Madison fall of 2021. I want a guarantee he can remain there if he wants and that his younger sister will be able to join him in 2 years. I'm concerned about the disruption to my daughter's schooling in her last year at CSS. We may opt to send her to Harrison Park that year instead, but would like plenty of notice about decisions so we can prepare her. In general, I hope the committee makes decisions that serve the most underserved families, but provides the more privileged communities a smooth and caring process to grieve and change mindsets. I would like to see this be a healing and restorative process for Portland.	Single Strand DLI	Negative Response		
Also, the DLI programs and focus options have in some cases taken many years or even multiple decades to evolve to where they are. Is there a possibility that taking programs away from neighborhood schools --avoiding colocation -- is not the only answer and that there is no one-size-fits-all-DLI-programs solution to the issues?	Single Strand DLI	Negative Response		
The Open House Scenario #10 creates a disproportionate and inequitable amount of change by dismantling the existing Bridger (DLI & Neighborhood) and Lent (Neighborhood) programs. After attending Bridger's PTA and PPS' focus group/open house meetings, it is clear that a majority of the DLI community has not been adequately surveyed. The lack of early outreach to DLI/native speaking families (beyond those entering Middle School) is very troubling given the importance of reaching consensus on DLI K-5 feeder patterns in Phase 1. It is imperative that PPS prioritize targeted DLI outreach in Phase 1 to understand: (1) if commute times for native Spanish speaking families will get worse with proposed whole school relocation (based on Open House comments that cited private preliminary research from Atkinson's Jennifer Fontana -- data suggests existing native speakers' commutes will actually increase with the whole school relocation to Lent), (2) if DLI families from Bridger and Atkinson, especially non-native speaking/language partners, intend to leave DLI if their programs are relocated to Lent. It will be detrimental to the DLI program if the 50:50 balance between native speakers and non-native/language partners is lost, and (3) if native speaking families desire to attend a whole school Spanish DLI program in Lents or a program located in a more central location. Based on PPS' heat map for density of Spanish speaking students, there appear to be two clusters -- one near Bridger and one near Lent. Furthermore, with Scenario 10, Lent neighborhood program families will be disproportionately impacted -- they will lose their neighborhood school and will need to commute further (a hardship as many have expressed they have limited transportation resources).	Single Strand DLI	Negative Response		

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The proposed High School change for the JDLI (Japanese language program) would force us to withdraw our son from the program and likely enroll him in private school.	Single Strand DLI	Negative Response		
We are in the DLI program and are native speakers. Moving the DLI program out of Atkinson to Lent makes our lives much more difficult due to childcare and work hours issues to consider. I don't think we would be able to continue the program if the DLI program was moved to Lent and we would lose the continuity and the social and emotional benefits of our children being a part of this program long term. We have invested so much into this program and it breaks our hearts to consider this new reality of not being able to continue.	Single Strand DLI	Negative Response		
Making HS students in DLI have to change schools to stay in program	Single Strand DLI	Negative Response		
If Bridger is only for Chinese bilingual the kids will be in an isolated environment. No diversity. They need to expose to other English speaking kids.	Single Strand DLI	Negative Response		
Moving all Spanish Immersion to Lents	Single Strand DLI	Negative Response		
I am extremely concerned that the Japanese Immersion Program could be relocated from Grant High School. I strongly oppose this, both for my own children and for other families in the program.	Single Strand DLI	Negative Response		
1) I don't understand removing a DLI program that has been at Woodstock for over 20 yrs and is working. It is part of the identity of the school and what it is known for. To take it away makes no sense at all. Not to mention the school will then be underutilized/lose its diversity and will be at risk of shutting down. So now as a parent of a kindergartener I am faced with a terrible decision of either removing my child from a wonderful (or what I thought was) DLI program and put them in neighborhood (which could eventually shut down) OR be forced to get thrown into the new boundary cycle and drive out of our neighborhood everyday for the next 12 yrs...I think this program should be left alone and keep Woodstock Elementary's identity and soul of the school intact.	Single Strand DLI	Negative Response	Woodstock	
Too many changes that has a negative long term impact to the Mandarin Immersion Program(MIP). these changes are not taking our children’s education into consideration. The school board is trying to make changes that claim to allow better access for the Chinese/Asian community to the MIP, yet have not failed to consider the ramifications to all that are impacted in the program. The Chinese community are not the only families that participate in the program, there are many non native speakers that also participate in the program and by disregarding their needs and focusing on the native speaking families are in turn a form of racial discrimination that needs to be address. Not to mention, by grouping all Chinese into one school is in turn a form of racial segregation. For a school district to so blatantly racially segregate one ethnicity into one area is completely opposite of what America has found for in the past Century and goes against the claim of PPS’s goals of creating equality for all its students. This is a concern that should be considered when looking at the future of our education system and what we want to project to our students.	Single Strand DLI	Negative Response		
Is it a problem having all Spanish and mandarin alone at a school? Is putting them closer to the families that speak those languages best? It seems yes. But it also feels bad pushing the programs to outer SE where the here are less resources. I don’t know the right answer.	Single Strand DLI	Positive Response		

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The change of Japanese immersion's high school from Grant to Madison does not appear justified. There is no clear benefit to the students to having a Japanese DLI program at the same school as a Spanish and Vietnamese program. It is not clear what spurred the change to Madison for the Japanese DLI program as Grant's social-economic and utilization numbers were not provided. There appears to have been little justifying the change and it will result in a significant effect on families who have dedicated years of involvement in the program for seemingly no benefit.	Single Strand DLI	Negative Response		
The lack of discussion about FULLY SERVING ELL populations. Will this proposal provide a spot for each ELL student who would like one? Will it provide enough spots to have diversity from the native English-speaker population that will be the ESL portion of the DLI program?	Single Strand DLI	Negative Response		
The combined neighborhood and Chinese program is GREAT FOR ALL STUDENTS, you will only be harming them all to separate them. It is borderline offensive that you wish to combine the chinese programs and no longer have them mixed.	Single Strand DLI	Negative Response		
2. By moving all the DLI programs into one school, it feels like you are pulling all the diversity out of existing schools and possibly making life incredibly difficult for the people being moved. The new location for any of these families may be incredibly different than their current one, and forcing them to move across town just to essentially segregate them seems remarkably short sighted for a Portland group in 2020.	Single Strand DLI	Negative Response		
The reduction of Spanish immersion programs in SE.	Single Strand DLI	Negative Response		
Putting all of the immersion programs into one location is also NOT a good decision. My son is a 2nd grader at Woodstock where there is already two strands. The children in the DLI and neighborhood classes intermingle with each other on a daily basis. The statement that was made during the conference of these two programs does mix is NOT TRUE. The removal of the DLI program from Woodstock will eventually lead to the closure of Woodstock due to low enrollment numbers. If you look back at the history of Woodstock Elementary, the immersion program was brought to that school due to low enrollment numbers. There are approximately 55 students in each grade in the Mandarin Immersion Program (MIP).	Single Strand DLI	Negative Response		
There hasn’t been an equal and all voices heard approach. Richmond has been left out of the conversation and not just Richmond but our Japanese native speakers. We have a direct impact of the move from grant to Madison. It feels as if we this is creating PPS own form of segregation, putting all immersion programs into one high school will put many minorities into one school, into a school that is in an ideal neighborhood.	Single Strand DLI	Negative Response		
I think the model that CSS follows is one that should be implemented by more schools, not less. Why do you think there is such an interest in this school? I also think things like the arts and foreign languages should be in all school, not select schools that you lottery into.	Single Strand DLI	Negative Response		
DLI goes beyond academic language learning. The utmost important purpose is to have a full cultural exchange when students from Chinese and American backgrounds interact and learn from each other. By moving to Bridger, the student body will lose much of the non-native speaker population, and form a "Chinatown" type of closed learning vacuum and these native speakers will lose the exposure they need to American culture. Without a fully immersive learning experience for both Chinese and English, the dual language program will lose its purpose and eventually dissipate. The concensus among native speaking parents right now is to continue having 2 locations for MIP at Woodstock and Harrison Park/Bridger, and maintain the MIP/neighborhood colocation model. Additionally, Bridger still relies heavily on the use of mobile classrooms. Grouping native speaking students there is a brazen show of racial marginalization.	Single Strand DLI	Negative Response		

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I like having the diversity the Chinese immersion brings to Woodstock elementary and the neighborhood. Would not love to see that change	Single Strand DLI	Negative Response		
The proposal and work seems to have marginalized communities of color in the dual language immersion programs and the proposed solution, at least for the MIP, is not aligned with this community's desires. This is horrible, given that this work was supposed to center on equity. And, critically, to our family's knowledge, NONE, if any, of the Dual language Mandarin parents and families at Woodstock desire to have their children attend an all-Mandarin school. As do the neighborhood parents that we're connected to, the families in the MIP speak about and value the diversity of having a shared neighborhood/MIP program.	Single Strand DLI	Negative Response		
You are still pushing the Asians out of the West neighborhoods and farther East claiming to cluster with other Asians. We don't buy it and it stinks of pushing Asians out of the West neighborhood schools - Hosford and, most importantly, Cleveland. It is bizarre that you target mainly the MIP schools and take them entirely out of high performing highschools and place it in lower performing less attended schools. Your claim this will lift up the other schools? You are destroying the foundation these programs are built on and forcing them to start over - shame on you. This is all in the guise of being equitable, but it reeks of veiled bias and racism. Why the MIP? You have done this with other MIP schools and there were obvious setbacks. Teachers quit and the students did not do as well. There are still indications these programs are struggling to perform as well as the first Chinese MIP.	Single Strand DLI	Negative Response		
I don't like that DLI programs will be pulled from many neighborhood schools, leaving parents to find new ways to get their kids to school or simply pull their kids out of the DLI programs and enroll them in the neighborhood school where they used to get DLI instruction.	Single Strand DLI	Negative Response		
1) The voices of non-white constituents appear to have been silenced as they expressed their displeasure of the choice that was advanced: I think this could potentially open Portland schools up to costly legal troubles down the road if they are found guilty of redlining people out of certain schools on account of race: You are moving children that are ESL learners to lower performing schools while prioritizing the interests of their (predominantly white) peers to their already more highly performing schools.	Single Strand DLI	Negative Response		
Has any modeling done with the potential disenrollment of current DLI students? My son will likely drop out of MIP and opt to continue attending Cleveland. My daughter in time will likely dis-enroll in MIP assuming the current proposals are adopted.	Single Strand DLI	Negative Response		
5. MIP program is nationally known program that has been successful for decades- and there is not a problem with colocation, so their success is not being honored and their is not a problem with them but they are being dismantled.	Single Strand DLI	Negative Response		
• I think this is incredibly unfair for the students and families in JDLI. We have built our children's entire education, since Kindergarten, on the premise that they will attend Grant High School. • The JDLI has been at Grant HS since its inception. It has brought diversity to that school. I believe that the program will not only diminish in size and interest if moved, but also fear the integrity of the program will be lost. • Madison is NOT centrally located, as are other schools in the JDLI program. It will be extremely difficult for many families to get there.	Single Strand DLI	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
We are concerned the new proposal will dramatically affect the students learning from original non-dual language and dual language culture and community and also the diversification culture of America n. This will end up students being isolated from dual language American students and pure Chinese students' culture. It will eventually drop the Chinese students enrollment rate and their passion and enthusiasm on dual language program.	Single Strand DLI	Negative Response		
Having spent several hours each day for the past week reviewing the documents and watching the recorded meetings, I have serious problems with this proposal. Not concerns, but serious problems. I refuse to underplay the severity of the problems by calling them concerns. I have to start somewhere so I'll start with how 7 of the 7 themes the SEGC tried to address either misses the mark or are flat out exacerbated: 1) The notion that the SEGC operated with a belief in assertion that imbalanced co-located DLIs are difficult for school communities is farcical since its solution, to segregate DLIs creates greater difficulties in the immediate harm done by breaking up communities, the ongoing tensions caused by transporting students to schools in different communities, and finally by causing imbalanced DLI colocations when the DLI K-5 feeds to a middle school with 3 ES K-5 schools. The research the SEGC had on October 8th showed that scenarios where the ES side is larger than the DLI harms the ELLs. A process that examined its proposals through a RESJ lens would not deliberately create a system that moves ELLs from the best possible outcome to the worst at the same time those students would be dealing with not only the transition to middle school but with early adolescence	Single Strand DLI	Negative Response		
Social and emotional: If this proposal were to proceed. All of our son's Mt. Tabor Friends would continue to go to Franklin and he would be the only one going to Madison. That would have a devastating effect on his emotional well-being in what is a very difficult time.	Socio-Emotional health	Negative Response		
During a time when all resources should be focused on how we are going to recover from the crisis we are all still enduring and the tremendous impact that that has had on our children's education, emotional welfare, physical health, and social development, you are choosing to focus time and resources on creating more change and disruption. This is appalling and unethical. An additional concern over the timing is that we don't even know what next year will look like. There may be still distance learning. We may be in schools again but there will need to be significant recovery and acclimation back into a school setting. The children will need extra support to catch up on their learning as having been in a year of online that is no way as academically valuable as in person learning. Every child I know is behind in some way and placing an additional burden on the community of rearranging entire schools and families adds unnecessary stress, emotional strain, and upset.	Socio-Emotional health	Negative Response		
This proposal would result in unnecessary hardship to DLI students who must transition to new school communities and neighborhoods, and social and emotional impacts on students and families who will experience increased stress.	Socio-Emotional health	Negative Response		
I would like my son to remain at Franklin H.S. In 2021, he will begin his Junior Year. We live in the neighborhood. He has anxiety and a new routine would not be in his best interest.	Socio-Emotional health	Negative Response		
Shifting the boundary would also affect mental and physical health of our children by preventing some kids from walking to Atkinson. Instead it would require that kids (west of 57th) to cross Powell Blvd, Foster Blvd, and 52nd ave to get to Creston, and would require our kids (east of 57th) to cross Powell Blvd and Foster Blvd to get to Arleta, resulting in more kids being driven to school. This would result in congested neighborhoods and streets in SE Portland, and unsafe traffic congestion around Lents, Creston and Arleta schools.	Socio-Emotional health	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Moving kids from Grant to Madison within 2 years time does not put our KIDS well being at the forefront. Please. They need some stability. For children like mine who will get caught, it means this... 9th grade intro to H.S. spent ONLINE. 10th grade spent in the Grant community (if they can even get back in the building). Then a GIANT choice has to be made... Continue to learn Japanese (the much loved track for the past 10 years) in an entirely new school, OR stay with in this newly built community at Grant. How is that fair to ask our kids to handle more upheaval? I understand wanting to give opportunities to MANY kids, and make our school system far more equitable. But couldn't we do this with a bit more time to prepare? Our kids are being asked to adapt constantly. But to potentially force them to make a life altering choice after trying to adapt to so many other factors is not the best for their well being. Of course they will survive, but why put them through so much more. They need STABILITY right now.	Socio-Emotional health	Negative Response		
Social and emotional: If this proposal were to proceed. All of our son's Mt. Tabor Friends would continue to go to Franklin and he would be the only one going to Madison. That would have a devastating effect on his emotional well-being in what is an ALREADY very difficult time.	Socio-Emotional health	Negative Response		
I have many concerns, especially how these changes will affect our kids' psychology. Now when the schools are closed, parents are trying to survive and now PPS is coming with a change some parents even don't have an idea of either time to get involved. Is this the way PPS is treading parents and children? Is this the time to make such a big change. Why does PPS have to make the change just now? There is nothing left stable in our kid's life.	Socio-Emotional health	Negative Response		
My daughter is a Freshman at Grant. Through Covid, these kids obviously are struggling. She is in JMP. If I'm understanding this correctly, she would be asked to be moved to Madison? I think this would be a huge mistake for her mental health frankly.	Socio-Emotional health	Negative Response		
The kids have had a rough couple of years doing online learning and having little social interaction. I feel very strongly that middle and high school kids should have the option of staying in their current schools, rather than forcing them to leave their school support systems during this emotionally fragile time. If that means they have to leave the programs because the teachers are leaving, that may be, but giving them the option to stay in their currently enrolled school is extremely important for the well being of these kids.	Socio-Emotional health	Negative Response		
lower house value, lower fitness, lack of sleep, stress, mental health, friendships, lack of regard from PPS for real needs of current Mt Tabor students.	Socio-Emotional health	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
That Creative Science School is being left without a building. The constructivist method is highly successful, engaged and desired. Our school is being left without a home, being disregarded and asked to "trust" PPS that we'll find a home. This feels unsettling at best for our family and community. If a school is found but a greater distance, my children's neighborhood school, Bridger, will no longer be a neighborhood school. They would then be sent to Clark, the former home of CSS which feel traumatic for my kids: go to the same building without the same program, without the same kids, without the same teachers, all immediately following a pandemic. This process has led to significant increased mental anguish for my 4th grader.	Socio-Emotional health	Negative Response		
Also breaking up the neighborhood community is horrific, especially at a time when mental health is so delicate.	Socio-Emotional health	Negative Response		
Additionally it would impact our oldest Childs social engament since we attended Glencoe, moved for two years and in returning have been faced with Covid. She is already having a tough time reconnecting with the students she attended Glencoe with and most of these friends will attend Franklin. We feel very strongly to keep our children in our local community and feel our child should attend Franklin for her high school experience.	Socio-Emotional health	Negative Response		
Now, change is hard. Yes, yes, it is. We encourage resilience in our kids. We have seen them rise to the challenge this year. I would say our kids are well aware of change especially with the lessons of 2020 and the struggles they face daily to stay positive during the pandemic. However, unnecessarily yanking out the rug beneath them after such a hard year and in the midst of a challenging holiday season and with COVID spiking feels wildly out of touch and downright cruel. These kids have struggled, our family has struggled. They have had to adjust to new ways of being. They have expressed deep sadness at losing their school experiences. They just want to look forward to the schools they love and return to a semblance of what they remember after the pandemic wanes. Please acknowledge the significance of this year and slow the process down to respect the mental health impacts to our communities and children.	Socio-Emotional health			
2. Negative mental health, social, and community impact of changing feeder patterns that take children out of neighborhood schools, particularly in light of the greater context of the current impacts the pandemic.	Socio-Emotional health	Negative Response		
As a person of color, this greatly affects the sense of safety for my family and heightens our emotional anxiety.	Socio-Emotional health	Negative Response		
If accepted as proposed it would mean my children would both be moving from Grant to Madision High School. This has already been an extremely disruptive year and if you look at the Grant kids, there core social needs will be disrupted. The foundation of their high school community will be broken up. It has already been a very unstable situation for several years. They started Grant at Marshal, then moved into Grant, then pulled due to a Pandemic and now asking them to go to Madison. That does not seem like a stable learning experience	Socio-Emotional health	Negative Response		
The mental health impact of all of this on kids has been so huge and I can't imagine why you would think this was a good time or a good idea or fair to these kids.	Socio-Emotional health	Negative Response		
Concern 3: negatively impact kids social and emotional, especially considering they are already under tremendous stress from COVID.	Socio-Emotional health	Negative Response		
taking away the building to Creative Science School without any place for that school to go, again impacting the mental health of all of those students as they try to navigate why PPS would do that. Creative Science School allows students that would otherwise struggle in a normal school setting to thrive through inclusivity, compassion from all students and staff, and the constructivist approach allows these children to become independent thinkers, compassionate community members and creative problem solvers.	Socio-Emotional health	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
My child is a freshman in the MIP. His cohort of besties are all neighborhood kids going to Cleveland, but he understands the importance of continuing Mandarin to opportunities in college and beyond. Moving the immersion program from Cleveland will force him to choose between his friends and his education. If you take a gander at the male dropout rate for the MIP, you'll understand what a unicorn he is, to be getting good grades and still be solidly engaged with the program in high school. Due to covid, the class trip to China which he had worked toward for 8 years was canceled. Moving the program to Madison, and probably even Franklin is adding insult to injury, and will be the kiss of death for his participation in the MIP, because he will always choose his friends.	Socio-Emotional health	Negative Response		
The lack of relationships the kids grow to have in a K-8 school	Socio-Emotional health	Negative Response		
I am concerned carbon footprint will increase.	Socio-Emotional health	Negative Response		
Please wait until kids are back to in person learning before considering these changes. This will cause harm to psychological well being of our students.	Socio-Emotional health	Negative Response		
The likely elimination of CSS, by being moved without a destination building, means the elimination of the only school in the PSS program with a Constructivist teaching method. I have two children, one of whom will probably be fine in a regular school, but the other struggles with anxiety issues. The community based approach at CSS has made it much easier for him and although he had issues from time-to-time, he was able to participate and learn effectively up until the switch to CDL. When I was young, my own brother struggled with very similar issues and he was ultimately forced to leave the public school system and I am afraid that we will have to do the same if the CSS program is eliminated.	Socio-Emotional health	Negative Response		
I think the value of children going to neighborhood schools should be one of the highest priorities for PPS. I think the extra stress/anxiety this will cause would be poor timing given the context of current socio-economic conditions and uncertainties related to the pandemic, loss of jobs, political and social unrest, etc. (#2020hasbeentough).	Socio-Emotional health	Negative Response		
Incredibly concerning is that Glencoe was not included in the Phase 1 and they see substantial changes to boundaries and feeders.	Timing	Negative Response		
Shu Ren's letter to the Superintendent and SE Guiding Coalition is very troubling. Why were Chinese native-speaking families not consulted *at the outset* of the process to ensure that the aims toward equity and rebalancing were actually welcomed by the communities they claim to serve? From what we have heard, there are many Chinese families who in fact view the proposal as segregation to outer SE, when they would in fact prefer to be integrated into the inner SE community. Equity means nothing if you don't involve the beneficiaries of these efforts *before* beginning a process. We strongly urge to you to start again by consulting with these communities *first*, then developing a proposal based on their feedback.	Timing	Negative Response		
Our school, Glencoe Elementary, was not included in phase 1 although the proposal greatly impacts our school feeder pattern to high school changing it from Franklin to Madison. By not involving the Glencoe community members in the initial process, they are feeling blindsided and left out. But I think there is an advantage in the switch to Madison. By the time my student is of high school age, Madison will be a brand new school and not over-crowded as Franklin is.	Timing	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Timing: As my family is affected by this, I'm wondering why didn't I receive a postcard about it in the mail? I found out from my neighbor Nov 16th and was only able to attend one association meeting about this topic before the Nov 19th open house. The deadline to make this decision needs to be pushed out until the spring. Data: I've read through the report prepared by FLO and while I appreciate all the data in this report, what and where are the benchmarks for how this data was assessed and developed into Scenario 10?	Timing	Negative Response		
The timing of this. We are in the middle of an already horribly unstable and deregulating time with the pandemic and online schooling. This plan proposes that "if" we go back for regular school in the 21/22 school year, the kids would have one year at Atkinson and then have to change schools again for one more year and then depending on their grade, possibly change schools again for middle school. In my daughter's case that means she essentially will have been in 4 different learning environments in 4 years, changing "schools" every year. From online to Atkinson to Lents to Kellogg. That is so destabilizing and seriously puts into jeopardy my child's chances of success.	Timing	Negative Response		
The Glencoe community was not invited to participate in this phase of the planning even though the top two proposals significantly impact Glencoe students. Not just at the high school level but also at the elementary and middle school level. We were shocked and surprised to learn about this.	Timing	Negative Response		
timing of the changes, scope of the changes and the degree to which these are being made. There doesn't seem to be any concern for the children, movement between schools and the impact it will have on high school age children.	Timing	Negative Response		
My son is a student at Creative science and we live in the neighborhood. Without any idea where his school will be placed, I don't know if he can continue to attend there. I'm a working parent and only have so much flexibility for getting my son to school. I understand he has a year to get used to the change, but I don't want my son developing friendships at Creative Science, only to be removed from them for the 21-22 school year. This means I need to find a school for him now. I think it's a shame that PPS is doing this to families when we're already stretched thin. I don't want to go through the trouble and expense of finding him a private school when there's a possibility that he can continue at Creative Science. This is an unnecessary burden for families. I'm a single mom, we're hispanic and Asian. If these decisions are being made in the name of equity, I'll pass.	Timing	Negative Response		
4. The timing is atrocious; in the midst of a pandemic when people just don't have it in them to become informed and create constructive feedback.	Timing	Negative Response		COVID
We have concerns about the Japanese Immersion Program High School component moving from Grant to Madison, in as soon as two years! The program has long been established at Grant and we feel there needs to be more time (post-pandemic and virtual learning distractions), research, and input from invested families before considering a change that affects an established language program and a Northeast school.	Timing	Negative Response		
My middle school student has been looking forward to going to Franklin for years and after this time of unrest and Covid, it's very distressing to her to deal with this too.	Timing	Negative Response		
Trying to achieve goals that aren't part of the main priority at the expense of higher goals.	Timing	Negative Response	Process	
I am also concerned that this proposal is outside of the scope of Phase 1 for the committee. In Phase 1, the committee is charged with establishing feeder patterns for Kellogg and Harrison Park, but moving DLI programs was supposed to be part of Phase 2. I understand that it is hard to do the one without the other, and it my opinion, that is another flaw in PPS's process.	Timing	Negative Response	Process	

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
1.While the focus of this proposal is to open Kellogg in Fall 2021, it is too narrow of a focus to ensure that all student effected by eventual boundary changes and feeder patterns get given the same care and consideration. Please slow down and make a more holistic plan that really addresses how each phase will effect other schools and students in the next before actually moving ahead.	Timing	Negative Response		
2) Please tell me why PPS is focusing on this right now when our children are not even attending school in person or even a hybrid situation. It is like throwing salt in a wound right now to be stressed enough with homeschooling to now think about the entire futre of my child's experience at PPS. It honestly makes me want to search out alternative options and leave the PPS system. I always defend public school up until this moment, I am now questioning it.	Timing	Negative Response		
My final point is the timing of all this. During a pandemic when learning is so hard and kids' social-emotional health is already strained, this seems like it could be an extra defeating blow to our kids. I also think not enough people have been contacted and asked about how this plan would affect their families, especially our families of color. Please slow down and make only the changes that you absolutely need to, which as I understand it is simply filling Kellogg. Move all the 6-8 out of their K-8s with the caveat that this may need to be adjusted in the future as boundaries shift. Keep the kids together. This will give Bridger the space we need and our middle school kids the opportunity to stay together and thrive in a brand new middle school as wel all come back together with the new normal that will exist in a post-pandemic world. Thank you for your work on this, but please don't forget what this is all about--- our children!	Timing	Negative Response		
This is a huge change being proposed during a pandemic, I think this process should be slowed down and there should be more emphasis on fully explaining the process to families and including family's voices and feedback. I need to understand more about how this proposal benefits other students to be able to embrace a proposal that has significant negative impacts on my students and their cohorts	Timing	Negative Response		
This has clearly not been thought out and discussed enough. If even the board members say they felt rushed, it shouldn't be made a decision right now. Fill the schools that need filled and wait on uprooting all of these kids to schools that for some don't even make sense!	Timing	Negative Response	Process	
I am concerned that families who are most able to weather changes are not being asked to make any, while families who have been most affected by the current pandemic are being told that they will have to change, regardless of what they want. I am concerned at how casually PPS makes changes without input from affected families. This habit of creating plans and then waiting for pushback is breaking our communities by setting us against each other.	Timing	Negative Response	Process	
Timing of this plan consideration. Parents and families are in crisis trying to pay bills in the middle of job cuts, manage their struggling businesses, deal with expiring benefits and--oh, yeah--stay safe in a deadly pandemic. We are also stretched thin to manage learning at home. And students feel the strain just as strong as adults; youth suicides are at their highest rates in Oregon this year. There is not sufficient time or energy to focus on the best decisions for the future. It is not the time to push this proposal forward just to stay on an arbitrary schedule.	Timing	Negative Response		
Response requested: Then there is what the map shows. Please explain how the new boundary for Grant High School can be described as anything but consolidating white privilege in a single high school on the east side. If this plan is enacted, Grant will almost certainly be the whitest and wealthiest high school on the east side with the smallest area from which to draw its students. Please provide the public with your demographic and socio-economic projections for Grant High School and the other PPS high schools on the east side under this proposal.	Timing			

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I don't understand why the JMP (JDLI) program is being moved from Grant. Grant is a central location compared to Madison--moving the program to Madison makes it impossible for children in SW Portland to continue with JMP. If my children were to use public transportation to get to Madison, it would take 1 1/2 hours and would involve a bus, MAX and a 1 mile walk to Madison. That means only families with flexible work schedules or a stay-at-home parent who can pick up/drop off their kids can continue in JMP. Also, my kids have been in the program since pre-K, and have been working hard to get their seal of biliteracy. Now they won't be able to earn that because they won't be able to have four years of high school Japanese (I have two students currently at Grant). After a year of distance learning and all the stress that the pandemic has caused, they will have to switch to their neighborhood school, where they know no one. The timing is really unfortunate. I also don't really see how removing a small program like JMP (there are about 20 kids each in the junior and senior years) would help with overcrowding at Grant; it would certainly take diversity away from Grant since most JMP kids are at least partly Asian (although most are economically advantaged).	Transportation and Locatio	Negative Response		
As a Glencoe/Mt Tabor family this would have a dramatically negative impact on our family for following reasons -Safety: We live near 49th and Hawthorne. Franklin is a 15 minute (0.8 Mile) walk through quiet streets. Madison would be a 1.5 hour (4.2 mile) walk across major intersections and over the Interstate-84 freeway. Our family would not be able to accommodate driving to/from and we are very concerned about safety of our kids if this proposal were accepted -	Transportation and Safety	Negative Response		
Community: We live in Southeast and are a proud part of this community. We appreciate PPS' commitment to neighborhood schools and believe in the sense of community that grows out of our kids attending schools within a reasonable geographic distance with their neighbors. The entire Southeast community would lose that if kids are sent 4 miles into the Northeast community.	Transportation and Safety	Negative Response		
Nobody on this coalition has been representing this neighborhood's commitment to our neighborhood schools, or our interest in walkability, having safe routes to school for our kids, and having good transportation options available. Madison is too far away from this neighborhood to be our neighborhood school.	Transportation and Safety	Negative Response		
My children have been in the Japanese Language Program for over 11 years. I have children at Richmond, Mount Tabor and Grant. We live in South West Portland. Commitment to language learning has involved extreme sacrifice in terms of time spent commuting to and from school. It is impossible to imagine commuting even farther to Madison. I'm sure Madison will be beautiful. However, adding more time to a already long commute makes it unworkable. It would be unfortunate to see all West Side And North Portland families drop out of Japanese Language learning for logistical reasons. If PPS cares about diversity and language learning, they need to consider how centralized the school is to the entire PPS district.	Transportation and Safety	Negative Response		
The transportation impact. Distance to each school is not an accurate metric of transportation burden. This moves my child from a 15 minute walk to a 40 minute TriMet bus ride that would decrease their ability to participate in after school activities, enrichments, and be a part of the HS community (especially since it is no where near where we live).	Transportation and Safety	Negative Response		

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We would be moved outside of the Atkinson boundary by a half-block. Would my younger child have to go to a different school than his sibling? And why would we be sent to a middle school far away with no sound transit or bike accessibility when PPS is opening a new middle school virtually around the corner from us? We moved to this neighborhood for the walkability, bikeability, and great elementary school community. This would be a massive disruption.	Transportation and Safety	Negative Response		
This proposal breaks up our neighborhood into four elementary schools, makes my child cross multiple busy roads to attend elementary schools; ensures a significant loss of diversity at Atkinson and segregates Native Spanish speakers in further Southeast into a single school; it relies on feeder patterns instead of geographic boundaries to ensure that students have safe routes to school; it leaves Creative Science without a building; it maintains significant overcrowding at Franklin High School; it leaves untouched most of inner Southeast. Harrison Park is a not a viable middle school - there is no information on the funding available for its remodel, the timeline of such a remodel, or how this school provides an equitable opportunity compared with the other middle schools in Portland. This is fundamentally an unviable solution. The springboard proposal is the best option with minor adjustments to boundaries to relieve overenrollment pressure at Bridger elementary.	Transportation and Safety	Negative Response		
Number of high-traffic/very busy streets students will need to cross to get to elementary and middle schools.	Transportation and Safety	Negative Response		
I think a major decision for deciding boundaries for neighborhood schools should be distance to the school and how many major streets need to be crossed to walk or bike to school. PPS needs to make a commitment to the environment and make sure walking and biking is a real option for students, especially at elementary levels to establish good habits. The current proposal would have people on the south side of Hawthorne attend Creston instead of Glencoe. This would have those families cross Division and Powell Blvd (also Hwy. 26). There are not many parents who would have there kids walk or bike to school on their own, or with parental supervision, to cross those streets.	Transportation and Safety	Negative Response		
The distance from many students' homes who currently attend Glencoe Elementary is egregiously far away from the proposed new high school, Madison, compared to the current high school, Franklin. Most children would be able to walk or bike to Franklin but in this proposed model, there is no other option beyond taking a 45 minute bus ride. Asking kids and families to shuffle a much further distance from home to attend high school when one could have walked or rode to Franklin removes the concept of "neighborhood school." Why are there no proposed changes to the Grant boundary? If Laurelhurst K-8 was sent to Madison instead of Grant, you would you have students were are physically much closer to Madison than Glencoe / Mount Tabor students are to Madison.	Transportation and Safety	Negative Response		
I do not want to drive my kids to two different schools. Right now one of them is in the neighborhood program and would finish at Atkinson, since we live below Woodward she would be assigned to Kellogg middle school. The unfortunate thing is that she would see very few of her current classmates at her middle school. My other daughter is in Spanish immersion, if we had to drive her 15 minutes to Lent everyday we would pull her out and put her in the neighborhood program so we can continue to walk/ bike to school everyday.	Transportation and Safety	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I have concerns as it appears my children (currently kinder and 2nd at Atkinson) would change schools in the fall. 1) I am concerned with them having to cross multiple busy streets to attend Arleta, 2) I am concerned with them having to change schools mid elementary school; as we chose this house so that they could attend Atkinson, Kellogg, and Franklin. Literally my only condition on house choice besides price was the location for these 3 specific schools. We are not in a financial situation to relocate. 3) Both of my children have an IEP and receive speech services, and I feel a change would negatively impact their progress.	Transportation and Safety	Negative Response		
Cost of personal resources to travel to Madison High School from SE	Transportation and Safety	Negative Response		
We have major concerns about splitting up Atkinson. We LOVE having the spanish immersion program as part of the school. It adds richness and creates a better and more inclusive community. We live mere blocks from Atkinson and the school change would be a hardship from a commute and community perspective. With everything going on in the world, changing the school community is short sighted and unimaginable. We also vehemently oppose changing the feeder path for middle school for the same reasons. It creates a commuting hardship and breaks up our beloved community. Please do not make feeder changes at Atkinson	Transportation and Safety	Negative Response		
Families have planned and worked very hard, sometimes for many years, to move into or stay in a certain neighborhood based on a desire to send their children to a preferred school, desires based on curriculum, community or responsible commuting options.	Transportation and Safety	Negative Response		
As a BIPOC, I am deeply concerned that whole DLI schools exacerbate inequalities by segregating minorities to the outskirts of Portland and lead to fewer opportunities for diverse experiences for our students. Having participated in a breakout group at Bridger's 11/16 Redistricting Town Hall meeting, we discussed this very concern about segregation. A native speaker family in our breakout group admitted they were fearful to oppose the open house scenario because they felt that having only whole school DLI at Lent was already set and they didn't want to disrespect authority/PPS. I bring this up here because I'm unsure if they will participate in formal PPS outreach. They feared diversity would be lost by grouping all Spanish DLI together on the outskirts, felt like they were being segregated/ targeted, and would likely pull their children out of DLI because Lent created a commute hardship. The impact on Lent neighborhood families who are not in the existing DLI program is a big concern. With the consolidation to 4 strands of Spanish DLI and removal of Lent's neighborhood program, the likelihood that Lent neighborhood families would be able to enroll in the DLI program is nominal at best. If anything, those families would be displaced as they need to travel further out to get to the next nearest neighborhood school — an additional burden given that Lent families (phone surveyed by PPS) noted they don't have a car/have limited transportation options.	Transportation and Safety	Negative Response		
Transportation is a huge issue. Even if bussing to Lent is provided to DLI students hailing from the Bridger/Atkinson areas, these families would be less likely to participate in extracurricular programs as their kids would need to adhere to the bus schedule. An unintended consequence of moving DLI programs away from a central geographic location is that it limits the number of opportunities for our students to interact together outside of the classroom.	Transportation and Safety	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I am so frustrated to learn that my kids could possibly be sent to Madison. That school is twice as far from our house as Franklin and ruins any plans for walking or biking to school, which was a major reason that we moved to this house 5 years ago. Spending nearly 2 hours a day on a Trimet bus to attend Madison when they could ride 10 minutes on their bikes each way to Franklin makes me think that the transportation issue has not been addressed. How exactly would that be a benefit for my kids? Furthermore, there are more affluent neighborhoods around Laurelhurst and Grant that are closer to Madison than we are and they are not being included in this plan. This proposal makes me feel powerless and quite honestly seems piece-meal and rushed. Why not look at the entire Eastside and come up with a comprehensive plan that actually promotes equity.	Transportation and Safety	Negative Response		
Forcing my child to go to a high school 4 miles away when there is a high school less than a mile away. Forcing my child to spend 45 minutes traveling each way and crossing dangerous busy roads.	Transportation and Safety	Negative Response		
I wish Atkinson fed into Kellogg. We want to stay a green city. Biking and walking to middle school is a priority to us.	Transportation and Safety	Negative Response		
Transporting my son from Atkinson to Lent would create a huge economic burden for my family. We live next to Atkinson and want him to walk to school. We may need to enroll in the neighborhood program.	Transportation and Safety	Negative Response		
It is also very far out - think of the crazy increase in traffic when every student is coming from all corners of the city, especially considering most parents work downtown.	Transportation and Safety	Negative Response		
My son can walk to Franklin high school when he attends there. If his school is changed to Madison, it will be at least a 30 minute commute each day. Not counting sports. I DON’T LIKE THIS proposal.	Transportation and Safety	Negative Response		
You say you want to limit transportation distances as one of your goals, but this proposal actually INCREASES distances from schools across the board. It is crazy that someone who lives a five minute walk from Franklin will now have to take a door to door commute to Madison that takes 45 minutes EACH WAY on Trimet. How can you ask that of those kids? Grant is much closer to Madison, is also overcrowded and has much less diversity both racially and socioeconomically than Franklin, and it is not even on the table for change.	Transportation and Safety	Negative Response		
When I started reading about this, it is portrayed as a change to middle school boundaries. I am now learning that this will take my family out of our neighborhood high school and require us to drive to a school that is not even close to us. Our neighborhood high school is Franklin, we want to walk and bike there. This change should take community feedback into account, it does not seem like this proposal did that with the Glencoe/Mt Tabor community.	Transportation and Safety	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Taking the Spanish DLI immersion program out of Atkinson and sending the DLI students to Lents is a horrible idea for many reasons: many parents will be forced to drive their children to school so that the area around Lent will become unsafe for all attending children due to increased traffic congestion; SE Portland roads will become congested with the traffic of parents taking their children to school; single parents like me (who currently allow their children to walk to Atkinson on their own) will be forced to reduce their work hours because we will have to drive to Lent twice a day to drop off and pick our children up instead of allowing children to walk to and from school on their own; will require some families to have elementary school age children within a single family at different elementary schools; will result in Spanish DLI immersion students having to travel far from their homes to attend Lents school; will require current Atkinson students living between Powell Blvd and Woodward (who are currently within walking distance of Atkinson without needing to cross a single busy road) to cross Powell Blvd (with its numerous homeless camps), Foster Blvd, and SE 52nd avenue, to get to Creston school, or will require students to cross Powell Blvd (with its numerous homeless camps) and Foster Blvd to attend Arleta school; and will require students north of Hawthorne Blvd to cross Division Street to attend Atkinson, even though they are walking distance to Bridger. The current proposal to remove the Spanish DLI program from Atkinson is a terrible idea and will result in traffic related safety hazards at Lent, Arleta and Creston schools, and will force parents to reduce the hours they will be able to spend at their jobs.	Transportation and Safety	Negative Response		
On a personal level this change will mean that my student's commute to high school will double and no longer be walkable	Transportation and Safety	Negative Response		
Changing HS from Franklin, our neighborhood school to a HS miles away. We choose our home due to the schools and pay the property taxes to match these choices.	Transportation and Safety	Negative Response		
This plan will cause significant jumps in commute time for some students and incentivize driving when previous commutes incentivized walking, biking, or using a direct public transit route. Putting greater distance between kids and schools is tough on parents and works against some community and climate goals. I will send my kids to public school no matter what, and will respect whatever choices are made by PPS, but I'm registering that taking into account the number and type of transit modes required to get kids to school is important, and that making it harder for kids to get to school can have unintended consequences.	Transportation and Safety	Negative Response		
Having Atkinson kids go to Harrison Park. Kellogg is so much closer and a lot of us working parents were hoping to have our kids walk or bike to school together once they are in middle school. But this proposal has them crossing 82nd. Also, this proposal divides up the South Tabor neighborhood where kids have always gone to the same school. For example, three of my sons friends live south of Woodward Street, and this model has them going to Arleta and then Kellogg.	Transportation and Safety	Negative Response		
Students traveling from SE to Madison on the other side of the freeway.	Transportation and Safety	Negative Response		
Issues with commuting.	Transportation and Safety	Negative Response		
My understanding is that Glencoe feeds into Mt Tabor into Franklin and it would switch to the high school way over by the golf course. Doesn't make much sense based on what I have read. I don't understand why Harrison would be feeding into Franklin. If it is an equity issue, I am poor, can't afford a car and live where i do so my child can walk to school. This would affect my whole life going forward likely forcing me to move affecting my work commute and a whole cascade of life events. Just something to keep in mind in terms of North Tabor residents.	Transportation and Safety	Negative Response		

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I am very concerned about the expedited timing of this restructuring plan. There are many factors that warrant more consideration: transportation, the mental wellness of students(doing this in the midst of Covid where family, economic and distance learning stress is at a high), the consideration of neighborhood schools and community building, the safety of children on multiple public buses and a larger carbon imprint from families (that are able)to use vehicles to get their kids to these further locations. This is a fragile time to be creating so much shifting within our communities.	Transportation and Safety	Negative Response		
New Boundary lines for South Tabor: I'm concerned that our neighborhood — which is neatly fit between 4 major streets, 52nd to the west, 82nd to the east, Powell to the South, and Division to the North — is being split up into 4 districts by this plan. Due to the drawing of these lines, residents in each quadrant of our neighborhood would need to cross a major street to get to one of their schools, all while a K-5 (Atkinson), 6-8 (Kellogg), and 9-12 (Franklin) live neatly within our neighborhood's boundaries.	Transportation and Safety	Negative Response		
The further the plan pushes our kids to distant feeder High Schools, we as a family are faced with how we get our kids to school, if they can no longer walk or bike safely. It also affects the ability for our kids to attend extracurricular social and sports activities that are so important to their development.	Transportation and Safety	Negative Response		
Don't shift the Atkinson boundary north from Powell to Woodward. Shifting the boundary would prevent our kids from walking to Atkinson and instead require our kids (west of 57th) to cross Powell Blvd, Foster Blvd, and 52nd ave to get to Creston, and would require our kids (east of 57th) to cross Powell Blvd and Foster Blvd to get to Arleta, resulting in more kids being driven to school since walking would be unsafe. This will result in congested neighborhoods and streets in SE Portland, and unsafe traffic congestion around Lents, Creston and Arleta schools.	Transportation and Safety	Negative Response		
The current proposal to remove the Spanish DLI program from Atkinson will increase hardships and unnecessary burden on our community. In addition, this proposal will increase traffic related safety hazards at Lents, Arleta and Creston schools, and will force parents and caregivers to sacrifice much needed working hours to transport children to and from school. As a parent of DLI students and Atkinson neighborhood resident, my children would be sent to an elementary and middle schools far from our home. They will lose access to the familiarity of their school community and environment. They will spend more time in transit to and from schools, limiting their access to safe routes home and increasing overall safety risk and time commuting. As a parent, I will have to sacrifice valuable time designated for work and livelihood to transport my children. The impact will be far more significant for those in our community with less access to reliable transport and resources. This scenario would be a mistake for our community and for PPS as a whole.	Transportation and Safety	Negative Response		
Safety. My child (age 6) lives within walking distance of Bridger school (east of your new Atkinson border). I was looking forward to him having age-appropriate responsibility and freedom to walk to school when he is a little older. However, the latest plan would require him and his classmates to cross 82nd Ave - a state highway (213) and a High Crash Corridor (people DIE here) to get to elementary and middle school. Why on earth would you have feeder patterns cross 82nd Ave? This is asking for kids to die or requiring parents to drive them to their new elementary school. Shame on you.	Transportation and Safety	Negative Response		

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I don't like the elimination of the K-8 school. It provides a more stable environment for kids. Instead of making two transitions in three years they make one - from their first school to their last. We have massive reservations sending our kids across 82nd. We presenting live 4 blocks from Bridger. We like our neighborhood classroom in a DLI school because the class sizes are smaller and we know all the teachers from year to year. This feels very unsettling considering the year we're already having. Additionally, why would the Spanish program move out? Why can't the Spanish program stay and the Mandarin program be created by gutting someone else's neighborhood school?	Transportation and Safety	Negative Response		
I have a significant concern about the geographic impacts of funneling Mt.Tabor Middle School to Madison High School when there is already a high school in the tabor neighborhood. Portland prides itself on it's neighborhood's walkability. Many families move to our inner city neighborhoods with the understanding that our children can safely walk / ride their bikes to school. It clearly makes more sense to funnel schools from NE neighborhoods to Madison. In addition, I am concerned about splitting up Glencoe to two different middle schools. Middle school is a challenging, vulnerable time for children and separating them from their friends during this difficult transition is unhealthy. And not only does this proposal send them to different middle schools, but different high schools. Seems like there are better alternatives to this option.	Transportation and Safety	Negative Response		
How do we get our voices heard and fight this? Have PPS boundary proposals ever been thwarted before? I worry that if the coalition members thoughts are being over-ridden, the neighborhood voices will be squashed as well. Huge safety issues, environmental, traffic, a community/neighborhood divided, etc.	Transportation and Safety	Negative Response		
30-45 minutes daily travel time	Transportation and Safety	Negative Response		
I live on 55th, north of powell, the new boundary would put my 2 children who will be attending school soon across Powell. Right now, my children would be able to walk with us to school within 5 minutes. But your proposed boundary would require us to drive our children to school across a street/highway that is too dangerous to cross. The environmental and physical impact would create a significant hardship for our family. Also, it would be a pity that my children's only neighborhood friends would be attending a different school than them.	Transportation and Safety	Negative Response		
My primary concern is that my daughter will spend two hours on a bus to get to Madison if the JMP is moved there. We planned much of our lives, including where to buy a house, around the Richmond/Tabor/Grant JMP progression.	Transportation and Safety	Negative Response		
I'm concerned that no studies were conducted into whether the Grant Japanese structure is tranferrable to Madison. I'm also concerned about the impact moving Mt. Tabor to Madison will have on commuting.	Transportation and Safety	Negative Response		
A lot. This feels rushed. Uprooting kids from what they know and love in a stressful time of COVID= additional trauma. Safety issues, traffic, congestion, and environmental issues- crossing extremely busy streets to go to a school 15 minutes away, when there is an under-enrolled, perfectly good school that we have counted on being a part of for a long time is preposterous.	Transportation and Safety	Negative Response		

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Madison will be farther for the majority of students in the program, students from Tabor won't be able to walk to Madison and I worry about JMP attrition and increased traffic. In addition, the JDLI program has a long history at Grant and is embedded in the community there. I worry about leaving this path.	Transportation and Safety	Negative Response		
My child is in the Japanese Immersion program. Moving the program to Madison will make it challenging for him and his friends to go to high school without adversely impacting parents, as we will have to transport. Grant is more centrally located, is closer to its feeder schools, and has better transportation options (bus lines and MAX) for our students who are coming from all over portland.	Transportation and Safety	Negative Response		
Shifting the japanese immersion program to Madison; given its distance from the Richmond and Mt. Tabor feeder schools, will cause transportation difficulties for many families. Grant is a far more central location, and will serve the current feeder schools more efficiently. Many families have organized their lives & home ownership choices around the current system & this shift would introduce logistical difficulties that may well drive students out of the program.	Transportation and Safety	Negative Response		
Madison is very far for us to get to for high school. I would prefer if the high school was closer to both Mt. Tabor and Richmond. Franklin makes the most sense, as it is the closest high school to both.	Transportation and Safety	Negative Response		
Regarding Atkinson feeding into Harrison Park: my current 4th grade son would have to cross 82nd to get to school. If he could go to Kellogg, he could get safely to school on Woodward. Regarding any families south of Woodward having to go to school at Arleta instead of Atkinson: we live 4 houses south of Woodward, so if this change happens, Arleta would be our new elementary school. We would have to cross 2 extremely busy streets: Powell (which is actually a highway) and Foster. This would be an extremely unsafe commute.	Transportation and Safety	Negative Response		
The Jdli should stay at Grant due to its proximity to feeder schools. Madison is located father out, which would make it difficult for students using public transportation to get to school	Transportation and Safety	Negative Response		
Our daughter (now in Kindergarten) would have to cross a very busy roads (Powell) and 50th and 52nd to walk to Creston, which would not be safe, probably all through elementary school. As a middle schooler, I was picturing her biking to the close school (Kellogg) but Harrison Park is much farther. Personally, it would also be unfortunate to lose the immersion program at Atkinson (making the school much whiter...) if she was still there but I don't know how the native Spanish speakers in the program feel or how it affects their transportation I also have a younger child, so it would be a bummer for them to have to go to different schools.	Transportation and Safety	Negative Response		
Madison is just too far away, minimum 2 bus, 40 min ride total, each way! They should all be going to Franklin if anywhere. It's walkable and equitable for all Tabor students. Did anyone even consider the transportation issue? It's a huge barrier and completely against PPS policy of "staying in your neighborhood school" which they have been adamant about ever since they took away school choice.	Transportation and Safety	Negative Response		
all DLI Spanish in SE could be at Lent, which is substantially more difficult to perform drop off and pick up than either Bridger or Atkinson. Also, bussing neighborhood (non DLI) Lent students elsewhere seems systematically unfair to them and their families.	Transportation and Safety	Negative Response		

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Of concern is the Phase 2 proposal moving the High School JDLI program to Madison (from Grant) in 2022. The K-12 JDLI program has always been centrally located in the PPS district. Richmond, MT Tabor and Grant are in close proximity to each other which allows working families with JDLI students at different schools to coordinate transportation with siblings. The central location of the JDLI program schools also allows greater equity in accessing transportation for students traveling from various parts of the PPS district (particularly the Westside) Moving the High School JDLI program will also impact the Japanese Language offering to Neighborhood students at Grant. Japanese language has been offered at Grant prior to the JDLI program inception.	Transportation and Safety	Negative Response		
If the Japanese Language program moves to Madison high school it will move too far from us. My children will spend twice the time commuting out there. We will consider dropping from the program if it is moved to Madison. I am also concerned that the culture of the children in Richmond will be vastly different from that of Madison.	Transportation and Safety	Negative Response		
Why would PPS move the Japanese program with a history of 20+ years to another location even farther away from the elementary and middle schools that feed into the program/high school? It seems if it were to be moved that Franklin high school would be the appropriate option since then all 3 schools would be in the Franklin cluster. When families sign up for the program they are banking on the school being closer to the other two schools when they have multiple siblings in the program.	Transportation and Safety	Negative Response		
Transferring the Spanish Dual Language Immersion program to Lent would result in a decrease of diversity in the Atkinson community and also cause a number of issues around the Lent area. Shifting the Atkinson boundry would mean students that previously lived in the Atkinson area would have to cross multiple busy streets to get to school, and therefore would need to be driven instead. As a result, the neighborhoods and streets of Southeast Portland will become unsafe and conjested, as well as around Lents, Creston, and Arleta schools.	Transportation and Safety	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
This proposal is terribly disruptive to children in the South Tabor Neighborhood and I ask that you do not shift the Atkinson boundary north from Powell to Woodward. My daughter lives four blocks from Atkinson and we bought our house and arranged our work schedules so she can walk to school. This aligns with our values of reducing our carbon footprint and promoting healthy living. Crossing Powell by foot is unsafe. This boundary shift would make it impossible for my kindergartener to walk to school because she would have to cross a busy HIGHWAY, SE Foster, 52nd ave, and walk 15 blocks to get to Creston Elementary. We live on SE 56th Ave and Atkinson is only 3 blocks plus a park walk away. I previously worked as an state attorney representing ODOT and I can tell you that crossing Powell Blvd., is unsafe. Cars on both Powell and SE Foster often travel at speeds over 40 mph. Putting kids in the line of such traffic, when there is a safer route to a much closer elementary school is a dangerous policy. One of the factors for drawing boundary lines that PPS must consider are natural boundaries; Powell and 50th are the natural boundaries in the South Tabor neighborhood. Chopping up our neighborhood boundaries does not follow the natural boundaries. Furthermore, this proposal does not promote climate justice, which is one of the policies that PPS promotes in classrooms. This proposal forces parents to drive their kids to school when they could otherwise walk under the current Atkinson boundary. If parents are unable to work part time so they can drive kids to and from school, those kids will face unsafe conditions crossing busy streets to attend school. This will disproportionally impact low income students because their parents often cannot afford to shorten their workday to drive them to school. Finally, this boundary proposal is so disruptive that many families, ours included, will consider pulling kids out of public school and finding a private school alternative. I always intended that our family would bike and walk to school together. Under this proposal I will have to shorten my workday and our family will have to buy a second car. I'm so troubled by PPS's disregard for my child I will explore safer options. Adrianne DelCotto 3346 SE 56th Ave	Transportation and Safety	Negative Response		
2) The boundaries change would make my kids go to Kellogg if one of them decides not to stick with the JDLI program in middle school. Separating the kids when many in the area choose Richmond for the proximity to their house would divide the neighborhood.	Transportation and Safety	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
My concern is that the current proposal is inconsistent with the District's commitment to sustainability and reducing the District's carbon footprint because it establishes boundaries that have students attending schools that are much farther away and harder to get to than the schools closest to their homes. For example, under the current proposal, students that live very near Atkinson elementary school in South Tabor, north of Powell but south of Woodward and between 50th and 57th will have to attend Creston. These students will have to cross two busy streets (powell and foster) and travel farther to get to school, making it more likely that they will be driven to school in a car. This scenario is repeated in other areas of the proposal as well. (students that live in East South Tabor, east of 75th will have to attend Harrison Middle School, crossing 82nd avenue and Division, instead of getting to attend Kellogg, which is easily walkable to their homes. However, if the proposal were amended to take this immediate proximity and walkability into account - ensuring the student's home and school close and not intersected by major thoroughfares like powell and foster when possible - the students will more likely be able to walk/bike or be walked/biked to school, thereby lowering the District's carbon footprint and reducing vehicle emissions in the communities the District serves. As a parent of two children who will soon begin their learning experience in the District, I am hopeful that the District will take these sustainability concerns seriously. Our kids are inheriting an ever warming and inhospitable planet and I believe it is the duty of our District to promote sustainable/walkable communities.	Transportation and Safety	Negative Response		
We moved to South Tabor neighborhood 5 years ago and we had planned to send our 2 children to Atkinson next year, which is a short 3 min walk through Clinton Park for us. Since we have moved here, we feel like we are being pushed out. I don't drive a car, so with the new redistricting that pulls my kids out of Atkinson, I'll have to cross highway 26 with my 2 elementary school kids, one with special needs, go through the VA homeless shelter, probably through several homeless camps, passing strip club, liquor store, cross another dangerous Foster St/Powell intersection, in order to get them to school. Instead of 4 minutes it will take 15 minutes and that's a big safety concern for me.	Transportation and Safety	Negative Response		
Madison is not ranked nearly as well as Grant & Madison's location is much further away from our residence (we commute by bicycle) that is Grant.	Transportation and Safety	Negative Response		
Our home school which is blocks away would change to a school miles away.	Transportation and Safety	Negative Response		
With these changes losing the DLI program would decrease diversity at Atkinson and require kids to be driven to school at Lent. This prevents us from attending the program any longer due to long commute times and we cannot commit to that with our work schedules. It also adds to the carbon load of the city.	Transportation and Safety	Negative Response		
Looong commute to Madison high school	Transportation and Safety	Negative Response		
I think the commute of the students should be considered. It's one thing for families that chose focus/ language immersion to have a longer commute but I think neighborhood schools should be maintained.	Transportation and Safety	Negative Response		
Also, moving the dividing line to Woodward instead of Powell will cause more families that were able to walk and bike to Atkinson, now to have to drive and or cross three major roads. I can see Atkinson from my driveway, but now my neighborhood elementary would be Creston 2 miles away? It makes no sense!! This will increase traffic, accidents, and congestion with more parents driving to school, and more buses needed for schools which is more expensive. Geography is important!	Transportation and Safety	Negative Response		

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doesn't seem like families were consulted enough, and some of the school transfers don't make sense (for our particular scenario, grant to madison...that's ridiculously far.)	Transportation and Safety	Negative Response		
I am concerned about student transportation. I'm concerned about students having really long commutes. I think it's important for kids to walk to school when they can or have short commutes to school, and be able to still attend school with neighborhood friends. Safe Routes to school are important. I hope transportation challenges will be addressed and safe options will be provided. I'm concerned that wealthy families may pull their kids from PPS and send them to private schools, and that the hopes of improving equity won't actually happen. I'm concerned that areas with wealthy mostly white families will not be a part of any of the changes. I am concerned that the proposal isn't addressing the need to make every single PPS school a quality school with good teachers and good programs and AP options in High School for every single student. I'm concerned about having quality education for all public school students in Portland in every neighborhood and at every school. I'm concerned about students having a lot of challenges due to Covid and than possibly having challenges due to big school changes and possibly being separated from friends. I do like that the coalition is trying to make schools more diverse, and trying to improve equity. I'm just not sure if the current proposal will accomplish these goals.	Transportation and Safety	Negative Response		
My family lives on SE Woodward Street and it's not clear which grade school my children would attend. Currently they are at Atkinson, and we moved to this neighborhood specifically for the schools. If they remain at Atkinson, we would drive/walk/ride bikes passed Kellogg to get to Harrison Park when it comes time for middle school. That makes zero sense.	Transportation and Safety	Negative Response		
Consider PPS student that live near downtown, or on Skyline Blvd, or SW PDX. Richmond Japanese dual language immersion is close to downtown, Mt Tabor is reasonably so Grant as well Madison is not.	Transportation and Safety	Negative Response		
unclear if and how transportation factors were analyzed	Transportation and Safety	Negative Response		
Atkinson Spanish immersion helped my kids assimilate into both their Mexican heritage as well as US culture. If you move the program fully to Lent, not only will you be decreasing diversity at Atkinson, you will also be causing many more families to become mobile and provide transportation for students. I could not imagine how this would change families schedules like mine as well as the overall well-being of the community and neighborhoods. My kids have walked to school for years. Now you want us to drive 15 minutes in morning traffic instead of walking 7 minutes through our community? Not very eco friendly	Transportation and Safety	Negative Response		
harrison park would be our new middle school, when Kellogg is 3 blocks from our home. Walking and biking is very important to us as well as community and neighborhood. We have lived in our house for over seventeen years	Transportation and Safety	Negative Response		
I'm concerned that my Mt Tabor 8th grader will be transferred to Madison after starting at Franklin. We live few minutes walk from Franklin and Madison makes no sense geographically and effectively increases the carbon footprint of kids by switching them from a neighborhood school. Not only is it better for the planet, it is better for kids physical health to be able to walk to school. In addition, it is disruptive to start kids at one school only to have them switch to another after a year or two. Haven't these kids been through enough?	Transportation and Safety	Negative Response		
Woodstock K-5 Chinese Immersion relocates to Bridger K-5 beginning in 2022. Students in program are isolated with normal kids in neighborhood programs where they are physical located. More driving for parents.	Transportation and Safety	Negative Response		

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My concerns are that geography is not being emphasized enough for families in the neighborhood program. We live in the South Tabor neighborhood and a large reason that we chose the location of our home (and pay very high property taxes!) is that we could live in a walkable neighborhood. We love being able to walk to Atkinson, and have been looking forward to walking Kellogg one day. Having to bus to Harrison Park for middle school destroys this idea. I also feel strongly that the boundary for Atkinson should be Powell, not Woodward. For families who live south of Woodward, it feels very unfair that their children couldn't walk through the park to the school that is so close to them and really feels like their neighborhood school.	Transportation and Safety	Negative Response		
Moving an neighborhood to a high school outside of the neighborhood with transportation issues and livability at stake. Moving neighborhoods to accommodate DLI programs that are choices for families. Neighborhood families made the conscious choice to stay in their neighborhood for school. DLI programs should be placed where space allows.	Transportation and Safety	Negative Response		
Moving the immersion program from Atkinson to Lent will prevent us from being able to continue in the immersion program and we will need to change to a traditional program. We will not be able to commute so far and it complicates our ability to get Dylan home after school. I am so frustrated with this proposal, especially after we lotteried into this program since we are south of Powell. I fail to understand why PPS makes such dramatic changes seemingly without clear communication with the population that these changes actually affect. Our child is bilingual, biracial, and a dual citizen and this change will have a negative effect on his opportunities that we felt so blessed to be a part of. While I understand that there are many factors involved in these decisions, moving immersion from Atkinson to Lent essentially takes this unique opportunity away from our family.	Transportation and Safety	Negative Response		
1.5 to 2 hours of bus time a day for our neighborhood kids will increase stress on students and families alike and pose safety concerns. Carbon emissions of our kids need to bus to other parts of town when they would have otherwise had a healthy 15 minute walk needs to be taken seriously. Families who commute to their school rarely have the same relationship.	Transportation and Safety	Negative Response		
Safety: We live near 49th and Hawthorne. Franklin is a 15 minute (0.8 Mile) walk through quiet streets. Madison would be a 1.5 hour (4.2 mile) walk across major intersections and over the Interstate-84 freeway. Our family would not be able to accommodate driving to/from and we are very concerned about safety of our kids if this proposal were accepted.	Transportation and Safety	Negative Response		
going to a high school far from us and along 82nd avenue. Biking or walking will no longer be an option.	Transportation and Safety	Negative Response		
The lack of equitable access to walking and biking options for traveling to school within neighborhoods	Transportation and Safety	Negative Response		
This would change the high school that my children attend from one that is less than a mile away (and easy bike ride or walk), to one over 3 miles away across portions of the city that are not nearly as bike friendly. Without schools providing transportation, this means that my high school student would no longer be able to independently get themselves to school, but would rely on transport from me or other parents to travel a route that would likely take 30-40 minutes. This cannot be in everyone's best interest.	Transportation and Safety	Negative Response		
The idea of my son going from a school (Franklin) to which he can safely walk to a school (Madison) which would take him 40 min on a public bus is absolutely insane.	Transportation and Safety	Negative Response		
I am concerned that my daughter will have to attend Marshall. Franklin is walking distance from our home. We live in the Mt Tabor neighborhood so we can be near her schools. The commute to Marshall will be less than ideal for us. I am also very disappointed that the decision to send Mt Tabor students to Marshall has been all but made without consultation with or input from the families that will be effected.	Transportation and Safety	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I don't like that the new boundaries would change my children from going to Franklin to go traveling MUCH further away to Madison high school	Transportation and Safety	Negative Response		
Walkability to school is important as it fosters independence as well as connection with neighborhood kids. Requiring kids to attend a school too far to access by walking erodes the neighborhood connection and the commute adds time to kids' already busy schedules.	Transportation and Safety	Negative Response		
Other problems with this plan Madison is twice as far from our house as Franklin with no direct bus route from our neighborhood to it. A bus trip to Franklin will be as easy as riding down 60th for our kids. All of Glencoe students live within blocks of the proposed boundaries for going to either Franklin or Grant -- both schools that have been recently remodeled to handle a larger capacity. This map cuts the Glencoe geographic area from feeding to these closer high schools, and instead, feeds the population to a high school miles farther.	Transportation and Safety	Negative Response		
Distance to school and hardship of transportation is not taken into account. This moves a HUGE amount of students, creating instability in a very traumatic and unstable time.	Transportation and Safety	Negative Response		
Commute to Kellogg location	Transportation and Safety			
My kids will go from walking a mile to school to riding a bus for 3 miles. It doesn't make sense.	Transportation and Safety	Negative Response		
I strongly oppose Glencoe and Mt tabor students being forced to drive or bus to Madison high school when Franklin is walking distance for many many families. Keeping students within their communities builds strong community. It puts undue burden on families who are less able and less affluent, such as mine. Additionally making these changes during a pandemic seems short sighted. There is like to be a huge change in the population of Portland in the coming years with such a bleak economic outlook. There maybe less overcrowding due to this. I hope this is also considered. My son is very much looking forward to going to his neighborhood school with students he's known much of his life and being able to walk is huge.	Transportation and Safety	Negative Response		
Kids not having safe routines to school because they got relocated outside their neighborhood school. It will take longer to get to and from school.	Transportation and Safety	Negative Response		
I'm not happy about making the trip to school harder/more dangerous for my family. Instead of being a neighborhood walking/biking distance away, we will be faced with a much longer commute. Biking/walking will be out of the question as there are several busy streets and intersections that would have to be crossed. My family moved to our neighborhood (Glencoe) in part because of the distance of our schools. I'm unsure if we would stay in the area at this point. We still have time to decide.	Transportation and Safety	Negative Response		
My kids safely walking to school.	Transportation and Safety	Positive Response		
Distance from home.	Transportation and Safety	Negative Response		
Moving the Mt. Tabor kids up to Madison.	Transportation and Safety	Negative Response		
Our kids commute will be increased significantly by the high school boundary changes. We live close to Franklin and do not want our kids having to drive/etc to Madison.	Transportation and Safety	Negative Response		
I'm concerned that my son. With autism will have to walk 1.5 miles across 2 busy streets instead of walking 5 blocks to Kellough.	Transportation and Safety	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
There was no neighborhood communication about switching boundaries for children who have a 0.5 walk to Franklin high school to a 3.5 mile commute crossing two major highway routes se powell and se 82nd at rush hour. That is not equity and does not place. value on children having to walk over one hour to school with our current traffic patterns and pps talking/selling safety corridors so children can walk to school. There are no busing to high school school and would require to trimet bus transfer for a 45 minute commute versus a 8 minute walk. Pps values not equity but California data company tech 400k contract over neighborhood in put. Give parents choice and flexibility is a simple solution to a bureaucratic mess “data analytics” is creating.	Transportation and Safety	Negative Response		
equity; transportation	Transportation and Safety	Negative Response		
my child having to take a 40 minute bus drive vs a 5 minute walk	Transportation and Safety	Negative Response		
lengthy commute, safety, lack of walkability, lower house value, lower fitness, lack of sleep, stress, mental health, friendships, lack of regard from PPS for real needs of current Mt Tabor students.	Transportation and Safety	Negative Response		
The distance our family would need to travel for High School (we live in NE. Richmond and Tabor were already a concern, but we took consolation knowing our children would eventually be near home at Grant).	Transportation and Safety	Negative Response		
Distance for travel. Students passing busy roadways. Walking to school is ideal. HS does not provide transportation outside of bus passes so distance matters.	Transportation and Safety	Negative Response		
Safety and time of commuting	Transportation and Safety	Negative Response		
I live in the section of the Atkinson neighborhood between Powell and Woodward that is being changed to Arleta. I am very grateful that this change situates us to attend Kellogg, but what would make even more sense to me would be to keep us in the Atkinson neighborhood and send all of Atkinson to Kellogg. Powell is wide and busy, difficult to cross in a vehicle, and all but impossible to cross safely on foot or on bike. Our neighborhood is between Powell and Division and the ability of my kids to walk to school is of paramount importance to me. If I had to choose, I'd pick Arleta -> Kellogg -> Franklin over Atkinson -> Harrison Park -> Madison in a heartbeat, but that said, neither of those really make sense for us. Atkinson -> Kellogg -> Franklin means that all of our schools are in our neighborhood and can be easily/safely walked to (<6 blocks to each). Please don't take this option away from us and our neighbors!	Transportation and Safety			
I want to get to go to school with out my parents taking me sometimes but if I have to cross I highway to get to school I won't ever get to ride a bike. Also right now I have no idea where CSS would be. You need to figure that out. No one asked kids what they think!	Transportation and Safety	Negative Response		
Having Japanese immersion students go to Madison HS is ridiculous. It is far out of the neighborhood for most Japanese families, and the environmental impact of transport so far away greatly outweighs any benefit.	Transportation and Safety	Negative Response		
We are concerned regarding the redistricting of Glencoe to Madison HS. Our home is located closer to Grant, Cleveland and Franklin. We bike or walk in our neighborhood for everything (work, grocery, ect). If this passes, we would likely move our children to private schools.	Transportation and Safety	Negative Response		
Bussing and transporting to a rezoned school outside our neighborhood. We live walking distance to Franklin high school.	Transportation and Safety	Negative Response		
We moved to this location to feed into either Franklin OR Grant for Japanese Immersion program. This was high priority and don’t want our kids to attend Madison.	Transportation and Safety	Negative Response		

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I strongly disagree with pps taking away our neighborhood school. I place a high value on walkabout. We try to do just about everything within walking or biking distance. Going to Madison does not fit with our family's transportation style. Madison is not within our community. Taking trimet is not an option. If this plan moves forward we will be forced to unenroll our children from pps and put them in a school the fits within our boundaries. I believe children should always be given the opportunity to attend their neighborhood school. Neighborhood schools should not be used for focus schools. If you choose a focus school you are agreeing to transport your child to the school that houses that program. I am deeply disturbed that pps would try to take away neighborhood schools and bus kids far from their home and neighborhood. I will not allow my kids to be pushed out of their neighborhood.	Transportation and Safety	Negative Response		
transportation fiascos with Glencoe/Tabor feeding into Madison (example.. our daughter would be spending up to 1 1/2 hrs a day riding multiple buses to get to Madison high school 4 miles away when she could just walk to Franklin in 5 minutes! 45 minute bus ride each way will prohibit her from after school activities, getting a job, etc..	Transportation and Safety	Negative Response		
Transportation is a big factor in my displeasure of this plan. It will take my child twice as long to get to high school with the proposed boundary changes. This is unacceptable to me.	Transportation and Safety	Negative Response		
For anyone who lives in southeast (like myself) or on the west side, the trek to Madison is really a difficult pill to swallow.	Transportation and Safety	Negative Response		
I'm concerned that my son. With autism will have to walk 1.5 miles across 2 busy streets instead of walking 5 blocks to Kellough.	Transportation and Safety	Negative Response		
That Glencoe would no longer feed into Franklin. This would be two bus transfers for my kids in an area they are unfamiliar with. Currently it would be a short bus ride or a 20 minute walk, in a familiar neighborhood. Madison HS is not a good school, their test scores are horrible. I would be ok sending my kids to Grant or even Cleveland.	Transportation and Safety	Negative Response		
Kids west of 82nd not having a safe walking biking route to and from school. .	Transportation and Safety	Negative Response		
I have concerns about our teenage child having to travel across heavily trafficked artillery (82nd). Our youngest child attends Glencoe and will be commuting with our oldest. This boundary change would create a risk in transporting children across town. Additional our oldest child is able to walk through Mt. Tabor to attend Franklin, if ever needed and this would not be the case to relocate her to Madison. This is not a favorable option for our families well being and would create an undue hardship on our family dynamics.	Transportation and Safety	Negative Response		
I live at the corner of SE 60th and Main, less than a block from the southern line of Glencoe's district border. Our daughter is enrolled in kindergarten there this year. I realize high school is years away, but I am alarmed by your suggested plan which would have my child going to Madison HS instead of Franklin HS. This is fully unacceptable. I live about 6 blocks from Franklin HS. In the winter, when the leaves are down, I can see Fanklin's spire from my home. Rather than have my child enjoy a less than 10 minute walk, you would instead have me drive her 20+ minutes each way, or a 45+ minute bus ride each way, every day. I find this to be both socially and environmentally unconscious. You would have my child create a significant carbon footprint when it could otherwise be zero, waste productive time for both parents and child, and increase exposure to all the risks involved with vehicular transport. This increased commuting time will additionally destroy opportunities for after-school activities as well. Please appreciate that many people take school zones into consideration when making real estate purchases, and my proximity to her current schools, so that she could walk to/from and have friends in the neighborhood played a huge role in my purchase of this property 6 years ago so we could start our family. I am simply aghast at this current proposal. I realize our child is a decade or so away from high school, but I am very clear that she will be attending the high school that is 6 blocks from my home, not commuting to one that is over 3 miles away, and I will diligently fight any ill conceived plan that attempts to suggests otherwise.	Transportation and Safety	Negative Response		

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Last night I heard a lot of White parents in affluent neighborhoods complaining that this proposal would require their kid "to cross a busy road" or "leave a neighborhood community that they love." These arguments, to me, reek of White entitlement. Another very unsettling line that I heard last night was "we just voted for PPS to get more money and it feels like PPS isn't returning the trust." In other words, these parents expect PPS to favor their children in exchange for receiving their tax dollars. Please, please, please know that some of us really want to address systemic bias and inequity inherent in the PPS school locations right now. Do not elevate these loud entitled voices. If equity calls for busing our more affluent White students to attend DLI programs in neighborhoods where the historically marginalized BIPOC lives, and for whom the programs are intended to help, please do so. I would be very disappointed if PPS engaged these parents with such a quid pro quo. My family is impacted by proposal, we have skin in the game! Living in South Tabor our 1st grade son will be traveling to Lent. No, it's not the location we signed-up for but YES, it is the program we signed-up for and committed to -- a program we knew was designed to serve a native-speaking population.	Transportation and Safety	Positive Response		
Taking kids away from their walkable, bikeable neighborhood schools and having them be distant commuters on city busses seems ludicrous and counter to safe routes to school. This is a significant hurdle that needs to be discussed.	Transportation and Safety	Negative Response		
With middle school, my children would have to cross many busy streets so I would not feel comfortable with them walking thus necessitating more driving.	Transportation and Safety	Negative Response		
Kids in SE who currently walk to school having to take bus to NE will be a tough sell.	Transportation and Safety	Negative Response		
Increased traffic to move students around to different schools. PPS should provide school bus to transport all the kids to the new school locations.	Transportation and Safety			Statement
Since Grant is our neighborhood school, there is a high likelihood that, if the proposal goes forward has outlined, we will elect to remove our daughters from JMP in order to remain at Grant. If nothing else, Grant is literally blocks away from our house, so there is a very significant transportation cost in moving to Madison.	Transportation and Safety	Negative Response		
I also have concerns about the kids crossing 82nd Ave. to attend Harrison Park. I was looking forward to my kids having freedom and independence to go to and from Middle school on their own and I am not sure there is a safe route for walking from the Bridger neighborhood to Harrison Park. Coupled with my safety concerns I am also getting the sense that we will now be asking nearly everyone loosing their neighborhood schools, to travel to their new feeder schools. Is this environmentally the right thing to do?	Transportation and Safety	Negative Response		
I have already submitted an answer but needed to add one more thought. I failed to mention that under the current proposal and boundaries our new neighborhood school would be Clark. This would require us to cross 82nd and traverse a neighborhood that has very limited sidewalks and or safe routes to either bike or walk to school. Is the City of Portland or PPS planning to provide a safe route to school for families walking from the Bridger neighborhood? I highly doubt it! Shouldn't our children be able to walk or bike to their neighborhood school?Shouldn't the safety of the children take a front seat in these discussions?	Transportation and Safety	Negative Response		
Do not send Mount Tabor Middle school kids all the way out to Madison. This is a terrible idea. My kids would have t;o take 2 buses for a 45 minute commute. Franklin is right down the street.	Transportation and Safety	Negative Response		
Our kids long commute to school and impact on their academic achievement	Transportation and Safety	Negative Response		

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We recently moved in anticipation of having our Middle Schooler be able to walk or bike to Franklin. She is looking forward to be allowed to ride her bike to high school alone. If she is sent to Madison we would need to drive her and pick her up every day, never mind additional driving for sports. The neighborhood is important, and breaking up the neighborhoods will harm these children and increase traffic problems around the schools as more parents have to drive their kids, or even worse, send more teenage drivers around because their parents won't be able to drive them so far two to three times a day.	Transportation and Safety	Negative Response		
It looks like a lot of students will be changing school buildings, and transportation will be an issue, especially with covid and bussing. I think that it is important that kids be able to walk to school, if at all possible.	Transportation and Safety	Negative Response		
As a MTMS parent, Madison is the 4th closest high school to us. Franklin, Grant and Benson are all physically closer. Our son has been riding his bike to school solo since 4th grade and as a dual working household, that independence for him is not only physically and mentally healthy, but is vital for our household to function smoothly. If he can not safely bike to and from Madison by himself and the bus simply is either not safe or just takes too long, we'll consider moving him to the All Saints/Central Catholic system. The committee needs to consider the geographic hardship the current proposal places on families in the lower SE that it would zone to Madison. We generally have few concerns about the school itself, we are concerned with the lifestyle result of the commute and many of us would simply leave.	Transportation and Safety	Negative Response		
I don't like that my kids commute changes from 1.5 miles (previously Franklin) but will now be 4 miles if it's changed to Madison.	Transportation and Safety	Negative Response		
further distance from Franklin would mean needing to bus instead of walk	Transportation and Safety	Negative Response		
I am extremely concerned about the proposal to have Glencoe feed into Madison instead of Franklin. We live within a 10-minute walk away from Franklin, whereas Madison would be a 15-20 minute drive away. The vision of Portland planners is for Portland's neighborhoods to be walkable, and this proposal would take the Glencoe cohort in the *opposite* direction, which is a huge problem, and would, I hope, be a dealbreaker to the PPS Board in their decisionmaking.	Transportation and Safety	Negative Response		
My largest concern at this point is the significant distance that my children will now need to travel to school with a change from going to Franklin to Madison. Again, this is in direct opposition to one of the goals lined out by the coalition. My children have about a seven minute walk along a safe street to Franklin. In order to get to Madison, it is going to be a minimum of 30 minutes one way without traffic or a 45 minute bus trip that includes a transfer. There is no safe bike route to get to Madison from my house. We are a one car family and we believe in biking and walking as much as possible, and with this proposal, we will be looking at seven years of dropping off and picking up 30 minutes minimum each way. My husband and I are strong advocates of neighborhood schools, and this is the main reason we moved into our Mt. Tabor home just a year ago. Given that the coalition is proposing a north east high school as a solution, I do not understand why northeast schools are not being considered as an alternative solution. Specifically, Beaumont should be considered as a transfer to Madison, especially as it would be a safe bike commute for those children. That being said, other schools could then more easily shuffle and still maintain safe travel distances, such as Buckman transferring to Grant.	Transportation and Safety	Negative Response		
We could walk to school and now my kids would have to bus	Transportation and Safety	Negative Response		

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3) Consolidation of all Spanish DLI strands at Lent creates a transpiration burden for both the students in the program and the displaced neighborhood students in Lents who will need to go to a new school outside of their neighborhood (a possibly significant burden given that in PPS's phone surveys of Lent families the feedback was that they don't have a car/have limited transportation options). Lent is not conveniently located for much of SE (let alone the east side of Portland), and since it would be enrolled by lottery its location would likely present a significant challenge to its community when compared with a more centrally located school (e.g. Atkinson). A consequence of moving the DLI programs away from a central geographic location is that it limits the number of opportunities students have to interact together outside of the classroom. Even if bussing to Lent is provided, these families would be less likely to participate in before/after-school activities as their kids would need to adhere to the bus schedule. This is currently an issue at Bridger, and while moving the program may address the issue of students being bussed from Lent to Bridger it will create the inverse issue (Bridger to Lent) as well as create a similar issue for Atkinson. I'm not as familiar with the Chinese DLI programs, but I could see the same situation occurring with the consolidation of the schools.	Transportation and Safety	Negative Response		
The distance needed to travel to get to HS. It seems there are other middle schools closer to Madison and two high schools closer to Mt Tabor. Not happy about the commute.	Transportation and Safety	Negative Response		
We are generally concerned about transportation issues across many of the ideas in the proposal. We will be able to manage the transportation of our children, if necessary. Will others with less privilege?	Transportation and Safety	Negative Response		
students should be able to go to the school closest to them. Franklin is 1.5 miles from our house, going to school in your neighborhood creates and builds community, making kids leave the neighborhood does the opposite. Madison is 3.7 miles away, so 2.5x as far. This causes much more climate impact bc kids can no longer walk, takes longer for them to get to school, and erodes community. Why not pull kids from middle schools closer to Madison? or just move immersion programs as families who signed up for that already have opted in for a special program and are getting enhanced services so traveling for that makes more sense.We are in the middle of a pandemic and recession and ripping kids away from the school they expected to go to is another trauma that is unnecessary.	Transportation and Safety	Negative Response		
I am extremely concerned about the commute for Glencoe neighborhood students - most of whom can walk to Franklin - to be redirected to Madison. The commute will only serve to highlight inequities among students. We spent the last year looking for a new house with the Glencoe boundaries so our students would be able to walk. We had no information about this proposal. Both our adults in the house work full time and we need the kids to be able to transport themselves. We do not have money to buy a car for kids to drive, and after having used Trimet for many years for our own commutes, we are not convinced it is safe and reliable enough for kid transport without adults. I am appalled that Portland would be considering teaching kids that the best way to get around is to drive. This is the time when they have the best chance of having a walking-biking commute, and making them move from their neighborhood school when it is not their choice (as it is, for instance, when kids enroll in the language programs) is stealing that from the kids.	Transportation and Safety	Negative Response		
The commute for my child.	Transportation and Safety	Negative Response		
Changing the boundary for Atkinson to Woodward which forces kids north of Powell to cross Powell, and likely not be able to walk to school.	Transportation and Safety	Negative Response		
• Most of Mt. Tabor Middle School neighborhood students live within walking distance of Franklin High School. The proposal has Franklin students transitioning to Madison, which requires a 45-minute TriMet commute, including transfer. This goes counter to PPS's own assertion that "most students find their best fit close to home."	Transportation and Safety	Negative Response		

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We live near 54th and Hawthorne. The redrawn middle school boundary moves our school from Mt. Tabor to Harrison Park. It would make it very unlikely that our daughter could walk to school because it is a 50 minute walk, and she'd have to walk along Division and cross 82nd. We understand this is a complex decision, but we hope the coalition does not minimize the impacts on children's ability to walk to school, which we think is very important for their health and development of important life skills.	Transportation and Safety	Negative Response		
We live much closer to Franklin HS than we do to Madison HS. But the proposal changes our HS from Franklin to Madison, which is very inconvenient. Also we are concerned that most of our daughters' friends will end up at Franklin but she'll end up at Madison.	Transportation and Safety	Negative Response	Location	
Our plan was to have our kids walk and bike to school, as they currently do. My concern is their safety, for the options that route them to Madison, of the longer route to school. It will double their mileage and they will have to cross a highway to get there. Taking public transportation would require a bus change and an at best commute time of 45 mins.	Transportation and Safety	Negative Response		
Sending my children so far across town. Way too far. .	Transportation and Safety	Negative Response		
Along with what I said above, I want to know if PPS will provide transportation from S. Tabor to Lent? We don't have a way to drive our kids to school (we rode bikes before).	Transportation and Safety	Negative Response		
My concern is that families nearest to Madison High School are not having to share the burden of change the way that schools and students farther from Madison are. My fear is that the Coalition and thus PPS do not want to burden more affluent, vocal, and theoretically "lawyered up" families because that will make things harder to push resolutions forward faster. I don't think making decisions soon should be more important than making lasting decisions that will actually work for more people long-term.	Transportation and Safety	Negative Response		
the stretch of 82nd is unsafe with many car accidents for street crossing. 4) combing MIP does not addrsss how Woodstock MIP is 50/50 whereas HP is not.	Transportation and Safety			
If families want their childs in DLI programs have to drive further out eastward.	Transportation and Safety	Negative Response		
significant increase in commute to school,	Transportation and Safety	Negative Response		
I am concerned that elementary students are traveling outside of their communities to continue to attend their programs. We live in the Woodstock neighborhood and intentionally bought a house there with the hopes of attending the MIP as my daughter is native Chinese and it is a priority for our family to maintain her home language. However, we bought to build community with our neighbors and for her to be able to walk to school safely. I am a solo parent and cannot ferry her around the city. This change would force us to move or drop out of the program.	Transportation and Safety	Negative Response		
The added transportation burden this places on so many families whose students will lose the ability to walk/bike to schools right in their neighborhoods. The current proposal negatively impacts many families in this way, more than it appears to help in other ways.	Transportation and Safety	Negative Response		

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6. The second of the CSS-related "Proposal Theme" points is: "We need to consider the effects of relocating the Creative Science School program". I feel that CSS families understand that it may be the most equitable for us to move. Our concerns are: The location of a school should not be discounted. This goes for any school. Yes, as a focus option some parents do provide transportation. However, many families chose to attend because our location is doable for them. Many of our families live within walking distance, and some moved to be close to CSS. Our location in an underserved neighborhood, versus a wealthier one, makes us more accessible to those students.	Transportation and Safety	Negative Response		
What concerns me is the distance from our home to Madison, we would be driving past another High School to get there which doesn't make sense to me. I always feel that if you were to adjust from Grant to Madison you would lose a lot of students who would like to matriculate into the Japanese HS program but would opt to drop out bc of the high school location. Doesn't make sense!!	Transportation and Safety	Negative Response		
My concern about this proposal is that Creative Science School will have to move to a location that is too far away from where CSS students currently live.	Transportation and Safety	Negative Response		
Sending my kids out of the neighborhood for school	Transportation and Safety	Negative Response		
Why is an original goal of the proposal to eliminate co-located programs? Having more than one DLI program for a certain language enables PPS to serve more families in need across the entire district. For example, consolidating the Chinese DLI program to east Portland will hurt native Chinese families living in west Portland and other areas, because the program is simply too far away from them. If there are concerns about low-performing DLI programs, or "school within a school", then they should be addressed on a case-by-case basis, not eliminate all programs just because they're co-located. The Woodstock DLI program is neither low-performing nor a "school within a school." The program is deeply integrated into the entire school, and parents of students in the neighborhood program have expressed appreciation for the added diversity and cultural experiences the DLI program brings to the entire school. There are native Chinese families who specifically moved to the Woodstock area with the intent to enroll in the Woodstock DLI program. Over the past two decades that the Woodstock DLI program has existed, this has generated ethnic diversity in inner SE Portland. If the DLI program is only offered in east Portland, that will encourage future native Chinese families to live in that area, and over time create segregated schools and an even more segregated city, with white people living inner city and people of color encouraged to live in the outskirts of the city. If native Chinese families aren't able to move to east Portland to attend the proposed sole DLI program, then they will be less likely to maintain their Chinese language skills and achieve as English Language Learners. Every single DLI program is proposed to move to east Portland. This is a prime example of institutional racism and its long term effects on society.	Transportation and Safety	Negative Response		
The new location is a 30 minutes (two-transfers) away via bus from Woodstock Elementary. I say via bus because that's our only way to commute. There is no way with two full-time working parents that we could get our son to school at the new location and/or pick him up from aftercare in time at the end of the day. He is in his fourth year of the Chinese program and doing very well, but we would have to pull him from immersion if you make him switch school locations because there is no way for us to commute that far. You're going to see a number of kids not be able to continue with the program in their third or fourth year for this reason.	Transportation and Safety	Negative Response		

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too much movement/stress on families without solving overcrowding issues at franklin and no regard for proximity/ease of commute for kids to get to school, particularly at the middle and high school levels where they will often need to find their own ways there	Transportation and Safety	Negative Response		
My child is a 3 minute walk from Kellogg middle school and yet could be sent to a school almost 2 miles away in which she would have to cross a major busy road...this makes no sense.	Transportation and Safety	Negative Response		
My child would be forced out of atkinson to a school south of Powell which is highly dangerous with no proper cross walks for children all because we are 1 block south of the proposed lines. That is not acceptable.	Transportation and Safety	Negative Response		
I am concerned with Bridger becoming solely Chinese language immersion. I live very close to the school and was looking forward to sending my child to Bridger either for Spanish immersion or as a non-immersion neighborhood school. My specific concern is that my child may not be able to attend the elementary school that I can see from my house (if not admitted to the Chinese Language Program) which would cause great inconvenience and presumably additional burning of fossil fuel to travel further from home. Please reconsider the restructuring of schools that are split immersion/neighborhood, so that children are able to attend the school closest to their home. Additionally, when school is in session traffic dramatically increases from parents picking up their children (sometimes to a dangerous level) - if Bridger were to become entirely non-immersion it seems reasonable to assume more parents would be driving to pick up and drop off their kids, which would increase traffic even more.	Transportation and Safety	Negative Response		
My son's high school commute will be 30-40 minutes each way instead of 10-15. Commutes equal lost sleep and stress. I moved to SE last year to reduce my commute for quality of life for my family	Transportation and Safety	Negative Response		
I'm most concerned about proximity to neighborhood schools. All students deserve to go to the schools that are closest to them geographically. Not only in reference to Language immersion programs but in reference to middle schools and high schools. My neighborhood schools are Glencoe and Mount Tabor middle school however under the new plan my students would go to Madison high school which is 4 miles from our house. Franklin high school is 10 blocks. Students deserve to go to the schools that are closest to them.	Transportation and Safety	Negative Response		
I am concerned that SE schools are being considered, including feeder patterns to high schools, without simultaneously considering NE and the proximity of some K-8s and MS to Madison as compared to SE schools proposed re-routed to Madison that are much farther away. ---I am concerned that transportation hasn't been considered, especially TRI-Met and availability/efficiency of north-south v. east-west routes.	Transportation and Safety	Negative Response		
3. By changing the feeder program for Mt Tabor away from Franklin High, you are really altering the commute for children. Instead of moving to a high school that is not too far from their middle school, they are now going to a high school 4 miles away. Given how much Portland has grown and how difficult timely commuting is in the city, this change represents a possible huge time addition to these kids commute.	Transportation and Safety	Negative Response		
A longer commute in traffic. Displacing kids at Bridger. Displacing the creative science school	Transportation and Safety			
-Don't shift the Atkinson boundary north from Powell to Woodward. Shifting the boundary would prevent our kids from walking to Atkinson and instead require our kids (west of 57th) to cross Powell Blvd, Foster Blvd, and 52nd ave to get to Creston, and would require our kids (east of 57th) to cross Powell Blvd and Foster Blvd to get to Arleta, resulting in more kids being driven to school. This will result in congested neighborhoods and streets in SE Portland, and unsafe traffic congestion around Lents, Creston and Arleta schools.	Transportation and Safety	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I'm concerned about the segregation of native speaking students to all-immersion schools, some in outer East Portland	Transportation and Safety	Negative Response		
The transportation and environmental impact. We can walk to Franklin (less than a mile), the Madison campus is 3 miles away, which would prevent walking. The Franklin campus and Clinton park have been part of our community.	Transportation and Safety	Negative Response		
Additionally I am disappointed by the change of our high school from Franklin, which is an easily walk or bikeable 1.5 miles away to Madison, which is over 4 miles away and the path would cross multiple major roads. I realize however that low housing density and the current system of fewer, larger, schools means that perhaps this problem can only be minimized and shifted, not eliminated.	Transportation and Safety	Negative Response		
Many of the Woodstock families would simply drop from the MIP program due to a transportation issues and they want to stay in a current feeder path. Half of the families if not more, live in the neighborhood and made one of their biggest investment of purchasing a home or renting in that neighborhood for the dream of their child attending Woodstock and learning Mandarin. This is true for Chinese and non-Chinese families	Transportation and Safety	Negative Response		
It will cause hardships for families to get children to schools farther away.	Transportation and Safety	Negative Response		
It is awesome that he can walk to school right now, but I would be more than willing to drive him to Lent or wherever the program ends up because it is very important to our family that he continues to become bilingual. I am also ABLE to drive him there because I have a car, and ample gas money and can be a little bit later to work and it won't matter. Therefore, he won't have to ride a bus for long portion of the morning and afternoon as I've heard many of his classmates and other Bridger families say their children will now have to do this. So I don't mind moving the DLI in favor of equity and what is best for native spanish speaking families, but I have yet to hear from any families from Bridger or the other DLI-S including those at Lent who are in favor of this change which makes me wonder if it is truly equitable. I have also heard about various racial incidents in the Lent neighborhood/park that would leave me fearing for the safety of the kids if this was made an all DLI school and some of the nieghborhood families were moved to other school and how this would be perceived by the racists in this community who felt like white kids were being "forced" out so kids could learn Spanish?!?! I have heard this from people with strong ties to Lent including a current teacher there so I am not making it up. They could be targeted by white supremacists.	Transportation and Safety	Negative Response		
Huge concerns about Mt Tabor students feeding to Madison instead of Franklin. This change would make my children's commute to HS much longer, reduce options for public transportation, not be a safe route to school.	Transportation and Safety	Negative Response		
Madison would be my neighborhood school as well as with the JMP program. It's quite far from where we are located on lower Tabor; it's much further than Franklin. It's unsettling for my kids to be so far away in case of an emergency and for general commuting issues.	Transportation and Safety	Negative Response		
People moved to certain areas because of the schools and the DLI. Moving these programs will create much disruption and heartache.	Transportation and Safety	Negative Response		
That our school, Creative Science School has no determined building or location. We live very close and if the school moved far away this would be a big challenge for us. It doesn't exactly create confidence in the planning that this plan would leave a whole population of kids un-accounted for at the onset. This is a deal-breaker for my interest or approval of this plan.	Transportation and Safety	Negative Response		
This is a huge move and doesn’t take into account the further travel.	Transportation and Safety	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
6) As high school students can take public transportation to school, you should look at high school balancing separately. Many families have moved to neighborhoods because the parents want these programs locally, and now that they have moved, if you move the program, these lowest SES of this group will be left behind without the DLI program, as their parents cannot trek them across town. 7) I'd like to see a city transportation report as to the increased cars on the road if 1000's of children no longer can bike or walk to school	Transportation and Safety	Negative Response		
I have concerns about transportation given that famlies moved to the Woodstock area specifically to attend Woodstock. It makes a walkable solution the exact opposite.	Transportation and Safety	Negative Response		
I have concerns about my children having to commute 300% farther than they would in the current set up. Research shows the negative impact of such long commutes on adolescent sleep. Which we also know that poorer sleep in adolescents increases the risk for depression and anxiety.	Transportation and Safety	Negative Response		
and would make the commute to/from school harder for us as parents since it would be a greater distance away	Transportation and Safety	Negative Response		
The reason we chose to live where we do is because Franklin is an easy bike or walk from our house. Madison is not and that will affect how our children can participate in school programs and extracurricular activities. It also breaks apart the community that we have built here.	Transportation and Safety	Negative Response		
I'm concerned for the families that have children in dual language programs, it feels like it could put a lot of stress on these families to have to relocate, or choose to lose their communities do to difficulties with logistics/transportation.	Transportation and Safety	Negative Response		
CSS needs a home or to be part of a school.	Transportation and Safety	Negative Response		
As much as possible, families plan their lives, including the largest investment they will make in their lives - their homes - based on where they plan for their children to go. They make huge financial sacrifices based on what they can manage for access. These decisions that disrupt a family's long term decisions are really upsetting, and in the case of a Language Immersion program, don't reflect what will actually materialize in the school if children are redirected.	Transportation and Safety	Negative Response		
5) In moving students from their neighborhood schools to different locations miles away, the plan exacerbates transportation impacts rather than limiting them.	Transportation and Safety	Negative Response		
Longer distance to school. Students will have to cross a major highway	Transportation and Safety	Negative Response		
This shows Franklin moving from 108.8% capacity to 107.2%, and the 2024 forecast being 116% either way. Given that PPS will surely need to address this overcrowding in the near future why are we considering sweeping boundary changes that don't address this problem? When does PPS plan to redraw boundaries to fix overcrowding?	Utilization	Negative Response	Overcrowding	
I have a senior at Franklin. These changes do not affect her. I also have a sophomore at Grant High School (not at option above to choose from). She is in the Japanese Immersion Program. It appears from what I can discern, that the JMP may not move to Madison until 2022. I feel very strongly that she is able to finish high school at Grant AND remain in the JMP.	Utilization	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I'm concerned that JMP program will be moved from Grant to Madison and that is a very recent change which was not included in the earlier proposals. I think this will make a big impact on the program since Madison will be much farther for most existing families in the program who live more in central city and therefore have a large transportation impact on students. We actually live in Grant neighborhood, but my children will have to choose between staying in the program or going to Grant. I am sure this will cause my current Grant student to quit JMP to stay at Grant. It seems like most of the DLI programs are being moved to the outskirts of the city which limits access to these programs for those who live more centrally. I'm also concerned that this evaluation/proposal is being done for SE in isolation but both Grant and Madison are in NE. If we are making changes that impact NE schools, I think we should be looking at both NE & SE holistically. I'm concerned that we could be impacted again in the future if they decide more NE schools need to feed to Madison. This proposal also doesn't seem to address the issue of utilization of the highschools. Utilization changes are pretty minor at Madison and Cleveland and Franklin is still forecasted to be significantly over utilized. If we are making so many changes to feeder schools and impacting so many families, we need to address utilization at all of the highschools.	Utilization	Negative Response		
It does not improve (reduce) over-utilization at Franklin. Boundary changes to schools west of 52nd are generally not being considered. It creates under-utilization at an otherwise well-balanced site (Atkinson) and leaves another highly successful program (CSS) without a definite home.	Utilization	Negative Response		
I am very concerned that the proposal does not alter the 2024 projections for the over-utilization of Franklin. I find it befuddling that during this process, Madison and Cleveland would boast utilization of 90%, while Franklin is over capacity at 116%. This has long been a problem at Franklin (as a Franklin alum myself, I have memories of my desk in math class being a windowsill) and I would think that if it wasn't sufficiently addressed when the building was redesigned and added to, now would be the moment for correction. The Cleveland feeder pattern draws from mostly wealthier and whiter neighborhoods in Portland; I see that there is some diversity improvement over the current socioeconomic statistics of Cleveland, but I'm not sure the changes go far enough, in light of how Franklin's capacity will be strained. Speaking as a parent, I would really value the presence of a DLI program at my neighborhood school, even if my child were not a participant. I think the presence and embrace of additional languages, and all of the rich cultural exposure that comes along with it, has great potential to meaningfully enhance my white children's ability to navigate a world where they will not be the majority. I do believe that siloing these programs in their own buildings may reduce the integration of bilinguality as a norm and value in our community that continues to perceive white as majority; I think we would do well to equip white children with the opportunities to navigate cross-cultural and cross-lingual experiences in order to educate them as anti-racists. I am extremely disappointed about the transition away from K-8 to K-5, but I assume that ship has sailed, so I will withhold further comment on that subject.	Utilization	Negative Response		
It seems that in the pursuit of utilization there seems to be less regard preserving communities (either locational or cultural). In addition, the Japanese DLI program is pushed further and further out from where it seems many of the families live.	Utilization	Negative Response		
Moving the Chinese DLI 9-12 from Cleveland to Franklin crowds Franklin even though there's no crowding issue at Cleveland currently. Arleta, HP, Lane, Vestal and Woodstock will be very under-utilized.	Utilization	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I am concerned about under-enrolled elementary schools - Creston and Woodstock for example. Hard to build community with an empty school - and knowing that it's a full year makes it hard to 'move forward' as a school knowing that more changes are coming with boundary adjustments the following year. At Woodstock we'd lose half of our school. What does that do to funding/staffing? Would we be at risk of closing? Or getting another program added? Why not just keep our successful co-location program as is?	Utilization	Negative Response		
Changes to Creston boundaries that leave the school under enrolled and disrupts our minority students	Utilization	Negative Response		
Domino effect of under-enrollment/redistricting in phase 2 if the MIP is moved	Utilization	Negative Response		
I'm concerned that you're taking DLI out of their neighborhood schools and displacing the current school communities that you're putting the DLI into. I'm very concerned with the overpopulation of Franklin.	Utilization	Negative Response		
Atkinson and other neighborhood schools eventually closing based on dwindling enrollment	Utilization	Negative Response		
Atkinson would be severely under-enrolled. What are the plans to address this, or is the District thinking that Atkinson would eventually close?	Utilization	Negative Response		
The SE Guiding Coalition's Phase 1 mandate was to enroll Kellogg Middle School, identify a second comprehensive middle school in Southeast, and convert current K-8 schools to K-5. PPS communications on the Coalition's work have consistently tied it to the reopening of Kellogg, concealing the true breadth of change included in the Coalition's proposal. The current proposal vastly outsteps that mandate, by introducing school boundary changes and altering feeder patterns without input from each community impacted. This breakdown, in both process and communication, has created uncertainty and mistrust in PPS. This has been a rushed process in a time when families are already overwhelmed with distance learning, battling unemployment, political uncertainty, and the pressure of a global pandemic. The coalition should stick to its original mandate and stop any re-boundarying and feeder changes without first ensuring all impacted communities – including students – have a seat at the table. PPS should publish data that clearly demonstrates how any decisions made by PPS's SE rebalancing efforts will optimize the use of school facilities and help achieve racial equity and social justice. If NE schools are solutions to SE's "rebalancing" efforts, then all Eastside schools should be part of the conversation. Why are Laurelhurst, Beaumont, Alameda, Sunnyside, Cleveland, Grant, etc. immune? This proposal does nothing to address overcrowding at Franklin, leaving it on pace to be at 116% capacity by 2024. There is no point in adopting sweeping changes that do not address this problem. Most of Mt. Tabor Middle School neighborhood students live within walking distance of Franklin High School. The proposal has Franklin students transitioning to Madison, which requires a 45-minute TriMet commute, including transfer. This goes counter to PPS's own assertion that "most students find their best fit close to home."	Utilization	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
The numerous unresolved enrollment issues: multiple underenrolled K-5s, underenrolled Lane MS, overcrowded Franklin. Without closing any of the K-5s, I don't see how we can achieve healthy enrollment numbers at these schools.	Utilization	Negative Response		
I'm an Atkinson + Mt Tabor parent, neighborhood programs. I'm Vietnamese and my kids are mixed race. We have friends in the Spanish DLI. We moved to this neighborhood specifically for the SAFE walking and biking distance. Atkinson used to have a Mandarin program when we started. We loved the diverse community and over the past 2 to 3 years, but Asian families moved away without the Chinese language. We face under-enrollment and closure without DLI.	Utilization	Negative Response		
No confirmed location for Creative Science and no existing building currently within PPS that could be used to move it too. A location needs to be nailed down, and not just a stop gap location, before any proposals of dislocating an entire school community are approved/finalized.	Utilization	Negative Response		
We are concerned that the proposal could cause long-term under-enrollment at Atkinson that could lead to the closure of the school in the future.	Utilization	Negative Response		
I don't like that it looks like schools like Woodstock will be extremely underutilized. Is the intention to close Woodstock????	Utilization	Negative Response		
Taking kids away from Atkinson would potentially lead to it's closure, which would be a huge loss for this community.	Utilization			
SE doesn't have the numbers to fill 2 new middle schools (Kellogg & Harrison Park). What about poor Lane? (Enrollment projections indicate Harrison Park could house HP & Lane middle-schoolers.) Does finalization of elem-to-MS feeder patterns in deep SE in Phase 1 stick Lane with continued underenrollment that can't be corrected in Phase 2? Franklin overenrollment is concerning. Woodstock underenrollment is concerning. Creative Science conversion to Clark K-5 seems unnecessary at this point - particularly with massively underenrolled Vestal RIGHT THERE . Underenrolled K-5s are going to be a problem in SE. Let's not create another one.	Utilization	Negative Response		
•This proposal does nothing to address overcrowding at Franklin, leaving it on pace to be at 116% capacity by 2024. There is no point in adopting sweeping changes that do not address this problem.	Utilization	Negative Response		
concern 2: detrimental effects to dual immersion program, therefore will significantly reduce enrollment.	Utilization	Negative Response		
That there is no building for Creative Science and that you will split us up or dismantle our lovely school.	Utilization	Negative Response		
Combining all locations for each DLI program into one building. That segregates each ELL population, as well as adding a transportation burden for them, since they have only one location option to travel to.	Utilization	Negative Response	Transportation	
CSS doesn't have a home! I can't even evaluate this plan as it basically leaves our school completely out. This is causing significant stress to the two students in our home. I'm worried that CSS will be co-housed within another school, thus reverting it back to a "program" and adding stress to the administration and teachers. I'm worried about separating the K-8 program that works so well for so many of the CSS families.	Utilization	Negative Response		
Does not serve the Mandarin students well by removing them from Woodstock, Hosford & Cleveland. My child is in the Mandarin Immersion 6th grade at Hosford program. Forcing her out of Hosford and into a new middle school does not serve this program or students. We were also looking forward to our student having the Cleveland HS IB experience along with the Mandarin program. Franklin is not an IB school so that opportunity is now no longer an option for any of the Mandarin program students.	Utilization	Negative Response		
My other concern is about whether a new space for Creative Science School will be large enough to have a K-8 program.	Utilization	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
The Arleta boundaries seem to change slightly.	Utilization	Positive Response		
Creative science has no building	Utilization	Negative Response		
We do not like the idea of moving our dual language immersion program out of our neighborhood school. It enriches the whole school with cultural programs and increased diversity. We value having the program at Woodstock.	Utilization	Negative Response		
1. It seems incredibly irresponsible to take Creative Science School, a long standing and beloved program with more than 400 students, out of it's current building with no new location planned. That is only half a plan. But going forward so quickly with scenario 10, you are simply displacing a different group of students and opening up the very real possibility that their school lives will be incredibly altered. Without having an actual location in place BEFORE moving CSS out of it' s space, you are also creating a very real scenario where it is later decided that CSS needs to be split up or moved far or dissolved when it is found that there is no space for them	Utilization	Negative Response		
Concerned about stress on PPS staff - teachers, principals. This seems like so much to rebuild (new schools, new configurations, after distance learning) in such a short time. I really hope principals and teachers are given voice so they will be able to best serve all students.	Utilization	Negative Response		
No identified location for Creative Science School. Strange that Whitman feeds to Lane, and then to Cleveland (split from peers). Franklin still looks to be overcrowded in short time. If Woodstock loses Chinese DLI, will it be under-enrolled? Or would boundaries change to capture more students in Woodstock school?	Utilization	Negative Response		
If combining Harrison Park and Woodstock's MIP program, there will be about 70 students per grade, assuming that all students will transfer there (which is unlikely). How can the current Bridger school be able to accommodate so many students if PPS' goal is not to use modular buildings?	Utilization	Negative Response		
Not clear to me that the current proposal actually meets the stated goals - why would we move Tabor kids to Madison to reduce overcrowding at Franklin if data forecasts future overcrowding at Franklin anyway.	Utilization	Negative Response		
If we need more spaces in the immersion programs then we should create more options in collaboration with neighborhood schools.	Utilization	Negative Response		
I am concerned that PPS has allowed the Clark building to be a part of this process without identifying an available campus for Creative Science.	Utilization	Negative Response		
3) This proposal does not answer the aims set out at the meeting, as it does not minimize the use of portable classrooms, nor does it bring balance to school enrollment. Many elementary schools would be under-enrolled once DLI leaves. And other schools will need portables to accommodate the DLI students.	Utilization	Negative Response		
2) This proposal has not taken the attrition and reduced enrollment from dual language immersion programs into account in the rebalancing numbers and statistics. Because the academic requirements do not allow for classes to be backfilled as students withdraw, the classes will be noticeably empty when students choose to withdraw to continue on with their neighborhood school track. Meanwhile, the problem this rebalancing seeks to address will continue to persist as the immersion schools are well under the forecast utilization and neighborhood programs are well above it and the income and diversity will respectively continue to polarize at the respective schools.	Utilization	Negative Response		
4. Inner city schools, esp Hosford, Cleveland, and Woodstock will lose a majority of their diversity and Woodstock will be underutilized.	Utilization	Negative Response		

Survey Response - What concerns do you have about this proposal? *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
4) The theme of avoiding high school overcrowding isn't present as the plan does nothing to address overcrowding at Franklin High School and the utilization at Cleveland is virtually unchanged. The proposal only hits the target 60-80% utilization in fewer schools named in the proposal than the utilization report says would achieve it in 2024 if nothing were done.	Utilization	Negative Response		
I don't like that the proposal pulls a diverse mix of kids out of the Lent neighborhood school (which they can walk to) and buses them miles up the road to Clark, leaving the Lent school under-enrolled with many kids from outside of the neighborhood. It seems to me that the proposed scenario will see Lent School even further reduced in enrollment as parents who had their kids in Spanish DLI programs choose instead to send them to closer schools.	Utilization	Negative Response		
No idea				
Where the new school will be located in relation to my home or work and if you will be splitting up the grades into two schools.				
Current evaluation of Madison high school.				Statement

SE GUIDING COALITION ENROLLMENT AND PROGRAM BALANCING

SURVEY QUESTION - LIKES

THEME KEY

Theme Umbrella	Topics
Transportation and Safety	Location, distance to travel, biking, walking
Equity	Diversity
Single Strand DLI	
Multiple Location DLI	
Timing	Why now, Why our School, Phase 1 or Phase 2, In person engagement, Speed and timing
Covid 19	pandemic
Community	Neighborhood schools, community, continuity
Segregation	gentrification
Co-location	Choose if it is positive or negative
Utilization	Underenrollment, lack of funding
Engagement	Community engagement, outreach
Socio-emotional health	PTSD, Trauma etc.

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I love that the Japanese program moves to Madison. This is a great addition and would alleviate all overcrowding at Grant.	Co-location	Positive Response		
I don't want to move my children away from our neighborhood school, but could understand why that might be necessary i	Co-location	Positive Response		
The smoothing of some of the school boundaries. That Woodstock feeds the same middle school and high school. The reduction of the number of k-8 schools.	Co-location	Positive Response		
I like that the committee has worked very hard. Obviously things need to change but is this the best configuration?	Co-location	Positive Response		
Absolutely nothing. To make these changes would significantly change, and in my option, devastate, a very successful and well-functioning co-located program.	Co-location	Negative Response		
More K-5 elementary schools and balancing out students across more middle schools	Co-location	Positive Response		
New school has better environment (no issue with water fountains, as example)	Community	Positive Response		
It is good the discussion is finally brought public as to where Kellogg students will come from and go to.	Community	Positive Response		
I would like to have Vestal transition to Mt Tabor Middle School- this will keep us in a similar district as we are now and be easier on parents for commuting	Community	Positive Response		
I like that my children will be attending Kellogg Middle school since it is the closest to our house.	Community	Positive Response		
Neighbor	Community	Positive Response		
I think the intentions are good	Community	Positive Response		
It seems the most fair. All schools are affected. And it keeps the kids that live the most south going to Madison. The other proposals that sent kids from far se to Madison I found really difficult to understand. This proposal asks all of us to make sacrifices	Community	Positive Response		
I do agree that Bridger needs help with the over-crowding in this school. I am gappy that the middle school program will be moved to another facility, freeing up space for the kindergartners to be in the physical Bridger building.	Community	Positive Response		
That my children stay at Glencoe and Tabor Middle School.	Community	Positive Response		
We stay at the elementary and middle school physically closest to our home.	Community	Positive Response		
I support expanding and diversifying the middle schools by adjusting boundaries and feeders	Community	Positive Response		
It helps to balance out the high schools between Franklin and Madison.	Community	Positive Response		
Remaining at Mt. Tabor MS from Glencoe - both neighborhood schools which builds community	Community	Positive Response		
I appreciate that it appears (although it is difficult to understand) that Glencoe's boundaries aren't changing. Changing elementary school boundaries should not be done.	Community	Negative Response		
All kids that attend the same elementary school go to the same middle school. For our family, I like that my son will stay at Atkinson.	Community	Positive Response		
Families at Ho k5 will stay together	Community	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Keeping Tabor kids all together going to high school, staying with friends.	Community	Positive Response		
I am very disappointed. I find removing the JDLI program from Grant which has so much history with the Japanese language program well before JDLI existed is negligent in showing value within history and our value of community as a whole. It shows that we value numbers more than community.	Community	Negative Response		
I understand the need to make changes to school feeder but it would only be fair to the district to take into consideration on the public opinions, especially parent's involved on their voices.	Community	Negative Response		
My daughter is in the JMP program. I support Mt. Tabor feeding to Madison HS. If my daughter decides to not continue with the JMP in HS, she will still be able to attend school with her friends in the JMP who are continuing and other non-JMP friends from Mt. Tabor.	Community	Negative Response		
Look like community input is after the fact	Community	Negative Response		
I'm glad we are still within the boundaries of the elementary and middle schools that were in place when we purchased our home. Part of our home purchase was based on the schools our children would attend.	Community	Positive Response		
That my children will attend Kellogg, which is very close to home, instead of Mt. Tabor middle school.	Community	Positive Response		
That my kids would stay at their current elementary school and neighborhood high school.	Community	Positive Response		
Prioritizing our most marginalized communities.	Community	Positive Response		
I like that you are opening new middle schools.	Community	Positive Response		
It's good that Kellogg Middle School is opening	Community	Positive Response		
building and using the new schools	Community	Positive Response		
That there will be another MS	Community	Positive Response		
That it keeps Creston feeding to Kellogg and Franklin.	Community	Positive Response		
It keeps my students in their planned feeder schools	Community	Positive Response		
Woodstock neighborhood feeder pattern doesn't change	Community	Positive Response		
I like that: - Students who live in directly adjacent to Kellogg would attend that school. Students in all the schools directly adjacent to Franklin would attend that school. This supports the idea of schools as important centers of our communities. - It keeps cohorts of students (e.g. whole schools) together throughout their schooling, from elementary to middle to high school.	Community	Positive Response		
Kellogg will be utilized	Community	Positive Response		
Since my school (Glencoe) was not involved in Phase 1, it is challenging for me to find anything I like about this proposal. This proposal suggests big changes for our community without real community buy-in.	Community	Negative Response		
Balancing HS enrollment	Community	Positive Response		
It seems great for all the schools EXCEPT for the one my kids attend	Community	Negative Response		
Opening Kellogg MS	Community	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I like that the goal of the coalition is to allow all students of color, race, and socioeconomic status access to the same resources to in order to succeed. I like that more neighborhood schools such as Kellogg Middle School and Clark Elementary School will be returned to the neighborhood that they exist in. I like that language emersion programs will be sustained and serve the needs of the native language speakers close to the residents they serve. I like that focus schools are being eliminated such as Creative Science to try and remedy the neighborhood schools that often get vacated in order to find a better situation instead of helping the school in the neighborhood. This reduces the carbon footprint if people have to travel less to get to and from school which also encourages walking and biking to school.	Community	Positive Response		
I like that it is trying to improve the lives of families in the community	Community	Positive Response		
Commitment to underserved communities, keeping dli programs intact.	Community			
I appreciate that pps is willing to include a coalition of community members that are directly impacted by the changes to be part of the process.	Community	Positive Response		
Compared to earlier scenarios, the Open House Scenario #10 proposal attempts to spread out the changes/impacts to a larger portion of the SE communities, including more affluent communities.	Community	Positive Response		
Kids going to neighborhood schools	Community	Positive Response		
I like that my children would stay in the Franklin cluster. With the drastic changes to their school, I think it is important to have the stability of going to the same high school.	Community	Positive Response		
Vestal feeds to Mt Tabor MS. Otherwise, nothing	Community			
It seems that community members who would use Kellogg as their middle school are pleased with that part of the plan.	Community	Positive Response		
That it keeps the Creston Elementary together & feeds them into Kellogg.	Community	Positive Response		
Feeders to Kellogg make sense geographically.	Community	Positive Response		
Alignment for a growing community	Community	Positive Response		
Potential smaller class sizes for current and upcoming Woodstock neighborhood class kids.	Community	Positive Response		
Unfortunately, not much. I was only made aware of it two days before the open house. As a Glencoe parent, our family was specifically excluded from the planning process. However, I do appreciate that the parents who were invited to participate (Coalition Members) gave their time as volunteers and thank them for their efforts. I also think the idea behind the proposal is of course something ALL communities should be striving for and something ALL communities need to work towards--together, in non-COVID times, with all information and resources available to everyone to allow for a more informed planning and decision making process.	Covid 19	Negative Response		
Nothing. We're in the midst of COVID-19. PPS has my elementary aged son "in" virtual school for just two hours per day. I'm busy teaching and parenting from home while working full-time; . PPS states they're focused on equity, but do you think single parents with full-time jobs (multiple) have the the time to figure this out right now while also home-schooling their kids? This is not equity.	Covid 19	Negative Response		
this entire process should be halted until you can give parents more time to figure out what exactly you're proposing. The v	Covid 19	Negative Response		
Unfortunately, not a lot. I was at the open house and it sounds like it's complicated and undesirable for everyone's school community who spoke up. Not to mention the timing of it in regards to school communities changing in the midst of a pandemic. Children need their communities to return to when it's possible to return.	Covid 19	Negative Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Not much, given how little Chinese native-speaking families were apparently involved in crafting this proposal (see below).	Engagement	Negative Response		
Share resources	Engagement	Positive Response		
I like that there is still the possibility to have immersion programs in PPS.	Engagement	Positive Response		
I appreciate the desire to address goals around inequity and overcrowding, but I'm not convinced we're going at it in a fair and transparent way.	Engagement	Negative Response		
The theory and goals, but just not the implementation.	Engagement	Negative Response		
I like that the Guiding Coalition appears to really want to solicit our feedback as community stakeholders.	Engagement	Positive Response		
I appreciated the presentation at the Open House that explained that research supports DLI programs for ELLs. I wish that presentation were on the balancing web page at the very beginning of this process! It would have really helped my understanding.	Engagement	Positive Response		
I like that PPS is reaching out for input from the communities	Engagement	Positive Response		
I appreciate the challenging situation that the committee finds itself in.	Engagement	Positive Response		
You've obviously been juggling some very complex and likely inherently conflicting notions to solve multiple problems, and I can appreciate the efforts.	Engagement	Positive Response		
Only that PPS is actively soliciting peoples' opinions - that's great.	Engagement	Positive Response		
I like that it is focused through a racial equity lens.	Equity	Positive Response		
Effort to increase socioeconomic diversity.	Equity	Positive Response		
I like the new boundaries for Kellogg as it seems to be a healthy and diverse mix of students who will benefit from a new campus.	Equity	Positive Response		
I like the equity focus	Equity	Positive Response		
Thoughtfulness of equity balance	Equity	Positive Response		
I appreciate the SE Guidance Coalitions effort to create a fair and balanced learning environment for our children.	Equity	Positive Response		
Mt Tabor being switched to Madison (makes the most sense and equitable)	Equity	Positive Response		
Attempt to look through a RESJ lens, though I am concerned by how PPS has handled feedback from BIPOC guiding coalition members - based on the live stream of the coalition meetings.	Equity	Negative Response		
I like the intent to address inequities in schools	Equity	Positive Response		
more support for DI teachers at one school	Equity	Positive Response		
I appreciate the amount of time and consideration put into the proposal. I like the emphasis on SES equity.	Equity	Positive Response		
I like that it shifts Vestal to Mt Tabor, and that Mt Tabor feeds Madison, thereby helping the disparity between socioeconomics at the middle school and high school levels. I also like that Clark gets their elementary school back, and I like that Bridger/Harrison Park gets to stay in the Franklin cluster.	Equity	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Nothing. This proposal would gut our neighborhood school and community. It would also take away just about the only ethnic diversity in Woodstock School. It is a terrible proposal that is only geared towards efficiency and to save $$ for PPS. Our current school is well-balanced. Half neighborhood and half immersion. I understand some schools struggle with the inequalities of co-location, but it works wonderfully in woodstock.	Equity	Negative Response		
some overfill addressed	Equity	Positive Response		
I do appreciate the attempt to prioritize a RESJ lens and have some faith that it is being applied appropriately.	Equity	Positive Response		
I like that equity is being considered.	Equity	Positive Response		
We are beginning the conversation about how to include equity successfully into our schools.	Equity	Positive Response		
Increased diversity and resources for immersion	Equity	Positive Response		
I want my JDLI student to experience more ethnic, cultural, and socioeconomic diversity. As a low-income, indigenous family, we are very much the minority at MTMS and Richmond ES. The JDLI lacks true diversity, especially when it comes to BIPOC and socioeconomic diversity. This has been difficult for my child and I would love for her to experience the diversity at Madison as opposed to Grant. When I first heard of this proposal a few days ago I bristled, but now that I' ve have time to really think about it, I do think this is a great move on behalf of the district to promote equity and enrollment balancing for thousands of students who have been underserved for far too long.	Equity	Positive Response		
I am profoundly in favor of racial equity. I am deeply concerned about most of the proposed changes.	Equity	Negative Response		
I appreciate that PPS is making equity a priority.	Equity	Positive Response		
The JDLI stays at both Richmond and Mt Tabor. I also appreciate that all students at Mt. Tabor move on to the same high school. This is great!	Equity	Positive Response		
My children will attend school with a more diverse population.	Equity	Positive Response		
Intent of balancing FRLR overall	Equity	Positive Response		
Giving all students equal opportunity to dual language immersion and more equitable resources.	Equity	Positive Response		
Attempts at equity.	Equity	Positive Response		
There is thought put in to equity and resource utilization.	Equity	Positive Response		
I appreciate the mission to promote equity. I feel the current structure of the feeders is more equitable than previous proposals.	Equity	Positive Response		
I like that equity is being considered but it still doesn't satisfy the question of how this provides more equity.	Equity	Negative Response		
Racial equity is good	Equity	Positive Response		
I appreciate the efforts on behalf of PPS to address inequities in our school system.	Equity	Positive Response		
seems designed to increase equity	Equity	Positive Response		
Rebalancing of school sizes, potential for better diversity among high schools	Equity	Positive Response		
I like that there is effort being made to improve equity in schools.	Equity	Positive Response		
Racial Equity lens used	Equity	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
equity	Equity	Positive Response		
Creating an equitable plan across the district	Equity	Positive Response		
I like balancing the socio-economic makeup and racial makeup of students but am unconvinced this plan actually addresses that.	Equity	Negative Response		
I like the goal of equity and reducing crowding	Equity	Positive Response		
Nothing	Equity	Negative Response		
I like the inclusion and equity	Equity	Positive Response		
I like that the pain is shared pretty broadly across SE rather than falling on the shoulders of just a few.	Equity	Negative Response		
I don’t like it at all.	Equity	Negative Response		
Glad to see the efforts to send a diverse group of kids to Kellogg	Equity	Positive Response		
I like that the focus is to have a broader representation of students/families in the pps shools.	Equity	Positive Response		
Why was scenario 10 considered over scenario 11? 11 met most goal in strategy and execution and used a RESJ lens	Equity	Negative Response		
A goal to be more equitable is laudable, but the proposal does not actually address this goal. In fact, it works against equitable	Equity	Negative Response		
Equity Impacts	Equity	Positive Response		
Goal of equity	Equity	Positive Response		
I appreciate the time and effort that the guiding coalition volunteers have given to this project. I also appreciate the stated focus on RESJ, although I'm unclear how the proposal aligns with this focus.	Equity	Negative Response		
I believe PPS is trying to address equity and racism but the method is quite flawed.	Equity	Negative Response		
That PPS is attempting to consider equity.	Equity	Positive Response		
The attempt at equity, but the numbers don't add up to this being what's actually happening	Equity	Negative Response		
Attempts to provide equitable educational opportunities for all students, and having a large (and hopefully accurately representative) coalition to try to problem-solve around these.	Equity	Positive Response		
Our family likes that with the DLI focus school that we might get better buy in from the English families since some neighborhood families are not super dedicated to the immersion experience. It is hard for us to keep our kids speaking Spanish and the whole Spanish school would really help. I hadn’t heard this point so I wanted to put it in writing.	Equity	Positive Response		
I think there was a positive intention with diversity/equity, but both Grant and Cleveland are left relatively untouched in this regard.	Equity	Negative Response		
I appreciate the intent to improve outcomes for BIPOC students	Equity	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I appreciate that this proposal is attempting to balance the need for equitable outcomes for all students across SE Portland. I like the emphasis on reducing / eliminating the occurrence of single strand neighborhood programs with co-located multi-strand focus options as well as the move to comprehensive middle schools for all students. I also like that the proposal appears to be creating greater racial and socio-economic balance across the SE schools. I appreciate the data driven approach to using the analysis from FLO Analytics . Despite the many negative comments that I heard from other families during the 11/19 open house and Q&A, I feel that communications from the SE Guiding Coalition have been open and transparent. I appreciate the posting of the meeting materials and data / analysis online.	Equity	Positive Response		
We are in support of the districts efforts to rebalance schools with diversity and equity in mind. We're grateful to see that the scenario keeps Richmond kids feeding to Mount Tabor Middle School as has been long established.	Equity	Positive Response		
Focus on equity	Equity	Positive Response		
It's inequitable.	Equity	Negative Response		
The minimization of col-location (while DLI/focus option families are often under the impression that the colocation benefits everyone, neighborhood program families often feel like they are "lesser", and the neighborhood programs tend to lose more engaged families to the DLI/focus option)	Equity	Negative Response		
The intent is for improving equity and diversity amongst Portland residents.	Equity	Positive Response		
I like the *idea* of movement towards racial equity, though these proposals do not seem to actually do that.	Equity	Negative Response		
I am always glad to see efforts made for equitable education. My husband and I are both products of great public education and value it highly.	Equity	Positive Response		
Desegregation: I heard some say last night that this plan creates segregation in PPS. I couldn’t disagree more! Looking at	Equity	Positive Response		
Economic Equity: I know this plan won't fix the RESJ problems inherent in PPS right now, but this plan does appear to ma	Equity	Positive Response		
More equity to the less privileged outer SE families	Equity	Positive Response		
Attempts to address various equity issues	Equity	Positive Response		
I like the focus on equity across schools. And I like the focus on eliminating single strand neighborhood programs from schools otherwise focused on language immersion.	Equity	Positive Response		
Focus on equity	Equity			
I like that it seems to making education at PPS, at least in further out SE Portland, more racially equitable.	Equity			
Changing the demographics of "mostly white" schools	Equity	Negative Response		
The attempt to create more equitable system	Equity			
The intent to promote diversity.	Equity	Positive Response		
I appreciate the efforts by PPS to engage the community in developing a balanced solution that is consistent with the principles of successful schools, balanced enrollment, equity, and diversity.	Equity	Positive Response		
The attempt to make educational experiences equitable and keep high schools from being overcrowded.	Equity	Positive Response		
It enrolls Kellogg and has a focus on building racial equity and social justice	Equity	Positive Response		
I like the necessary focus on racial and economic equity.	Equity	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
In terms of how this impacts our family, not much. Increased diversity?	Equity			
We like the focus on equity and justice for BIPOC and low-income students. We like the focus on balancing enrollment so that facilities are neither overcrowded or underutilized. These are all excellent goals and we appreciate coalition's work and recognize both the difficulty of the work and how challenging change can be for everyone involved (including ourselves).	Equity	Positive Response		
i like the idea of redistricting for equity needs	Equity	Positive Response		
I like the intention of increasing equity and addressing over crowding.	Equity	Positive Response		
I do not like anything about this proposal as it is clear from the SEGC workshops that PPS is not listening to POC—both on the SEGC and in the community—and steamrolling ahead with its agenda. I do not support any scenarios that are not guided by the voices of POC, as POC are the ones most affected by these proposed changes.	Equity	Negative Response		
We like the focus on racial equity and managing classroom sizes.	Equity	Positive Response		
More equitable/even demographics between Franklin and Madison HSs.	Equity	Positive Response		
There is no doubt that many on the redistricting coalition have given up significant amounts of time and energy in an effort to find a solution. Their sacrifice and attempts to bring forth an agreeable solution is appreciated, if unfortunate. What do I like about this proposal? It will make life easier for the district I guess? Maybe some political agenda is served but certainly not the students, teachers, or anyone else that actually has to live with it, of course. This proposal is not about equity as it claims as there are far more equitable proposals available that the committee has not put forward.	Equity	Negative Response		
It's focus on equity	Equity	Positive Response		
I like that equity and facility usage are being considered	Equity	Positive Response		
I like that Creston stays in the Franklin cluster and the proposal seems to address issues of inequity in focus option and DLI programs vs. neighborhood programs.	Equity	Positive Response		
NOTHING, I support focusing on equity, inclusion, and diversity, but do not see how this proposal achieves any of those goals.	Equity	Negative Response		
The intent to prioritize equity and resource balancing.	Equity	Positive Response		
Stated focus on equity	Equity	Positive Response		
If the intent is to deliver education more equitably than I agree with the intention.	Equity	Positive Response		
I appreciate the goals of diversity, equity, and inclusion.	Equity	Positive Response		
I like the idea of JDLI going to Madison as it keeps the students with other middle schoolers they go to school with at Tabor. Also allows them to play PIL with kids at their current school and maintain friendships as well as attend a more culturally diverse high school.	Equity	Positive Response		
I agree with the goals of racial equity and social justice	Equity	Positive Response		
I like that you are trying to do this reblanacing with equity in mind.	Equity	Positive Response		
I have looked at the stats of Madison and it has good racial diversity	Equity	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I'm all for socioeconomic balance. I like, generally, proposals that are interested in helping out those who are disadvantaged.	Equity	Positive Response		
The concern for equity	Equity	Positive Response		
I appreciate the idea that PPS is trying to create equity within the system	Equity	Positive Response		
The diversity, the level of teaching, the student engagement	Equity	Positive Response		
I like that the feeder patterns are more equitable... socioeconomically and racially. I understand that focus options are viewed as inequitable. I believe they are a great model and I wish more focus option schools existed within PPS so more children would have access.	Equity	Positive Response		
I like that Arleta is being changed to a k-5 and into a feeder into Kelogg	K-8 to K-5	Positive Response		
I support moving away from the K-8 model to the K-5 model, and modernization of facilities	K-8 to K-5	Positive Response		
I appreciate having the data showing how proposal changes will change demographics of school. Like schools changing back to K-5.	K-8 to K-5	Positive Response		
The opening of Kellogg middle school will provide 6-8 graders who previously attended K-8 schools greater access to a variety classes/labs.	K-8 to K-5	Positive Response		
Balancing enrollments so that some elementary schools can change from k-8 to k-5.	K-8 to K-5	Positive Response		
I like that the proposal focuses on going from the K-8 model to the elementary and middle school model.	K-8 to K-5	Positive Response		
Removes the K-8s, opens the new middle school	K-8 to K-5	Positive Response		
I like that PPS leadership is finally acknowledging their ineptitude in misjudging our city's future demographics when they made the now clearly failed decision to convert so many elementary and middle schools to K-8 schools. The impact of this terrible decision was felt hard in many of the communities you are now going to reorganize again. PPS created this crisis of overcrowding and lack of balance, but it is the Southeast communities that will pay for it through disruption and school discontinuity.	K-8 to K-5	Negative Response		
Converting K-8 schools to either K-5 or 6-8. I think providing everyone with the same pathway through elementary and middle school will provide more equity in schools.	K-8 to K-5	Positive Response		
I am also in favor of the immersion programs being at one school, both in K-5 and middle school, allowing for better teach	K-8 to K-5	Positive Response		
I like that Bridger will no longer be K-8, because the current model underserves those students.	K-8 to K-5	Positive Response		
I like that Spanish DLI middle-schoolers will attend Kellogg when it opens. These students have suffered unconscionable	K-8 to K-5	Positive Response		
Opening of Middle schools for k-8	K-8 to K-5	Positive Response		
I like the change to k-5	K-8 to K-5	Positive Response		
The return to middle schools vs K-8.	K-8 to K-5	Positive Response		
I like that it seems to be a serious attempt at equity in the Franklin and Madison clusters. I like that Kellogg will draw from a diverse set of elementary programs. I support the move away from K8 programs. I'm glad to see a lot of focus on underrepresented groups! I'm glad to see careful consideration about locating immersion programs near where dual language households are.	K-8 to K-5	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
If changing schools to separate elementary schools and middle schools improves equity that is great but I think intention and impact are separate things.	K-8 to K-5	Positive Response		
It moves schools towards becoming reconfigured into k-5 and middle schools	K-8 to K-5	Positive Response		
I like that Arleta is going to K-5 as long as Arleta students go to Kellogg. I think that Arleta will be a better as a K-5, with more programs available. We Arleta parents support this change as long as our students go to Kellogg Middle. We would not support Arleta going to any school other than Kellogg. I think that PPS is making important efforts to make programs more accessible to all communities. Many of the DLI programs and Creative Science have felt like they were "off-limits" or "better" than some of the neighborhood schools. I think it is important that students have equal opportunities.	K-8 to K-5	Positive Response		
We like the idea of transitioning from K-8s to K-5s. The aim to center equity and best use of buildings.	K-8 to K-5	Positive Response		
I like the change from K-8 to K-5 schools and opening Kellogg	K-8 to K-5	Positive Response		
Move from K-8 to K-5 and Middle Schools: YES! I am so happy that PPS is switching from a K-8 model to K-5 with middle schools. The expanded programing opportunities that this move allows. I am excited that our SE community to have 2 middle schools coming on-line; I think our students will be well served with this model.	K-8 to K-5	Positive Response		
I like the idea of traditional elementary and middle schools. Although a K-8 offers a more unique option for kids who struggle in traditional schools, I feel it can limit those getting ready for high school.	K-8 to K-5	Positive Response		
Creston becomes a K-5 and feeds Kellogg	K-8 to K-5	Positive Response		
That schools that want to become k-5 can do that.	K-8 to K-5	Positive Response		
I think not having Vestal go to Harrison Park makes more sense. The school and many families are in NE. Personally I feel having middle schools separated is better model. We had considered having our children move our neighborhood middle school once they are of that age.	K-8 to K-5			
It fills Kellogg and converts nearby K-8 schools into K-5 schools.	K-8 to K-5	Positive Response		
Making k-8, into k-5	K-8 to K-5	Positive Response		
changing K-8 to K-5 & 6-8	K-8 to K-5	Positive Response		
K-8 schools becoming 6-8. Kellogg helping overenrollment.	K-8 to K-5	Positive Response		
It meets the goals of creating feeder schools for Kellogg School and splitting up K-8 schools into K-5 and 6-8 schools.	K-8 to K-5	Positive Response		
We like the separation of elementary from middle school grades.	K-8 to K-5	Positive Response		
I like that this proposal includes the opening of a new middle school and moves away from the K-8 model.	K-8 to K-5	Positive Response		
Eliminating most K-8 programs that have not been shown to be academically effective and converting back to traditional K-5 elementary, 6-8 middle schools.	K-8 to K-5	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I support the conversion of K-8 schools to elementary and middle schools. Our daughters came up through Bridger Elementary and by middle school the was very little programming. I think this conversion will really help bring robust, equitable middle school experiences to all families.	K-8 to K-5	Positive Response		
There are some bold proposals here that will be offputting to many "privileged" families that participate in both the Chinese and Japanese DLI programs. These programs have thrived while surrounding schools have not to the same degree. Equitable distribution of these resources and programs to underenrolled schools seems like a novel idea, one that I'm certain will receive pushback. These are hard questions to ask, especially when it comes to varying degrees of perception around what is equitable. I think it's a good first step to frame this process in the lens of equity. I think an important question to also ask is how can we also raise the bar for the other schools to be just as attractive as the CDLI and JDLI programs? Otherwise, this can come across as feeling like horse-trading for limited resources. And ultimately, because not all families are being supported, many will be left behind.	Multiple Location DLI	Positive Response		
Consolidation of DLI programs at K-5 level will eliminate the issues of DLI programs having smaller class sizes and more teachers than the neighborhood programs at the same schools.	Multiple Location DLI	Positive Response		
Continuation of MIP and other immersion language programs within PPS	Multiple Location DLI	Positive Response		
I like that Spanish immersion will be consolidated into 3 sites. I hope this will lead to more services (Spanish fluent art, mu	Multiple Location DLI	Positive Response		
Positives: Chinese DLI @ Franklin - seems the most central for students coming from all over the city. Consolidated Chinese DLI Middle School - seems like this would offer the best chance at a "robust" middle school program.	Multiple Location DLI	Positive Response		
I attended the 11/19/2020 Meeting. I like that all of the Spanish DLI will be housed at one site.	Multiple Location DLI	Positive Response		
I like a lot of things about this proposal. I think that consolidating DLI programs makes sense. My son is the last year of a 1 strand DLI program and not having another class to balance enrollment and behavior was very difficult (to the point that his class has dropped down to 12 students). My daughter's class has been a much better balance, but the neighborhood program has suffered. I also like that the coalition has been working to move DLI programs to the native speaking neighborhoods that they serve. I also appreciate that it looks like you are working to balance both socioeconomic and race at the schools.	Multiple Location DLI	Positive Response		
I like the dual language programs being moved closer to where native speakers live.	Multiple Location DLI	Positive Response		
Creating DLI elementary schools: doesn't divide the school community	Multiple Location DLI	Positive Response		
I like that it works to make changes to the "school within a school". We chose to go outside our neighborhood school because we weren't interested in that configuration at our neighborhood school. It felt like a divided community to us (some families told us it was and others told us they didn't think so). We generally support DLI but would rather see it as separate programs or see it more widespread across the whole district (an option in every school).	Multiple Location DLI			
I don't see the benefits of all DLI only schools. The proposal is more against equity and rebalance feeder pattern that PPS try to sells	Multiple Location DLI	Negative Response		
Consolidation of Chinese immersion and Spanish immersion programs to schools dedicated to those immersion programs. There are clear and obvious benefits to centralizing these programs.	Multiple Location DLI	Positive Response		
I am not happy with any of the proposed options because it calls for splitting up a school and redirecting students to different schools.	Multiple Location DLI	Negative Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I think that it is a good idea to move the Japanese program to Madison rather than the Chinese program, but don't think either program should be broken up.	Multiple Location DLI	Positive Response		
The feeders patterns, exclusive of the DLI changes.	Multiple Location DLI	Negative Response		
I understand some of the goals of the proposal	Proposal	Positive Response		
I don’t see any advantages to this proposal.	Proposal	Negative Response		
Opening of much needed Middle School in SE	Proposal	Positive Response		
Nothing--it appears to extremely disrupt Atkinson ES students' lives	Proposal	Negative Response		
I do not like this proposal.	Proposal	Negative Response		
I am not in favor of the proposal	Proposal	Negative Response		
We're really sad about the proposal.	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Not much. I want to believe it's well intentioned	Proposal	Negative Response		
Not much	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
I'm not sure that I like anything with the proposal because the SE Coalition keeps changing the playing field and I don't even know which plan to believe anymore.	Proposal	Negative Response		
I don’t like this proposal.	Proposal	Negative Response		
Nothing. It's very poor.	Proposal	Negative Response		
Nothing. Poor timing and planning. Not enough communication or stakeholder input.	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing.	Proposal	Negative Response		
I appreciate the motivation of this work as well as all the time and energy the coalition is putting into these efforts.	Proposal	Positive Response		
I very much like the overall aims of the proposal.	Proposal	Positive Response		
Nothing	Proposal	Negative Response		
I don't like anything about this proposal.	Proposal	Negative Response		
nothing. I think it is a terrible idea.	Proposal	Negative Response		
Nothing that I’ve read	Proposal	Negative Response		
The effort that has gone into it so far.	Proposal	Positive Response		
Not happy about Mt. Tabor (and therefore Glencoe) feeding to Madison.	Proposal	Negative Response		
Nothing.	Proposal	Negative Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I like that PPS is attempting to rebalance and open up more middle schools to address the overcrowding.	Proposal	Positive Response		
Movement of whole groups of students rather than breaking up the edges.	Proposal	Positive Response		
Nothing.	Proposal	Negative Response		
I appreciate the complexity of these considerations and how thoroughly many aspects of the proposed changes are being identified and discussed by the coalition.	Proposal	Positive Response		
Nothing	Proposal	Negative Response		
Noting much.	Proposal	Negative Response		
N/A	Proposal	Negative Response		
I do not like this proposal one bit.	Proposal	Negative Response		
Not sure	Proposal	Negative Response		
I love the idea of JDLI moving to Madison for high school.	Proposal	Positive Response		
Absolutely nothing.	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
I would like the Japanese Immersion program to continue at Mt. Tabor and high school at Grant.	Proposal	Negative Response		
The feeder pattern for my particular address makes sense to me and works for our family.	Proposal	Positive Response		
Very little	Proposal	Negative Response		
I don't like the proposal. The JMP students are happy at Grant high school and should not have to move and not to mention some students will be in their senior year	Proposal	Negative Response		
Nothing.	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Not much	Proposal	Negative Response		
Nothing. The reasoning why the change is proposed is not well articulated.	Proposal	Negative Response		
None	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
No change for us	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing. It will result in my son leaving the district at High school after years of Dual language learning.	Proposal	Negative Response		
If anything the DLI program should be increased at Atkinson. If Lents needs a DLI program, put one there, too, but don‘t take it away from Atkinson.	Proposal	Negative Response		
Nothing at all	Proposal	Negative Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I am not sure	Proposal	Negative Response		
Nothing at all	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing.	Proposal	Negative Response		
Absolutely Nothing.	Proposal	Negative Response		
nothing	Proposal	Negative Response		
I don’t like anything about it.	Proposal	Negative Response		
I don't like this proposal	Proposal	Negative Response		
I have not recieved a copy	Proposal	Negative Response		
Not a lot	Proposal	Negative Response		
I don't	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
I'm not fond of the proposal, but I appreciate that the process considers multiple factors and appears to give voice for input	Proposal	Positive Response		
Nothing stands out that I like.	Proposal	Negative Response		
Absolutely nothing	Proposal	Negative Response		
I think the goal is admirable	Proposal	Positive Response		
I disagree with this proposal.	Proposal	Negative Response		
Not good very bad	Proposal	Negative Response		
nothing	Proposal	Negative Response		
NOTHING	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing!	Proposal	Negative Response		
Nothing at all	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing with the exception of thinking about opening more schools	Proposal	Negative Response		
Having a middle school	Proposal	Positive Response		
Nothing	Proposal	Negative Response		
I don't like the proposal at all.	Proposal	Negative Response		
Nothing - too many changes made too quickly with too little input from the impacted communities	Proposal	Negative Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I like the stated goals.	Proposal	Positive Response		
Not very much.	Proposal	Negative Response		
Nothing	Proposal	Positive Response		
I like that it is trying to solve problems in order to enable a middle school scenario.	Proposal	Positive Response		
NOTHING!	Proposal	Negative Response		
middle school feeder options appear logical and reasonable.	Proposal	Positive Response		
Nothing	Proposal	Negative Response		
Not much. It sounds like a mistake (moving programs) on top of a mistake (opening Kellog without foresight)	Proposal	Negative Response		
Not much	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
I don’t like resectioning proposed.	Proposal	Negative Response		
I believe the intentions are good	Proposal	Positive Response		
I like the end goal. Really disagree with the path to get there	Proposal	Positive Response		
nothing	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
I like that we are building a new school and addressing over crowding in our schools.	Proposal	Positive Response		
Good effort	Proposal	Positive Response		
I like that it helps the district accomplish needed goals and serve families in SE.	Proposal	Positive Response		
Not much!	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing.	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing.	Proposal	Negative Response		
nothing for the Japanese program	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Overall I would say nothing positive about this proposal.	Proposal	Negative Response		
Nothing, it's disruptive	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
I don’t like this proposal	Proposal	Negative Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
It is not planning to close our school	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Lofty goals	Proposal	Negative Response		
Nothing.	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
I'm not a fan	Proposal	Negative Response		
Unsure about it all. But some of the changes are good.	Proposal	Positive Response		
I understand that there has been an attempt to balance enrollment. I appreciate the many hours the committee members have committed thus far. I appreciate that there has been work done to discuss the many layers to balancing enrollment. The acknowledgment by committee members that there was not 100% approval on the provided proposal was honest and appreciated.	Proposal	Positive Response		
There is very little I like about it. I think you are displacing too many communities.	Proposal	Negative Response		
I appreciate the unequivocally critical equity work PPS is engaged in	Proposal	Positive Response		
Please see my answers below	Proposal			
Nothing at this tine	Proposal	Negative Response		
I an not happy with the proposal.	Proposal	Negative Response		
I like the philosophy around the rebalancing.	Proposal	Positive Response		
Nothing	Proposal	Negative Response		
Nothing. Absolutely not one thing	Proposal	Negative Response		
Our high school and elementary assignments appear to stay the same.	Proposal	Positive Response		
Nothing	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
N/A	Proposal			
Nothing	Proposal	Negative Response		
N/A	Proposal			
Nothing	Proposal	Negative Response		
Strictly speaking from self interest, there's little to like	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
I have already submitted an answer	Proposal			

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Not applicable	Proposal			
So far, nothing.	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
I do not like any parts of this proposal.	Proposal	Negative Response		
Balancing is important	Proposal			
I like that for the most part this proposed does not use split feeder patterns for the MS/HS transition. Middle School is traumatic enough without splitting MS apart in High School. I hope that the Lane split feeder pattern can be fixed in revisions.	Proposal	Positive Response		
We have many great options for high schools across the east side of Portland and the committee is doing an admirable, difficult job of trying to balance competing priorities.	Proposal	Positive Response		
Unnecessary	Proposal	Negative Response		
I appreciate some of the goals, including creating better equity between schools, solving overcrowding at Franklin, and Acknowledging that we need to limit transportation impacts; however, I don’t think the proposal put forward does any of these.	Proposal	Negative Response		
Not much yet	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
I strongly disagree with this proposal.	Proposal	Negative Response		
very little	Proposal	Negative Response		
Nothing yet. PPS made the K8 mess and misread or misrepresented the demographics of the city that have gotten us to where we are in SE. If there is a crisis here, PPS created it.	Proposal	Negative Response		
I appreciate the goals of the proposal but not the methods of reaching those goals.	Proposal	Negative Response		
I don’t	Proposal	Negative Response		
None	Proposal	Negative Response		
So far, I don't like anything about this proposal (I am trying to stay open-minded)	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing. My wife and I have spent hours looking at the details and can not find a single positive for my kids or neighbors on our street that attend Bridger.	Proposal	Negative Response		
Nothing, unfortunately.	Proposal	Negative Response		
It's exciting there's a new brand new middle school.	Proposal	Positive Response		
I do not see any purpose and intended result of this proposal	Proposal	Negative Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Nothing	Proposal	Negative Response		
It sounds like the proposal is more convenient for the bureaucracy of PPS. It's an easier model to manage.	Proposal	Positive Response		
Looks great- keep up the good work!	Proposal	Positive Response		
Not much, perhaps the consolidation of DLI at the middle school level as an idea.	Proposal	Negative Response		
I don't like it due to the lack of thoughts and opinions from those of us in the PPS district that will be most effected.	Proposal	Negative Response		
I like the intent of the proposal when it reflects the attempt to pursue rebalancing through an equity lens.	Proposal	Positive Response		
If there's anything I like it would be more elective offering in middle school.	Proposal	Positive Response		
Nothing	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
NOthing	Proposal	Negative Response		
Nothing.	Proposal	Negative Response		
I don't like the proposed changes.	Proposal	Negative Response		
it attempts address balancing issue	Proposal	Positive Response		
None	Proposal	Negative Response		
I do not like anything about the proposal	Proposal	Negative Response		
Nothing	Proposal			
I like that the district is trying to convert the K-8 programs to middle schools and open Kellogg on time. I think it is important to rebalance the enrollment in SE Portland to reduce over crowding and improve racial equity and social justice. I am not sure if this proposal accomplishes these goals.	Proposal	Negative Response		
I don't like the proposal as things are working out well for our current situation .	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Less crowded schools	Proposal	Positive Response		
Hmm, it's tough to identify positives particularly when all scenarios were not considered	Proposal	Negative Response		
Absolutely nothing.	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
None	Proposal	Negative Response		
Very little	Proposal	Negative Response		
It's a good concept.	Proposal	Positive Response		
I do not like the proposal presented in the Open House on November 19, 2020.	Proposal	Negative Response		
I don't like any of it	Proposal	Negative Response		
Allowing K-8 to become elementary and middle schools	Proposal	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Not a whole lot	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Don’t know much	Proposal			
Though I would like to be able to find something positive, and appreciate the intent of the Guiding Coalition (my opinion of the intent of PPS at large is another matter), there is nothing about the proposal that I like.	Proposal	Negative Response		
nothing	Proposal	Negative Response		
Nothing.	Proposal	Negative Response		
Nothing.	Proposal	Negative Response		
I don't like the proposal. I've seen PPS rush to develop a Dual Program at Tubman and had a friend who enrolled her daughter as a first grader. Her daughter was whilte and in a class of predominately black male first graders. The Chinese teachers were up in arms as were the parents being aghast at the behavior and culture clash. A lot of silent trust in the program and the next year they proposed a reading program for the kids who couldn't read and were haphazardly put into the Mandarin program. There wasn't a captain of the ship. My friend eventually withdrew her daughter after joining the PTA and trying to change things.	Proposal	Negative Response		
This proposal is working to address the larger concerns in SE including strong programming at the MS level. This is essential for small single strand neighborhood programs like Bridger's. If DLI is a strong program and a component of achieving greater equity in SE for students, then let's make informed decisions about making that program successful.	Proposal			
Not happy with the options	Proposal	Negative Response		
Almost nothing.	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing	Proposal	Negative Response		
Nothing.	Proposal	Negative Response		
I can't say.	Proposal			
Absolutely nothing	Proposal	Negative Response		
We don’t like the proposal at all.	Proposal	Negative Response		
Nothing. This proposal contradicts its own stated purposes and seems deliberately crafted to harm students of color and sabotaging the DLI programs	Proposal	Negative Response		
Not much. I can't see past the fact that this proposal will segregate the Spanish and Chinese DLI programs.	Segregation	Negative Response		
Without question, schools should be more equal and more diverse, but shipping my kids out of our neighborhood and sen	Segregation	Negative Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I support the mandarin program moving out of Woodstock. I had one child in the neighborhood program (now a middle schooler) and as a classroom we were treated as second-class citizens in our own school. For six years we watched our classroom getting bigger and bigger with no supports. We were always an afterthought. It's one of the main reasons we put our second child into the mandarin program.	Segregation	Negative Response		
Nothing. This proposal is unacceptable and makes it look like PPS is doing being respectful to marginalized communities when it is actually exacerbating racial lines.	Segregation	Negative Response		
I like the idea of dedicated all-DLI immersion schools, which could really enhance the DLI programs, increase the ability to give DLI teachers specific professional development, and really build amazing programs.	Single Strand DLI	Positive Response		
I like the DLI Spanish all at same School. It will be great for our kiddos. I also like getting to stay in SE (at Franklin) for High School.	Single Strand DLI	Positive Response		
Franklin becomes a school with multiple immersion programs. This will boost the voice of the immersion programs at the high school level. When there is just one, it's hard to get admins' attention at the HS level.	Single Strand DLI	Negative Response		
I like the DLI Spanish all at same School. It will be great for our kiddos. I also like getting to stay in SE (at Franklin) for High School.	Single Strand DLI	Positive Response		
I like the DLI program to help my kids learning different cultures. and languages.	Single Strand DLI	Positive Response		
Nothing. I am speaking mostly about effects on neighborhood kids because the Spanish DLI program proposal is only going to be moderately more difficult for us and not extremely more difficult as it will be for kids that are losing access to their neighborhood schools.	Single Strand DLI	Negative Response		
consolidation of DLI Spanish at Kellogg MS	Single Strand DLI	Positive Response		
I like moving some of the Spanish DLI out of Bridger to balance out the size of those classrooms.	Single Strand DLI	Positive Response		
We would still have the option to go to a DLI program.	Single Strand DLI	Positive Response		
That Madison will house the Japanese Immersion High School.	Single Strand DLI	Positive Response		
DLI at Kellogg,	Single Strand DLI	Positive Response		
Whole-school DLI programs in proximity to native speakers.	Single Strand DLI	Positive Response		
Moving Chinese DLI to Franklin makes sense	Single Strand DLI	Positive Response		
I like the the duel language programs merging into the same elementary and feeding into middle and high school.	Single Strand DLI	Positive Response		
This proposal is awful and will force our Taiwanese child out of the Mandarin program.	Single Strand DLI	Negative Response		
Nothing. I do not want Chinese Immersion to leave Woodstock.	Single Strand DLI	Negative Response		
So far, it seems like it creates "abundance" of DLI opportunities by housing elementary DLI in the same building. This has been a great experience at Richmond and if Spanish or Chinese were more abundant because of this change, I think it will serve more with the DLI opportunity which is great for educating Portland kids. I'm a big believer in the strength of DLI on multiple levels of enrichment and learning.	Single Strand DLI	Positive Response		
I don't like it. My children would lose Japanese that they have worked hard for many years. It has been one of their favorite aspect of school.	Socio-Emotional health	Negative Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I believe the proposal has so many holes and it is a sloppy job. Doesn't involve parents' opinions as well as students. Furthermore, how much more changes our children should bear? This year they all had to change their way of life as well as their way of studying. Many of them still do not socialize and now as parents, we have to tell them that everything they know can be changed, their school, their friends, their teachers. There is nothing left to rely on in their life. There is nothing left stable. Their school and friends may be the only thing in their life left stable and now you also have to change that????	Socio-Emotional health	Negative Response		
I appreciate the effort to consolidate resources for dli programs, but think the overall consequence is disappointing for our students.	Socio-Emotional health	Negative Response		
Now I'm not really sure - except that I like that Marysville has a strong focus on mindfulness and emotional well-being	Socio-Emotional health	Positive Response		
The mental/emotional health of our students has been challenged enough already without the anxiety of new schools to n	Socio-Emotional health	Negative Response		
Benefits about this proposal seem lost in all the confusing events that surround this move to change boundaries. Everyone seems confused and upset. PPS needs to come out with some hard evidence in the form of bullet points.	Timing	Negative Response		
I just learned about this process. I don't feel that I have enough information to comment at this point. I mostly have a lot of questions and concern that this amount of significant change is happening when community members are focused on getting my day-to-day during a period of tremendous uncertainly. This approach and timing does not seem responsible to the community that it is intended to serve.	Timing	Negative Response		
My issue is that I haven't heard much to like. I have been following this process for the past several months and was told that these changes would benefit Chinese and Latinx families. Now that PPS is finally reaching out to these communities, I am hearing a lot of resistance.	Timing	Negative Response		
I like that my child might stay at Atkinson/ Franklin in the neighborhood program where he can walk to school	Transportation and Locati	Positive Response		
I like being able to walk my 5 year-old son to Atkinson K-5 (roughly 11 blocks away) under the new plan, versus the current school, Bridger (which is approx 20 blocks away and across Division).	Transportation and Locati	Positive Response		
I like that my student will still feed into Franklin High School where his sister is	Transportation and Locati	Positive Response		
I like that we will go to Atkinson.	Transportation and Locati	Positive Response		
Sorry, but I have to focus on what I don't like. We were looking forward to our child attending Franklin. With the prospect of attending Madison, it seems like a good school as well but I will address why these plans are upsetting in the 'concerns' section.	Transportation and Locati	Negative Response		
I like the feeder pattern for the Creston Community.	Transportation and Locati	Positive Response		
I like that Creston & Arleta feed to Kellogg and Franklin.	Transportation and Locati	Positive Response		
The only plus about this proposal is that my child would still be going to Franklin for high school (our current boundary), where it's possible to bike to school. Madison would be a 30+ minute public transit ride, which makes no sense.	Transportation and Locati	Negative Response		
Franklin as a high school seems closer than Cleveland.	Transportation and Locati	Negative Response		
Nothing. I don’t see the point, we bought our house because it was convenient to all the schools. This makes it nearly impossible to get our kids to school in the future.	Transportation and Locati	Negative Response		
I like that we will go to Atkinson.	Transportation and Locati	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
It has potential to flow all kids from Mt Tabor to Madison so they can stay together after meeting in middle school.	Transportation and Locati	Positive Response		
The lines of the boundary changes seem more considered than past proposals. It also appears that boundary changes would only affect incoming students -- this seems key. Especially at the high school level, if we want to retain students for graduation, we should not make them change high schools mid-career because of a boundary change. The high school you attend is very tied to your identity in adolescence, and I like that this proposal would not uproot students who are established in a school.	Transportation and Locati	Positive Response		
I like that my child would be going to a robust middle school (Kellogg) that has stronger support for the Spanish DLI track. I like that there appears to be an effort to rebalance student population, especially at the high school level and doing so in a way that spreads SES out more evenly.	Transportation and Locati	Positive Response		
I appreciate the need to even out enrollment, but that should be done including NE and SE together we live two blocks from the border with neighborhood schools close by, but keep getting sent further and further away.	Transportation and Locati	Negative Response		
I like that SE students will have access to a more robust middle school program. I think the demographics of Madison and Franklin will be more balanced by switching Harrison Park and Mt Tabor feeders. Also, despite their protests, I think Mt Tabor/Glencoe parents need to be reminded that HP is actually geographically closer to Franklin, and those parents, with many more hurdles and barriers have been schlepping to Madison for years. I think this needs to happen, and no one will ever like change, especially those with the best situation. They will complain the loudest. I truly hope the district doesn't back off because of unhappy parents of privilege.	Transportation and Locati	Positive Response		
Sensible boundaries for public schools	Transportation and Locati	Positive Response		
I appreciate that we stay in a SE feeder high school with Franklin	Transportation and Locati	Positive Response		
I'm glad Kellogg is opening.	Transportation and Locati	Positive Response		
Kellogg MS opening.	Transportation and Locati	Positive Response		
Bridger is closer to us. We live in NE Portland.	Transportation and Locati			
I like that you are moving Mt Tabor to Madison HS. This makes so much more sense.	Transportation and Locati	Positive Response		
I like the idea of no neighborhood boundaries for DLI which brings some equity to getting in (even as a neighborhood family I have also noticed the challenges of neighbors vs non and who gets in and who doesn’t etc.). I also think it’s better than some previously planned changes that would have had some kids busses really long distances.	Transportation and Locati	Positive Response		
i like that my students would attend Franklyn for high school as it is and easier school to get to from our home then Maddison	Transportation and Locati	Positive Response		
I would like to see css stay in it's current location	Transportation and Locati	Negative Response		
but not good that neighborhood kids would have to go all the way to Harrison Park.	Transportation and Locati	Negative Response		
Anything that leads to a reduction in the number of overcaffeinated parents shuttling their offspring across the city in gas guzzling SUV's.	Transportation and Locati	Positive Response		
Keep Woodstock MIP kids in Woodstock Elementary in the Woodstock Neighborhood.	Transportation and Locati	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Disappointing. I purchased the current house because of the grand high school district in 2018, and the boundary line changed the early 2019 and it is now a Madison high school district. One of the reasons to apply for the Richmond immersion program is the entrance of Grant H.S. I understand that it could happen but the twice of re-boundaries totally spoiled our plans for kids education.	Transportation and Locati	Negative Response		
Solving distribution problems, under-utilization and overcrowding.	Transportation and Locati	Positive Response		
not much... a new middle school has been built? ... and that my child might go to Franklin which is the closest high school to my home	Transportation and Locati			
That the elementary school and middle school that we chose to live near so that our children could attend remain the same (Glencoe and MTM).	Transportation and Locati	Positive Response		
There is clearly a need to address overcrowding.	Utilization	Negative Response		
Relieves overcrowding at Bridger	Utilization	Positive Response		
I like that it brings together the Spanish immersion programs at the middle school level. I also like that it decreases forecasted utilization for Mt Tabor.	Utilization	Positive Response		
I like that Spanish immersion would feed into Kellog	Utilization	Positive Response		
I like the DLI Spanish all at same School. It will be great for our kiddos. I also like getting to stay in SE (at Franklin) for High School.	Utilization	Positive Response		
I like the DLI Spanish all at same School. It will be great for our kiddos. I also like getting to stay in SE (at Franklin) for High School.	Utilization	Positive Response		
Eliminating k-8 and portables	Utilization	Positive Response		
I like the efforts to keep feeder patterns consistent from K-5 through HS. I like the willingness to be bold in making some changes. I like that on the surface it appears that there was thoughtfulness about using an RESJ lens to look at the problem at hand. However, I think I have more concerns than things I like. To be clear, the proposal to move the Richmond feeder from Mt. Tabor to Madison is fine with me. I am not part of the Richmond contingent who is lobbying for keeping the program at Grant. Because there is no geographic natural feeder for Richmond students as a special program, I think it is absolutely fair to move it to help with the rebalancing efforts. I think based on the demographics, this aligns more with the natural neighborhood catchment for many of the JDLI students. Other than my empathy for the current Grant students who will have to move, I do not find any compelling programmatic argument for the need to keep the program at Grant. The program will be just fine wherever it is re-homed as it has a strong core of supporters within the program.	Utilization	Positive Response		
Reduces the capacity strain on MT Tabor	Utilization	Positive Response		
I like that the Bridger MS kids will have more enrichment opportunities going forward in a dedicated MS environment.	Utilization	Positive Response		
Rationalizing the SE schools is good. Giving students at places like Lane more academic options is good.	Utilization	Positive Response		
Reducing crowding and the focus on equity. Madison does seem like an amazing school.	Utilization	Positive Response		
Increasing attendance at Atkinson	Utilization	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
We live in the Madison catchment and my husband attended Madison. This would be convenient for us and we can see the opportunities of starting at a new, under-enrolled school.	Utilization	Positive Response		
Harrison Park and Kellogg go to Franklin	Utilization	Positive Response		
Balancing enrollment in overcrowded schools	Utilization	Positive Response		
The school district is addressing overcrowding.	Utilization	Positive Response		
I realize some changes are necessary and agree with the need to balance our schools with more consideration to diversity and socio-economics as well as relieve overcrowding at our middle schools and our high schools.	Utilization	Positive Response		
Balancing enrollment in pps	Utilization	Positive Response		
The fact that they are trying to balance of schools	Utilization	Positive Response		
I like that there is a better socio-economic distribution	Utilization	Positive Response		
I understand that PPS is under financial strain. I think this is a budget driven consolidation of resources and would likely save money.	Utilization	Negative Response		
I'm glad overcrowding is being addressed	Utilization	Positive Response		
I like that Richmond feeds to Mt Tabor	Utilization	Positive Response		
I like that they're making school buildings.	Utilization	Negative Response		
The ability to provide more space for students.	Utilization	Positive Response		
I like that PPS is trying hard to find ways for all kids to have access to good schools with enough space in them.	Utilization	Positive Response		
I appreciate your efforts in making decisions to balance students to Kellog. I acknowledge this is not an easy thing to do.	Utilization	Positive Response		
I like that a new middle school is opening	Utilization	Positive Response		
I like that it will solve overcrowding problems at Bridger and under enrollment problems at Lent and Atkinson.	Utilization	Positive Response		
I like that Kellogg will be a the immersion feeder and my local school	Utilization	Positive Response		
Nice that they are opening a new middle school	Utilization	Positive Response		
I like that I see some effort to balance SES and shift schools like Atkinson and Glencoe rather than lower SES schools bearing the only brunt.	Utilization	Positive Response		
I like that we are trying to address the school population problem, especially for Franklin.	Utilization	Positive Response		
What I like most is that it offers some hope of resolution to overcrowding and limbo at Bridger after years of indecision and broken promises. The overcrowding at Bridger was indicative of a failure of leadership and broken promises (portables promised and not built on time, DBRAC abandonment, etc.)	Utilization	Negative Response		
Moving a dual language program out of over utilized schools - ie Japanese to Madison - makes sense with Mt Tabor and Glencoe. Overall, moving students closer to their schools.	Utilization	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I am not a fun of the reestructuring taking place, but this last proposal makes more sense that other ones I have heard about that could have sent students from Kellogg MS all the way to Madison HS. Feeding Kellogg students into Franklin makes a lot more sense.	Utilization	Positive Response		
I'm not sure if I understand the goals, but I'm glad our feeder pattern is maintained	Utilization	Positive Response		
I like the balancing of the school enrollment	Utilization	Positive Response		
Safe buildings. New technology	Utilization	Positive Response		
Attempts to distribute facility resources in a balanced way	Utilization	Positive Response		
moving k-8 into k-5	Utilization	Positive Response		
as a student I might get to go to a bigger school	Utilization	Positive Response		
I like that PPS is trying to avoid overcrowding.	Utilization	Positive Response		
I understand you would like to equal out all the schools	Utilization	Positive Response		
I like that Madison will pull from some current Franklin neighborhoods (Madison looks amazing, and some kids bussing from Sellwood to Cleveland go as far as the kids having to go from Mt. Tabor to Madison. I think presenting only one option made everyone universally hate it rather than letting people say which of two or three they disliked least.	Utilization	Positive Response		
attempting to balance over-enrollment at some schools	Utilization	Positive Response		
That schools are getting renovated and there is a move away from pods. That over crowding of schools is being looked at.	Utilization	Positive Response		
Excited for a shiny new middle school in Kellogg. Grateful that the district and the coalition are attempting the difficult work of balancing a LOT of conflicting needs and desires. Thankful that the school buildings and feeder pattern for the JMP DLI program is not impacted at elementary or MS level.	Utilization	Positive Response		
Makes use of Kellog.	Utilization	Positive Response		
appreciate the effort to avoid over crowding in schools	Utilization	Positive Response		
Thank you for all your work on to improve our school system!	Utilization	Positive Response		
Not crowding schools	Utilization	Positive Response		
Creating middles schools	Utilization	Positive Response		
Hopefully distributes students so schools are not too full.	Utilization	Positive Response		
I like that Creative Science is staying a K-8 focus option school.	Utilization	Positive Response		
New buildings !	Utilization	Positive Response		
That it reduced overcrowding in the high schools and accommodates reopening of Kellogg.	Utilization	Positive Response		
Attempts to balance schools to appropriate sizes	Utilization	Positive Response		
I like the idea of reducing capacity	Utilization			
The re-balancing of programs	Utilization	Positive Response		

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Reducing overcrowding	Utilization	Positive Response		
I understand the need to balance the class sizes between the different schools	Utilization			
your stated goal of creating more socio economic balance between middle schools: however your new proposed feeder program does not shift this at all.	Utilization	Negative Response		
Creston & arleta going to Kellogg & Franklin	Utilization	Positive Response		
reducing overcrowding	Utilization	Positive Response		
Shifts in feeder patterns to increase Madison enrollment.	Utilization	Positive Response		
We like the focus on racial equity and managing classroom sizes.	Utilization	Positive Response		
The ability to fill Kellogg.	Utilization	Positive Response		
I appreciate that the coalition is attempting to adjust feeder patterns to reduce class sizes	Utilization	Positive Response		
I like that the feeder schools are being considered and will stay in place.	Utilization	Positive Response		
That Woodstock still feeds into Cleveland High school	Utilization	Positive Response		
That Richmond and MTM go to Madison.	Utilization	Positive Response		
It seems that parents are happy about having more middle schools instead of K-8.	Utilization	Positive Response		
That there would be less crowding	Utilization	Positive Response		
reinstating middle schools to our neighborhood	Utilization	Positive Response		
I live in Lents, so our school would be closer.	Utilization	Positive Response		
That my child would attend Kellogg which is a couple minutes walk away	Utilization	Positive Response		
It leaves CSS alone for one more year.	Utilization	Positive Response		
Harrison Park and Kellogg go to Franklin	Utilization	Positive Response		
I know the proposal solves the problem of having too many kids at the elementary schools.	Utilization	Positive Response		
Not much, but I do think balanced enrollment and class sizes is a good thing for students and teachers.	Utilization	Positive Response		
opening new middle school	Utilization	Positive Response		
I understand the need for better school utilization. However the proposal does not have any other positive qualities.	Utilization			

Survey Response - What did you like about proposal	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
1) I like that the GC created Scenario 10 showing the PPS goal of reducing co-located programs, and the enormous response against it. 2) I like GC members speaking out against this proposal being the only scenario presented to the community and the GC's opposition to segregating DLI programs. 3) I like the voices opposing the displacement of 3 neighborhood programs. i.e. Harrison Park K-5, Bridger K-5, Lent K-5 in Scenario 10. 4) I like DLI programs being available near native speakers--as it already exists. 5) I like the idea of more than one strand of any program in a single location which increases teachers' opportunities to collaborate and provide more robust programming. 6) I like that there are some GC members vocally recognizing the value in finding a building for the 470 students at Creative Science	Utilization	Positive Response		
Gaining new middle school for SE	Utilization	Positive Response		
I like that Woodstock's school boundaries and feeding pattern would not change [except for the Chinese DLI program, which I'll get to in a moment].	Utilization	Positive Response		
I like the idea of balancing out schools	Utilization	Positive Response		
Balancing needs for neighborhood schools	Utilization	Positive Response		
Na				
We need a school for CSS!!!!			CSS	
That Creative Science has not been eliminated from PPS programming. We have found the teaching model to be excellent for both of our children and would support expanding the model where possible.		Positive Response		
NA				
I like that my house, which is in the Sellwood/Cleveland catchment, is likely to go up in value.				

SE GUIDING COALITION ENROLLMENT AND PROGRAM BALANCING

WHAT PEOPLE WANTED TO SHARE

THEME KEY

Theme Umbrella	Topics
Transportation and Safety	Location, distance to travel, biking, walking
Equity	Diversity
Single Strand DLI	
Multiple Location DLI	
Timing	Why now, Why our School, Phase 1 or Phase 2, In person engagement, Speed and timing
Covid 19	pandemic
Community	Neighborhood schools, community, continuity
Segregation	gentrification
Co-location	Choose if it is positive or negative
Utilization	Underenrollment, lack of funding
Engagement	Community engagement, outreach
Socio-emotional health	PTSD, Trauma etc.

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
some co-located DLI programs that have been successful, which has taken a lot of community effort, should be studied as models for existing and future schools. understanding that some co-locations have struggled with an imbalance of the two strands, work on improving the model rather than discarding it as the benefits of diversity and culture are invaluable.	Co-location	Positive Response		
Co-located schools don't work. Please stop the practice.	Co-location	Negative Response		
Successful co-located immersion schools with balanced enrollment should not be altered in the EPB process. You should focus on filling the new middle school and leave the immersion programs alone.	Co-location	Negative Response		
I am a teacher at Woodstock Elem and a parent of two middle school students that are enrolled in the Mandarin DLI program. I know that change is necessary and I wish that voices like She Ren would be more solution orientated. I have also been frustrated with the lack of communication from Shu Ren to the people they say they represent BEFORE they put the statement or letter out. You need to know not all people they say the represent agree with them. I do worry that by taking many students of color out of the inner city and putting them on the edges will weaken the integration of people and cultures that happens in many current schools. We are a benefit to affluent white neighborhoods. However, the current model is flawed. As a teacher in a DLI school I can testify when there is not a balance between the two programs of DLI and English Scholars one group is overshadowed and feels undervalued. I have seen it as a parent and teacher. For most of the years my students attended Woodstock the English program had one class and the DLI had two. This left the English side resentful of the DLI program. To have a co-located programs there need to be a balance in numbers or they do not benefit all. If schools are going to be only immersion this can be exciting to have the whole school with a language focus just please don't move these to the the very edges of the city. I am excited of the break up of the K-8. I would not want my children to have a limited middle school experience in small numbers and limited options. Especially if they are to then go to a high school with overwhelming numbers. This does not set students up for success to navigate this system. Thank you for allowing comments.	Co-location	Negative Response		
Instead of moving/wrecking Woodstock's dual language program (and excluding committed parents like us), why not create new collocation programs at the new schools, since there is such demand for them? Or have smaller classes in poorer neighborhoods to encourage more individual student learning and success? Seems like "capping" the number of magnet programs / dual language programs / special programs is a self-imposed limitation. Portland could be the first city where all the kids learn a second language from kindergarten -- how's that for progressive and 'balanced'?	Co-location			
I think the coalition should consider recommending increasing access to the CSS focus option curriculum to more schools. Instead of CSS being something people get via lottery, why isn't it something available to neighborhood schools?	Co-location			CSS Suggestion
I'm against dismantling co-located programs.	Co-location	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Redistricting considerations must include a holistic examination of all East Side schools and stakeholders simultaneously. The value of neighborhood schools, (the importance of walking to school - easy commute) and the history of a language program to the school they are in, cannot be overlooked.	Community	Negative Response		
Save CSS in SE Portland!	Community	Negative Response		Statement
Please keep the Atkinson ES boundaries more consistent and send Atkinson ES students to their neighborhood middle school at Kellogg, which is closer to Atkinson than it is to Marysville, Arleta or Creston.	Community	Negative Response		Statement
Kids need to go to school in their own neighborhoods with kids they live near. This is critical to reducing the carbo footprint of kids being driven all over town for schools. Also it strengthens community bonds. Lastly I believe it would do a disservice to all students not to have a mixed neighborhood and immersion school. All the kids benefit from being friends with a diverse school community and that would be significantly diminished if the immersion programs are segregated into their own schools.	Community	Negative Response		
1) We've purchased our home in SE based on the provided feeder paths for the JDLI program. We have purposefully commitment to not only the school locations but extracurricular activities within these neighborhoods to ease on safe and affordable travel. The switch from Madison to Grant will cause greater use of our resources for travel. It also may force us to reconsider the DLI program all together. 2) It seems another SE high school would be beneficial down the road. Once Marshall has been utilized for construction housing that property should be considered as a full time high school. 3) Thank you to the coalition for your work and commitment in this process. This is not easy and you will not please everyone but it is the path forward that needs to be addressed. Please consider the affect of the high schoolers who might be forced to transfer and allow for a grace period for them to complete their education uninterrupted. Thank you!	Community	Negative Response		
Please keep neighborhood kids close to their homes. Thank you!	Community	Positive Response		Statement
For immigrants in young ages, it is important for them to start early learning different cultures and It will benefit their future life.	Community	Positive Response		Statement
Alameda and Laurelhurst are closer to Madison. Move them.	Community	Positive Response		
My children attend Creston K-8 which has historically been in the Franklin cluster. It is our ardent desire for Creston to feed to Kellogg then Franklin. We are a tight-knit community school that hasn't always had the necessary resources needed, particularly for our middle school students, but with a hard-working and dedicated team of teachers and staff supported by an active parent community we have a wonderful school. Our students deserve the opportunity to remain together in their neighborhood and have the resources and possibilities that Kellogg will offer.	Community	Positive Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
School is about community. By removing the children from their neighborhood/community this will weaken their education and want to excel. Please reconsider.	Community	Negative Response		
I want Bridger to become a neighborhood school if it has to change at all...	Community	Positive Response		Statement
I think kids deserve some heads up and stability for where they're going to be going and they should be given the option to stay in the schools they start in. I know this is very complex, but the piecemeal and rushed approach taken here is only going to lead to a steady stream of disruptive events for many kids. The transportation safety for kids riding bikes across town also needs to be seriously considered here.	Community	Negative Response		
I am concerned with creating a high school with only one middle school feeder. High school is an opportunity to try on new "selves" and grow and learn about new people, and in the proposed scenario, my children will go to school with the same people for 7 years. I also don't relish the idea of 4 years being spent in a neighborhood that isn't mine, 3.5 miles from where I chose to buy a house. When I moved here a year and a half ago, we very intentionally chose a spot where our children could walk or ride a bike to school. Had I wanted to spend their high school years driving back and forth to 82nd, I would have bought a more affordable house in a less expensive neighborhood. I now feel like I'm being robbed of these things I planned carefully for. And I don't see that these locational changes are really affecting any other areas, besides my little neighborhood. If you want to make things equitable, cut the Laurelhurst and Grant neighborhoods in half and make them attend Madison. Instead of scooping my neighborhood right out of the middle of where it is and artificially forcing it north.	Community	Negative Response		
Please consider keeping the HP community together. They are diverse and unique to PPS. We want to keep our schools together.	Community	Positive Response		Statement
I think forcing children that live on the north side of Powell/Highway 26 to travel south across a major road when we can walk to Atkinson's in 5 minutes is a terrible mistake and would create a huge logistical nightmare for parents, and cause unnecessary safety and environmental hazards. Please do NOT approve this proposal. My children have been enjoying this neighborhood since they were born.	Community	Negative Response		
Consider community and neighborhood when they draw arbitrary lines that they don't have to live with!	Community			Statement
It seems and feels as though the administration did not think take a moment and think about how the students would feel and seeing as this is not the first time they have tried to change something about the JMP it's rather tiring and maybe if they have so much trouble with the JMP they could remodel the Marshal campus and allow the JMP students to have their own school there	Community	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Please carefully reconsider moving the High School JDLI program to Madison from Grant. Japanese language has been a part of Grant High School for over two decades. Grant's central location allows equal access for JDLI students located throughout the PPS district.	Community	Positive Response		Statement
The Japanese immersion program is one of the oldest and most successful immersion programs in the PPS school district with tremendous parent and volunteer support. It also has many international relationships in the communities of Portland and Sapporo and other cities in Japan. All stakeholders should be considered when proposing such a change to a longstanding program. Many of the other immersion programs have used the Japanese Immersion program as a model. Let's not dismantle so quickly what has been built over many years by many dedicated people.	Community	Positive Response		Statement
I would like the Guiding Coalition to strongly reconsider moving the Japanese Immersion Program away from Grant High School without doing a deeper analysis of the impact on students and families in the program. This location not only would be very challenging for the majority of students to get to, but many students and families chose the program for the full, long-term continuum of the program, including having it being situated within Grant. If the program is moved this will greatly impact retention and engagement of the program. This feels like shuffling deck chairs as opposed to doing a deeper analysis of how to create a greater enrollment balance and achieve true racial equity, which I am fully behind, but question how this move supports that.	Community	Positive Response		Statement
The immersion program at Woodstock Elementary has been an incredible experience for my son. The small scale of the current elementary program (two classes) has fostered a tightly knit group. On the playground he has also become close with several kids in the neighborhood program. The school seems to be a very happy place and I hear almost entirely positive things from other parents in both programs. I don't believe that enthusiasm for co-location at Woodstock was always as high as it is now. It seems that a number of years ago many parents perceived lack of equity between programs. With a LOT of hard work from teachers, admin, parents and community members this co-located program is working really well.	Community	Negative Response		
It would be nice to put all DLI students together or at least have each program be in one neighborhood location to stay with the same group of kids and reduce travel times.	Community	Positive Response		
Atkinson is a huge part of the neighborhood/community for my family. This proposed boundary change would significantly impact many of the relationships we've created over the last few years since moving to this house.	Community	Negative Response		
Please think of the community you are disturbing before making this decision	Community	Positive Response		Statement

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I'm wondering why Kellogg is being proposed as the DLI middle school rather than Harrison Park. It would make sense to have the DLI middle school be at Harrison Park and allow Kellogg to be a neighborhood school because: 1. DLI families have already made the choice to go outside of their neighborhood school to attend a focus option program, so the location shouldn't matter since they are coming from all over the city. 2. DLI middle school students will likely have siblings at Lent and Bridger, so it will be easier for families if they can attend two schools close together. 3. Kellogg is in a very walkable/bike-able corridor, and middle school student who live in that South Tabor corridor should be able to walk and bike to middle school right there in their neighborhood, rather than getting on a bus, going right past the school, and going across 82nd to HP.	Community	Negative Response		
the whole bridger community is completely being torn apart	Community	Negative Response		
It appears that the consulting group has an agenda, and is completely unfamiliar with the local area, specifically cultures and portland geography. And it appears that PPS staff/parents on this committee are largely personally untouched by proposal.	Community	Negative Response		
Making drastic changes should be a last resort. many of us have worked hard to build a strong community and our neighborhood schools have been a vital part of that. If Option 4 passes, we will immediately pull our kids out of pps.	Community	Negative Response		
If Glencoe students get moved to Madison we will probably move them to private school.	Community	Negative Response		
If boundaries for high school need to be changed set them by neighborhoods not by middle school	Community	Positive Response		
Please leave Lent school as it is. Neighborhoods schools meant to be for neighbors	Community	Positive Response		
this makes no sense. Do not force our kids out of neighborhood schools.	Community	Negative Response		
I am a lifelong Portland resident and have lived in the same SE home for 25 years, sending my kids to PPS while being an active school advocate. I think something important is missing in these considerations, history and perspective. Things may not be working ideally now but there is a reason they came to be. Why did we have district-wide transition away from M.S. to mostly K-8 in the early 2000's? Because the MS's we're not working. Why did focus option schools come about? To serve students that were not being served by neighborhood schools - an option to keep kids from leaving PPS to charter school/home school/ online school. Why does keeping some historic boundaries consistent matter? Because neighborhoods have history and traditions are important.	Community	Negative Response		
I realize its tough but I like neighborhood schools	Community	Positive Response		
I don't see significant benefits from the proposal. For kids, it's more important to build relationships to the neighborhood. I won't get my kids enrolled in Bridger elementary school.	Community	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I do appreciate all the hard work you guys are doing, and I know you are trying to balance a lot of competing interests and achieve a better result for all our students. I know those on the coalition with kids in PPS are certainly always thinking about it, but I hope that it's always remembered that every school feels its community and cares about its community, and no school wants to be torn apart, and that all of those "strands" are made up of actual kids who haven't seen their friends/teachers/buildings since before Spring Break of last year and who have already endured so many strange and scary changes. Thank you for giving me the opportunity to provide feedback.	Community	Positive Response		
I would like CCS to stay at their current location, where they have been for 26 years. Please find another location for a middle school and do not uproot the children and families at CCS.	Community	Negative Response		
This will make our lives much more difficult, decrease the value of our kids education l, and probably not help to fix the schools they are intended to help.	Community	Negative Response		
There should be a way to skim K-8 students to the new middle school without disrupting families all over SE Portland. Please, please do not make these changes that separate DLI and neighborhood programs, and separate kids within elementary schools. Also, making specifically Atkinson students not only change from the current middle school track but also drive PAST the new middle school to go to a middle school even FURTHER away makes absolutely no sense and is very short sighted and harmful. PLEASE DO NOT MOVE FORWARD WITH THESE CHANGES.	Community	Negative Response		
Please don change CSS. It is an amazing school and more of PPS schools should operate the way CSS does	Community	Negative Response		
CSS is a very special school community that has filled a void for constructive education in PPS. The focus option learning plan is ideal for kids who have IEP's, like my children. It would be very damaging to pull this school community apart.	Community	Negative Response		
The teaching style of css is second to none. My kids really enjoy it and the community they have built. I'm afraid they would fall behind and lose interest in a regular style school of memorization and repeat being the main goal	Community	Negative Response		
Please keep Creative Science School as it is, it’s a great program and an asset to our public school children. We love the community and wouldn’t want to break it up.	Community	Negative Response		
CSS was asked to be started by the district over 35 years ago. Do not disband! Children that are atypical learners thrive here and many have left neighborhood schools where they were not successful and found success at CSS. Please do not collocate. Our community is k-8. Our students thrive off of the collaborative teamwork between all students. 8th graders help in younger PE, 6th graders read with younger grades...it’s our community.	Community	Negative Response		
Please consider the fact that Creative Science is a huge asset to PPS with its constructivist approach. CSS should be an example for other schools not disappear.	Community	Positive Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I have 3 grandchildren at this school, 2 Latino and one who is of immigrant parents. This school has been inclusive and supports a wide range of learning styles as well as a variety of family cultures. CSS has proven to be a successful school for over 30 years giving kids from many walks of life a feeling of success and belonging. Please consider the many years of our record and continue to support CSS staying a K-8 focus school.	Community	Positive Response		
Do not move existing programs, redraw boundaries so if you can see / hear the school from your home, it's your neighborhood school.	Community	Negative Response		
I sincerely hope the coalition will look at the quality of CSS philosophy and structure, and instead of dismantling it, use it as a developmentally rich and forward thinking public school from which to learn and model from. CSS is such a special community with a rich and evidenced based curriculum. I would love to see it grow, or other schools to appreciate and learn from it's successes. I think CSS is open minded, engaged in community discussion and action about the issues most critical to our community, including racial justice and inclusion, and will continue to be open to reflection and input change in ways that are necessary to make sure the superb educational community it provides is accessible. CSS is a value centered and action driven community and my hope is that this will be acknowledged and understood as changed are made. I am saddened and surprised to see CSS being a side-note to the picture of change, when, for myself, CSS has been integral to not only my child's education, but the health had well-being of our whole (small two person) family. Having campfire present at the school is also critical to meeting our needs so the displacement of the school and what that would mean for before and after care also shakes me. Thank you in advance for your consideration of these matters.	Community	Positive Response		
CSS is a strong community school, with excellent programs.	Community			
CSS in particular is a special community, and part of that is having K-8 in the same building together. Opportunities for real-life socializing, mentoring, having siblings and long-time family friends around, etc. abound and those should be cherished. In fact I think that would be really valuable for more kids' experience throughout PPS. I went to Robert Gray K-8 as a kid and look back on that fondly, it was a unifying part of my childhood and I still maintain friendships with fellow students AND teachers going all the way back to the beginning of that time. Splitting CSS up and distributing it around the city would, in my opinion, destroy many of the best things about it. This school should be used as more of a model, rather than a special case. Same with DLI, I think rather than concentrating these strands in a few special locations, these options should be available throughout the district, at all locations - foreign language education is one of the most glaring areas public education is falling short in this country, with obvious ramifications for our understanding of and place in the world around us. . . Finally, it seems like option 11 has not been given sufficient consideration. It is the least disruptive & meets all of the stated goals.	Community	Positive Response		
CSS is a strong community school, with excellent programs.	Community	Positive Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
We currently do not send our elementary-age children to Portland's public schools. We 100% will not send our children to middle school miles away across 82nd Avenue when Mt Tabor or Kellogg were closer, safer (traffic-wise) options for our neighborhood to be assigned to. What a mess. We are so glad our kids are not in your system and have no plans to ever send them when you continually disrupt neighborhoods and communities in this manner.	Community	Negative Response		
Why not find another location for a SE school instead of moving Creative Sciences. Why displace a very popular program?	Community			
Just please please don't draw the line down the middle of 65th Ave. I'm begging you. You are destroying a community if you do this.	Community	Negative Response		
I hope the guiding coalition will find a reasonable home for Creative Science School and not dissolve this amazing program. This is a school that really supports neurodiverse kids — and really, all kids — in a way that other programs don't/can't.	Community	Negative Response		
I feel that much of the ire that focuses upon CSS as an inequitable "focus option" is not directed at other focus option schools in the same way. If focus options are truly inequitable, then the district should do away with them on all levels. We know that is not going to happen. But to do away with ONE focus option school because of a supposed lack of space, but using the excuse of inequity? How is that even reasonable? CSS has a very unique curriculum, and yes, I would love to see ALL schools adopt this curriculum, but that is not going to happen either. It is clear that CSS has no place to go, and time is not going to change that. Make it a K-5 if you must, but please please please leave the program and the school intact.	Community	Negative Response		
As a parent of school aged children and friend of many parents who's children attend Creative Science, I am appalled by the notion that such a successful, thriving school model could potentially be dismantled. The parents I know whose children are currently enrolled at Creative Science are hugely distressed by this proposal, many of whom have completely altered their lives to allow their kids to attend such an incredible school.	Community	Positive Response		
I needed to move my oldest child out of our neighborhood elementary after kindergarten. She started attending Creative Science School in 1st, her younger sibling started at CSS a few years later. We have been so grateful for our school. For a child with severe anxiety CSS is such a welcoming and accepting place to come everyday. We value how the school community has made my daughter a successful student academically and an emotionally competent young person. If this committee kicks out the CSS students and staff I would hope that the school remains intact and given a space for the whole K-8 community. This decision could very well change the course of my daughter's life and other vulnerable students like her if they are not given the same environment to finish their formative years in safety. Please don't kick my daughter out of the safe haven she has thrived in.	Community	Negative Response		
I am very disappointed with the way this work was done. Especially the flipping of so many families between Madison.& Franklin. Families are being pushed to schools farther away from their homes. Feeder patterns should not be changed without reviewing boundaries and without reviewing all boundaries and feeder patterns for the entire east side.	Community	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
At Thursday's Open House, I noticed that most (all?) school communities do not want these proposed changes to school configurations. CSS is no different. We would prefer to not have to move to another site. We are already in our 3rd building (Richmond, Bridger, Clark). As much as we would prefer not to move, we also understand that it may be best for the neighborhood and the district as a whole for Clark to return to a neighborhood elementary school, and to find a new home for CSS. We ask is that if we must move, that we move to site that can accommodate our nearly 500 K-8 students in one location, ideally near Clark. We do not want our displacement to displace another school in what will likely become cascading displacement - like dominos. There are a lot of misconceptions about CSS. One of them is that it is easy for CSS parents go get their children to school, and that we would be able to get our students to another location regardless of where it is. That is not true. Our families struggle and sacrifice to get their children to school. We use many modes of transportation, including Trimet, walking, biking, and carpooling. For that reason, being located in close proximity to bus/MAX lines is important to us.	Community	Positive Response		
would HS districting be based on address location? or on MS currently attending, even though that would change in the future?	Community	Negative Response		Q & A
The Japanese Immersion Program has been at Grant for over 30 years. I am strongly encouraging you not to sever that relationship.	Community	Negative Response		
Please please let kids stay at their current school when you change boundaries- it's detrimental to the kids making them change elementary schools mid-way, ruining communities as well.	Community	Positive Response		
We appreciate the thought, work and challenges involved in this type of planning. Thank you for listening to the CSS Community and keeping the program in place.	Community	Positive Response		
I truly wish the coalition would reconsider the matter of splitting k-8 schools up. middle school is a very difficult time in a Childs life and removing them from the support system they have built for 6 years is not right! I also do not believe that moving programs from one school to another is going to solve any type of school within a school feelings. it just moves them. those programs will still have to be lotteried into and will still continue to cause all the same feelings just in a different location! and I personally don't think it is worth disrupting the lives of that many people to accomplish nothing! I'm not the only person to buy a home near the school i want my kids to attend. ask any realtor its a top concern for anyone with kids. so you are not only messing with my kids educational security but you are affecting my homes value! Might want to take that into consideration before you ask me to vote for another property tax increase to pay for all this.	Community	Negative Response		
our family would prefer Creative Science School program remain intact	Community	Positive Response		
Find a spot for CSS is you are going to move it.	Community	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
A clear distinction needs to be made between Access (a program that has been moved around the district for years looking for a home) and Creative Science School. While Access is a " program", Creative Science is a " School". I have been told over the years and in working with the focus option review that a School means more stability than a program. Also, while Access has been split into lower and upper grades in the last few years, it is not a program that siblings attend. Creative Science School has many large families with siblings in both the lower and upper grades. It would be extremely difficult to be split in 2 locations, as well as loosing the connection of mid-level students to their community.	Community	Negative Response		
Can you please grandfather people into the schools that they would have gone to prior to boundary changes (or at least given them the option), so that close friends can stay together? Also for people who purchased a house because of school boundaries, this change may be unwelcome - another reason to give people a grandfather clause option.	Community	Negative Response		
Place, neighborhood and location matter. A lot! We were drawn to Creative Science School because the constructivist approach seems like it would be a good fit for my daughter (and it is). But ultimately we chose it because it's in our neighborhood, and we still wanted to be able to connect and build relationships with the families that live around us. With everything working parents have to juggle, it would be burdensome to have to travel across town in the opposite direction from work for school.	Community	Negative Response		
I'm extremely concerned that you will not find a space for all of Creative Science. We need to be a K-8 because we work differently than other schools and our K-8 model is important for the continuation of constructivism seamlessly through the experience. If we were in two different buildings this would not work. We also cannot co-locate. We tred that in the past and it was very difficult. Please find us our own building if you are going to take Clark. Please keep us together as a K-8. Don't distroy one of the best schools in PPS. We have hundreds of applications each year. You should be encouraging our growth. We are PPS students, staff and families. We need to be considered too and need a building. Thank you.	Community	Negative Response		
Let children attend their neighborhood school!	Community	Positive Response		
Having kids from Mt.Tabor go past Franklin high school and commute another 20+ minutes to Madison is not only traffic and stress but reduces community/friendships/abilty to participate in school activities	Community	Negative Response		
Creston K-8 is a strong community that very much desires to feed into Kellogg Middle School and very much wants to keep the student body together.	Community			
Basing this on feeder schools versus proximity makes little sense. Students and parents would appreciate, in most cases, being able to send their child to the nearest school. This is what community building is about.	Community			

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
For many families who put their kids in to the lottery for the JDLI program, we are doing it with the intention of a full 13yr plan, we know Richmond moves to Mt Tabor and then to Grant. My family lives in the Roosevelt district so we have committed to the long commutes for Richmond, knowing each school move would bring us closer to home. Myself and my husband are alums from grant and a Japanese family, we wanted our kids to have the culture of JDLI as well as an opportunity to graduate from grant. There is a long history of having the Japanese program at grant, long before the formal JDLI program was developed. It takes years to create that culture and sense of security in celebrating something so personal and so ingrained into the entire school as a language brings.	Community	Negative Response		JDLI
We chose the Japanese immersion knowing that when we sign up there's 13 years we commit to. This includes knowing Mt Tabor and Grant HS is part of that journey. Moving to Madison changes all that without any considerations.	Community	Negative Response		
Removing 300 kids from Woodstock will affect the opportunities those neighborhood kids have - no art, music or full time counselor like they have now because of the # immersion kids. It's a shame.	Community	Negative Response		
Is the timing of this change necessary? Parents have enough to worry about with covid, virtual learning and juggling jobs. Let's not add this extra stress right now!	Covid 19	Negative Response		
My children love Japanese. They have lost so much due to the pandemic. They are in middle school & junior in HS. All of that hard work & passion would go out the window.	Covid 19	Positive Response		
This process should not be rushed. Worst time to do this when parents are under water balancing work and remote learning. You need to keep kids at their neighborhood schools!	Covid 19	Negative Response		
I understand that Kellogg will open next year and needs to be filled. I understand that Harrison Park will not open until the following year and will keep its students for a year while the middle school is prepared. I also understand that Bridger is overcrowded relying on a second site and portables (and that is why the urgency for change), but I wonder if there is any possibility that the DLI and K-5 programs could be left for another year and only move the middle school students who would go to Kellogg? There have been so many changes for Bridger over the past few years, and so many changes for all children this year due to COVID. There are also so many different opinions, it seems that it could be helpful to wait a year for such a large impact, and to focus only on the middle school plan for now.	Covid 19	Positive Response		
There needs to be a plan and though given for students currently enrolled at the school they are at to finish their educations as they were told they would be. In light of Covid and the extremely difficult year of learning on line, this will absolutely crush my daughter.	Covid 19	Negative Response		
Do the right thing - Don't do this during a pandemic and when you do it do it right.	Covid 19	Negative Response		
A pandemic is the wrong time to do this. Why can't the Kellogg opening be delayed?	Covid 19	Negative Response		
significant change for the sake of change during a pandemic is unwise	Covid 19	Negative Response		
Please pause this proposal, ESPECIALLY given the circumstances of the pandemic.	Covid 19	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Again we are in the middle of a global pandemic - families are stressed like never before and you are asking us to give this our full attention? It's all very confusing and people are tired from the stress of job losses, lockdowns, losing homes , losing family members, complete isolation. Someone needs to come out with a crystal clear message right now on why this is important to do this right now when we are in the worst part of this pandemic.	Covid 19	Negative Response		
I have sat in on several meetings and not been able to enter others because of capacity limits. While the school district is attempting to including community members, there have been tremendous technical difficulties in pulling it off well. By assuming everyone can gather remotely, that there is the technological expertise and that the networks are open, is a mistake. I do not believe pushing through such a major change in our school district should happen during this pandemic when the community cannot gather to discuss. There are tremendous gaps in this process.	Covid 19	Negative Response		
Please stop trying to make these changes during a pandemic when our kids are already anxious.	Covid 19	Negative Response		
All the enrollment balancing feels like a lot for everyone to deal with during such crazy times. The kids have been dealing with so much change and uncertainty already. I know my eldest child doesn't do well with change and I know she's not alone. The timing of all this change is at a bad time.	Covid 19	Negative Response		
It is shameful that this timeline is so incredibly rushed and done in the midst of a global health pandemic. The real stressors and impacts that families are facing, not to mention the devastating mental health effects that our students are experiencing, feels criminal and is a complete disregard to the needs of PPS families to remain intact in our communities we know and depend on. It is understood that this process needs to happen, but to do it at this time and in this way is absolutely uncalled for and needs to be re-examined immediately.	Covid 19	Negative Response		
This process feels rushed and highly inequitable. Doing this during a pandemic when we're all learning remotely is terrible. It makes me want to unenroll my kids from PPS. I feel like PPS doesn't care about our kids.	Covid 19	Negative Response		
This should not even be considered during a shutdown. Parents voices are not being heard properly. This is causing way to much anxiety for parents and kids in an already extremely difficult time.	Covid 19	Negative Response		
I think the social effects of kids not being in school for a year haven't been discussed or considered. They have been through a lot this year and this will be very difficult to explain to a 7 year old.	Covid 19	Negative Response		
I understand that there are many changes that need to be done to balance enrollment at PPS but for such dramatic changes to be made during a time of crisis is a poor decision making skills on the part of PPS. To drastically change lives of hundreds of families on a whim is a blatant disregard for those families and students and makes be wonder what the decision making skills of PPS. Such changes should be deferred to a future time when we are not in the middle of a pandemic and everyone can focus on proper, carefully discussed plans for our future.	Covid 19	Negative Response		
Please focus on filling Kellogg for now only, rather than moving students who are already stable in their current programs and locations, especially during the pandemic when all these students are already experiencing undue stress and poor learning conditions.	Covid 19	Negative Response		

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It's hard having your kid's education impacted in the middle of their experience. But the decisions need to be made to what is best for all students, but especially those underserved because if race, ethnicity and/or income level.	Covid 19	Negative Response		
---I am concerned with a process that pits programs and communities and schools against each other as if this is a "zero-sum game." ---I am concerned that, as I recently read, the pandemic "delivers triple blow to women." Don't you realize that women are bearing the brunt of comprehensive distance learning, economic hardship, and future uncertainty? AND, women - mothers - are the ones most likely to be trying to understand this confusing process and advocate fro their children. It's too much on top of the pandemic - and, right before Thanksgiving and winter break.	Covid 19	Negative Response		
This is a pandemic. Families are already struggling. Why rush and push through a process at this time. Attend to filling Kellogg, this is the immediate concern. Please take more time with the other decisions. Allow for more community involvement. I was on a Zoom open house. We kept getting booted off because there were so many people who wanted to join but not enough break-out rooms. Clearly people want to provide feedback. Please support community engagement, help us own the process. Now more than in the midst of a pandemic we want some agency on decision-making that directly involves our children, our families. Thank you.	Covid 19	Negative Response		
Please reconsider this massive change during a pandemic. Please engage more carefully and closely with the BIPOC families who will be adversely effected by this. Please change those on charge of these proposals to actually be more people of color. Please have some respect for the amazing amount of work and dedication that the students, teachers, and families of the Woodstock/Hosford/Cleveland MIP program have done over the last three decades to make this program such a success.	Covid 19	Negative Response		
This is shocking and very upsetting news for families of JDLI. We have only found out that we will be affected less than a week ago. We have not had time to prepare as a community. So many things about this are unfair. After the most tumultuous year our community and kids have had, can this wait? Why does so much turbulence and disturbance need to happen in the middle of a global pandemic when kids have-not been able to go to school for 9 months.	Covid 19	Negative Response		
I think you need to make the necessary changes to open Kellogg in the fall, but hold off on any other recommendations until you've had time to look at the district as a whole and be sure that you are making the best decisions to accomplish your goals. This is a very stressful time for parents, teachers and students, so if you can wait until after the pandemic is under control, I think we can all look at it more rationally and less emotionally. This is a very tough issue, and I appreciate all your time and work.	Covid 19	Negative Response		

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Given the burden on parents right now of teaching kids from home during a pandemic, please (please!) propose delaying your decision-making at least until after the holidays, so parents can really have time to look into the proposal and understand it. Please also consider condensing information into a read-able way. There is so much information on this web site and it's still not clear what you're proposing. We have limited time and there's no way we can sift through all of this information.	Covid 19	Negative Response		
The uncertainty from living through the pandemic is exhausting. Online school has been stressful, and the prospect of switching schools into a worse situation is adding unnecessary stress. It feels like PPS has just wasted a ton of money at the Kellog MS renovation without a clear-eyed plan for how this school fits into the PPS eastside ecosystem and is now trying to retrofit the district to fit the school. We have been told that PPS has certain goals that they are attempting to solve with these changes. We have not been given any data that suggest that the current issues will improve as a result of these changes. These goals also seem to be contradictory [housing focus programs within a neighborhood school causes jealousy, and housing focus programs on their own causes inequity] or relatively unimportant [removing portables is a high priority, even though it was the least important issue to the parents in the phone survey]. I would much rather see the Guiding Coalition taking lessons from what does work well and helping us implement those bright spots across the district. For example, even though online pandemic schooling has been difficult and stressful, there have been some things that are better online. Instead of additional disruptions, could we use our new online infrastructure to make more options available to more students? We have opportunities born of this tragedy, if we are willing to look for them.	Covid 19	Negative Response		
Data needs to be provided as to why Madison enrollment is low and underperforming. Data also needs to be provided as to balancing outcomes if students from areas closer to Madison are included in re-balancing, as opposed to busing students from farther out. Also, don't tell parents to search through a bunch of links to find whatever "data" the Coalition considered or relied upon. Please put all information in a single report that we can access. Even if its lengthy, having ALL the information in one document is necessary. Finally, if the Coalition wants to be successful in its mission, transparency is key. Right now the lack of transparency is what makes so many parents feel uncomfortable, left out, and frustrated. That has to be remedied immediately.	Data	Negative Response		
After looking at the coalition's documents and listening to their comments, it appears that you did not have a real-time data analyst at their meetings. A simple spreadsheet could have answered many questions before committing to full optimization runs; my experience (different sector/use) is that convergence is relatively easy when there are fewer constraints placed on a run.	Data			

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I think that Phase 1 has run afoul of the Board's Resolution of the process to #1 create feeders for Kellogg MS. Due to this, key stake holders have been left out of Phase 1 discussions and there does not seem to be equal representation on the Coalition from the schools that ARE currently allowed at the table. #2 I strongly believe that HS feeders should be approached district wide. If the goal is to just move bodies around, ALL HS enrollments need to be analyzed.	Engagement	Negative Response		
I feel like you have not consulted with the community and that having only one proposal is unfair.	Engagement	Negative Response		
We, like most Glencoe and Mt. Tabor families, especially those with Franklin older siblings currently enrolled, are deeply opposed to changing the feeder situation during this chaotic year of distance learning, pandemic, economic hardship, political anxiety, and uncertainty. We urge the Rebalancing Committee to take a hard pause on this whole process and involve the community rather than trying to fast track a solution that will ultimately be inequitable for many. We demand that Glencoe ES parents and Mt. Tabor MS be included as representatives on this committee - our understanding is that there is no representation from our community of 1200 children and their families - likely close to 5000 people who would be affected.	Engagement	Negative Response		
Why were representatives from all affected schools not included in the coalition? Glencoe, Richmond, Madison, etc.	Engagement	Negative Response		
Making changes late in the process without direct community input earlier in the process erodes trust and support for the school system. Until the past few weeks parents with kids at Glencoe and Mt Tabor Middle school were unaware of this proposal. This appears inherently unfair to tear apart this community in what seems a reckless manner.	Engagement	Negative Response		
I don't trust that the coalition is doing best practices for all of the students. It's very disturbing that they are changing the plan and not including affected schools to be a part of the discussion.	Engagement	Negative Response		
DLI is one of the things this school district has done well. Poor planning and lack of input from the effected families is really not reflective of a plan that is to serve it's community.	Engagement	Negative Response		
Given the impact to Glencoe's boundaries and high school feeder pattern, I wish Glencoe had been included in Phase 1.	Engagement	Negative Response		
Please explain how and why Glencoe was left out of the process. Please explain how you will remedy that and not implement proposals until Glencoe has a full and adequate voice at the table. Please explain how and why NE schools are not being considered. Please explain how you will remedy that oversight?	Engagement	Negative Response		
Glencoe parents are not represented on this Coalition yet could be told to send their kids out of the neighborhood for high school.	Engagement	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
We need to increase diversity in our schools, I'm not proposing I know how to do that, but I'd advocate for more time to make sure racially diverse neighborhoods' voices are heard and needs are being met under the new plan. Is the representation in these SE coalition meetings reflective of the diverse make-up of SE? Can PPS provide an outline of how the data was used to make the decisions reflected in Scenario 10?	Engagement	Negative Response		
Please consider the opinions of our community as paramount to a successful outcome for balancing enrollment and PPS as a whole.	Engagement	Positive Response		
As I did not have a child in PPS when decisions were made about creating more middle schools and phasing out K-8s I feel like I'm being forced into something. As with moving Kindergarten from Bridger to the Annex, this seems a situation where a decision has been made and PPS is simply asking the community opinion to appear on face that it is listening.	Engagement	Positive Response		
Why were there no representatives from the Glencoe community participating in the coalition? Clearly it was known Glencoe would be affected. Also, considering the domino effect that is occurring why not address all the of the eastside redistricting at the same time? Madison High School is in NE and this is the SE Coalition - shouldn't NE be involved? I am attending the meeting tomorrow with an open mind, however, my initial reaction is that this process is flawed.	Engagement	Positive Response		
I am very concerned that this is a rushed process because of overwhelming external circumstances. These considerations are far reaching and important but changes should be limited to new schools opening in SE with larger feeder pattern alteration reserved for full, data driven consideration and extensive community engagement. I for one had no idea feeder pattern changes involving all grades were on the table and think this is way too big to move through in a crazy disrupted year for educators and families. Our elementary school would be affected by most scenarios but I don't see any representation on the coalition. This is a serious problem for our specific DLI program but I'm sure others exist.	Engagement	Negative Response		
You need to listen to our concerns.	Engagement	Positive Response		Statement
Please listen to the Japanese Immersion program families. This has been a big change proposed without a lot of input from the community it involves. The program draws from all over the city and the teachers and families involved have had very little input into this shift. It could be a major change in the program and our family will likely have to make tough choices if the program moves to Madison. My son is an 11th grader at Grant and has been in the program since pre-k. My daughter has been in the program since pre-k and is in the 8th grade entering Grant next year.	Engagement	Positive Response		Statement

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Many of the families participating in the DLI immersion programs are parents of minority and may or may not have language barriers to some public information. What is the district doing to make sure that information is being reached out to those families and that their voices are being heard? Also, other than the families that are already involved in the school system, what about the incoming new parents who are limited to resources from the school district? Many of the families had already made plans (moving, purchasing residence) to be near a certain school in the neighborhood. Highly suggest hearing from the families and get a well-round perspective from all families, because it looks like it's really only impacting the minority families (whom historically were already not great at having their voices being heard), since assuming from the demographics the inner schools are majority English speaking families. Need an open, fair and justified process. Please take that into consideration! Thank you!	Engagement	Positive Response		
Each year it seems the JMP is discussed as moving or subject to change. decisions affecting family longterm goals, finances, and education should not be overlooked without proper engagement. When the City or government agency proposes a rule change or a new project, there is a typical public notice period with time for comments to be heard. There is feedback on how those comments are addressed. There are open forum discussions. I ask that decisions like this one be vetted through the normal public process and not rushed to decision.	Engagement	Negative Response		
If a school was initially not affected by the changes but that changes and it may be, representatives from that school should be invited to attend the planning meetings and provide input.	Engagement	Positive Response		
It is completely unreasonable that there are no parent representatives from Glencoe Elementary. It is unfair to effectively redraw High School boundaries without more community imput, especially from the families that it will directly impact. While there are two representatives for Mt Tabor, neither of them represent the families that came from Glencoe. Also, why are there so few student voices in this group? Why do I not see Cleveland or Grant being discussed as high schools to divert students? Why are you excluding the high SES schools and only focusing on diverse and lower income Franklin and Madison?	Engagement	Negative Response		
I think that changing the boundaries for Glencoe elementary and having students now attend Madison is an idea that hasn't gotten alot of community awareness.	Engagement	Positive Response		
I'm mostly frustrated by the lack of inclusion of Glencoe parents and staff in this decision, I literally found out about this boundary change from a parent group on Facebook, which isn't how someone should receive news about decisions that will affect their children's education. Please reconsider this decision, it would make the future high school lives of my children and others in my community much more accessible.	Engagement	Negative Response		

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Watching the meetings is pretty useless as far as public engagement if the break out rooms are not available. The proposal to change feeders for this neighborhood appears to have been at the directive of one coalition member (who would not be personally impacted) The coalition was then directed to look at that scenario (Mt Tabor to Madison) and all of a sudden the only scenarios left on the table included that path. WITHOUT any representation from that community in the coalition.	Engagement	Negative Response		
This process has not been transparent or respectful of current students or parents of PPS	Engagement	Negative Response		
Was very surprised to find out very recently that this was even on the table.	Engagement	Positive Response		
Please listen to the families and students of the JMP and try to see from our perspective.	Engagement	Positive Response		
Listen to the people that live in the neighborhoods.	Engagement	Positive Response		
I think you are on the right track, but need to increase communication, decision making progress and articulate the vision.	Engagement	Positive Response		
I appreciate the social justice concerns of the coalition, but it doesn't sound like you've had input from the families who will be impacted by your decisions, or understand how it will be a benefit to their situations. I think the process needs to slow down and a more data driven, long term proposal needs to be developed.	Engagement	Positive Response		
I appreciate the work you have invested in this. Please know that people are underrepresented and these changes will not be an “inconvenience” but possibly devastating.	Engagement			
I would really like to see more actual outreach and consideration from PPS, not rushed and dismissive communication.	Engagement	Negative Response		
Why aren’t you listening to BIPOC families and Student voices? You are speaking for BIPOC voices based on straight data, but not really listening to what we actually want	Engagement	Negative Response		
This entire process has been incredibly stressful for my family. I don’t think this coalition has any idea the impact and anger that families are feeling from not being heard.	Engagement	Negative Response		
Please put more thought into how many children are being uprooted in this scenario. I know there's no way to make everyone happy, especially when redrawing boundaries, but there are definitely different approaches to rebalancing programs and addressing overcrowding. There should be many more opportunities for community involvement before decisions are made.	Engagement	Negative Response		
I was a disappointed to find out how little the Guiding Coalition consulted the communities they were supposed to be representing, and that this is not being treated fully as an Eastside issue, not just Southeast. This shortsightedness really makes it seem like the Guiding Coalition doesn't have the community's best interest at heart, nor the students.	Engagement	Negative Response		
I think Glencoe Parents should have been more involved.	Engagement	Negative Response		
It seems like there are many, many, many different angles of upset I am hearing voiced in the community with the plans that have been proposed. I think you should take these to heart, listen to the community, and go back to the drawing board. If you proceed with deaf ears, and continue to force our children into disadvantageous situations, you should expect a massive uprising in protest.	Engagement	Negative Response		

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I find it strange and not equitable that Winterhaven is completely absent from any of these discussions/proposals. Why has it's not very diverse student body included? I understand it is almost 80% white and only 10% free lunch	Engagement	Negative Response		
Please take note of who isn't speaking up / providing feedback. I was on the open house call last night and jumped around in the breakout rooms because each one I attended was consumed by feedback from Woodstock, glencoe and Atkinson - the 3 highest SES schools impacted by this plan. They are the squeaky wheel - please don't lose sight of the needs of those who for whatever reason aren't advocating for themselves. Thanks for all your work on this.	Engagement	Negative Response		
Buckman was left off the list of schools in the survey. That says a lot. : (	Engagement	Negative Response		
I strongly believe that students and parents from all schools should be represented on this coalition. Also, I believe that this coalition should stick with the actual goals proposed for phase 1, that being filling Kellogg middle school. Boundary changes, such as those pertaining to Madison high school, should not be a part of this phase 1 work.	Engagement	Negative Response		
Parents deserve to see a true impact statement for each of these proposed changes with real timed data to support these moves and the real and unintended consequences of these moves.	Engagement	Negative Response		
The moderators of Rooms 1 and 5 in the feedback session were completely unable to answer even the most basic of questions. Very valid, emotional feedback was shared from community members; the response of "thank you for your feedback" is inadequate to the point of condescension. Literally hundreds of comments and questions were left - what assurances to you have for families and community members that we will see or hear answers?	Engagement	Negative Response		
It's confusing that so many changes are being made beyond the initial plan to create more middle schools in SE that then include NE without actually including NE in this. PPS continually tries to do this piecemeal when it is a district wide issue. 6 years ago an attempt to do this as an actual district was halted. It's unclear why this wasn't picked back up as a district. The sweeping changes being considered aren't happening in a SE vacuum. How does the Madison community feel about new feeders coming to them? Are they being included in the conversation? I'm also concerned about just how few people were engaged in earlier parts of this. 6 years ago over 4,000 people were engaged at the beginning before the DBRAC group even started considering scenarios. And repeatedly during that process the PPS community voiced loudly that no balancing should happen in isolation as this is attempting. Now it appears only a few hundred people were engaged until now. It's disturbing to see, for instance, that only 1 phone interview was completed with a person identifying as Pacific Islander - one of the fastest growing populations.	Engagement	Negative Response		
The one survey that I was able to review had ZERO responses from Woodstock parents. How is that even possible that no one from that school was contacted and the proposal to remove the mandarin program is devastating.	Engagement	Negative Response		

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PPS needs to present data that clearly explains how these proposals address the goals of the SE coalition. At the open house, you clearly outlined your goals but there was no explanation about how the data that was collected supported the proposal. It is ridiculous to me that you would present a proposal for parents to digest and discuss without explaining clearly how the proposal addresses the goals outlined b the coalition. I'm fine with adjusting my expectations for my childrens' school feeder pattern if it means a more equitible distributio of resources and programming at PPS. I am not going to sit back and watch loud, wealthy parents from Richmand, Woodstock and Atkinson bully PPS into bending to their will while less wealthy, minority families' voices are unheard.	Engagement	Negative Response		
Please actually reach out to families who are affected and actually listen and consider their perspectives. As of now, it seems that the coalition is merely checking off its “outreach to community” box by hosting these meetings, and making up justifications (I.e., Chinese families live in the area and therefore will be convenient for them) to fit its proposals.	Engagement	Negative Response		
It's clear that you have not spoken to the communities that this change will impact. Your motivations are suspect.	Engagement	Negative Response		
Please listen to the actual desires of BIPOC/non-English speaking families instead of making assumptions about what is best for those communities.	Engagement	Negative Response		
Diversifying our schools is really important, and having the amazing immersion programs is great but not without the input of the native speakers in those communities. By not making the information available to them for comment in a timely fashion the engineers of these changes have left out the voices of the very communities we are supporting by having dual language programs.	Engagement	Negative Response		
There has not been enough time for parents and other stakeholders to voice their opinions and concerns. We only recently heard about it and it seems even the coalition had very little input into the proposals selected. Parents and students are your stakeholders and need to be included in this conversation where the voice has weight.	Engagement	Negative Response		
I want to encourage the Coalition to use the community input to move towards more equitable opportunities for the majority of students.	Engagement	Negative Response		
this process has not felt transparent and there has not been enough representation from all impacted schools. I had no idea a change in high school from Franklin to Madison was on the table until just a few days ago when I heard about it from another parent - this is a huge impact for our family and would move our children out of our neighborhood for their high school years	Engagement	Negative Response	Transparency	
It isn't clear how/why only one proposal is being pushed forward when there were so many on the table a week ago when most people seem to have learned about the boundary proposals. I also think that the communication has been really poor. You have PTAs, teachers, etc. use them. The way things have been framed feel like someone is hiding the ball. Transparency and full disclosure please.	Engagement	Negative Response		
Make more of an effort to engage with communities of color to get a wholistic idea of the expected negative impact this will have on diversity in schools.	Engagement	Negative Response		
Pls reconsider our Chinese families’ feedback to make the new proposals.	Engagement	Negative Response		

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Why is this survey coming so late after deciding?	Engagement	Negative Response		
I wrote an email with my classmates with out our parents help and PPS didn't even read it. They responded to me thinking my teachers had written it (the response email was address to my teachers?) That makes me really mad because we worked on it for days and having no one read it makes me want to scream. Here is the link to our letter: https://docs.google.com/document/d/1ZYZ9bGpAEuNIfl4V9sZA6mEiTZn4KaoLwt75pgk6RSE/edit?usp=sharing	Engagement	Negative Response		Student response - please read
Please LISTEN to your community and to the parents and students within the immersions program. They are opposed to this proposal. You are only listening to parents who have complained the loudest about perceived inequities with the immersion programs. The lottery process has been fair and equitable. Please continue with this and do not rip our students out of their current schools.	Engagement	Negative Response		
The community had little or no input into the proposals, and it is crazy to try to ram this through during a pandemic. Our children are suffering enough.	Engagement	Negative Response		
I'd like to know where we are in terms of the decisioning process and what opportunities there are for the discussion going forward? Are these decisions foregone?	Engagement	Negative Response		
Bridger is a school with a lot of heart and it is being ripped open. It seems there might be some better options out there involving moving CSS. Dont allow the most privileged and vocal parents outweigh a better option.	Engagement	Negative Response		
It is very clear that this direction is incredibly unpopular. I know that most any decision will likely make some people upset, but this seems to make almost everyone unhappy and I have yet to hear any clear reasoning why it will really help the stated problems. To rush through this process, in the middle of a pandemic that has so many kids & their parents so unsure of everything is hard to imagine and in my eyes totally unacceptable. It seems very clear that PPS should delay starting any of these changes and work MUCH more closely with the affected communities to come up with a better solution that has solutions for the many ramifications implementation would create. Scenario 11, while not without challenges, appears to better meet the stated goals and to provide options that better take into account racial and social equity. It feels like going with #10 really oversteps the goals of this process and does so in ways that are incredibly difficult on a large number of families. I have always been excited for my child to attend PPS schools, and up until now have had a good experience and felt good about his future. Now I feel completely left out, totally confused, and ignored in a process that will heavily alter our future and tear down a number of things my family has been planning based around his schooling. I believe that we all deserve better, and I very much feel that you should be holding yourselves to a much higher standard in terms of patience for complexity, communication, and thoughtfulness.	Engagement	Negative Response		

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I am not claiming to know what is best for kids. I would just suggest that whatever that is, give it to the kids who do NOT have parents advocating for them.	Engagement			
It seemed from the open house that the guiding coalition was getting the run-around from PPS as far as actually having a voice on the proposals. I'm sure you've tried to escalate this before, but it may be time to take this more public if PPS is not really listening to the community as they make these decisions that will impact all families in both NE and SE for years to come...	Engagement	Negative Response		
I'm appalled that the plan to redraw boundaries did not become available in translation until this week for the non-English speaking parents, leaving them very little time to process and respond to the move.	Engagement	Negative Response		
If the intent of this proposal is to to "fix" enrollment in neighborhood schools, I think it failed pretty miserably. Lent Elementary will be over enrolled and Atkinson will be under enrolled. Other schools will have the same issues. If the intent was to fix systemic inequalities concerning the quality of education and educational resources given to various racial, and socioeconomic groups, then I think it also fails miserably. The Lent neighborhood has a higher density of school-aged children who are members of various under-served populations. Turning Lent Elementary into a DLI-only school will force many of those children and families away from their neighborhood school when they cannot or do not want to participate in the DLI program. Further, many Spanish-speaking families outside of the Lent neighborhood will have to travel further to participate in the Spanish DLI program. So in summary, how does pushing all Spanish-speaking families into one school on the far SE corner of PPS benefit either the neighborhood or non-neighborhood families that have been historically and systematically undeserved? I see evidence that this question was ever answered, even though it has been explicitly asked by several members of the SE Guiding Coalition Board. I think PPS will need to provide answer before moving forward with this kind of change.	Equity	Negative Response		
The process leading to this point has no standing without the involvement of the native-speaking families the district is trying to serve. You need to begin again.	Equity	Negative Response		
DLIs that do not serve a native speaking population (RICHMOND), and focus options (Winterhaven, Access, Sunnyside, etc.) ALL need to be dismantled. Every child deserves access to robust math, technology, art, language, and TAG services (which we all know are non-existent in schools) and not simply those who are lucky enough to lottery in and pay for their own transportation. How are these options allowed AND untouched with this supposed RESJ focus? Poorer schools are paying the price again. Public money supports private education for our most privileged families through the focus options and Richmond's DLI. DLI was created to lift up first generation families and it has strayed very far from that original mission.	Equity	Negative Response		
I just ask that it remain equitable. We are gonna have to sacrifice. The wealthier school and parents should not be able to pressure the coalition into making their wants become reality because they are louder and more organized than some of the poorer schools.	Equity	Negative Response		
I am questioning whether this large amount of change is causing a proportionately significant improvement in the educational experiences of students of color. People are going to fight change and you have not made a compelling case for why they should buy into this proposal.	Equity	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I have concerns about the materials not being presented in Spanish for my Spanish speaking families and students enrolled in dual immersion Spanish programs (huge equity issue)	Equity	Negative Response		
I do not support moving the feeder pattern of Mt. Tabor to Madison. If all of the SE high schools are overcrowded, deal with in a way that is equitable to SE students. There are 4 HS in N/NE Portland. How about we return Benson to a comprehensive school? Re-open Marshall? Shift students out of Grant to Jefferson (where they are supposed to be) and shift some border SE/NE schools to Grant? There are so many options that could have been considered if you weren't so laser focused on making these changes only about SE, and really, only addressing issues in mid/outer SE. You are still ignoring the inequity of Inner vs Outer neighborhoods.	Equity	Negative Response		
Our PPS district promotes "diversity and multicultural" please do what you say and believe.	Equity	Negative Response		
This proposal is unfair and racist. Family will pull out the program	Equity	Negative Response		
For the reasons I listed before, this is not an acceptable scenario for our most vulnerable families and for our community. If equity is indeed what you are striving for, then this is not achieving your goal.	Equity	Negative Response		A 2nd comment not easily linked to prior comment
Equity over some affluent neighborhoods being allowed to maintain their own school boundary and k-8 school, laurelhurst.	Equity	Negative Response		
I am writing both as a parent of JDLI students at Richmond and Mt. Tabor, and as the co-chair of the Richmond PTA equity committee. I am a white cis-gendered woman. I am learning every day to be aware of my many privileges. I invite all members of the coalition to reflect on your dual role - to represent the members of your own community AND to recognize that your community may have historically received all of the privileges. In this moment, you may have to be brave and explain to your school constituency why they have to make sacrifices for the whole of the PPS community just like they have asked BIPOC to do for the past several hundred years. White supremacy must be named in this conversation, not just alluded to through comfortable terms like RESJ lens. Good luck!	Equity	Negative Response		
You should be ashamed of yourselves for even bringing up such a racist, inequitable, malicious, and disruptive plan. It's offensive and you need to do so much better.	Equity	Negative Response		
I'm concerned that this proposal is not actually addressing equity and is just creating upheaval for students in an already very trying time without providing any drastic benefits to any of the groups who need support.	Equity	Negative Response		
You're destroying Bridger school and we don't even have a voice -- there is no voice on the committee for Bridger neighborhood families, only DLI. I'm a single parent, actually lower-income than most of the DLI neighborhood families; my child's in the neighborhood track (because only the wealthier 2-child families got into the DLI in our neighborhood b/c of sibling preference -- and if you can afford to have 2 or more children in Portland, you're privileged) . This plan creates a specific hardship for me and my child, and no one is talking about the specific hardships, only vague generalities.	Equity	Negative Response		
I think the district should do what it can to improve the lives and education opportunities for as many students as possible, with special focus on BIPOC students and NOT overcrowding building and class sizes.	Equity	Negative Response		

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I am also concerned that the JMP program always seems to feel the wrath of focus groups and PPS management, for reasons that always strike me as possibly being rooted in anti-Japanese racism.	Equity	Negative Response		
Shuffling the language and dual language immersion programs across the southeast is not the answer to fixing PPS's balancing and capacity issues in this region. This crisis is the result of PPS's failed conversion to K-8 schools. PPS should take ownership of this failure and acknowledge that it is unfair and inequitable for these same communities to be penalized again with more school discontinuity and disruption to fix these mistakes. You need a different strategy. How about this? Rather than cherry picking to consolidate excellence in a some schools and using successful programs like the JDLI (and its high performing students) to dilute underperformance in others, roll up your sleeves and do the hard work of addressing the deep challenges our schools and communities face. The inequitable allocation of resources throws the integrity of the entire process into doubt. Raise up these challenged programs and schools rather than diluting them. Diluting harms both the successful programs and the challenged ones alike. Do the hard work rather than taking the expedient way out. And while you are at it, celebrate the cultural diversity and growth of our communities as they are, not as you think they should be. This is the true the path to creating stronger communities and better schools.	Equity	Negative Response		
The decision to move immersion from Atkinson to Lent affects our family in a negative way and takes this opportunity away from our child. He uses Spanish every day at home and when he goes to El Salvador to visit annually. This is a huge loss for us and also removes a student with a diverse background which is probably more diverse than even the students you have that fill the "diverse" demographic.	Equity	Negative Response		
I have significant concerns about this process being only focused on a small portion of SE at this time. It truly seems that the level of disparity across schools in PPS needs to be addressed as a whole and you cannot find an answer to this portion of SE without also looking at the lines of inner SE and all of NE. You have the opportunity to do this right this time but I fear that the loudest (most privileged) voices will again prevail. I hope you all are doing the work necessary to truly advocate for what is best for all children and not just each of your individual schools and communities.	Equity	Negative Response		

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Why isn't Laurelhurst K-8 being looked at? Why only K-8 programs in less affluent parts of the city? If magnet programs are so effective and beloved, why not increase access to them? Why keep them as exclusive for families who can support transportation, fundraising, and expensive field trips? If kids benefit from dual language, increase access to dual langage. Families flock to environmentally focused programs? Fantastic: get more of them, and in places where families aren't affluent. The lottery system is a joke when equity is concerned: having the time to attend tours, meet underpublicized deadlines, and follow complex processes NECESSARILY leads to only families with extra resources attending magnet programs. Keeping these programs in gentrified neighborhoods (like mine) only exacerbates these issues. Last year, the middle school "choice" information about open houses arrived *after* the mandatory tours had already begun. Of course, my peers with resources and eyes on magnet programs had already tracked the dates on the website and made plans in advance to attend, but that was very galling to me as it signaled that not everybody is truly invited to choose their school. I'd also encourage the decision makers (perhaps not the coalition?) to consider making all the changes immediate, effective next year. Rip off the bandaid or these changes will not have the desired effect and impact. Thank you all so much for your work--it isn't easy, but it is important. I hope that you truly have all of the choices on the table, not just the easy choices of poorer neighborhood schools!	Equity	Negative Response		
Co-location of Mandarin at Woodstock is a vibrant element of the community, not just the school. Nearby churches, the library and businesses on Woodstock Boulevard and other community spaces benefit from it, too. In addition, if Woodstock becomes neighborhood only, my children -- who are already othered often as there's only a handful of Black students at the school -- will have classmates who are almost all white. One of the reasons we moved to this neighborhood is because the school is more diverse than many in inner Southeast. It's really disappointing to see that the coalition's meetings open with a reminder about how to de-center whiteness, but don't seem to value or validate how BIPOC and immigrant communities feel about these proposed changes.	Equity	Negative Response		
I'm just not sure how this meets equitable guidelines or helps to fill the gaps of systematic inequality in the schools - it seems like PPS is just pushing the issue and not actually focused on building programs where they stand!	Equity	Negative Response		
This process needs to slow down. In the end, there is no way for everyone to be happy. Change is inevitable. But the amount of change and disruption this is causing is not justifiable. You are not listening to community voices. We're tell you this is racism in action and you are not listening. Plowing ahead only proves that you're not committed to change for good. It's about what's convenient for white families in rich neighborhoods.	Equity	Negative Response		

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I was just in the open house meeting. I heard a lot of parents from Glencoe, Atkinson, Richmond, Mount Tabor, etc advocating for their kids. I just want to make sure that you remember that in general, those kids will be fine. Those parents speaking up and making sure their kids get the best school are also advocating for their kids in all aspects of life. And that is totally understandable, I feel the same way about my kids. But we are at a school that makes it impossible for me to forget that not all kids have this. I am trying to remember in this process that my kids are ok and that the most important thing that some of these underserved populations can get is a good education. Please don't listen to the loudest voices. Please take into account the schools and kids that weren't there tonight. Those are the kids this plan should be looking at and working for. My white, middle class kids (and the kids of almost all of the parents I heard in those groups tonight that fall into the same group as mine) are ok. Please think about the other kids.	Equity	Positive Response		
Yet again, the rich neighborhoods around Grant are unaffected. All other neighborhoods have to make sacrifices. It is gerrymandering to an insane level.	Equity	Negative Response		
I'm against any feeder school changing to a middle school or high school that is physically farther away than it's current associated school. Claiming the DLI programs are serving our underrepresented populations may be partially true with Spanish, but not entirely and the other programs hardly at all. In the Spanish immersion program at Mt. Tabor over 80% are not native language speakers and approximately 80% are not receiving free meals. The Japanese program at Mt. Tabor for example, has 0.4% black, 2.5% Latino while 52.7% white students. Even socioeconomically the Japanese program has 2.5% free meals while the neighborhood at large is at 8.2%. Furthermore the native speakers only number 2.2%. The most needy children are typically the neighborhood students, not the DLI students. Systemic racism is when privileged white people decide what is best for minority populations and thrust these decisions upon the minority population without taking into consideration what that population actually wants. "we know all about you, you know nothing about us." - James Baldwin	Equity	Negative Response		
Why is identification of one's race an absolute requirement of this survey? Why not add a "prefer not to answer" option (which is different than "other")?	Equity	Negative Response		
Doing this during a pandemic affect our children. There is 2 students on this coalition that have not been able to speak their thought and most affected by these scenarios yet their voices are silenced. I do not feel that there was community engagement in this. I feel there has been a lot of bullying and while supermency in this process. Flo Analytics is led by a 18 person analyst team. 80% of the committee is white background when the communities that are being affected are 80% of racial background.	Equity	Negative Response		

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The zoom meeting did not feel like a safe space for POC to vocalize something counter to the white majority, especially with the majority's collective fiery grievances about possible boundary/school changes. There is a cultural norm/expectation for POC to show deference to prophylactically prevent further emotional/psychological (and in some cases physical) harm, to avoid situations that exacerbate our inherent vulnerabilities. Therefore, it would be prudent for the district to schedule more BIPOC focus groups with a facilitator that can quickly/skillfully create a safe environment and succinctly recap themes from past BIPOC focus group. My fear is that those that speak the loudest (likely not POC) and prioritize their microcommunities will shape final decisions and undermine the original intent and RESJ lens.	Equity	Negative Response		Regarding representation at zoom meetings. BIPOC focus groups suggested.
If you were responsible for selecting your own representatives, you should ask yourselves why you felt compelled to misrepresent BIPOC participation in your process. If that is how you think the coalition should look, then you should be working to change the actual make-up of the coalition. Otherwise, you should be willing to get up at the open house and own the lack of diversity in your group - misrepresentation does not advance equity.	Equity	Negative Response		
I feel I could advocate for this proposal if I saw clear benefits to our underserved communities and how it addresses RESJ issues. But I am not convinced you have properly addressed or solved these problems.	Equity	Negative Response		
I am still learning about this process and the proposals. I encourage the team to emphasize and elevate the voices of BIPOC families. What works best for them and their families?	Equity			Suggestion rather than pos/neg comment
I think you all are doing the best hat you can with the guidelines PPS has given. I ask that you please continue to consider those less privileged who are unable to speak up. I am a strong support that Harrison Park should get funneled to Franklin to support equity and diversity. And even though my child goes to Creative Science I also understand why you need the Clark building for Harrison Park. Harrison park is a rough school and needs all the support and resources they can get. Thank you for the work you're doing.	Equity	Positive Response		
This won't solve anything. Families with the money to move their children to more desirable schools (most often privileged white families) will continue to do so. Keeping Winterhaven as a focus and eliminating Creative Science seems really short sighted and elitist.	Equity	Negative Response		Duplicative - see line 368
This won't solve anything. Families with the money to move their children to more desirable schools (most often privileged white families) will continue to do so. Keeping Winterhaven as a focus and eliminating Creative Science seems really short sighted and elitist.	Equity	Negative Response		
Although JMP program is part of this change, there is no Japanese interpretation available for the native speakers of Japanese. There are lots of people in Richmond community who are not informed of this plan due to language barrier.	Equity	Negative Response		
There will be more community buy-in when school programs (both DLI and neighborhood) feel you see and understand their unique cultures and you better communicate how these new configurations will increase equity for students of color and help lift up our city as a while.	Equity	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I am concerned that not everyone in the PPS community has been able to provide feedback, especially non English speaking parents. There should be an informative meeting in Japanese in particular.	Equity	Negative Response		
Why do whole schools always track to the same school at the next level? Create hard boundaries for elementary schools, then middle schools and high schools should have they're own independent boundaries. This was done on the west side. Doesn't reflect on good practice with equity not to consider this on the east side.	Equity	Negative Response		
In general, you are putting the poor kids in the poorest neighborhoods out to dry.	Equity	Negative Response		
I would like the Guiding Coalition to take another look at Scenario 9, it seems like it meets all the outcome goals while preserving neighborhood schools. Also, I wonder if RESJ lens would allow a view where some of the resources dedicated to the Japanese DLI program are redirected to serve more English-language learners and that program could be moved to Madison to help relieve overcrowding at Grant (and allow space for students in SE to attend a school that is closer to their neighborhoods).	Equity			
I am disheartened and angry that the people of color on the SEGC are consistently dismissed and shut down. I am aghast that PPS is not listening to the parents whose children they serve. It is very clear from the open house that families want PPS to stop this sham of a process. And because of the pandemic and the disruption it's brought to students (especially the youngest ones), PPS needs to scale down and focus ONLY on determining which schools will feed into Kellogg and establish Harrison Park's neighborhood catchment, without touching DLIs and other programs. CSS should not be on the table without a new determined location. (In other words, do not revert Clark to a neighborhood elementary school until CSS has a home.)	Equity	Negative Response		
Equity is a complex issue. Racial equity necessarily needs to be foremost along with equity in access for those with disabilities, financial equity, and learning equity. Educational equity is a part of all of those areas. Lessening focus options harms all attempts at true equity. Equity is not equal opportunity but rather the necessary supports to meet people where they are given strengths and limitations. Access to alternative education options is a matter essential to equity in public education. The issue has not been that these options are available but rather the administration of the process to access to these options. Creative Sciences has one of the most equitable focus option admission processes (with room for improvement) and yet it is clear that PPS is disregarding the school and the students it serves. Buckman Elementary and DaVinci Middle School both have intensely inequitable admission requirements yet PPS appears to be favoring them through the redistricting process in spite of claims of a commitment to equity. Almost as though equity is merely an excuse for bureaucracy that plays politics with students learning experiences and families' emotions. Please consider being honest about what is really the goal of this process.	Equity	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
There are more than 500 families at CSS that you are currently putting on a lurch without offering any possible solution / recommendation as to where these families will move next year. Please don't think of this lightly and have a longer and focused effort to have solutions. As a reminder and something to consider. Equity as a lens for you to make decisions is great; however, please remember that systemic inequity cannot be resolved overnight. Careful study and research need to be considered to have a desired effective results. In addition, please consider why focus and DLI schools are very popular and successful.	Equity	Negative Response		
I am an educator in another Portland area school district and have connections to Harrison Park as well having students in 3 other east side Portland schools. I believe social justice in education for ALL needs to be the driving force behind any redesign. It's not there in this plan.	Equity			

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Dear PPS Enrollment & Balancing Coalition, Last night at the Open House I was struck by a few things in our breakout room: 1) In our group there was no one advocating for the kind of sweeping changes to the DLI and other programs that were being proposed by the coalition. I believe everyone sees that Kellogg is ready to open next fall and that the district wants to utilize the building and move toward the goal of comprehensive middle schools. However, what is not clear is why the DLI focus options are being rounded up in this process and removed from their sites, especially when they are deeply embedded in many of these locations and thriving. Is it truly necessary to overhaul so many programs at this time? 2) There is considerable concern about making swift changes, especially with the stress of this pandemic when so many children and families want the reassurance of returning to a familiar community and school. 3) The proposed changes do not appear to accomplish the goals of equity, racial diversity, or even the primary goal of maximum utilization of school buildings. In fact, removing the middle schools from several K-8 communities will leave those buildings underutilized and leave Creative Science without a building at all. My guess is that most families would prefer over-crowding to difficult transportation. 4) The main concern for school families really seems to be proximity to their school. While all schools may not be working perfectly, I would bet most people would rather invest their time and energy into making their current communities work and improving them rather than overhauling and removing communities from buildings and especially from neighborhoods. Transportation is a major issue, environmentally and ethically. Boundaries need to reflect proximity as closely as possible. Leave focus options where they stand and adjust physical boundaries based on location. Please consider the following: 1) Slow down. Re-evaluate. 2) Consider mental health during the pandemic and after the return to school. 3) Consider proximity and neighborhood boundaries as the primary focus, not re-locating programs. 4) Do not remove current DLI programs unless those communities are asking to be removed. Take this part out of the proposal. If there are issues at a particular school, solve those issues rather than overhauling everyone else, too. One size DOES NOT fit all! That's the point of equity. 5) Put some carrots at the end of the stick for those communities that are most deeply impacted by the shift from K-8 to the middle school model. They are losing a lot and need to know that there is something worth having at the other end. Let's go back to the drawing board and focus on the move to middle school but let's remove the assumption that DLI programs need to be re-located. I was very moved by the participation in the community and the eloquence of the student representative, Jackson, from the coalition. I wonder if we gathered students from the various SE schools if they couldn't come up with some good proposals?! Thank you for your time. I appreciate all the hard work this entails and the spirit of goodwill in the community to realize that changes must be made and that we all will endure some discomfort along the way. Respectfully, Beth Schaller (mom to 3 MIP students at Woodstock and Hosford)	Equity	Negative Response	Timing Covid 19 Socio-emotional health	

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I have noticed and concerned about how these changes are impacting perceptions of minorities within the PPS families. From what I have heard, white families are being told to suck it up and accept these changes because they will help with "equity". I have heard neighborhood families say that they feel the DLI families are getting preferential treatment and are getting resentful that they are being pushed out of their neighborhood schools by minorities. These rebalancing efforts appear to be having the unintended consequence of creating racial animosity and tensions. Having the DLI programs segregated gives upset neighborhood parents a specific target for their frustrations. I will not feel safe taking my daughter to Bridger Elem knowing that moving the program pushed out neighborhood families and they may target us or my daughter for taking their school. Not to mention that BIPOC families universally do not want this move. This rebalancing proposal creates so many bad feeling all around, is not in anyone's best interest and could lead to acts of violence against the BIPOC communities.	Equity	Negative Response		
I feel that every proposal from the Guiding Coalition has become worse and worse regarding co-located DLI programs, and no attention has been paid to community input. Every proposal has eliminated co-located DLI programs despite hundreds of comments against the idea from the get-go, from deeply concerned families both in the DLI programs and in the neighborhood programs. I think posting the surveys for community input is just lip service, to give the appearance of fairness and checking off a box on the social equity list. I would be happy to be proven wrong.	Equity	Negative Response		
Great progress in trying to create a more equitable middle and high school experience	Equity			
My main concern is that Portland public schools are equitable. I would like to see a focus on making sure that the schools in the most socioeconomically disadvantaged neighborhoods are fully resourced, and that parents can be assured their child's school has adequate resources no matter where they live.	Equity			
Dismantling/moving existing DLI programs to other schools is not required to nor does it promote racial equity and social justice.	Equity	Negative Response		
For high school, it is about the same travel distance and number of transfers for kids from Harrison Park to get to Cleveland as it would be for them to get to Franklin. In fact, since the bus drops the kids off right in front of Cleveland, it may in fact be an easier commute. I do think that bringing more BIPOC students into Cleveland would be a real benefit for the CHS community. You really have an opportunity to make Cleveland a more diverse community. It'd be a real shame to go the other way.	Equity			Suggestion
Could Bridger stay a Spanish immersion, but make it a K-5?	K-8 to K-5	Positive Response		Statement
Is there a way to grow Creative Science program to incorporate neighborhood kids? Possibly using Clark as a K-4 and Harrison Park as a 5-8th?	K-8 to K-5	Positive Response		
I personally love the 5-8 model and would prefer it to stay	K-8 to K-5	Positive Response		
It’s ok to make CSS a K-5.	K-8 to K-5			
I would like marysville to continue to be k-8 middle school is such a rough transition and with the lack of relationships between student and teacher kids are more prone to turn to drugs and the streets	K-8 to K-5	Negative Response		

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There should be MORE opportunities of dual language inclusion in multiple schools, not less.	Multiple Location DLI	Negative Response		
Just want to make sure the DLI stays strong. Make sure to share benefits to all parents on all in one place. Better immersion experience for all!	Multiple Location DLI	Positive Response		Statement
Just want to make sure the DLI stays strong. Make sure to share benefits to all parents on all in one place. Better immersion experience for all!	Multiple Location DLI	Positive Response		Statement
Just want to make sure the DLI stays strong. Make sure to share benefits to all parents on all in one place. Better immersion experience for all!	Multiple Location DLI	Positive Response		Statement
Just want to make sure the DLI stays strong. Make sure to share benefits to all parents on all in one place. Better immersion experience for all!	Multiple Location DLI	Positive Response		Repeat comment - exact wording
Keep 2 strands of Spanish DLI Bridger, 2 at Lent (Move Atkinson DLI to Lent). Keep Lent neighborhood program. Keep Atkinson neighborhood program. Keep the Spanish neighborhood program at Bridger. Atkinson becomes neighborhood school for Atkinson, Bridger, some of HP. Chinese program opens at Clark (or joins existing program at Woodstock?) Kellogg has Spanish DLI. Kellogg and HP go to Franklin, Mt. Tabor goes to Madison.	Multiple Location DLI	Positive Response		Not a response (neg or pos). Suggestion as to options for DLI
The Japanese immersion students are a sliver of the overall PPS student community. I understand your need to redistrict but these students really aren't enough to affect the larger picture and given the history of the Dual immersion program this is a dramatic change to the program that will result in greatly crippling interest and attendance in what is a great program that is a model for Public dual immersion one that has garnered attention globally and has people choosing to move to PDX from all across the continent and even the world simply to participate. This program should be heralded as a example of how to do it right. But this modification will leave it marked with a logistical scar for parents to consider when selecting a school. Had this been the case last year I would not have sold my home of 13 years to move into district for my Japanese son to get into Richmond, Knowing that he would simply have to leave the program in his Freshman year. Simply put - Grant is the place for Japanese immersion high school students.	Multiple Location DLI	Negative Response		
Please consider keeping Woodstock K-5 as is; Chinese DLI Consolidates for middle school @ HP and then goes to Franklin!!	Multiple Location DLI	Negative Response		
Why not channel DLI tracks from elementary school grades into middle/high schools that service multiple DLI languages, but are DLI-only? Bring kids from different language backgrounds together to create a multicultural bazaar-like experience. Importantly, these upper grade schools would be entirely and expertly DLI; rather than merging the DLI square pegs into non-DLI round holes. Also, the vision of a united-nations of a school would mitigate the feeling among ethnic communities that they are being isolated.	Multiple Location DLI	Negative Response		
We have committed to the Japanese Language program since pre-school, but will leave it if the program is not at GRANT, where it has been since the 60s, has proven to be very successful. This decision feels like it has been made in haste or out of spite for it being successful. We live near Grant, so can go to that school, but not having the Japanese program there means we can't finish the program!	Multiple Location DLI	Negative Response		

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Please reconsider your proposal to ensure that Grant High School and its rich history remains in the JDLI.	Multiple Location DLI	Negative Response		
Keep the DLI where it was, if not broken while why fix it!	Multiple Location DLI	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
- Having multiple geographic locations for DLI programs makes it more likely they can serve native language speakers around the SE. - DLI programs should be expanded, not segregated. If additional Spanish DLI capacity is needed to serve the Lent community, then that program should be expanded. - I support DLI teachers having more support and opportunity for collaboration. Simply mashing DLI programs into the same school on its own is not supportive of a collaborative environment. The District should invest in its DLI teachers by providing more paid and structured opportunities for collaboration, whether or not teachers are in the same school. - Consider combining Atkinson and Bridger boundaries to address over and under enrollment issues. Do not put more than two strands at Bridger if that's the most the building can hold. - I do not know a lot about Harrison Park, but please consider whether it's essential for this to change from a K-8 school. If it is currently functioning well for the community and at ideal enrollment, and is challenging geographically to fill enrollment as a middle school, then why it shouldn't stay as-is. - Lane MS appears to continue to be under enrolled in this proposal. Why not send an additional elementary school from south of Powell to Lane and send the full current Atkinson catchment to Kellogg? - It appears that overall, PPS does not have sufficient high school capacity for all three SE high schools to be in the "green zone". Is this correct? If so, can Cleveland's capacity be increased since it has not yet been constructed? - Is it possible to phase these changes to lessen the personal nature of community impact? I feel that changes could be made much more objectively if phased year-by-year and did not affect current students' tracks. Above are my comments on the proposed scenario. I would also like to comment on the process, which is just as important as the outcome. - I appreciate all the time and effort that has been put into this process so far, particularly from the Coalition volunteers. I would like to see PPS support the work of Coalition members by providing meeting packets at least 1 week prior to each meeting for review and consideration, and translating information into the languages of the DLI programs. (If it feels burdensome to have to translate everything, put yourself in the shoes of a DLI teacher, and remember they don't get stipends for doing that.) It seems that this would require meetings being more than 1 week apart. - Please establish evaluation criteria and a comprehensive list of scenarios considered, and share this with the public. A transparent and clear matrix showing why certain options are promoted or discarded will significantly support the Coalition and Board's final decision-making process. - Do not make decisions based on assumptions of what is best for a community without engaging that community. If a scenario is being put forth in the name of equity, then make sure to engage and document input of those with the least privilege and who are most impacted by the decision. - Increase representation of communities of color on the Coalition overall, and particularly native-language speakers from each of the DLI programs. - Include DLI and/or co-located teachers on the Coalition or separate advisory body, if decisions are being made based on assumptions of their preferences. - I hope that the Coalition will be tasked with reaching a consensus-based decision, and that decisions will not be made by a simple majority vote. Majority votes tend to erase minority opinions. Also, equal representation from each program and school becomes vitally important if voting is going to be the way of making decisions.	Multiple Location DLI	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
This is a happy, well-functioning and successful arrangement that your program is seeking to bring to ruin. I will also note that if any of these proposed changes are approved, we will likely discontinue our son's enrollment in the program, and I know several other families that feel the same. You will likely be left with a relocated and mostly childless program.	Multiple Location DLI	Negative Response		
Having multiple feeder schools for the DLI programs would help to make them available to more families around the city, and reduce the bitter lottery process that restricts so many students from entering. Instead, this proposal exacerbates the difficulties that most families will have in keeping their children into the program because only the wealthiest with low-demand jobs or with a stay-at-home parent will be able to drive their kids around the city twice a day on PPS's schedule.	Multiple Location DLI			
Leave the MIP programs as they are. They are thriving and gaining traction in the schools they are in. It is easy to blame the MIP programs for people not being able to get into their neighborhood schools, but there are far more reasons than just that. The people claiming this should look at why they are choosing to blame the MIP for their woes. Allow the Chinese MIP to continue to feed from Woodstock, to Hosford, to Cleveland. We are not against Kellogg opening, but we fail to see how moving us around helps that school open since so many in that neighborhood need the school.	Multiple Location DLI			MIP
I appreciate all of the hours of effort that went into this. When we enrolled our children into the language immersion program, it was with the understanding that the tradeoff would only be the intense academic rigors they would undergo. The added stress of sending our child 20 minutes in the opposite direction of either parents job and away from neighborhood connections leads us questioning our participation. We were asked as parents to commit to sending our children to the entire duration of the immersion program, as the long term partnership of neighborhood students with their foreign language peers required longevity within the program AND because the success of the program is measured through longevity studies. When we made that commitment, we didn't expect that our children would be diverted across town and away from the neighborhood. I don't think the majority of our peers did either and I expect at least 50% of the neighborhood students to withdraw. The language immersion programs have been immensely successful up to this point, and I'd hate to see the success statistics drop precipitously because PPS needed to find a convenient block of kids to shuffle.	Multiple Location DLI	Positive Response		
Seems like the balancing program is anything but; takes away from the original intent of the immersion program	Multiple Location DLI	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Immersion programs have been successful in PPS due to long, long term investment by families and invested staff. They have not had support from the stand point of administration overall. However, these focus programs are a major factor in keeping children who have other options - private schools - in public schools. When PPS decided to make the Mandarin Immersion Program a Dual Language Immersion Program - without any evidence that it was needed - they gutted the outside funding support for the program. Families saved to move to the area to be included in the program. The program was founded to allow monolingual students to become bilingual. PPS thought that they could get more financial support by making the program Dual Immersion. The goal of having dual immersion is laudable when it is demonstrated to be beneficial to a community, but in the case of the Mandarin Immersion Program, it is just not applicable. I can see that the applications ask if Mandarin is the primary language spoken by the child in the home, but in my experience the homes are bilingual, and the parents are fluent in English. The children do not struggle in learning English - especially not compared to monolingual families learning Mandarin. PPS should be able to take a stand that we believe it is important for children from a monolingual English language home to be bilingual, and have the infrastructure that supports that. Additionally, there is a huge cultural gap in what white administrative people in the office think is best for the ethnic populations of Portland. For example - if African immigrant populations are asked if they prefer their kids have classes in Somali, versus French, what do you think they will answer? French/English will allow their children much more opportunity than Somali/English, and the parents will likely already speak French as fluently or more so than English. And any French Immersion Program will have a lot of parent support, which is what our public schools crave. I feel like I'm beating my head against a wall of manufactured white fragility. Please make it not so.	Multiple Location DLI	Negative Response		
Based on what I saw from the community meeting and all the concerns I really hope you go back to the drawing board and bring in more people to re-do this proposal.	Proposal	Negative Response		
Option 11 is better and people need to review it and be allowed to vote on it. I understand many parents are upset by all the proposals but the current proposal destroys CSS abs gives out school no where to go and that is unacceptable to our community.	Proposal	Negative Response		
Good work! Thanks!	Proposal	Positive Response		
Thank you	Proposal	Positive Response		
I hope that this turns into a great opportunity to bring more resources (parent-wise) and attention to Madison. It could've been an opportunity for Madison to be an AP or IB school and make access to those programs more democratic.	Proposal	Positive Response		

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start over.	Proposal	Negative Response		
I will transfer my kid back to our neighborhood school if Woodstock MIP program is moved to another school.	Proposal	Negative Response		
You should keep working. This does not elevate what PPS can do for its students. This is a budget exercise.	Proposal	Negative Response		
Separately, the pps website, you can't have that huge unmovable nav bar at the top. It makes reading the website very hard to read.	Proposal	Negative Response		PPS website suggestion
I think the immersion programs are extremely important for our city and they need to be maintained. I don't understand removing the immersion programs within a district that already has a neighborhood program.	Proposal	Negative Response		
Thank you for your service and effort; hopefully you were able to work around the constraints given to you by PPS and have a product that can defend to your community.	Proposal	Positive Response		
Please do not let this go through!	Proposal	Negative Response		
Terrible proposal. Not a solution.	Proposal	Negative Response		
The JLDI program is a Portland treasure. It is unique, valued, and well run. There is no reason to degrade the quality of education it offers by changing where it's students have attended for decades. Please don't try to improve a failing school by sending them a successful program. The JDLI program is unique and small. It shouldn't be subject to whatever shuffling the district does to balance whatever metrics. Changes should be make for the sole purpose of benefiting the JDLI students.	Proposal	Negative Response		
Do not move the JDLI program. It has historical significance it is a small program that has set forth deep roots in the schools it calls home.	Proposal	Negative Response		
Thank you kindly	Proposal	Positive Response		
Thank you for your efforts. It is never easy changing the future, and I am so impressed by PPS' work towards making a better world by helping our children.	Proposal	Positive Response		
Please leave the JMP program as is	Proposal	Negative Response		
Do not pass scenario 10!!! Listen to community members who live in the area, and to immersion students and families that attend Atkinson!	Proposal	Negative Response		
I imagine this is an incredibly hard task with no solutions that will please all. Thank you for trying to improve equity and improve PPS schools.	Proposal	Positive Response		
I think schools like Creative Science should be exempt from this change..	Proposal	Negative Response		
we support the work but feel the committee went too far in looking at NE high schools without factoring in NE schools	Proposal	Negative Response		
Keep DLI school as is.	Proposal	Negative Response		

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We want to keep Woodstock DLI as is.	Proposal	Negative Response		
Please reconsider the proposal. I've outlined reasons above.	Proposal	Negative Response		Comment not easily liked to prior comments by same party
Please reopen Marshall high school and not use just as a temporary school while other high schools are remodeled. This seems like the most equitable and fair thing to do to support students and families. Harrison park students could once again walk to their neighborhood school. Neighborhood schools are important. Not just for families but also for the environment. If you want more equity maybe create rules around school foundations so they fund all schools not just individual neighborhood schools. I know remodeling schools is very important but I am certain you can figure out a solution that doesn't involve such a radical change. We know redistricting and busing to be harmful.	Proposal	Negative Response		
This is a really hard job, and I appreciate that you are participating in this process.	Proposal	Negative Response		
Nothing	Proposal	Positive Response		
I think that you are doing a great job. This is a hard process and one in which you will never be able to please everyone. I appreciate the work that you are doing for Portland children. Thank you!	Proposal	Positive Response		
Thanks for your work. The current proposal is much more fair than at the start.	Proposal	Positive Response		
Thank you for your hard work; this is the impossible balancing act. I do hope that BIPOC voices are centered here.	Proposal	Positive Response		
Thank you for your time and consideration.	Proposal	Positive Response		
You must present an option for a new building for CSS. This proposal is incomplete and unacceptable. Extremely disappointed that you think this is acceptable.	Proposal	Negative Response		
Please scrap this plan.	Proposal	Negative Response		
Put the enrollment and program balancing process on hold. The feedback you are currently receiving is limited and flawed. Basing your decisions on this flawed data can only result in failure.	Proposal	Negative Response		
I appreciate trying to keep diversity in the schools by having marysville, arleta and creston going to Kellogg. I also think balancing Madison with schools closer to it is helpful in balancing Franklin. In looking ahead, I want to make sure you enlarge Creston's boundaries, don't take out parts of it, because they are under-enrolled and will need more kids To keep its diversity and to keep resources equitable.	Proposal	Positive Response		

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I attended the open house meeting tonight 11/19 and visited 4 of the zoom focus groups and witnessed hundreds and hundreds in the community quite angry with this one and only proposal, the lack of transparency, the lack of representation from schools and minority groups, the inability of the committee to answer not even 1/4 of the questions that were posed, etc. Questions from the community were coming from every angle imaginable, highlighting endless flaws and holes in what has been proposed. Based on all this glaring feedback, If there is not pause for reflection with new proposals drawn up based on what you've heard from all of us, this will most likely be seen as a highly corrupt agenda.	Proposal	Negative Response		
Thank you for your participation in this process. I am sure it has been challenging and complex. I appreciate your work on a proposal. Please do not make boundary changes. It is clear that the families and students do not want it. Or at least provide options for families to consider and not just one proposal.	Proposal	Negative Response		Asking for more than one option
Thanks for your work. The current proposal is much more fair than at the start.	Proposal	Negative Response		
Thanks for your work. The current proposal is much more fair than at the start.	Proposal	Positive Response		This comment, with the exact wording, is on the survey multiple times.
Thanks for your work. The current proposal is much more fair than at the start.	Proposal	Positive Response		
Thank you for the time and energy that Guiding Coalition is putting towards ensuring the best outcomes for all PPS students.	Proposal	Positive Response		
A lot of the feedback I've provided here and that I heard in Thursday's discussion probably falls outside the scope of this coalition's work. This is a weakness of this type of process - there is simply no way to make changes of this type in "phases" or by geographical area or by program without effects rippling throughout the city. Please take this feedback to PPS: a more whole-system approach would be incredibly challenging but ultimately more effective and maybe less contentious. The current process often ends up making creating painful divisions between neighbors and within communities, which I know is the opposite of the hoped-for effect. Also, my gratitude to the members of the coalition, who have put in a lot of super-challenging work during an incredibly difficult year. I know you're getting a lot of unhappy feedback (including my own), but I recognize that there was never going to be a solution that would delight everyone, and that you've given a lot of personal time and energy to this monumental task. Thank you.	Proposal	Negative Response		

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I realize the Guiding Coalition has a huge task in front of them, and that there will be clear winners and losers in this process, and that many of us may have to make sacrifices to address equity issues in the district. However, this process seems very flawed and rushed, and is creating deep mistrust given the strains our community is already under. It is not clear if there are any winners at all - based on the open house zoom rooms, it appears the community is not happy about what is being proposed at all. Who is this plan really benefitting? No one spoke in its favor. In order to address these big changes it seems clear that PPS needs to slow down and build trust and true consensus with more outreach, with more time and space to families to process these changes and comment on them. If NE schools are solutions to SE's "rebalancing" efforts, then all Eastside schools should be part of the conversation. Why are Laurelhurst, Beaumont, Alameda, Sunnyside, Cleveland, Grant, etc. immune? Equity issues can't be addressed in a vacuum. I think PPS and the coalition have been extremely short-sighted and failed us in this process entirely.	Proposal	Negative Response		
We appreciate the work you are doing and that we are able to provide input	Proposal	Positive Response		
I would like to see a bolder approach that (a) does not simply try to minimize change or disruption (b) favors long term benefits over short term contentment by those happy with the status quo (c) considers potential future DLI students and where they live at least as important as those currently enrolled. Focus option review should have been completed before this process began. The continued existence of focus option schools should not be a given, but justified and weighed against their effect on neighborhood schools.	Proposal	Negative Response		
I love CSS and think amazing things happen there, but that can be replicated in ANY school. I want PPS to pay attention to why so many parents opt for that program, and why teachers stay there until they retire. Constructivism, student voice, egalitarianism are all best practices and ways to lift all kids up. Don't tear down these programs, lift them up as model schools.	Proposal	Negative Response		
Please leave CSS alone	Proposal	Negative Response		
Thank you for your efforts to serve the needs for all children of color regardless of socioeconomic status. Thank you for taking this on during times of uncertainty during a pandemic and distance learning. I think many of the recent changes are shocking to parents of the district that often feel helpless to the changes that occur so often at the district level.	Proposal	Positive Response		

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While I am a white parent, my daughter and partner are not white. We are a multiracial and bilingual Spanish-English family. This survey doesn't give a way to capture that. My daughter will start kindergarten Fall 2021. I found the SEGC while clicking through PPS websites trying to find dates for kindergarten virtual open houses. Even though phase one of this process is addressing middle school, the scenarios suggesting movement of DLI program is impacting where my daughter might attend if we were to lottery into any Spanish-language DLI. I feel like the outreach regarding this process failed to include community members whose children don't attend PPS yet. I get the thinking behind it, but since Kindergarten open houses happen in February, the decisions made in phase 1 would still impact our family and others. I think this is a legitimate blindspot that should be rectified. Many of my friends with kids in PPS schools didn't know anything or much about this process--even those in SE. I wonder if some billboards in multiple languages might be helpful? Lastly, I want to lift up Shanice Clark for her grace-ful facilitation of break-out room #8 during the open house last night 11/19. With over a hundred participants and a lot of intense scrutiny and concern, I could almost hear her listening. Her deep respect for the people present and for our concerns was clear and her authentic reflection back to us of what she heard made a huge difference in the way that the discussion unfolded. Thank you, Shanice Clark!	Proposal	Negative Response		
MIP works so please leave as is	Proposal	Negative Response		
Reconsider your plan. Actually listen to the feedback instead of giving it lip service and then going forward with it anyway as has been done repeatedly through PPS. Do better.	Proposal	Negative Response		
When you are having this much concern about negative impacts you should consider stepping back, refocus the mission and narrow the addition of other goals until the most important ones are met. You can’t reach consensus on the goals until you reach consensus on what the most important goals are. If an important goal is to prevent overcrowding and it can’t be accomplished because you want to move all dli to one school then you have to choose which is more important. And you have to explain why it is more important. Don’t be afraid to back up to refocus on the mission.	Proposal	Negative Response		
Appreciate your efforts!	Proposal	Positive Response		
I am against replacing Grant High School with Madison High School. Dual Language Programs getting moved to a different school does not make sense.	Proposal	Negative Response		
If the purpose of changes is about opening new physical buildings and reallocating students, then fine, but don't pretend there is a social justice element when the data clearly demonstrate to the contrary. This modern day redlining will negatively influence Portland's children for generations to come. There is a real beauty in the mixed communities that *your numbers* show have already formed at schools like Woodstock & Bridger, but now arbitrary top-down decisions will scatter them to the winds. I beg you to think us as people instead of an roadblock to a predetermined plan.	Proposal	Negative Response		

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I agree with the goals of removing use of portables and eliminating overcrowding. The issues with equity of the school programs within a school are entirely manufactured by PPS, and we are being asked to lose our neighborhood school to pay for that. The proposals don't seem to consider overcrowding in the middle schools, because Mt Tabor is already overcrowded. The proposals does not seem to resolve any overcrowding at Franklin. It really seems like the biggest "problem" PPS is solving with this is the artificial problem created by PPS with the language programs, which I have to say is likely on the bottom of the problem priority list for every PPS parent.	Proposal	Negative Response		
Thank for your work	Proposal	Positive Response		
It seems re-opening Marshall should be something considered	Proposal	Negative Response		
It is not fair to evaluate SE schools if you're looking in a NE quadrant. What to do about Grant must also be considered since it is a NE school. The current demographic balance at Franklin is healthy, Grant is not.	Proposal	Negative Response		
I am ok with moving to different school but would suggest the new school have just English speaking students as well. Like how it is currently at Woodstock.	Proposal	Positive Response		
I understand the need to balance the attendance in the district, but please do not leave the CSS school out to dry like you did the ACCESS Academy.	Proposal	Negative Response		
All types of diversity should be considered in the proposal - not just racial diversity and low SES. CSS in particular, while not a Title IX school, serves a large number of kids with IEPs and learning differences. Many of these kids fail to thrive in typical elementary and middle school programs and benefit from the educational philosophy, K-8 model, and community at CSS.	Proposal	Negative Response		
Could Creative Science share Holliday Center with the Special Education Program? This may lend toward ways to support students with special needs in developing healthy peer relationships?	Proposal			Suggestion
You have not balanced all SE students in this proposal. Your job is not to change programs and how they function. You must balance enrollment for all students in phase 1. It is unacceptable to do this in phase 2. There are many other options that include all students.	Proposal	Negative Response		
Brace for a tsunami of fierce opposition from Japanese-American parents. (Some of us have parents born in Oregon who remember being sent to internment camps as children during WWII, just for being Japanese-American).	Proposal	Negative Response		please double check and read this comment
PPS is doing a very poor job explaining why this move is necessary. The answers on how the changes support equity and how changes to student travel are being weighed against each other need to be transparent. The proposal doesn't seem to support many of the goals that are stated, but I think half of that is the lack of explanation of how the goals are being met. Each proposal should have concrete numbers and a rating from the consultant team. The web map is a helpful picture, but has no data behind it to analyze. This would help to guide discussion and public comment.	Proposal	Negative Response		
Please stop this proposal! Leave language Immersion program out of this proposal	Proposal	Negative Response		
Get creative, and don’t tip toe around Grant.	Proposal	Negative Response		

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Don't be afraid to ask families from all parts of the affected area to make small changes or sacrifices for the greater good. Know that everyone is going to have a complaint and no one wants change (as you have seen in the open house and even within the coalition). But everyone should be able to share in the change and be asked to consider the needs of all students, not just their own.	Proposal	Positive Response		
While I know that the need to fill Kellogg is pressing and critical, it really doesn't seem like what is best for our children is at the core of these proposed changes.	Proposal	Negative Response		
Thank you for donating endless time and thought to this process! We wouldn't be anywhere without volunteers.	Proposal	Positive Response		
I support the proposal. My kids are in the Japanese Dual Language program. I am fine with this program feeding into Madison.	Proposal	Positive Response		
Don't do this	Proposal	Negative Response		
My family is fortunate to win a lottery for Richmond. We really prioritized it because of the continuation through Mt. Tabor and Grant. We have gone to Grant several times with our daughter and set the expectation that this would be her high school. With the Japanese immersion program dating back to 1969, it should stay at Grant.	Proposal	Negative Response		
You might have more success if you throw out the current proposal and use the time you've left yourselves to find the minimum action needed to get students into Kellogg and then iterate from there. You have only yourselves to blame for the complete inadequacy of the plan presented at the open house and the near unanimous rejection by the community	Proposal	Negative Response		
We have been at css for 9 years, two children. It is an amazing constructivist school, and is so loved by so many. We would disheartened to see it disbanded or split up.	Proposal	Negative Response		
Why determine the location of the JDLI program until you rebalance all of the Northeast high schools? How thorough does PPS check the addresses of students to make sure they are going to the proper neighborhood school? If PPS addresses the equity at all high schools then parents/students would be less likely to avoid their neighborhood schools. The JDLI program has been at Grant High School for over three decades and has established a wonderful community. The SGC statistics show that the JDLI program is also adding much needed diversity to Grant HS.	Proposal	Positive Response	JDLI	

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Has the coalition considered changing the age range for each school type to K-6,7-9,10-12? If one of the concerns is to not over crowd the high schools then could less be sent. As a former PPS student and now a mother of four, three who are attending and one who has graduated I see that these age ranges are more inline where humans are developing at. For example, my son is nine and his neighborhood friend is 11, in watching their interactions they are in a similar “growth” area. But neither of them now interact with another neighborhood friend who has recently turned 13. I asked why they hadn’t been seeing the other friend and the other friend is with “older” kids now. For myself when I was 14 I was not ready for Madison high school. I was not ready for 18 year olds to engage in conversation that I couldn’t understand. I needed more time on earth for life practice, before the responsibility of high school. My now 19 year old who also graduated from Madison was not ready (as if one can be ready) for her first lockdown at 14 which was during the first week. Creative Science focus is creating critical thinkers and this year I have seen what that means first hand as I hear the online classes. These teachers are focusing on equity and diversity through each lesson. It is the harmony the is Creative Science. When these types of big changes happen we collectively seem to think we must take away instead of looking more into why there is a Creative Science school. Why is simulation (not sure if the correct term) of traditional schools considered equity for the humans attending the school. Why are we not flipping schooling on its head and enriching all schools with what each does best? I’m sure there are learnings from other schools Creative Science would benefit from. Why would we not want all PPS students to be critical thinkers, especially in this time access to so much inaccurate or often manipulative information. I’m not interested in my child knowing all the facts a teacher could teach them. I want a teacher that guides my child to how they want to experience their life. And how to find information they need when they need it...as we have seen this year as many have stripped away their biases new stories emerge to show the full picture of life outside my own thoughts. Creative Science influences from a stand point of a child has their place on this earth now and control over how they navigate through their life. During a kindergarten roundup I attended one year at a traditional school we were informed that students were allowed to go to the bathroom at 9, not before even though school started 8:15. I got up and left was not interested in anything else the administration would say. What was at the top of my “pro” list for Creative Science was they had the most recess of any of the other schools. And even then it is not enough. I hope you consider to expand Creative Science to more schools.	Proposal	Negative Response		

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I truly appreciate how difficult this will be and understand that some changes must happen. As I mentioned we would be sad to see Woodstock loose DLI but again I also understand a d appreciate non-boundary and future benefits as well. I hope that the native speaking families share what they really want as well. My only issue specifically to Chinese DLI is that there is not currently a higher grade strand to 'meet up up with' as there are with some of the other language. While over time this may be beneficial- I worry that attrition from families going back to neighborhood options which still include Cleveland would mean we would have no or only a tiny amount of students enrolled in this DLI at Franklin and I worry we will lose teachers, and even our amazing support fir things like our capstone project through Shu Ren. Please consider phasing or options that could keep these foundations while making school and boundary changes.	Proposal	Negative Response		
If CSS lands far away, we aren't in a position to necessarily follow it. That said, our neighborhood school is being turned into full DLI. Based on the current map for scenario 10, my kids would go to Clark. This would be horrible for them - leaving CSS and it's program only to return to the same building where it was no longer CSS because our neighborhood school, Bridger, was turned into DLI. Even though we'd be in the Clark catchment, (right along the boundary), I'd then hope to send my kids to Atkinston just to avoid the trauma of returning them to the same building when it wasn't CSS.	Proposal	Negative Response		CSS
Please don't tear apart a beautiful, cultural integrating program that is the foundation of the Woodstock Neighborhood and families that are in the DLI who live in all parts of Portland.	Proposal	Negative Response		
Your laudable press for equity all too often resembles a kind of whack-a-mole: kneejerk destruction of programs which succeed. The Mandarin program has succeeded due to the dedication and generosity of hundreds of parent volunteers. Spending countless hours raising funds for the textbooks PPS wouldn't pay for despite generous federal funding for the program, holding perennial fundraisers to support two China trips for the kids who work SO HARD doing hours of homework daily starting in kindergarten to learn this difficult language. Why would you persistently attack, denigrate and cheapen this kind of community in the name of equity by geographically isolating the existing student population from their current institutions? Would it not be far better to either replace the apparently unpopular neighborhood curriculum in or integrate the popular and successful programs into EVERY SCHOOL? The Creative Science school is so successful you don't actually have a plan for it going forward? How is this progress?	Proposal	Negative Response		MIP CSS
We would like to remain unchanged	Proposal	Negative Response		
I suggest creative science school remain in the clark building	Proposal	Negative Response		Suggestion
I hope you rethink removing the MIP from Woodstock.	Proposal	Negative Response		
Thank you for your time trying to work out this giant puzzle. I know it's not an easy job and appreciate you taking the time to read these surveys.	Proposal	Positive Response		
We will most likely move our children out of the MIP if this goes through.	Proposal	Negative Response		MIP
I'm concerned that The district doesn't actually have a school building that can accommodate Creative Science School.	Proposal	Negative Response		CSS

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
If CSS as a focus option school is not "under review," it seems like a location for CSS ought to be identified before deciding this proposal is the best option.	Proposal			
Why was only 1 proposal presented? By only presenting a single option you have eliminated the ability for families to comparison and contrast, which is the most common process for public input. Allowing only one option to be presented will breed chaos as you will have to roll out ever changing alternative options. Please stick to the original goal of filling Kellogg and Madison and pause any decisions regarding the DLI program. I think changes are needed within the DLI office to address "co-location tensions" not the schools. Administrative issues should be solved with administrative changes. DLI management needs an audit.	Proposal	Negative Response		
I'm concerned about the Woodstock English learners filtering to Hosford when there are closer middle schools. Woodstock students are not a part of the Division St. Neighborhood at all. Redrawing the boundary line only makes sense. Why isn't Winterhaven or Buckman on this chart?!	Proposal			
The effect of all these changes means that we will probably have to look at private schools or other alternatives to PPS if this proposal is adopted. Before settling in Portland, my wife and I lived outside of Washington, DC, and in San Diego and traveled regularly to San Francisco. In all of those places we noticed with disappointment that any even remotely well off parents sent their children exclusively to private school, it wasn't even questioned. We had both gone to public school and found the entire concept mystifying and somewhat unsettling, so we were relieved to find things different in Portland. Now I am worried that Portland is heading in the same direction, sorting either by neighborhood into a micro-school-system of foundations and extra staff, or out of the system entirely for those who can't move to those areas, leaving an ever sharper divide.	Proposal	Negative Response		

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I want to thank the GC, for your time and care. I believe GC members envision positive changes for our school system and are working to understand the impact on students and families in the schools and neighborhoods being addressed, especially BIPOC families and families historically underserved. --Using the RESJ lens, I have put thought and discussion around what it means for Harrison Park to be reverted to a middle school building, and for the students and families impacted by this change. From it, I wish the GC would reconsider Scenario 11, why it was created and its possible benefits. --I wonder if Scenario 11 offers closer proximity to three neighborhood programs, i.e. Lent, Bridger, and Vestal, and three DLI programs, i.e. Chinese at Bridger and Spanish at both Lent and Atkinson than any other boundary proposal and feeder pattern shown so far. --Scenario 11 offers two strands of DLI and two strands of neighborhood programming at current DLI schools (listed as IDEAL under common themes and execution for SEGC). Atkinson PTA has offered a successful example of how they build community with having both a neighborhood program and a DLI program, versus segregating DLI strands into one building. --Scenario 11 displaces far fewer students and reduces losing neighborhood schools. --Scenario 11 balances enrollment by coming closer to the 80% capacity goal set by PPS and creates continuity between middle school and high school. --Scenario 11 actively responds to community input given through prior surveys and offers a plan that universally addresses common themes shared during the community town hall. --I recognize Scenario 11 does not turn the Clark building into a neighborhood school. Thank you.	Proposal			Suggestions
The current proposal change in feeder pattern would eliminate the possibility of Mandarin Immersion students being able to obtain an IB diploma.	Proposal	Negative Response		
Please don't break a system that is working!	Proposal	Negative Response		
We appreciate the massive amount of thinking and data analysis that has gone into this project!! We are hopeful that the coalition can use that data and create a proposal that stems from knowledge and research. Our observations from attending the Open House and breakout rooms was that people were very resistant to change when they did not see benefit from it. There also appeared to be a lot of people who had not read/looked into all the data, but the people who spoke about looking into the data seemed to understand the complexity of the situation better and the need for broader change in SE that essentially affects everyone.	Proposal			
I think that if these changes are imposed that there will be a lot of families leaving one of the longest running MIP in Portland.	Proposal	Negative Response		MIP

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My family is not what most people might think of when they think of families who choose focus options. When we first applied for the lottery to get into CSS, we were living in the Glencoe neighborhood, across the street from the school, actually, in a reasonably-priced apartment. When it was time for our oldest to get ready for kindergarten, we attended the parents' night and got to sit and talk with the kindergarten teachers and administrators. Glencoe is reputed to be one of the best elementary schools in the city as far as student achievement and parental involvement is concerned, but we quickly realized it was not for us. Our child was going through some very difficult times, and had trouble with anxiety and symptoms of ADHD. We were on OHP and had him visiting doctors and therapists in various medical centers around the city for years. At the time, we didn't have a diagnosis of anything, but we knew that Glencoe would likely be a very difficult experience for our kid. The teachers came off as strict and unyielding, the programs were tightly regimented and timetabled, and the classrooms we toured were cramped and cluttered with dozens of signs and learning materials pinned to the walls. It seemed like an overwhelming environment for an anxious kid like ours. We toured CSS shortly after, and the difference was incredibly clear. The kindergarten classrooms were calming and comfortable, and the teachers were kind and approachable. They told us about the constructivist pedagogy that recognized every kid for who they are as a part of a community, and met kids where they were at, not shunting those who couldn't "keep up" off to the side. We entered the lottery for CSS, and because we were income-qualified, we were accepted. We weren't—and aren't—wealthy people who want their kid to have a privileged school experience. We are a struggling middle-class family who didn't see a place for our kid outside a special ed classroom at the neighborhood school, and found a place where we could feel accepted. After we were accepted to CSS, we made the decision to move to a rental house near the Clark school building. The house we ended up in is smaller than our old apartment, and quite a bit more expensive, but we did it so that we could be a part of the community. In the years since our oldest started at CSS, he received a diagnosis of generalized anxiety disorder, ADHD, and OCD. At CSS, he has a 504 plan with accommodations to help keep him in the classroom and participating with his class. In another school, we worry that he'd end up with an IEP that keeps him outside of the normal curriculum, and outside of the social environment of the school. All we want is a school that lets our kid be a part of the community, and meets him where he is, allowing him to contribute to that community and grow and learn with his peers. We found that in CSS, and from what we've heard from other parent friends who have their kids at other PPS schools, or parents of kids like ours who have transferred to CSS after struggling elsewhere in PPS, our fears are not unfounded. We value diversity of experience, culture, and language, and we're happy to be a part of the CSS community, which shares those values. If you fear that kids in focus option schools like ours are getting "special treatment," perhaps you should be more concerned that the dominant school culture in this system doesn't allow for kids like mine to thrive in neighborhood programs. There are many kids like mine at CSS. Taking away this program's building and upending the lives of its 500 students for the foreseeable future is not a humane thing to do.	Proposal	Negative Response		

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I would like to express gratitude for the efforts being made to bring greater equity to PPS. I would love to see more kids able to experience the excellent constructivist educational methods and community building approach that CSS offers. Is it too late for, instead of leaving the building, the CSS program to be expanded to include neighborhood kids? If CSS was given more space, for example expanded to include 2 buildings, there could be enough room for neighborhood and lottery spots and a k-8 program. It seems to me that when we find new educational models that work well, that improve upon the traditional public school models, we should try to expand the use of the approach to include as many children as possible.	Proposal	Positive Response		Suggestion
Sadly, our BIPOC family will leave the DLI program if all of southeast's Spanish DLI programs are consolidated at Lent. Our family has experienced systemic racism and racial segregation in the past, and I will not let this happen to my children. If PPS wants to move to the whole school model, it needs to reconsider aspects of scenario 9 — by having Atkinson house whole school Spanish DLI and Bridger house the neighborhood program, it keeps the communities together, solves Bridger's overcrowding issue (no more portables needed), removes two co-located DLI programs, moves away from segregationist policies, and retains a location closer to the central city.	Segregation	Negative Response		
would lose some of the diversity of students at Atkinson	Segregation	Negative Response		
Don't do this. It upholds white supremacy and segregation of brown people.	Segregation	Negative Response		
This is Segregation, NOT Coalition.	Segregation	Negative Response		
While my biggest concern with this proposal is the boundary; however, I also encourage you to not move the DLI program out of Atkinson to Lents. This would decrease diversity at Atkinson and require kids to again, be driven to Lents. Atkinson serves the Spanish speaking families in our neighborhood and PPS should listen to these families.	Segregation	Negative Response		
Why not bring Bridger's immersion classes to Atikinson as they are geographically close and Bridger is overenrolled and Atkinson under. Then you aren't trying to ship off all the brown kids to the edges. - The Gutierrez Family	Segregation	Positive Response		
With this plan, students living on the SAME STREET would attend different elementary schools and therefore segregating our schools by immersion programs. This is not the diversity, equity, and inclusion PPS so often promotes. As a native Spanish speaking mother, I worry about the separation you're creating within four neighborhoods... kids need this inclusion from early on. Please listen to families that will be affected. Spanish speaking families do not want this move. Shifting the boundary is unsafe, exclusive, not eco-friendly, and detrimental to the Atkinson/South Tabor community.	Segregation	Negative Response		

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You are saying the motivation is equity but you have not defined what that actually means and how the plan you are proposing meets your equity objectives. you need to provide the data on this to the community. I see poor attempts at racial balancing and actually segregation with the changes you are proposing. You need to look at all schools with low diversity including Cleveland and Wilson and Lincoln. If you are actually talking about NE schools like Madison you need to pull in all NE schools into the picture.	Segregation	Negative Response		
Why are you making Kellogg and Franklin a (mostly) BROWN school???? Why aren't you adding neighborhoods NORTH of Powell or Division? You are pushing everything east and creating more segregation in schools. Woodward St. should NEVER be a boundary. People have a strong sense of community there and the kids have a right to go to the same school. Decisions need to be made student-centered. Not PPS-admin centered. Lastly, have you conducted a survey to teachers and administrators? They are the experts, right? Ask them!	Segregation	Negative Response		
Being totally honest here: Based on the Q&A session, I can see that community engagement is only lip service. Concerns are dismissed out of hand since this is considered a done deal. I originally thought that perhaps there was room for consideration of what works for the families with children actually attending the school. It is disappointing that this would be approached without consideration of the constituents. Woodstock families don't want to move to Bridger and and Bridger families don't want to be displaced, so it is lose lose. Also, DLI has an ethnic component as many students reflect the ethnic background(s) associated with the language, so moving them into separate schools works out as de facto segregation. Hard truth to face, but it is true.	Segregation	Negative Response		

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The proposed plan of creating two all-Immersion K-5 schools has an underlying racial discrimination and promotes gentrification of inner eastside affluent neighborhood schools. Removing native speaking and minority students from their neighborhood schools and segregating them in singular schools creates this discrimination. This became clear last night when community members in these programs spoke of the lack of transparency and representation in the whole process. Removing these students from their schools will create feelings of isolation, segregation, and of being unsafe, as well as further depleting resources (time, money, transportation) that many of the families already lack. In this plan, two of the main stated goals contradict each other: “schools with imbalanced co-located programs are difficult for school communities” and “schools devoted entirely to focus option create inequity of experience”. This plan option seems to be solving imbalanced co-location issues by creating a school devoted entirely to DLI focus option, which in fact is creating inequity issues. The plan is creating two new focus DLI schools and at the same time is ignoring the needs of another focus option, Creative Science School, which is also creating inequity for those families. With the coalition creating (DLI) focus schools, I believe the committee is discriminating against Creative Science School. I feel the committee is dishonest and has an alternative motive which is to disband the CSS program. If the committee promotes creating DLI focus schools, then it is only fair for CSS to have equal value as a focus school as well. Your actions do not achieve that. The CSS students are a part of Portland Public Schools and deserve to be treated as such. They need to be included in the enrollment and program balancing goals. With the current proposal, they are not included, they are just removed from their building. The committee must include a viable solution for the students of CSS in the enrollment and balancing program. The committee has not addressed one of the main program’s balancing goals “need to consider the effects of relocating Creative Science Program”. At no time last night during the open house and question and answer were suggestions or considerations of relocation of CSS addressed by the coalition. This is extremely concerning for the 500 students and families at CSS and further increases the belief that the committee has no interest in finding a replacement location. This proposal for phase 1 is incomplete, not meeting enrollment program balancing goals, and not representing and including all of SE PPS students. This proposal has left out an entire school and has not addressed the real concerns of the minority community. The proposal has underlying racial discrimination, as well as undue bias of focus schools. These concerns must be addressed before the committee moves forward.	Segregation	Negative Response		
I think it is not coalition. It is more segregation.	Segregation	Negative Response		
I looked through materials on your webpage and did not see any concrete details of how and why you believe this proposal will have positive outcomes for social equity. I get the impression that the focus is on test scores and maximizing resources. If these things are considered in a vacuum without considering how children and families fit into the greater community it feels dangerously like segregation. I am opening to being convinced that this is the best way to support DLI programs, but the coalition has not yet convinced me of that or of sufficient outreach to impacted families.	Segregation	Negative Response		

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This feels unnecessarily rushed. PPS knew for years that changes would have to be made when Kellogg opened. I don't want to hear that PPS doesn't have enough time to do the necessary outreach to make the best changes for BIPOC communities. Right now, it feels like the consulting firm and PPS is telling us these changes will benefit BIPOC communities, but I'm not hearing that from the communities themselves. Instead, I am hearing that many parents are worried that their schools and communities will become segregated.	Segregation	Negative Response		
Rethink Segregation. You will have a civil right lawsuit. NAME IT SEGREGATION.	Segregation	Negative Response		
You will have a lawsuit named SEGREGATION 2021.	Segregation	Negative Response		
Moving DLI programs don't allow those of us who live within the neighborhood to have a chance at the lottery. Shifting into focus DLI schools creates segregation versus integration.	Segregation	Negative Response		
I fear these change could lead to substantial attrition from PPS - don't segregates and gentrify!	Segregation	Negative Response		
Don't mess with a good thing. The mandarin program and other dual language programs are successful due to the effort from the families. The programs introduce all students (those in the program and those in neighborhood programs) to other cultures and different people. Segregating these programs to separate schools is a bad decision	Segregation	Negative Response		
You are failing our family. If the DLI moves so far away then we will no longer be able to attend. The attrition rate for these programs will likely increase and the programs may fail as non-native speakers cannot join in if they don't start from kindergarten. The fact that this enrollment balancing states they are taking people of color into consideration and then breaking the system on which so many people rely is a cruel irony.	Segregation	Negative Response		
Have you guys carefully examined how the fully Spanish DLI school in NE (Scott I believe?) has worked out? What do the teachers/administrators think at Scott? Is it working? Is it a model for other schools to try? What are the findings from this program?	Single Strand DLI	Positive Response		Statement Q&A
I attended a meeting in Feb 2020 to learn about Spanish immersion at Atkinson. If someone would have told me that the program was going to move to Lent, I wouldn't have applied for him to be in the program. That didn't happen because the idea of moving Atkinson Spanish immersion is too rushed. Why do you want to add stress and disruption to students and families right now?	Single Strand DLI	Negative Response		
We will likely withdraw our son from the DLI program if this comes to pass, as well most other non-native families that I have spoken to. You will have a mostly empty program if this passes.	Single Strand DLI	Negative Response		
I strongly oppose removing the Spanish DLI program from Atkinson and I strongly oppose moving the Atkinson boundary from Powell Blvd north to Woodward street.	Single Strand DLI	Negative Response		
We would not be able to continue with the Japanese program in high school due to distance if the program moves to Madison. My student is in the free and reduced lunch program, and TAG identified. We would have to give up Japanese after middle school and move to our neighborhood high school, Cleveland.	Single Strand DLI	Negative Response		
I fully support moving JMP if it means better balancing for everyone.	Single Strand DLI	Positive Response		

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Grant has the only neighborhood Japanese language program for the past 50 years. JDLI students have been going there for over 20 years. The three schools in the JDLI are fairly close proximity overall which is crucial especially for JDLI families further away in the PPS district. Our school accepts children from all over PPS with special emphasis on native speaking families and FRL students. Making the distance between middle and high school so much further apart will discourage families from staying in the program through high school. It will just be too onerous for commuting families and will ultimately weaken the JDLI program.	Single Strand DLI	Negative Response		
Moving the jmp in 2022 would add a significant hardship to students, in particular incoming sophomores who have struggled with virtual learning and already lost their capstone 8th grade research trip in 2020 due to covid.. Asking many of the jmp high schoolers to now travel across town will inevitably result in these lifelong learners leaving the program after 10 years of study. Please reconsider.	Single Strand DLI	Negative Response		
Consider keeping the Japanese DLI HS program located at Grant.	Single Strand DLI	Positive Response		Statement
Our children have been in Japanese Immersion since about 2006. It seems to be continuously under threat, from moving schools to disbanding the program to cutting funding and threatening the Japan trips. Instead of messing with one of the most successful programs in pps, why don't you try to use it as a model for other programs. Don't destroy it. Emulate it and replicate it. Leave Japanese Immersion alone!	Single Strand DLI	Negative Response		
The Bridger community is diverse and equitable as it is. Why change it? Or Why not make it a Spanish DLI school only? Why move all the spanish DLI already there somewhere else? it makes no sense that you'd want to completely disrupt the existing school. Basically, you are proposing to change it 100%.	Single Strand DLI	Negative Response		
Keeping Japanese Immersion at Grant, like it has been supported for many years, is a far better fit than Madison (which has never had a Japanese program) for supporting our children's needs and growth in dual-immersion. Madison has below average student achievement reviews and Grant has far above average. We would likely opt to put our child in another school rather than attend Madison. And that would be very unfortunate as it would end their growth in a dual language. It would make more sense to make Madison primarily a Spanish immersion school, like you are proposing for Lent, and then Lent can feed into Madison.	Single Strand DLI	Negative Response		
We strongly prefer that Woodstock keep it's chinese immersion program	Single Strand DLI	Negative Response		
Please do not remove DLI Spanish Immersion from Atkinson.	Single Strand DLI	Negative Response		
Outside of the strong need for a middle school, which we are all thrilled for Kellogg to open, I have yet to hear from anyone that is happy about the proposal. Coupled with my comments above, I am not sure I fully understand why there is a need to stir this pot so vigorously. Are the native speaking families and families of color not thriving in the current DLI programs as they are now? I am proud of how much diversity we have at Bridger. Couldn't we simply feed our middle schoolers from all the K-8's in the neighborhood to Kellogg and fix the overcrowding issue and leave the rest of the programs as they are?	Single Strand DLI	Negative Response		

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I highly recommend that high schoolers are able to continue their path to graduation at the high they started at. This is the biggest concern amongst the students I've spoken with and in many ways is more important than continuing in their DLI because of the established relationships at this critical stage in their life. Being so close to adulthood they have teachers, coaches, mentors, friends & family, counselors, and academic and athletic paths already established that are in place to propel them to success in their next phase of life. This 2-3 year consideration for these specific students could be life changing while knowing an option to stay will cycle out and help achieve the desired balance within a a few years.	Socio-Emotional health	Negative Response		
Stability is critical for our students right now. It is unthinkable that we would take students out of their schools and break up the community and the friendships that exist between the neighborhood and our immersion program. DO NOT DO THIS PLEASE!!	Socio-Emotional health	Negative Response		
Creative Science is a deeply loved and appreciated learning environment with a staff like no other. The proposals CAN NOT afford to eliminate this special learning curriculum and ostracize the students and family who have come to adore this focus option.	Socio-Emotional health	Negative Response		
Having kids change high schools in the Fall of 2022 due to boundary changes is also a big ask of kids.	Socio-Emotional health	Negative Response		
This is extremely stressful in an already stressful time.	Socio-Emotional health	Negative Response		
I am a huge advocate of the public school system and believe that a big part of the public school system is the community it builds in neighborhoods. Geography is an important part of this as well and should not be ignored. The EastSide of Portland has become a popular place to live because of the strength of the neighborhood community and the walkability of that community. We made sacrifices to live in a neighborhood that enabled our children to walk to their elementary, middle and high schools, while ensuring our family of five could get by with one vehicle. I am incredibly sick and saddened by the idea that my kids will be sent out of our neighborhood to attend a high school further away than three other alternatives. The oldest of my three boys will be impacted with the first group of 9th graders if the current proposals go forward. After spending time isolated with the pandemic, I believe mental health is a huge concern. Our kids have grown up with kids from neighboring Atkinson. They play sports together and other activities and Franklin/Clinton Park has become a comfortable and familiar spot for them to be. These two schools share a neighborhood community and strong friendships exist. The current proposals require the Glencoe and Atkinson cohorts be split apart after time together at Mt. Tabor Middle School with the proposed high school changes. This will have a serious impact on these kids' well being.	Socio-Emotional health	Negative Response		
From prior to kindergarten, Grant has been a big part of our mapping out of our child's education.	Socio-Emotional health	Positive Response		Statement
Please vote NO on the proposed changes. The casualties that would occur along the way by way of what families will lose, upending classroom dynamics etc. are not worth it.	Socio-Emotional health	Negative Response		

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It is an oversimplification to equate DLI programs with racial/ethnic diversity, and target all perceived advantages to students in DLI programs. The Japanese Immersion students at Mt Tabor MS have higher incomes and programatic advantages than the neighborhood students. Although the number of Black students at MTMS is small, the school is working on targeted supports to bring up the Black student achievement. Having the Black students at MTMS feed to Madison does not recognize the strong connections they have built within their affinity groups and through Franklin Athletics. Our students are already struggling with CDL, to add this on top of it could be devastating for many students moving from 8th grade to 9th grade in 2022, including my own child whose best friend and study partner is in the Atkinson area.	Socio-Emotional health	Negative Response		
It seems like this year was challenging enough and we should let things go back to normal before making drastic changes.	Socio-Emotional health	Negative Response		
Hi, I live below the poverty level and am a single mother. Having students attend one high school and then have to switch to another would make it impossible for them to create community with teachers, friends and athletics. Also, it would be too much for me to navigate. Privileged parents are more able to help their students with the transition and moving kids before they graduate will only hurt poor families. Please do not move the Japanese program from Grant.	Socio-Emotional health	Negative Response		
I think that sometimes these changes are made without thought to the teenagers who have dedicated the majority of their lives in these programs and are very attached to their peer support systems. I realize you have to look to the future, but please give some thought to the currently enrolled, dedicated kids who have begun their high school careers getting involved in activities, clubs and programs. They may be forced to remove themselves from their environments at a time when they're already challenged because of Covid and their develpmental age. Allow these kids the choice to stay at their current school.	Socio-Emotional health	Positive Response		
I understand that changes may need to take place. I would prefer that my child stays in their neighborhood at Franklin, commuting to Madison would be a major inconvenience that will affect our family for 7 years (for both children) on a daily basis during the school year, though at least Madison seems like a good school. However, I will do everything I can to block a solution that requires a change of high schools after students have already begun attending one. The disruption and damage to the educational experience that would cause would be an inexcusable indictment of the decision making process. I also feel like it is unfair that the process has gone this far without involvement from the community that will be redirected outside the existing boundary. It really seems like you got this far without having anyone who is actually going to be redirected over to Madison represented and now you want to gloss over that fact and ram it through.	Socio-Emotional health	Negative Response		
I won't support any decision that doesn't give us an idea of the general physical location that Creative Science will end up (i.e. a promise that the new location will be within 2-3 miles of the current location). Leaving my son without any physical school, nor any guarantee that it will be close enough for it to get to, is unacceptable. PPS should be ashamed of adding so much stress to so many families during an international crisis.	Socio-Emotional health	Negative Response		

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I am concerned that children will be displaced/split up as a part of this plan and the social/emotional impact this will have on them on the heels of COVID/remote school.	Socio-Emotional health	Negative Response		
My child is high needs, has a 504, and we have been able to avoid the IEP process because the nature of Creative Science has allowed us to have him in the least restrictive environment. If you disrupt his educational experience now—especially on the heels of so much upheaval due to COVID, I fear there will be real negative consequences for him. I recognize the importance of working towards equity for BIPOC students and families—but this does nothing to solve the real problems of equity in our schools...it just moves it around, and in fact, decreases diversity in our schools and seems to segregate native speakers. And if Creative Science loses its building, those students (many of whom are not neuro-typical learners) who are doing well at Creative Science BECAUSE OF Creative Science—will lose out greatly. In a mainstream school, many of these students would likely be on IEPs and in behavior classrooms—but because CSS's approach works for them, they are able to maintain in the least restrictive environment. Please don't take our building. And if you must, please keep our k-8 community intact. My son needs this school.	Socio-Emotional health	Negative Response		
Why switch to k-5 ? Keep k-8 so middle schoolers can help W littler kids and be in comfortable environment rather than having a huge transition while they are already experiencing a huge change due to puberty. It's already hard enough.	Socio-Emotional health	Negative Response		
PPS should feed Kellogg MS with neighborhood teachers and children and that should be it until thoughtful, community input and discussions can be had after the global pandemic is over to rebalance enrollments. If PPS moves forward with these drastic changes before the school year next year and children go back to unfamiliar school buildings, teachers, staff and friends, there will be profound, long-lasting negative effects on these children and their families. PPS is already creating added stresses to all families across the district by their lack of thoughtful process to this very complex situation of rebalancing. The communities PPS is serving should not have to be forced to watch an unfair process unfold due to the lack of planning by PPS for opening Kellogg MS. Please make the right decision. Feed Kellogg MS. Engage in an equitable process for making all other drastic changes after the global pandemic is over. That is the right decision.	Socio-Emotional health	Negative Response		
If the focus is to fill Kellogg, fill Kellogg. Do not use Kellogg as an excuse to completely disrupt the lives of so many students just to shift DLIs around when there seems to be very little community support to do so.	Socio-Emotional health	Negative Response		
I grew up poor in the 80s when drugs, prostitution, and homelessness were rampant. Education was the only way to lift myself out of that and now with COVID, this may arise again. No parent wants to send kids into areas that aren't safe and being near 82nd means exposing my kids to those dangers. Putting DLIs Chinese and Spanish to outer Portland is endangering our students. This use of equity is the same as Trump saying that he's making America great again by taking care of the rich population and creating walls with among the rest of the racial groups.	Socio-Emotional health	Negative Response		

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There are so few Chinese immersion students that it doesn't significantly change rebalancing but does severely disrupt our kids' lives after the trauma of the pandemic. Depending on the final outcome, we will send our kids to private schools if this plan is passed.	Socio-Emotional health	Negative Response		
For what it is worth, I would like to share my personal experience. I have a second-grader and a kindergartener in the MIP at Woodstock Elementary. As all parents know, distance learning is, at best, a challenge. We are all concerned with how this period of time will impact our children mentally and academically. My second-grader has gone from a happy and engaged child to one who is mopey, sullen, and often fears leaving the house. My kindergartener, who was so excited to join his big brother at the school where he dropped him off and picked him up everyday, has never seen the inside of an elementary classroom and absolutely despises online learning. The disruption to their lives is immense, and they are absolutely the lucky ones who have internet and devices and a parent to sit with them most of the time. When I think about how detrimental another drastic change would be to them, it makes me extremely fearful for how it will affect their emotional and social well-being and their long-term relationship to school. And then I think about the prospect of upending the lives of thousands more children and removing them from the schools and communities that offer stability, familiarity, support, and friendship, and it feels like the wrong moment for drastic change. There is enough change for these kids right now, and it is our duty to offer as much constancy and stability as we can. The reopening of Kellogg is wonderful and the goal to eliminate the K-8 model is also laudatory. Make the smallest change in this moment of turbulence and reflect on those outcomes after kids get back to normal routines and we all have a chance to let the dust settle. This is not the moment for this drastic change.	Socio-Emotional health	Negative Response		
This process has been rushed and needs to slow down and truly take time to listen to the communities that will be impacted.	Timing	Negative Response		
You've got a hard task in front of you. Please don't rush it without reasonable public resident and student input.	Timing			
The re districting should not be done without involvement of all east side schools- not just SE coalition.	Timing	Negative Response		
This process seems very rushed and without consensus among the coalition (how can parents be expected to support plans that even the coalition can’t agree on?). It is also predominantly focused on DLI family concerns at the expense of neighborhood families. There doesn’t seem to be any concern for quality of education and performance of high schools. And lastly, some schools are not even represented in this decision.	Timing	Negative Response		
You're trying to tackle too much in a too short amount of time. Take a pause, solicit feedback from families of color to ensure that you aren't perpetuating systemic racism by segregating and isolating students of color. The district needs to listen to diverse voices in this process. Not enough outreach has been done to students and families of color, and native speakers, impacted by this wide reaching proposal.	Timing	Negative Response		

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I feel that the Guiding Coalition needs to take more time with this decision. Families have only had a few days to look over the new changes. The coalition should consider feedback from Shu Ren, which does a good job listening to families and translating information.	Timing	Negative Response		
The implementation of the rebalancing plan needs to be paused and allow for full input from students, parents, and school staff.	Timing	Negative Response		
Why not figure out where Creative Science School (and ACCESS) go at this point? So many elementary schools are under-enrolled in all these scenarios. It seems like the proposal needs to consider converting one of the existing K-8 buildings in to a home for CSS and then re-drawing neighborhood boundaries. Is that the plan for Phase 2?	Timing	Negative Response		
This feels like a very rushed, non-holistic approach to only look at changes to the Southeast or rather only Southeast PLUS Madison. As I understand it Grant High School has similar overcrowding issues to Franklin and it seems short-sighted to not even consider it as part of this proposal. If goal is to increase enrollment at Madison, Grant seems like a much less disruptive school to pull from: 2 miles away as opposed to 4, on same side of I-84 Freeway and part of the Northeast community.	Timing	Negative Response		
Please reconsider feeder patterns as the only way to determine school attendance. Students in all grade levels should be able to attend This process has been fundamentally inequitable - materials have not been provided in multiple languages and are barely accessible to even english speakers. The guiding coalition's hand has been forced by PPS - there is no set evaluation criteria. There were no narrowing of choices by the coalition, rather this happened outside of that group. In the midst of a pandemic, forcing families to engage on what will be a traumatic division of our neighborhoods is malicious and irresponsible and does not account for how individuals and communities have had to support each other. PLEASE SLOW DOWN. DO NO HARM.	Timing	Negative Response		
This feels like a rushed process that blindsided the DLI community.	Timing	Negative Response		
Why has JMP not been discussed in the proposals above?	Timing	Negative Response		
I want to understand the impacts to Grant with these changes.	Timing	Negative Response		
I am concerned with the quick timeline for this project. PPS has had many years already to consider the impact of a reopened Kellogg MS. I wish this work had begun at least a year earlier and I would prefer to see a phased implementation, since the impact to some families will be quite extensive. Thank you for your work on this project and good luck with the resolution.	Timing	Negative Response		
I strongly recommend PPS delay the move of the Japanese program until further discussion in concert with the panned realignment of the NE schools.	Timing	Positive Response		Statement

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I propose we slow this process down, address the immediate Kellogg needs and then take the needed time to create a more comprehensive picture and longer term vision of PPS which includes NE schools such as Grant, and other quadrants. This this is a challenging undertaking with many merits and for many essential reasons. I understand that this process was delayed and that the community did not partake as fully due to covid. Let's honor and acknowledge that by slowing down and creating a more comprehensive and compassionate vision for PPS. Thank you for the opportunity to write and for your dedication to our families especially these last 10 months.	Timing	Negative Response		
Please do not move forward with the 3 "chosen" proposals. They are rushed and do not fully reflect the desires and needs of the community that Atkinson and its DLI program serve.	Timing	Negative Response		
The Tabor/JDLI/Spanish/NE community has not had enough time to process this recommendation. Other stakeholders have been part of this discussion for months and we are just learning about this significant change. During a pandemic, during a stressful election, coming up on the holidays.	Timing	Negative Response		
Would like PPS to reconsider the timing, scope, and degree of the proposed changes, particularly in a time when students are not in school and parents are struggling to both support virtual school and pay the bills in this tough economic situation. I recommend holding off on any recommendations regarding Grant and Madison high schools until the district can conduct a full study of Northeast enrollment and programs, address high school boundaries throughout the district, and ensure all voices are heard.	Timing	Negative Response		
This all seems so rushed. I feel a project this big should take years to develop and allow for more the one opportunity for a public forum. The much needed update to the enrollment balancing website comes just days before the open house. Many families are juggling working from, assisting on-line learners and caring for smaller children. Now, we must digest all the information out there and to be prepared to make our voices heard in days. It is unrealistic and unfair to the entire SE community. Additionally, I would like to state, the Bridger community will be most affected by all the proposals which have been put out. This community has already made sacrifices in building space, using modulars and moving Kinder to the annex. Now the latest proposal will be divide the community in three ways.	Timing	Negative Response		
Please do not make such huge changes without the appropriate public input from the community. Start with what is necessary, such as middle school changes, but wait for the elementary and especially for DLIs location changes, no necessary yet.	Timing	Negative Response		
This needs to include NE Portland elementary and middle schools	Timing	Negative Response		
Please with everything so divided right now do not make the mistake of moving our immersion students to let's we cannot expect the to adopt the same cultural values that atkinsons has developed over the years.	Timing	Negative Response		

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Your process is rushed. Decouple Kellogg hiring decisions from this matter. Consider data but don't be divorced from logic. Involve Glencoe parents. Consider Grant, as you have a diversity issue and comparatively lower attendance. Staff and Coalition members claiming delay/confusion due to viral pandemic is laughable. You had no digital strategy to solicit input from busy/working parents? You'll proceed at a time when those without a digital means of connecting are prohibited from meeting with you in-person?	Timing	Negative Response		
Please slow down the process. This feels very rushed for a very large decision that will have HUGE impacts to families.	Timing	Negative Response		
I know that the timeline is really tight, but I think we need additional opportunities for input as the proposal continues to shift and get refined.	Timing	Positive Response		
You need to SLOW THIS PROCESS DOWN. What exactly are the goals that are trying to be achieved? Very few families are happy with the Phase One proposal. Who is benefiting from moving at the speed in which these decisions are being made?	Timing	Negative Response		
Slow down. Re-focus on getting Kellogg open with a strong start and wait until COVID is over or integrate all of the changes and challenges into a larger conversation about how larger patterns should be shaped. Even the SE Coalition members seem frustrated with the process and timing and choices. That should signal the district that something is off. Paint a better bigger picture of the guiding principles that shape what should inform the redesign of boundaries and enrollment. Don't change the "grandfather" policy so if a students starts in one high school they can remain until they finish.	Timing	Negative Response		
If the main need is to fill Kellogg, just focus on the move of gr6-8s from K-8s, then take a step back and reassess. There should be time and space for both online and in-person (ie post pandemic) discussions with community members as some people have better access and/or comfort with different venues.	Timing	Negative Response		
This process seems like it was very secretive and rushed.	Timing	Negative Response		
Slow down - do not rush - get more input!	Timing	Negative Response		
SE neighborhood programs and schools will be under-served in this process while more active parent communities in lottery schools are advocating loudly for not only access to special focus programs also that they are in preferred locations. It seems short-sighted to not include the preliminary plans for phase 2 at this time to give families a better big picture of their educational future, it would be helpful to know now how pps plans to reconcile the imbalances possibly created after phase 1 is decided on.	Timing	Negative Response		
The condensed timeline is clearly disconcerting and feels disrespectful to the communities involved. Rather than building trust, families are frustrated and confused. High school student input has been neglected. Why didn't PPS start this process as soon as they broke ground for Kellogg? Why not focus on how to fill Kellogg as the first step and allow more time for the downstream impact?	Timing	Negative Response		
As a CSS parent I support changes that improve PPS services for families near the Clark building, and understand that may mean our location will change but in my opinion you MUST identify an alternate facility for CSS before phase two, or this idea is half-baked, bordering on negligent.	Timing	Negative Response		

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Please delay this process. Please.	Timing	Negative Response		
We would like to reiterate that moving the High School component of the Japanese Immersion Program needs further study, input, and thought given to it. Making this decision in haste during a time of distraction does not adequately address the questions and input that the invested families of this program could provide. When that discussion happens - some consideration should be given to feeding to Franklin, like the rest of Mount Tabor Middle. Clearly, this is a multi-faceted question and decision affecting an involved and established community. Please consider removing this item from the current discussion, to be appropriately addressed at a later date.	Timing	Negative Response		
The process feels rushed and community engagement seems late in the planning of this project. The coalition should look for alternate solutions which to do not displace students and families. Budget shortfalls should not be the guiding principle in the recommendation to reconfigure boundaries. Families have purchased homes based on current school boundaries long before PPS coalition considered this boundary restructuring. The communication on these recommendation has been less than transparent and more time should be considered to provide the community time to guide any considered process.	Timing	Negative Response		
I don't think you are listening to the community and a vote in January is hasty.	Timing	Negative Response		
If it's equitable to give our school building away, then you need to have a solution for us before you even consider it! Our community is strong and we need you to consider our 600+ students who are all suffering from the challenging times we are living in. You shouldn't even be considering these proposals right now, with so much going on. It's shameful.	Timing	Negative Response		
Seems like there are a lot of issues to iron out. Please give people time to vote/have a voice before pressing forward!	Timing	Negative Response		
Seems like there are a lot of issues to iron out. Please give people time to vote/have a voice before pressing forward!	Timing	Negative Response		
I would like to request that PPS focus solely on phase 1 of the coalition’s mandate at this time, namely: opening Kellogg, converting Harrison to a middle school, and converting K-8 schools to K-5. Relatedly, I strongly request PPS pause any redrawing of feeder patterns and boundary lines or phase 2 work until such time as all impacted stakeholder voices are sufficiently represented in the generation of further proposals. Namely, I request that representatives from all impacted schools (including Glencoe) be included in discussion. I further request that prior to additional proposals being made, refined, or decided upon, PPS increase engagement efforts to amplify the voices of BIPOC community members in this process and that more student voices be included in the discussion.	Timing	Negative Response		
I feel like not enough time has been spent on identifying things that are working at individual schools and seeing if those things can be expanded or applied to other schools. And ensure those things won't get interrupted in the proposals. And I am concerned about unintended consequence of separating/segregating community of students of color in stand-alone immersion schools. Also, it feels like this process of determining feeding patterns for Kellogg should have been figured long before building it.	Timing	Negative Response		

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Those of us with 8th graders would like things to be decided before our 8th graders have to choose high school on Dec 11th. If it's going to take longer for PPS to set the new boundaries, then the date for 8th graders to decide which high school they want to apply for should be pushed back to January.	Timing	Negative Response		
Please wait to make this change until capacity and feeder patterns in NE can be assessed.	Timing	Negative Response		
Please slow down the process. Please listen to the PPS community. Most of us did not even know about huge changes in high school boundaries. (They only talked about Kellog middle school at first.)	Timing	Negative Response		
This process, while originally tasked with specific goals, is creating much more far reaching ripples that need to be considered	Timing	Negative Response		

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The scope of this project is too big and too fast. Additionally, trying to develop and implement something this complex during a pandemic is just stupid. Worse yet, the people presenting the proposal did not demonstrate that they have the knowledge, experience, or skills to develop and implement a plan of this complexity. They also failed to demonstrate that can successful run a public process for something this big that impacts so many people. As a result, most people came away from the Nov. 19 meeting feeling unheard. It looks like PPS is trying to sneak a huge reorganization of SE past people and communities during a pandemic. Not good. Also disturbing was the inability of anyone from the Guiding Coalition or other leadership from PPS to explain how the proposal would actually improve equity and diversity in SE. In fact, the consensus of many was that the proposal will increase racial and programmatic separation and be destructive to community cohesion. An important piece of this was the fact that Grant High School seems insulated or “protected” from this process and the increasing diversity of the city even though some programs track there. This did not pass un-noticed when Franklin HS is already at capacity just after a large renovation and expansion. When students from Atkinson Elementary suddenly have to go to a new middle school out at Harrison Park, miles away and across many large and busy thoroughfares, and the Creative Sciences School suddenly has no home, you need to rethink. This is not a legitimate planning proposal that should have been put out for public consumption. The problems and mid-steps are too many to innumerate here. It really feels rushed and incompetent. I am reminded of the public meetings during the K8 conversions where people spoke, yelled, reasoned, cried, and did everything possible to stop it...but PPS pushed it through anyway. And now here we are, trying to minimize the damage to our communities again and undo something that never should have been done in the first place. Only now we have the pandemic to keep people at a distance and unable to really engage. PPS needs to stop this failing process, take a few steps back, and engage the communities that will be impacted by this plan in a more real and genuine fashion. After the pandemic would be ideal.	Timing	Negative Response		
Please reconsider your timing and goals for community engagement. You can not responsibly meet that goal during a pandemic and I do not see evidence that appropriate balancing measures about the very real impacts on peoples lives, were considered.	Timing	Negative Response		
Thank you for taking this on but I hope that it can be done in a more comprehensive way - instead of just SE Portland.	Timing	Negative Response		

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Please consider holding off on Phase 2 until the above are included.	Timing	Negative Response		
Don't ignore the many students with IEPs that are being helped by the programs at CSS. Many children that need extra help attend CSS because others schools have failed them. CSS is well equipped to help those students in need. This school provides important services which are essential to any balanced school system. To displace CSS without any plan to house them is doing a grave disservice to PPS.	Timing	Negative Response		
My son has been going to Creative Science School for 2 years now. He has ADHD and the program and teaching methodology at CSS has vastly improved his ability to engage and perform in the academic setting. My daughter just started kindergarten at CSS this year and loves it so far. The location of Clark building is ideal, housing the entire K-8 program and having a large recess yard. Please propose a satisfactory location for CSS that is near its current location or make no changes to CSS being at the Clark Building.	Timing	Negative Response		
I find it highly offensive that anyone would give a proposal to kick nearly 800 kids and teachers out of their school without a brick and mortar option. Why are no other focus option or language emersion programs being proposed to move without a building to teach the students in? I feel like the attempt at equity in PPS is being entirely missed by targeting a school of mostly working class families. I am under the impression that most CSS students live in close enough proximity of Clark that it was reasonable to attempt the lottery for CSS. I think my daughter would have done well at Winterhaven but it wasn't logistically feasible for my family. We can ride bikes to CSS/Clark. Ultimately I wanted my kids to go to Bridger because I believe in neighborhood schools but after attending open houses and talking with neighbors I could see that if you weren't in the Spanish program you were more of an afterthought in regard to fundraising and class size. If PPS wants to be more equitable then make sure the kids that go to Harrison Park have the same class sizes and same school equipment and materials as the kids at Beverly Cleary. I remember the 2 school years my kids couldn't drink from the water fountains in the Clark building due to lead in the water. I worry every day my kids are at school that the building is not seismically safe. The first new middle school in SE Portland in generations has the community hoping their kid will have the opportunity to learn there in a safe building. You would probably hope your child would get to learn in a new building rather than a run down worn out school building like Harrison Park. Right?	Timing	Negative Response		
A lot of parents chose to try to get into CSS for a reason. It is a different focus on learning that may work better for certain types of kids. Our children are thriving there. We have really enjoyed the community that we have formed there. I understand that CSS may need to move to make space for other neighborhood kids with changing to k-5/6-8 but CSS is a great program and we need a home. Logistically for those who attend it needs to remain relatively near it's current location.	Timing	Negative Response		
There does not seem to be ANY concern for the actual students and their families. Pushing this decision through during this unprecedented, stressful time is unacceptable and irresponsible. There should have been a plan in place for Kellogg prior to reconstruction.	Timing	Negative Response		

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I have no doubt that this is a complicated problem and not everyone will be pleased with the final outcome. Open communication and a feeling of connection to the solution would go far to get people to understand the provided options. I strongly request that feeder patterns and boundary lines outside of phase 1 wait until all stakeholders are sufficiently represented. If this is a true rebalancing for the PPS district I repectfully request the coalation to broaden the scope of the rebalancing effort to include all Eastside schools. Please prioritize minimizing the distance kids must travel to school, having safe routes to school, and having good transportation options available for kids who would need to take public transportation.	Timing	Negative Response		
It is very troublesome to see that no plans are in place to care for the children and families of Creative Science in the proposal. And no explanation as to why it is the only focus school that appears to be a target of this point: "Schools devoted entirely to a Focus Option create inequity of experience." Have you visited Creative Science? Have you seen the diversity of race within its student body? Creative Science has a higher enrollment of students with behavioral and learning challenges that struggled in a comprehensive mainstream PPS classroom than most other schools in the district. Have you heard the Constructivist model of education and how it is based on meeting students where they are, allowing them to guide and mould their educational experience based on their needs, interests, curiosity, in a very hands-on, collaborative, and exploratory way? If that isn't an equitable education model, I don't know what is. Unrelated to the proposal itself: this question has a blatant, and rather elementary, punctuation mistake. It should have a question mark.	Timing	Negative Response		
I attended the Open House and felt there was no connection made between the stated goals and proposed plan. It is unclear how you are addressing the goals with these changes. Also, 2020 is a census year with the last being 2010. I wonder how up to date your demographic data is in terms of how communities are distributed through the city. This process seems to be happening very fast and rather haphazardly. I think it's time to pump the brakes and at the very least wait for 2020 census data, at least beyond changes other than opening Kellogg. I'm confused about how taking half the population of Woodstock (half of that being neighborhood kis) and moving them to Bridger solves any problems. Also, do families at Bridger want a Mandarin only option? Or will they need to move if that doesn't work for their families. There are some many things wrong with this plan and the beginning of the year is far too soon to make a recommendation to the board.	Timing	Negative Response		

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Any rebalancing of this size needs to be decided on 5-10 years prior to acting -- not a few months. People buy houses, change jobs, and decide on an older or younger child's enrollment in a school program based on where a school is. There needs to be long term notification so people can plan their lives accordingly if actions like this occur. Many people have an older child in a neighborhood school and a younger child who just happened to lottery into the neighborhood DLI. How do we drop off two kids at two different schools -- it's not safe for one to walk by themselves. These considerations are why I'm fine with decisions being made, but the actions cannot take place for 5-10 years out.	Timing	Negative Response		
I would request that PPS focus on phase 1 of the coalition's mandate at this time: opening Kellogg, converting Harrison to a middle school, and converting K-8 schools to K-5 and pause any redrawing of feeder patterns and boundary lines or phase 2 work until more stakeholder voices are sufficiently represented in the generation of further proposals.	Timing	Negative Response		
This whole process feels rushed. I question the timing of this significant proposal coming up quietly just before the vote on the school bond. Was this kept under wraps to ensure the bond passed? Why not take the time to get input from all of the communities impacted? Why is this process being done in isolation from schools in NE Portland. Why isn't Laurelhurst elementary in this discussion being it is so close to SE.	Timing	Negative Response		
Please potentially delay a year	Timing	Negative Response		
If a plan is approved to move JDLI students from Grant to Madison, please consider changing the effective dates so that children already enrolled at Grant are allowed to complete their times there and not have to change schools in the middle of an already tumultuous high school career.	Timing	Negative Response		
Depending on where CSS continues, our children may end up at Harrison Park Middle School, an older, out of date school that is a sharp contrast to Kellogg for other SE children. What upgrades will be made to Harrison Park as it converts to a Middle School?	Timing	Negative Response		
This is clearly not a process that has been vetted or given an adequate amount of time, it is also being completed in a vacuum rather than looking at the overall big picture and making decisions based on an overall goal. Inequities are being further driven into the system. Yikes PPS.	Timing	Negative Response		
1. What will the options be for continuing Orchestra? Right now, Bridger has a strings program. Where will that go? When will it be decided? 2.The DLI vision seems cloudy to me. Is it more of a late-exit bilingual program for native speakers in SE? Is my daughter (native English speaker) taking someone's spot who is more deserving? I would love transparency and clarity. I've prioritized DLI in my family but if this isn't the right program, I don't want to be in the way of serving students who may need it more and I don't want my daughter to be unwelcome at Lent or wherever we are sent.	Timing			

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The Guiding Coalition is doing what too much way too fast! You need to listen to the wants and needs of the communities impacted. The communities impacted are more than one set of parents from each school that is supposedly represented in the coalition. There needs to be more data from FloAnalytics on how they arrived at their proposals.	Timing	Negative Response		
I understand that students need to move schools in order to fill Kellogg, but why not move students who live close to the school and change some boundaries instead of moving a ton of programs. By moving the programs, students may drop it off the programs and then your projected numbers will be off. It seems like an awful time to uproot so many students. I think the best plan is to affect the least amount of students and still be able to open Kellogg, but it seems like this proposal uproots more students than needed.	Timing	Negative Response		

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Dear Guiding Coalition Members: • The SE Guiding Coalition's phase 1 mandate was to enroll Kellogg Middle School, identify a second comprehensive middle school in Southeast, and convert current K-8 schools to K-5. PPS communications on the Coalition's work have consistently tied it to the reopening of Kellogg, concealing the true breadth of change included in the Coalition's proposal. The current proposal vastly outsteps that mandate, by introducing school boundary changes and altering feeder patterns without input from each community impacted. • This breakdown in both process and communication has created uncertainty and mistrust in PPS. This has been a rushed process in a time when families are already overwhelmed with distance learning, battling unemployment, political uncertainty and the pressure of a global pandemic. • The coalition should stick to its original mandate and stop any re-boundarying and feeder changes without first ensuring all impacted communities – including students – have a seat at the table. • PPS should publish data that clearly demonstrates how any decisions made by PPS's SE rebalancing efforts will optimize the use of school facilities and help achieve racial equity and social justice. • If NE schools are solutions to SE's "rebalancing" efforts, then all Eastside schools should be part of the conversation. Why are Laurelhurst, Beaumont, Alameda, Sunnyside, Cleveland, Grant, etc. immune? • This proposal does nothing to address overcrowding at Franklin, leaving it on pace to be at 116% capacity by 2024. There is no point in adopting sweeping changes that do not address this problem. • Most of Mt. Tabor Middle School neighborhood students live within walking distance of Franklin High School. The proposal has Franklin students transitioning to Madison, which requires a 45-minute TriMet commute, including transfer. This goes counter to PPS's own assertion that "most students find their best fit close to home." Thanks for your attention. Rebecca Haas, mother to Franklin HS 10th Grader, and Glencoe Elementary 4th Grader 503-380-8292 rebecca@revolutionportland.com	Timing	Negative Response		

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My request is for PPS to look more closely at refining Scenario 9, especially since it performs quite well when compared to Scenario 10 in meeting PPS' 3 outcome goals: (1) Equitable Programming: a) By having Bridger/Atkinson share boundaries (with one being all DLI and the other all neighborhood), Scenario 9 allows native Spanish speaking students to be served at a more central location. This minimizes transportation impacts and avoids the segregation of native speaking/BIPOC students to the outskirts of SE Portland. b) While a single strand DLI + neighborhood co-location is less desirable, Scenario 9 allows Lent to maintain its neighborhood program. Note: It is important to consider if Lent will lose its Title 1 eligibility if it becomes a whole school 4-strand DLI program. (2) Optimizing Facilities: a) Scenario 9 optimizes the use of facilities by minimizing the use of portables and keeps utilization at the desired 60-80% range without the use of portables for Bridger, Lent, Glencoe, Vestal. b) By creating a whole school at Lent with 4 strands of DLI, Scenario 10 will create a 96.4% building utilization rate without portables, well above the desired utilization rate. (3) Minimizes Program Co-locations: a) Scenario 9 eliminates the unbalanced co-location at Bridger while also allowing the Bridger neighborhood program (which has historically struggled as a single strand co-located with 2-strand DLI) to strengthen its identity as a full neighborhood only school. b) Scenario 9 eliminates the single-strand co-location at Atkinson with the creation of a whole school DLI program.	Timing	Negative Response		
The result of moving JMP to Madison will be a weaker program, and one that fades away by the high school level. If PPS is going to have DLI and other special programs, the feeder schools should be close to each other so that families can plan their lives and are able to get their kids to and from school without too much disruption. People with multiple kids in school can't pick up one kid up at Madison and then get to Mt Tabor on time to pick up the other. Basically, this change says that JMP is not open for SW residents. And if the change does have to be made, one Japanese teacher should be left at Grant until the current students have finished their four years so they can get their seal of biliteracy without having to make the choice between spending hours a day on public transportation or giving up the language they've studied since age 4 and going to a school where they know no one.	Transportation and Locat	Negative Response		

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It should be looked at to shift elem. school boundaries to the west, moving Harrison Park k-5 to bridger, moving those s. of divison, west of 82nd to Atkinson. This both helps Atkinson's enrollment AND does not displace creative science. I also think the Harrison Park middle school plan is an afterthought and is due to PPS mismanaging Kellogg construction which now cannot house all of the students that need to go there. Splitting south tabor up like you are, and then sending them to a 'middle school' that doesn't even have a construction plan that is public is a disgrace. You are also making kids walk across two major busy roads and increasing PPS transportation costs. Shift the middle school boundary for Lane North to increase its capacity, which then allows space for those in S. Tabor that live by Kellogg to attend Kellogg. Have you exhausted all your options before coming up with the Harrison Park plan which removes a neighborhoods elementary school AND displaces CSS. This is a disgrace.	Transportation and Locat	Negative Response		
Walking and biking to schools should be a mandatory possibility for neighborhood schools. What is the point of a neighborhood school if the child has to be driven or take a bus to school? More pollution for no reason!	Transportation and Locat	Negative Response		
Please consider making Clark Chinese DLI and Bridger neighborhood. Its a more central location and and is more centrally located for a neighborhood program.	Transportation and Locat	Positive Response		Statement
Why would you send children to a school 4 miles away when there is one within walking distance. While allowing kids that are already much further away to continue to attend Franklin.	Transportation and Locat	Negative Response		
Having our kids attend Madison would not be an option for our kids based solely on bike access and the location of Madison to where we live on 44 and Stark.	Transportation and Locat	Positive Response		
Taken in its entirety the programs shifting around schools feels extremely disruptive and like it will result in a significant number of families having to shuttle children further from home. I'm curious if enough consideration has been given to transportation and associated climate impacts. Part of the appeal of living in SE is being able to walk or bike to the places we need to go, including school.	Transportation and Locat	Negative Response		
I hope the parties making the boundary suggestions are physically looking at the boundaries they are suggesting (driving or walking them). Making changes that affect MANY families without thoroughly looking at the proposed changes will only result in this process needing to be done again and/or having families unnecessarily shifted around. Changes should make sense and not just applied unilaterally because it looks good on paper. Thank you.	Transportation and Locat	Negative Response		
Please consider the distance to Harrison Park from neighborhood that a lot of the kids will be coming from. Kellogg is walkable or bikeable, where I don't think anyone would feel good about sending their 6-8 grade kids across 82nd on their own.	Transportation and Locat	Negative Response		
The distance some families will need to travel to get their schools: Given environmental issues and safety (crossing busy roads, inclement weather in Portland), we should give more weight to geography rather than the feeder model in considering which students go to a given school.	Transportation and Locat	Negative Response		

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The goal of ending collocation is just one of many in this process. Yet in prioritizing it at the expense of all other goals, the proposal exacerbates other challenges (e.g., creating under-utilized sites, creating transportation burdens, and leaving a focus option program without a home). Putting a stronger value on place/neighborhood, particularly as relates to the K-5 boundaries, would solve some of these problems. This part of SE is intersected and bisected by two state highways, an interstate, and several major city streets. Boundaries should be drawn to limit how many of these streets a student has to cross to get their school. I'm particularly concerned about adding two K-5 schools into the mix for South Tabor (Arleta and Creston) and moving one of the current K-5s from Bridger to Clark, even farther northeast. The neighborhood would be split among four K-5s (Atkinson, Clark, Arleta, and Creston) instead of two (Atkinson and Bridger/Clark). Meanwhile, only Atkinson is safely walkable for all children in the neighborhood, yet it would be left underutilized by the removal of its Spanish DLI. It would take some juggling to figure this out, but consider having the Atkinson boundary encompass all of South Tabor AND have Atkinson feed into Kellogg 6-8, then Franklin. This would eliminate the need for bus transportation or driving for families in this area from K-12. And it would alleviate the traffic and transportation impacts on SE Woodward, a neighborhood greenway that is currently overwhelmed by the pickup/dropoff traffic for Franklin (PPS's largest school by enrollment). By my count, in each of the other three neighborhoods in Portland where there is an elementary, middle, and high school (St. John's, Hosford-Abernathy, and Hillsdale), most if not all of the neighborhood sits within the boundary of that K-5 school, which then feeds into that middle and high school. This makes sense for so many reasons and would have positive ripple effects on the neighborhood, community, and the broader transportation system (and climate). I suggest revising the proposal to adjust the Atkinson boundary to include all of South Tabor and to have Atkinson feed into Kellogg.	Transportation and Locat	Negative Response		
Neighborhoods that send students to Mt Tabor are within walking distance to Franklin but not within walking distance to Madison	Transportation and Locat	Positive Response		Statement

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
In addition, We are in the Glencoe neighborhood and feel very safe about the walk/ bike ride for our kids planning on attending Franklin High School. I absolutely do not feel safe sending my child all the way to Madison across I-84 and to busy 82nd street. We have two working parents who cannot help with transportation and need our oldest to help with childcare for our younger two children. Basic high school activities and sports will not be options for many students who simply don't have transportation to go between home and school. I am also concerned for those students who have the means to drive to school. This will push a larger number of teenage drivers overall on 82nd--causing more damage to our environment and putting our youth vulnerable to accidents. In summary, this harms the community and introduces several safety and mental health concerns, childcare burdens and new financial costs for my family and close neighbors. Learning about these proposals has already caused a great deal of stress in our community and brought on discussions about leaving PPS.	Transportation and Locat	Negative Response		
More than this being a major inconvenience to our family, we think that the decision to rezone our school district presents a paramount safety concern for all of us who live north of Powell . Don't relocate Atkinson students to Creston.	Transportation and Locat	Negative Response		
Your proposed changes do not consider geography or transportation. The Madison HS boundary is a gerrymandered creation that makes no geographic or transportation sense. Interesting how Grant's boundary stays intact with no significant changes.	Transportation and Locat	Negative Response		
Redrawing neighborhood school boundaries shifting the population of students by location causes less hardship requiring some families to switch schools but not with undue hardship of a long commute when it’s just the next neighborhood school in close proximity. Then there is no targeting of moves based on racial groups that require even more families a significantly longer commute out of the neighborhood.	Transportation and Locat	Negative Response		
if you're going to propose moving neighborhood schools to somewhere really far away seems like you'll need to provide comprehensive transportation.	Transportation and Locat	Positive Response		
Please take into consideration all voices when making enrollment changes. Changing school boundaries when no one from the school is on the coalition is a horrible way to move forward. Stakeholders need to be involved with the process. Also, the ability to walk and bike to neighborhood schools has also been a priority for PPS. We are a bike commute family and the potential for a five minute bike ride turning into an hour bus ride with a transfer is not something we want.	Transportation and Locat	Negative Response		
Moving the boundary from Powell to Woodward would only serve to further limit the children going to these schools. Powell is a natural boundary. The proposal would also have the effect of having more parents drive their children to school at a time when we‘re trying to reduce motor vehicle traffic, not increase it.	Transportation and Locat	Negative Response		
Please keep Glencoe with Franklin!!!	Transportation and Locat	Positive Response		

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I am frustrated that our neighborhood was left out of the process entirely and are now faced with a change that will simply not work for our family. We are committed to reducing our footprint with walking to school and working, living and shopping in our neighborhood. We bought our house for this reason. I am frustrated that PPS seems to have no commitment to the neighborhood students. It feels like the DLI and focus option schools are the priority for the district. We stayed in our neighborhood and are proud of our diverse and successful school (Franklin). We have neighbors who did not consider Franklin and chose private school instead. We have always been committed to public school and made a commitment to stay in our neighborhood, not move to the latest and greatest school. The wealthiest families in our neighborhood will do fine with transportation, or simply choose a private option. The rest of us will struggle with a fractured neighborhood and have a deep financial impact with transportation costs. The bus route is simply not doable for our family and most of the other families in our situation. It's a convoluted trip from our house to Madison. It's not a simple straight shot bus trip. Please rethink this part of the plan. It just doesn't make sense.	Transportation and Locat	Negative Response		
Being able to walk or ride to school is important on many levels.	Transportation and Locat	Positive Response		
I do not see this issue of safe walking and biking options being addressed anywhere in the process	Transportation and Locat	Negative Response		
Please keep Mt Tabor students progressing to Franklin!	Transportation and Locat	Positive Response		
Hold off on the high school changes until all east side high schools can be changed. Also, making these changes without making MEANINGFUL boundary changes is terrible. I live on a dead end block with about 10 houses. A boundary line goes down our block. Makes no sense.	Transportation and Locat	Negative Response		
Moving the Atkinson Spanish DLI program to Lent would also rob students that live near Lent from attending their neighborhood school. This would have negative impacts on their community as well. Moreover, it would impose significant transportation costs on families of Lent students, who would have to travel further to another school, as well as on families of students from Atkinson who would have to travel to Lent. Traveling longer distances to attend school imposes significant financial and environmental cost. In fact, some parents of Spanish DLI students have spent time and energy finding housing near Atkinson. Asking them to either move or travel further to attend Lent places an unfair financial burden on them.	Transportation and Locat	Negative Response		
Transportation impact to Kellogg Middle School for our family is also an issue, but the high school would not have a negative impact since it is in walking distance for us.	Transportation and Locat	Negative Response		
Would Sunnyside's mission align more with Madison than Cleveland? Could all of Lane go to Cleveland? Would Tri-met update bus routes to better accommodate Mt. Tabor to Madison students (that could help alleviate some transportation concerns)? Thanks for volunteering to be a part of this project.	Transportation and Locat	Positive Response		
You must factor in transportation. Many of these scenarios have kids driving further instead of walking to their neighborhood school. Also, what happens to Woodstock?	Transportation and Locat	Negative Response		

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I think before you can address social equality in our schools you must address safety, first! This is not a safe route for my children or my family! We are a minority family and this proposal will force our family to attend a predominantly non-white school!!!! Furthermore, it prevents a very real safety hazard for families living north of Powell.	Transportation and Locat	Negative Response		
when changing a school is projected to go to, there needs to be consideration to the quality of education (28th to 38th ok/ 28th to 94th not)	Transportation and Locat			
Please expand language immersion and minimize driving of kids.	Transportation and Locat			
The boundaries make no sense. Why is it ok for some kids to have to cross 82nd but not others? Why is this being pushed through when our kids aren't even in school? The feedback from many parents seems to be their concerns are not being taken into account.	Transportation and Locat	Negative Response		
I'd like PPS to commit to (1) busing students whose programs are being moved; and, (2) making marginal boundary line changes relating to elementary school attendance, prioritizing close neighborhood elementary schools over middle schools. Also, I've been watching the Coalition meetings on YouTube and monitoring the progress closely. You're all doing a magnificent job trying to put the interest of PPS above your own personal situation and staying civil with with are very emotional issues. Thank you for taking the time to volunteer and doing such a wonderful job.	Transportation and Locat	Positive Response		
Vertical school boundary lines are sometimes chosen on non-busy/non-arterial streets, which divides communities by having kids across the street go to different schools. Example Ne65th should not be a division but instead Ne60th or Ne67th which are statistically less residential.	Transportation and Locat	Negative Response		
I wish the Japanese Immersion Program was located at Franklin High School because it's close to Richmond and Mt. Tabor where these kids start out and it would make transportation easier.	Transportation and Locat	Positive Response		
Families and students do not want to cross 82nd avenue to go to school with the current traffic patterns and risks.	Transportation and Locat	Negative Response		
Transportation is my main concern. I am happy with the idea of madison as a school but thinking about a 45 min bus ride that includes 82nd ave, has me concerned. We are working parents and can't provide transportation. Walking is not an option to madison. I thought walkability was a mission for PPS and Portland. This is going against that lifestyle we all so much thrive on. Please re consider that disruption.	Transportation and Locat	Negative Response		
My strong recommendation is to, first and foremost, ensure that children who live within a 15-minute walk of each high school stay connected to that high school.	Transportation and Locat	Negative Response		
It didn’t seem to make sense that the primary neighborhoods involved had to travel the furthest to accommodate the initial proposal. It misses on childhood travel safety, traffic planning and undue burden on parents who would need to travel to pick up kids from school activities.	Transportation and Locat	Negative Response		

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Every child should be able to walk to school or at least take a short bus ride. This new proposal would be 20 minute drive. My family only has one car and the bus system is in safe now due.	Transportation and Locat	Negative Response		
How will this impact climate change, congestion? Time commitment for commute for HS students who already have limited time and families with children at other schools closer to home. Hard to feel a community commitment to a school that isn't actually in your community and across town. Parents less likely to want to get involved in a school so far from home	Transportation and Locat	Negative Response		
I would like to know why the PPS communications did not directly callout the full impact to specific schools in their emails? You might consider that not doing so is an effort to not draw attention to these sweeping changes. The lack of transparency is frustrating and makes it feel like the process is secretive and has agendas that are not being communicated. It is disrespectful to families. It would be good to know the thinking behind why you think it's a reasonable idea to move a middle school that is so close to Franklin to a high school well over double the distance away, to an entirely different neighborhood. Are there not closer middle schools? Are you considering the environmental impact? Particularly during a pandemic, many parents may not be comfortable having their kids get on the bus every day if it can be avoided, way would you not want kids to be able to simply walk or bike to school?	Transportation and Locat	Negative Response		
Listen to the community about this! My daughter would go from a 10 minute walk to school to a 45 minute bus ride. This is not ok! She lives in 2 households. I bought my home for the fact that she could walk to school.	Transportation and Locat	Negative Response		
This plan does not support Portland's goals of walking/biking more and driving less. It breaks apart neighborhoods, it does not create a sense of community in SE.	Transportation and Locat	Negative Response		
Please consider distance between homes and schools. It is just too far now for many of the high schools.	Transportation and Locat			
HOSFORD is too far away for Woodstock students! We should be going to Lane.	Transportation and Locat	Negative Response		

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
Our family believes strongly in public education and we have organized our lives around a local school experience for our kids. We chose to move into our current neighborhood on Mt. Tabor, as many families do, specifically because of the proximity to Glencoe, MTM and Franklin. I was educated within the public school system from elementary through college and graduate-level education, and while my wife and I can afford to send our children to private school, we have chosen to prioritize the sense of community that comes from enrolling our kids in our neighborhood PPS schools. We have worked hard to cultivate relationships within our neighborhood, and we place great value on the personal connection our children feel to this community. As put forth in this proposal, the physical distance to Madison High School from our home holds implications on multiple levels, including educational, social, environmental, health and safety-related issues. We are currently a 10-minute walk from our elementary and middle schools and a six-minute bike ride to Franklin High. The proposed re-districting would lead to a car or bus commute to Madison High School. The result would be that our children would be physically and socially isolated from their new peers when at home, as well as separated from their current neighborhood cohort (living just a couple blocks to the south) moving forward in school. Regular play dates, involvement in extracurricular activities and participation in sports would all be hampered as they would require further commuting on the part of our family. Both as a parent and as a physician, I want my children to spend active time outside walking or biking to and from school, and I want to minimize their need for car and bus transportation that will increase both traffic and pollution in our city. Likewise, I want them to reach school through a familiar neighborhood under the watchful eye of neighbors who know them by face and name. In addition, our time at home with our children is precious and the proposed changes would lead to a substantial loss of family time each week due to commuting. These are all priorities that led us to live in our neighborhood, and to choose PPS over more distant private school options. This last point deserves particular attention in the setting of the Covid pandemic. From a community-building standpoint, being physically distanced from one’s school and its surrounding neighborhood seems to negate the benefit of keeping children within the public school system, and I think that many parents with means will instead look to private education opportunities. Especially given the current shift to online learning, many families now see a viable option in what is essentially a home-schooling curriculum offered through PPS. Our family, for example, has been fortunate to join with another Glencoe family in hiring a pre-school teacher to provide necessary childcare during the workday and to oversee the online learning through PPS. Despite our luck at finding a capable educator to care for our kids, we have specifically chosen to not only enroll our child in Glencoe, but we have also recruited other neighborhood families to enroll (rather than to exclusively home-school) and thereby support the public school system’s funding. While I would love to continue to support PPS through enrollment, funding and eventually through direct personal involvement in a post-Covid environment, the prospect of busing our children out of our neighborhood would likely push us to continue a more convenient home-schooling option. I believe that a sense of connection to one’s physical community is vital to a healthy society and to a sense of community stewardship. As such, I encourage the committee to find an alternate solution which would not prevent us from continuing our involvement in our local neighborhood schools. It is my sincere hope that we will continue to participate in PPS in the years to come and I look forward to engaging with you all as this process moves forward.	Transportation and Locat	Negative Response	Covid 19	

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I think this scenario generally moves in the right direction, but I am concerned with how balance will be achieved, particularly with K-5 schools (like Arleta and Creston) which will be left underutilized.	Utilization	Negative Response		
There are buildings very close to Bridger, mainly Vestal, that are sitting with low capacity numbers. Would that building be able to be thought of for the DLI program that is to move into Bridger and keep Bridger just a neighborhood program building? There would be a great amount of space for that.	Utilization	Positive Response		Statement
Do you have information for how many students would be in each school?	Utilization	Positive Response		Q & A

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
I live in South Tabor. The neighborhood itself is well defined (by the city and neighborhood association - http://southtabor.org/about/) by three arterials and one street with double yellow lines, between Powell to the South and Division to the North, 82nd to the East and 52th to the west. Yet you have 4 neighborhood schools being fed to from my neighborhood. This seems...inefficient. I live in the northeastern quadrant of the rectangular shaped neighborhood and my comment pertains to that. Both Atkinson and Clark will feed to Harrison Park per your proposal. Why then does the line drawn in the proposal that bifurcates the NE quadrant of South Tabor result in a 40% utilization rate for Atkinson and a 66.5% utilization rate for Clark? This seems like an easy one to solve - add more to the Atkinson catchment. Keep all houses in the afore-mentioned South Tabor border that would have gone to Clark at Atkinson. You reduce the number of schools fed to from South Tabor from 4 to 3. This will also give the added benefit of allowing families to not have to traverse across any main road arterials or double yellow-lined streets (safety win). There will also be no changes to the Middle School enrollment either since both feed to Harrison Park. This just right-sizes the split between Atkinson and Clark and improves safety. I see that the proposal creates two high schools with 3 DLI programs housed in each. It's an interesting concept. My family participates in the Vietnamese Dual Language Immersion program and one of our challenges is that we see, witness and recognize that there is a linguistic equity issue among DLI programs. What is offered in the JDLI program (5th grade, 8th grade, High School capstones along with intern programs, homestays, sister city partnerships, a standalone K-5 building for the program, and the list goes on and on) is not offered in the VDLI program (we have none of those items that JDLI has). CDLI, while also offering more to families than VDLI, also likely lags JDLI in their offering. Housing multiple DLI programs together will make this difference in "Linguistically Equitable" offerings more apparent. I believe this also needs to be addressed hand-in-hand with any commingling of DLI programs that have drastically different offerings. I would like to see the educational offering bar raised for VDLI if it were to share a roof at Madison with JDLI. I also noticed in the Coalition's proposal that Madison will result in a 74% utilization rate while Franklin will result in a 107.2% utilization rate. This is a 33.2% spread in utilization rates and it seems egregious especially if the District is building new schools yet still keeps Franklin well over-enrolled. I understand that one of the earlier proposals had the CDLI program going to Madison instead of JDLI. It made sense because Harrison Park currently feeds to Madison today. Here's a bold proposal. Why not have a 4 DLI Madison High School with VDLI, SDLI, JDLI and CDLI all housed under one roof? It can be marketed similar to the International School of Beaverton (which apparently is rated as one of the best public high schools in the State per US News and World Report). I'm certain the backlash from the JDLI and CDLI families would be loud due to a perception that they may be joining a "lesser" school. However, since you are already considering moving their HS feeders, why not just take it a step further? Not only do you quickly resolve the 33 point difference in utilization rate between Franklin and Madison, but now you put a huge onus on the District, Madison High School and the well-to-do JDLI and CDLI families, to ensure that Madison becomes a top performing school. I believe that Madison HS, marketed as a World Languages School, in a brand new building, with a broader smattering of families across the socio-economic spectrum, with closer to near full utilization could become a future shining star in PPS' portfolio of high schools. Madison High School, which has been chronically under-enrolled for decades deserves a chance to be just as good if not better than any other high school in PPS especially after such a long period of neglect. A signature profile, like a 4 DLI World Languages component with the backing of a full building's worth of parents would really showcase the District's ability to make bold moves in the name of Equity that also result in an overall	Utilization	Negative Response		

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I hope the result provides a more equitable distribution among both middle and high schools.	Utilization			
If the central issue here is balancing student populations, have you considered other ways of doing this that wouldn't result in the trauma of removing many students from school communities? Why are some schools over-enrolled? Why are others under-enrolled? How can you make schools / neighborhoods appealing by doing what it takes to raise test scores, and not by using our children to solve your problems?	Utilization	Negative Response		
This feels like a very rushed, non-holistic approach to only look at changes to the Southeast or rather only Southeast PLUS Madison. As I understand it Grant High School has similar overcrowding issues to Franklin and it seems short-sighted to not even consider it as part of this proposal. If goal is to increase enrollment at Madison, Grant seems like a much less disruptive school to pull from: 2 miles away as opposed to 4, on same side of I-84 Freeway and part of the Northeast community.	Utilization	Negative Response		
Open Marshall.	Utilization	Positive Response		
Current Bridger utilization figures are misleading at best since we have lost our art room, our music room, our reading room, etc. Major school districts nation-wide manage to adjust enrollment boundaries on an ongoing basis. PPS should toughen up and make boundary adjustment an equitable, transparent, and ONGOING process.	Utilization	Negative Response		
I am also a teacher in the district. Boundary changes are difficult on kids and those kids who cannot just pick up and move to stay with peers are most impacted. That being said, the Madison boundary right now is a travesty. The kids live all over the city, so it is no wonder that many choose to try to go elsewhere. We live in the center, right where all the boundaries are changing, within 10 blocks of current boundaries for Grant, Madison, and Franklin and just 15-20 blocks down Sandy it is Cleveland. Please make proximity to schools a priority so we don't keep coming back to the boundaries debate every few years.	Utilization	Negative Response		
It isn't a good idea to transfer the Mandarin Immersion Program to Franklin. FHS is terribly overcrowded. The majority of the Mandarin Immersion community lives in the Cleveland area. This move just undoes the numerical decrease from transferring Sunnyside to Cleveland and overburdens FHS with three immersion programs.	Utilization	Negative Response		
Wondering if the proposal really relieves the crowding of Grant and Franklin?	Utilization	Negative Response		
The district shut down Marshall and moved those kids to Franklin because the schools were under utilized. Now that overcrowding is an issue at Franklin and the other SE high schools, perhaps the district should consider the feasibility of upgrading and re-opening Marshall rather than moving SE communities to a NE school.	Utilization	Negative Response		

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Thanks for all of your hard work. Please remember that the school to the west of Grant is severely under enrolled. Jefferson has 628 students this year. Jefferson deserves a boundary. This needs to be part of the vision now as you think about how the changes in SE lead to N and NE.	Utilization	Positive Response		
CSS in particular is a special community, and part of that is having K-8 in the same building together. Opportunities for real-life socializing, mentoring, having siblings and long-time family friends around, etc. abound and those should be cherished. In fact I think that would be really valuable for more kids' experience throughout PPS. I went to Robert Gray K-8 as a kid and look back on that fondly, it was a unifying part of my childhood and I still maintain friendships with fellow students AND teachers going all the way back to the beginning of that time. Splitting CSS up and distributing it around the city would, in my opinion, destroy many of the best things about it. This school should be used as more of a model, rather than a special case. Same with DLI, I think rather than concentrating these strands in a few special locations, these options should be available throughout the district, at all locations - foreign language education is one of the most glaring areas public education is falling short in this country, with obvious ramifications for our understanding of and place in the world around us. . . Finally, it seems like option 11 has not been given sufficient consideration. It is the least disruptive & meets all of the stated goals.				Duplicative of 368

Survey Response - What did you want to share with the Guiding Coalition *If multiple topics please breakout statements so we can identify multiple themes	Theme	Positive or Negative Response	Alternative Theme (if not listed in column B) Please describe	Notes
My request is for PPS to look more closely at refining Scenario 9, especially since it performs quite well when compared to Scenario 10 in meeting PPS' 3 outcome goals: (1) Equitable Programming: a) By having Bridger/Atkinson share boundaries (with one being all DLI and the other all neighborhood), Scenario 9 allows native Spanish speaking students to be served at a more central location. This minimizes transportation impacts and avoids the segregation of native speaking/BIPOC students to the outskirts of SE Portland. b) While a single strand DLI + neighborhood co-location is less desirable, Scenario 9 allows Lent to maintain its neighborhood program. Note: It is important to consider if Lent will lose its Title 1 eligibility if it becomes a whole school 4-strand DLI program. (2) Optimizing Facilities: a) Scenario 9 optimizes the use of facilities by minimizing the use of portables and keeps utilization at the desired 60-80% range without the use of portables for Bridger, Lent, Glencoe, Vestal. b) By creating a whole school at Lent with 4 strands of DLI, Scenario 10 will create a 96.4% building utilization rate without portables, well above the desired utilization rate. (3) Minimizes Program Co-locations: a) Scenario 9 eliminates the unbalanced co-location at Bridger while also allowing the Bridger neighborhood program (which has historically struggled as a single strand co-located with 2-strand DLI) to strengthen its identity as a full neighborhood only school. b) Scenario 9 eliminates the single-strand co-location at Atkinson with the creation of a whole school DLI program.				
Thank you to the parents who have volunteered to try to do this work		Positive Response		
Thanks				
Jr High schools are not good for Jr High aged kids.				
I think I share enough above:) Thanks again for your work!				
Thank you for taking the time to work on a difficult issue.				
Please consider guaranteed enrollment options for the original district school for people who moved into the the area before re-boundaries.		Positive Response		Suggestion
Thank-you for your hard work!		Positive Response		

SE GUIDING COALITION ENROLLMENT AND PROGRAM BALANCING

OPEN HOUSE ZOOM CHAT

THEME KEY

Theme Umbrella	Topics
Transportation and Safety	Location, distance to travel, biking, walking
Equity	Diversity
Single Strand DLI	
Multiple Location DLI	
Timing	Why now, Why our School, Phase 1 or Phase 2, In person engagement, Speed and timing
Covid 19	pandemic
Community	Neighborhood schools, community, continuity
Segregation	gentrification
Co-location	Choose if it is positive or negative
Utilization	Underenrollment, lack of funding
Engagement	Community engagement, outreach
Socio-emotional health	PTSD, Trauma etc.

Zoom Chat 1

	Theme	Positive or Negative Response	Q&A Document
Chaos.	Proposal	Negative Response	Yes
Not sure about other folks, but this was the only room that I could join.			
do we need to restate questions asked in prior room?			
Are there any updates on Creative Science K-8?	Proposal		
Other “rooms” https://pps-net.zoom.us/j/87172523283			
Why were no Glencoe parents involved in the process?	Engagement		
What is the plan for current sophomores at CHS? Will MIP continue there until they graduate?			
why does it seem glencoe kids and Richmond kids are traveling so much farther than makes sense to attend Madison?	Proposal	Negative Response	
i am curious to know which schools are overutilized in this plan	Utilization		
My kid is starting at Franklin next year and I’m concerned about a transfer to Madison. Not only will it be disruptive as far as continuing school programs, we are a 5 minute walk from Franklin and a 40 minute bus ride to Madison does not align with the goal of reducing transportation impact	Transportation and Safety	Negative Response	
can you help us understand how a plan to so significantly alter CSS, a STEM focused option in a lower income neighborhood with extra lottery options for students of all backgrounds, helps equity initiatices?	Proposal	Negative Response	Yes
I also had a question about high school boundary changes. Will students who start at Madison/Franklin next year be able to continue? Will younger siblings be able to stay together?	Proposal		Yes
why does it seem like the need to hire for Kellogg is now the tail wagging the dog?			
Why are NE schools not being involved in the re-balancing? Grant has significant overcrowding and equity balance issues. Moving children from SE neighborhood school to a NE school more than twice as far away is less than ideal.	Proposal	Negative Response	
how was Sunnyside considered in this process? they were not listed on the slide showing how focus options and K-5 schools were changed. Brings up equity questions since they are in such a higher income area than CSS	Proposal		
Logistically it seems like the proposed neighborhoods are literally on polar opposite side in relation to the 2 high schools. This seems like it will cause a lot of unnecessary travel and transport for a lot of parents.	Proposal	Negative Response	
Why if equity is a key part of this rebalance is Grant not involved at this point? It is among the least diverse in terms of economic status and ethnicity? Seems really short sighted	Equity	Negative Response	
Why are pulling students from SE to attend NE HS? Seems that rebalancing should pull from Grant area as well. We are physically closer to Franklin. I do not understand why this wasn't done on a more holistic basis.	Proposal	Negative Response	

your process seems rushed			
Also curious as to why Grant and Cleveland are not being considered for kids who would go Madison instead of Franklin as these schools are closer for many of us.	Proposal	Negative Response	
I am concerned why SE schools are singled out and why downtown (Lincoln) and Grant are not part of this	Proposal	Negative Response	
Woodstock is a beautiful combination of English Scholar and MIP. Under Scenario 10, utilization would go from 87% to 38%. This seems counter-productive. Woodstock parents from both the neighborhood program and MIP implore you to leave Woodstock as it is. As they say, "if it ain't broke, don't try and fix it." Thank ou			
When is the impact of Transportation going to be considered in this rebalancing process. We are walking distance to MTMS and Franklin. Madison is a 3 mile/45 minute bus ride for my students.	Transportation and Safety	Negative Response	
is it the intention that Harrison park will become a middle school in 2021? if not what happens to Bridger neighborhood middle school?	Timing		
why was there no content related to adding DLI or focus options to ALL schools? if they're in such high demand, how was adding these programs for ALL students considered?	Timing		
and if the process was supposed to be inclusive, where are Glencoe families?	Engagement		
Why move Chinese immersion from Cleveland to Franklin, which is already over-utilized?	Utilization		
it was mentioned the guiding coalition meets weekly but updates pushed out via newsletters from District and Neighborhood School principals have buried these updates	Engagement	Negative Response	
we are at glencoe (live on 67th). we have built our whole community on this being our elementary. we want to stay at glencoe	Community		
I also wonder why we are doing this during a pandemic crisis. I had no idea this was going on. We are hard pressed as it is	Covid 19		
Agreed with Adam G. What about students who live on Skyline BLVD or SW PDX Driving to Madison???	Transportation and Safety		
I don't think it's fair to glencoe families	Proposal	Negative Response	
is marshall HS pong to be opening in 6-7 years- why is MAJOR changes being considered now when the whole thing is going to be have to be rebalanced soon. Seems pretty short sighted not to include ne schools as well as an eventual marshall reopening	Timing		
I have a son at Cleveland who is in DLI through lottery. Our neighborhood school is Franklin so will we pushed back to Franklin or are we allowed to stay at Cleveland? Also will there be a plan for students who are interested in the IB Diploma for Chinese? It seems like that’s the case right now	Timing		
what advice do you have for CSS families expecting a major change in OVER a decade of their lives when so much is uncertain for us?	Timing		
sorry if i missed it, can you confirm that the proposed boundary is not final?	Timing		
BUT Glencoe is changing to Madison. So is ridiculous that they were not invited to the table for discussion	Engagement		

we heard from Latino and Chinese speaking families that they do not want to into all DLI schools and that their current neighborhoods value collocated program	Co-location	Positive Response	
will you repost and reshare the slides from the discussion earlier			
Is there definitely transportation available for Bridger DLI students, if they have to go all the way to Lents, very far from their neighborhood?	Transportation and Safety		
absolute snub to Glencoe families	Proposal	Negative Response	
are current Woodstock MIP moving to Bridger ?			
Glencoe should be involved in the process since this proposal directly impacts them	Engagement		
If equity is an issue or goal, and if under/over enrollment is also an issue, why are we talking about what feels very much segregation of our LatinX communities to outer SE? We have heard from many immersion native Spanish speakers that this feels unnecessary and like they are being pushed out of our neighborhood schools.	Segregation		
We don't want to go to Madison			
Why can’t Bridger at least keep their neighborhood option?	Community		
I know this work was slated for this year. But seriously, all this change and potential change during a pandemic? Isn't it possible for a more gradual approach	Covid 19		
https://www.pps.net/enrollmentbalancing			
Glencoe goes to Franklin..			
What is the plan for transportation for MIP Hosford/Cleveland students that are routed to Harrison Park/Madison?	Transportation and Safety		
Please allow CHS students to complete the MIP program. They have been in this program since Kindergarten!	Community		
Leave Lent-K8 the way it is. Neighbors schools meant to be for neighbors...	Community		
Does the current proposal have Richmond Elementary to go to Madison?			
I think the Glencoe issue is a huge omission and I am very frustrated by this. To not invite key stakeholders in that process is questionable.	Engagement		
Given the district's commitment this spring to anti-racism, could you please outline how this proposal is anti-racist (i.e. will decrease racial inequities in the district)?	Equity		
Kristyn, YOU can mute all participants!			
Host can "Mute All"			
Has the coalition established a maximum distance considered acceptable to send high school students?	Transportation and Safety		
if overcrowding is an issue, post Covid SE Portland may look like a totally different world. Any chance to put this off until after Covid?	Covid 19		
MUTE ALL.			

why was the survey so vague? questions like " Do you mind if your child uses a bus?" without any context??	Engagement		
The moderator can mute everyone			
Host can mute everyone. Other rooms were not open!			
there aren't. they closed unexpectedly			
Other rooms https://pps-net.zoom.us/j/87172523283			
have they reopened?			
Yes, other rooms are open			
great info, thanks foe the link. Since Grant is low on diversity and enrollment/forecast, how is it not considered in the solution set?	Timing		
there is a precedence of letting kids stay art a school they started at when changes are made.Since it was done in the past this is my expectations. It is ridiculous to even to consider this especially with PPS's emphasis on Social emotional learning. That is completely not acceptable to me	Socio-Emotional health		
Concerned that the Japanese Dual Language Immersion Program will be moved from Grant to Madison - people have purchased houses w/ the assumption that Grant will have that program in place.	Community		
Is the goal to eliminate collocation altogether or reduce it. Might a suitable end state include some collocated sites?	Co-location		
what about social and emotional health of kids coming back from pandemic to a completely different school	Covid 19		
It has gone FAR beyond the mandate of determining feeder schools for Kellogg.	Timing		
I heard in last night's meeting that the mandate for the SEGC is to figure out Kellogg, and only that. Why, especially at this time (pandemic, CDL, so much stress and emotional/mental strain) PPS is CHOOSING to overstretch and make all of these changes at this time? This whole process is rushed— Kellogg feeder should have been considered when it was rebuilt AND the enrollment numbers should have been factored into the building design.	Covid 19		
The coalition talks about neighborhood connections yet kids who can literally walk to Franklin will have to be shipped a 40 minute bus ride to a neighborhood that is far removed from their own	Community		
I am interested in the equity when I entered all the chats for people who speak different languages. there were no people in the the zoom for people that speak Somali, 4 in the Vietnamese, 10 in Russian, and 10 in Chineses. how is this Equitable??! this format is NOT equitable!! in	Equity		
if it just about Kellogg than why is it being talked about having my kid at MTMS go to a different school for high school	Timing		
Phase 2 follows Phase 1. That is why everyone who is impacted by Phase 2 needed to be part of Phase 1 analysis. This is a huge problem.	Timing		
Please consider the PPS climate commitments as decisions are made about moving students across the city. There are real climate and safety impacts that are negative in this current proposal.	Community		

I agree with Jessica - It has gone FAR beyond the mandate of determining feeder schools for Kellogg.	Timing		
We are in the Atkinson DLI program. We moved into the Atkinson neighborhood so we would no longer have to drive our kid twice a day, wasting an enormous amount of our time and money. We live 7 streets away from Kellogg but the proposal is for us to go to Lents or possibly Harrison. It is not safe for our child to go to either of these schools on his own. It feels like all parents in SE are incredibly upset by all the shifting all these programs. None of this makes sense.	Transportation and Safety		
your collation has taken the matter of feeder schools and exploded it into a DLI/balance initiative			
woodstock has worked wonderfully as a co-locates DLI model. the neighborhood classes and MIP classes interact well and beneficial to each other. it definitely does not feel school within school.	Multiple Location DLI	Positive Response	
in the middle of viral pandemic	Covid 19		
so thanks for the added stress	Timing		
what about diversity of representation on the coalition?	Engagement		
the changes to the Japanese immersion program from grant seem interesting. there's a long history of the program within their current school communities, was this taken into consideration with these change of plans? my understanding is that grant has had Japanese language option since the 70's and now would not?	Community		
As new Glencoe parents we strongly agree that this process is rushed and goes far beyond the focus on determining feeders to Kellogg	Timing		
This meeting shows that doing this in a global pandemic is unwise.	Covid 19		
I think you as the moderator have the power to mute everyone			
There was so much emphasis on "stakeholders" yet Glencoe parents are huge stakeholders are are not invited to the table.	Engagement		
https://www.pps.net/enrollmentbalancing			
This is an extremely rushed process, especially during a global pandemic.	Covid 19		
Hells yeah, Anne!			
There should be absolutely no scenarios where there are not walkable neighborhood elementary and middle schools especially in low income neighborhoods such as the Harrison Park boundaries where many families have only 1 car and or 2 working parents.	Transportation and Safety		
SLOW DOWN	Timing		
Madison is NE. Why is it being included in the SE rebalance? Ridiculous not to include other NE schools then!	Timing		
Correct, no Glencoe representation, and minimal from MTMS.	Engagement		
There was so much emphasis on "stakeholders" yet Glencoe parents are huge stakeholders are are not invited to the table.	Engagement		

Creative Science is absolutely part of phase 1 if the current building needs to house another neighborhood program without a replacement building being offered in phase 1. Decisions will already being made in the first phase that will not be able to be part of the decision in phase 2. Plus we are all in a pandemic, fyi.	Timing		
Oldest Japanese DLI Program in the United states and you want to change it?	Community		
There is MTMS representation but NOT any parents who were Glencoe parents	Engagement		
Beaumont is closer then other middle schools to Madison. if you are truly wanting to diversify, bring Grant into this proposal. 25th school in the state, and 72% white.	Timing		
"Oldest Japanese DLI Program in the United states and you want to change it?" Right?! Indeed.			
Please explain why decision about the high schools needs to be made to hire teachers for Kellogg? This rushed process does not support meaningful discussion about how to reach the best outcomes for students over time.	Timing		
Madison is in NE	Timing		
Madison is in NE,	Timing		
Grant is NE. Madison is in NE.			
Madison is in NE…. Grant is in NE as well			
Yes, Madison is in NE!			
OMG slow down	Timing		
Madison is in NE!!!			
I am curious. In our MTMS "Tabor Talk" the feedback was collocated programs contribute to the diversity of the school. Where can I find the data where collocated programs inhibit diversity or inhibit District resource sharing	Co-location		
Shift Tabor to Grant, Beaumont to Madison!	Proposal		
Madison is not in SE.			
People literally move to PDX from across the nation and internationally specifically for this program the change is too drastic.	Proposal	Negative Response	
Madison is not in SE!			
Help us understand the Madison being considered SE	Timing		
This is frustrating. Glencoe is directly impacted by this, yet we were intentionally not invited to attend or participate. The large process doesn't make sense when you are taking students from SE to NE	Engagement		
Could you explain the equity portion of the proposal?	Equity		
Transportation to Madison from SE is a huge issue	Transportation and Safety		
This will not address the overcrowding at Franklin. The numbers will remainm the same!	Utilization		
Please explain how you are not looking at schools outside SE but you are moving significant amounts of students to NE	Timing		

Safe Routes to School would not support some of these changes	Transportation and Safety		
High school drivers accross town from SE to Madison.	Transportation and Safety		
Perhaps if Glencoe parents had been invited, you wouldn't be hearing this for the first time tonight, on a large zoom meeting with over 100 participants.	Engagement		
Phil - Hosford 8th Grade parent. If MIP moves to Franklin Cluster or Madison, Cleveland will be roughly 75% white. Please tell me how Cleveland will be more equitable?	Equity		
Moving Hosford/Cleveland MIP to NE is a huge burden to mixed families in SE. Madison is in NE. This is ridiculous.	Transportation and Safety		
When SE High Schools are overcrowded other neighboring schools were considered.	Utilization		
Explain geographic equity, what that means and how mt tabor to Madison helps this goal.	Equity		
Moving MIP from Cleveland will force students to choose between IB and MIP	Community		
Not happy with this, very frustrated by the lack of transparency thus far in the process.	Proposal	Negative Response	
I don't agree with splitting the Lane feeder, Whitman and Woodmere are part of the same community and should attend the same High School	Proposal	Negative Response	
The SE Guiding Coalition’s phase 1 mandate was to enroll Kellogg Middle School, identify a second comprehensive middle school in Southeast, and convert current K-8			
Glencoe won't be involved until after key decisions are made. This is offensive.	Proposal	Negative Response	
The lack of transparency seems intentional at this point.	Engagement		
Cleveland also remains at about 80% utilization in 2024 and Franklin still overcrowded at over 100%	Utilization		
Go, Megan Ferris!			
This breakdown in both process and communication has created uncertainty and mistrust in PPS. This has been a rushed process in a time when families are already overwhelmed with distance learning, battling unemployment, political uncertainty and the pressure of a global pandemic.	Covid 19		
NO, then why is Madison part of the proposal?	Timing		
thank you Jeff, I couldn't agree more			
Bridger is a straight shot to Madison, Beaumont is also very close. Grant is closer to Tabor , seems like this all makes sense. keep Japanese program at Grant and move the rest to Grant. shift out Beaumont!	Proposal		
The coalition should stick to its original mandate and stop any reboundarying and feeder changes without first ensuring all impacted communities – including students – have a seat at the table.	Timing		
The process should be focused on helping all students, not imposing new stresses on parents and families	Timing		
the detail and sophistication of the presentation, despite CSS community objections, makes it clear the decision has already been made. What assurance do you have for us that this actually is an iterative process where community members feedback is heard?	Engagement		
GO MEGSAN FERRIS!			

You keep saying Glencoe is part of phase 2, but it's impacted by phase 1, because they feed to Tabor. You keep disregarding this question.	Timing		
Madison boundary goes all the way to Holgate currently			
PPS should publish data that clearly demonstrates how any decisions made by PPS's SE rebalancing efforts will optimize the use of school facilities and help achieve racial equity and social justice.PPS should publish data that clearly demonstrates how any decisions made by PPS's SE rebalancing efforts will optimize the use of school facilities and help achieve racial equity and social justice.	Data		
I have always been a public education supporter. This is so incredibly frustrating and concerning.	Proposal	Negative Response	
delayed due to pandemic? so digital and video conference means of sharing with busy parents wasn't a part of your original plan? you hoped for in-person attendance at station based evening events?	Covid 19		
This proposal does nothing to address overcrowding at Franklin, leaving it on pace to be at 116% capacity by 2024. There is no point in adopting sweeping changes that do not address this problem.	Utilization		
If PPS truly cares about a coalition, then need to start over and invite Glencoe to participate.	Engagement		
IMG_0621.JPG			
Could an IB program be added at Madison?			
Want to address the commenters- let's keep this constructive.			
where did you get data that there are more native speakers near harrison park? did that actually target families with school aged children or also include mostly elderly households without kids	Data		
please reshape the survey link, it was conveniently deleted during technical			
difficulties			
The proposed changes to the very established SE Mandarin MIP program are unacceptable and against all the participating families have communicated.	Proposal	Negative Response	
Phase 2 is a done deal if Phase 1 is adopted. It is a farce to claim Glencoe shouldn't be a part of Phase 1.	Timing		
well said			
SE Mandate is to send our Glencoe kids to NE schools. Doesn't make sense to me. Hopefully we can at least use the budgeted funds set aside for walking and biking programs to something more realistic.	Proposal	Negative Response	
If your child is currently in an immersion program, will they be able to continue on in that program even after the boundary changes?			
have to log off. Very disappointed in that the only response is "thank you for your feedback" to such valid concerns about the life changing decisions that appear to have already been made.	Engagement		
You have not adequately captured the concerns and questions of the attendees here tonight on your document.	Engagement		
You are doing great and we thank you for your volunteering.			

Natalie			
Won’t phase 1 decisions narrow the options for phase 2?	Timing		
anecdotally there are similar number of chinese native speaker families near the Woodstock neighborhood vs harrison park neighborhood, perhaps more. the move harms a large contingency of native speakers that it's supposed to benefit	Community		
Natalie’s iPhone please MUTE!			
Yes Lois			
Madison 59.3 %			
Madison 59.3% free lunch			
Repeating this question so it doesn't get lost: Won’t phase 1 decisions narrow the options for phase 2?	Timing		
re-share survey link please			
which schools specifically are in concern of being overcrowded at this point	Utilization		
students should have been involved in all phases of this. students from ALL impacted schools.	Engagement		
Dylan Brent Amy			
The Glencoe issue is a real issue. This is not constructive if we are simply told to wait and see. Phase 2 is a done deal if you accept Phase 1.	Timing		
how will this help Woodstock school losing half their students and almost all diversity?	Equity		
my MTMS student is a 7 minute walk to Franklin. How is is logical to then switch it and have him take a tri met bus 45 mins to madison. Ridiculous idea!	Transportation and Safety		
OTIS MUTE PLEASE			
How does balancing reduced/free lunch numbers across schools correspond to OUTCOMES for these students?	Equity		
Kellogg is over-utilized and Lane is under. This should be addressed before a final recommendation is made. Franklin over-utilization is also an issue that should be resolved.	Utilization		
we're 1.5 blocks from Franklin campus but would attend Madison ♂□	Transportation and Safety		
When will it be decided if MIP is moving?			
Current data shows Madison only has 60% of neighborhood kids attending the school. Is there a plan to support kids in attending that school rather than moving families that are closer to Franklin? This feels like the district is moving people around as numbers and not really looking to support the students and families.	Utilization		
Yes, Jeff Hoofard. Same concern for my daughter!			
anyone not muted please mute yourself.			

I understand this process is rooted in balancing to accommodate the opening of Kellogg and another MS, and that rebalancing for HS will come in Phase 2/3. However, there is already some re-balancing of HS in this proposal (i.e. SES to Cleveland rather than Franklin). Will there be further rebalancing discussions for HS in later phases, or would decisions of HS feeding made in Phase 1 be final? Thanks!	Timing		
Social equity and specific language immersion is a bit of an oxymoron.			
These phase one decisions severely limit phase 2 options.	Timing		
why is there only one scenario presented? I know the coalition review over a dozen. why is only one scenario present here?	Timing		
isolate the Kellogg matters of operational readiness and approach the balancing issues later. This process seems rushed, biased and uncoordinated	Timing		
phase one impacts phase 2. Not a good answer!	Timing		
I'm not hearing that from people on the coalition	Engagement		
OTIS			
why is there only 1 scenario presented?? why are we not open to other options for the SE schools??	Timing		
When will the decisions be finalized?			
This proposal would decimate Bridger as it is 100%. This is frustrating and screams of segregation for the Latinx community.	Segregation		
it is not only difficult for us- think about the kids who left abruptly in March and never go back			
As follow up to Glencoe question, if the focus is Kellogg, then why is Tabor feed to Madison even on the table?	Proposal	Negative Response	
you are definitely not doing right by communities of color with this proposal!	Equity		
Why is this affecting Bridger and not Atkinson? It just doesn't seem fair. We are a Latino family and I feel that we are being pushed out and segregated with this plan.	Segregation		
As a parent in the coalition and who presented this plan… I want to make sure and express that I believe that this is scenario is racist… segregationistm and unequitable.	Segregation		
thank you Lesley! otherwise, why were we even invited to this?			
Will Franklin HS have an IB program?			
It seems like there is too much emphasis on individual schools feeding other schools rather than geography. I understand the need to put certain programs to certain schools, but neighborhood kids should be able to go to schools that are easy to get to. This aligns with the goal of limiting transportation impacts as well as strengthening neighbor connections (another stated goal)	Community		
Grant 12% free lunch Franklin 42.9% free lunch Madison 59.3% free lunch . Grant ranked 25th in state, Franklin 115th in state, Madison 186th in the state out of 266 students! why are we not doing what's best for our students and diversify our schools. I'm frustrated by the economic and racial inequalities that are so glaringly obvious!	Equity		

As people enter new chats they are unmuted. Please make sure you press mute as you come in.			
Phase I (Kellog) can't possibly determined without considering which high school it feeds. It feels like the committee could be glossing over addressing this issue now during Phase I. As well a more definite answer on why NE schools aren't involved. Would love to hear the "why"	Timing		
I just don't know why all MIPs are pushed to deep SE Portland, the IB schools are all near the river, this is diversity and equity?	Equity		
REMINER Please Mute			
I still would like to see facts related to how co-located programs don't create diversity. As an Atkinson parent, they were 6 wonderful years attending and interacting with the Spanish DLI program	Co-location	Positive Response	
another problem is that you think those here, with 100+ families just in this chat room, make up "everyone"— if you REALLY want actual community involvement and family input from those who are going to be most impacted and whose voices need to be heard, y'all are going to need to make these discussions NOT just Zoom meetings. Which is another reason why most of these changes should not be happening at this time, when in person meetings and discussions cannot be safely done.	Engagement		
If this is only a SE proposal, why are we routing kids to NE school	Proposal		
Stop saying this is only for SE! shift Beaumont out of Grant to lesson the travel burden on SE families.			
Please delay any decisions until after the pandemic. Our children have had enough disruptions.	Covid 19		
re: the anti-racism question. People in the coalition are baffled at how these proposals are antiracist. Many people in BIPOC communities deeply object to the proposal currently on the table.	Equity		
Thank you Yukie. Being told to attend a zoom meeting to determine these huge issues during a pandemic automatically suppressed actual community input	Covid 19		
PLEASE address the fact that Madison is in NE. This undercuts entire argument in not considering Grant.			
I don't understand why we keep hearing this is about SE when Madison is in NE??	Timing		
Yes, Emily Lillywhite!			
why is reducing colocation a goal?!? what data is Pps using that says colocation is harmful for either neighborhood or dli programs	Co-location		
Insanely myopic to launch a SE guiding counsel to ensure diversity and educational equity and limit to SE. The WHOLE of PPS needs this effort and it's is larger than your named coalition participants and their charter	Equity		
Several SE schools currently feed to Madison. Boundary goes to Holgate.			
why are neighborhood schools not a concern for PPS?? Franklin is our neighborhood school-our son has been playing basketball under the Franklin name for the past 5 years.	Community		
Thank you Jon. That is why this should be holistic. It has to involve all quadrants.			

How will the responses stating "thank you for the feedback" be addressed?	Engagement		
Yes, how will our specific concerns be responded to?			
f your child is currently in an immersion program, will they be able to continue on in that program even after the boundary changes?			
Another group Room 7			
but no doubt phase 1 informs and narrows the matters considered in phase 2 so that's silly	Timing		
https://pps-net.zoom.us/j/82674567625			
why is creative sciences school to be closed/moved?	Timing		
How is our feedback and questions going to have any impact in the final decision? My experience in the past is it does not.	Engagement		
If PPS is trying to be equitable, what plan do you have for ensuring that those who do not have access to the internet or this information are heard?	Engagement		
Let's be honest here. Madison is not a good school and it's so far away for SE families.		Negative Response	
Clearly there needs to be additional representation. On the coalition. The comments here indicate that.	Engagement		
Could we hear from Michelle DePass?			
It may be important to look closely at why communities have an aversion to Madison HS?			
Let's not bash schools here. We all have pride for our local schools and please be respectful			
^^yes			
I would also like to hear from Michelle DePass.			
but you don’t listen to the BIPOC voices on the coalition. they are silenced when communicating that the current proposal is not wanted and viewed as racists or segregation	Engagement		
Our aversion to Madison is that it is a 40 minute bus ride rather than a 5 minute walk to Franklin. I’m also concerned that my kid will be yanked from Franklin mid way through high school	Transportation and Safety		
I take no issue with Madison. 14 years ago I purchased a home closely located to Atkinson/Franklin and there's no logic in asking my child to attend a school 2 miles away	Transportation and Safety		
MIP needs to stay at CHS. High School is NOT the time to change schools.	Proposal	Negative Response	
Thank you Jon. Ditto.			
OTIS			
OTIS			
OTIS needs to be muted, plese			
Mute OTIS			
Qing Tan			
ditto Brent!			

what do you mean “thank you’ for that? are these questions actually going to make a difference???? THE SE coalition is considering a NE school for our kids. It has a HUGE impact on our family.	Engagement		
Also, if my kid IS going to end up at Madison, I’d rather they start there rather than switch schools midway. It’s so disruptive. These kids have shown tremendous flexibility during this time, they should get a break	Timing		
Thank you for the feedback is not an answer. I am sorry, but this is why this is so concerning.			
Agee with Anne Mt Tabor/Franklin. commuting from Woodstock to Madison would be nearly an hour each way!	Transportation and Safety		
it's dismissive and frustrating but she can't answer			
so you are making a decision based on NO data ?!?!?	Data		
If there is no data to support that “reason”, then WHY DO IT?!?	Data		
did I miss the survey link?!			
Madison is not in SE			
please preserve time to outline all manner of making our voices heard beyond tonight's digital disaster	Engagement		
Rather than just repeat the questions being asked, can we have more discussion on the issues these questions bring up?			
^^yes			
Madison is in the NE - this point keeps coming up because you keep saying Glance was not part of phase 1. But it IS given the Tabor > Madison proposal. I mean, please recognize this.	Proposal	Negative Response	
We all can read			
Yes, in what forum will our questions be answered. The process is lacking in transparency.	Engagement		
I must have missed the announcement but what is phase 1			
Thank you.			
The funding of teachers is based on numbers of enrolled students. This is complex and worth really looking into the complexities of school funding, teacher allocation and services provided for students	Utilization		
Is there a reason why it wasn't a more wholistic Eastside approach, with NE and SE. Was that just too amorphous?	Timing		
Perhaps another room is having discussion rather than just listening to questions being repeated to us.			
And Franklin was just remodeled a few years ago, yet still have crowding issues	Utilization		
The report out from Flo Analytics shares some of the reasoning behind eliminating co-located DLI programs			
https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4/EnrollmentBalancing_08-11-2020.pdf			

Will our comments be provided to decision makers?			
As a POC, how is making Bridger “CHI only” and Lent “SPA only” not a version of “Separate but equal”	Segregation		
It's clear from these comments that the community feels left out of this process, and this open house has been a (frankly disastrous) first step in attempting to involve us. We desperately need conversations that are facilitated and use established protocols for decision making like this.	Engagement		
transportation is a really big issue that needs to be considered .. we are currently a 5 minute walk (3blocks) from FranklinX but with the Glencoe boundary changes, a switch to Madison changes to a a 40 minute bus ride one way with multiple transfers	Transportation and Safety		
Yes, there are many factors, which have not been considered or asked of the people the decisions affect. SLOW THE PROCESS	Timing		
Without information about how Woodstock>Hosford>Cleveland MIP kids will safely get to Harrison Park>Madison, while all the other students/siblings in their neighborhoods have bus options, this proposal is leaving an entire community hanging.	Transportation and Safety		
SLOW THE PROCESS	Timing		
#SLOWTHEPROCESS	Timing		
Your talking equity. Are you saying Madison need more asian americans??? Come on.	Equity		
SLOW THE PROCESS. Clearly from the amount of people and the comments on this meeting, people feels like this process is not equitable. Include Glencoe and START OVER	Timing		
#SLOWTHEPROCESS	Timing		
#SLOW THE PROCESS??? #STOP THE PROCESS	Timing		
The proposal was clearly misrepresented.	Equity		
#STARTOVER	Proposal	Negative Response	
https://www.pps.net/enrollmentbalancing			
Perhaps there are many ways to view what equity is referring to.	Equity		
Overcrowding at Franklin is NOT addressed by moving MTMS to Madison and moving Harrison Park to Franklin	Utilization		
It’s clear what this plan is, they are moving DLI programs to schools that are underfunded/does not have accelerated programs (IB). Then, people will not go to those schools and the programs will be eliminated, with the excuse of “well people aren’t going so let’s eliminate it”. People are going to prioritize IB over DLI. All the good schools have no diversity and no second language immersion. I see that people who are benefiting like Harrison Park, Bridger and Madison parents are happy with the plan, but we should be looking at diversifying an already white city, and especially extremely white neighborhoods. This entire plan has been put out without input from the community and by third-party private companies.	Equity		
Emily Hosford - MIP kids from Woodstock would go to Franklin			
#FULLONRESET	Proposal	Negative Response	

Something strange happened at the end of October with this sudden proposal getting all of the attention from FLO facilitators, as people were specifically led to consider this proposal. Clearly big things happened in breakout rooms that have not been shared.	Engagement		
By the time the students get to high school, the MIP enrollment is small. Why disrupt it at this point?	Community		
What would be a solution to “diversifying” Cleveland?	Equity		
Note that some of us would rather keep our kids at overcrowded Franklin rather than wide open Madison because DISTANCE MATTERS	Transportation and Safety		
Will our specific comments be provided to the coalition?	Feedback		
Richmond - We need to organize and include other schools to oppose this.	Proposal	Negative Response	
again- will our input have an impact? PPS tends to pay lip service to parents in the past and this kind of feels the same way	Feedback		
Glencoe, we do as well.			
Ditto Jessica Young.			
Oh, except Glencoe is not allowed.	Engagement		
Climate change and environmental equity included in this discussion (i.e. ability to walk or bike to school).	Equity		
Richmond the JDLI program also did not have a seat at the table	Engagement		
why move Chinese a Spanish speaking kids to underserved areas of town!.?	Proposal	Negative Response	
This assumes maintained enrollment — this will Cripple Richmonds enrollment. I will pull out for sure.	Proposal	Negative Response	
Entire community includes Glencoe. Again, this is ridiculous.	Engagement		
Real answers please on if kids will get to stay in the school they start in and NOT be transferred….			
Are you over serving Grant students? it’s very clear to this Hispanic parent that money has something to do with this zoning process. Please tell me why shifting Grants zone to Madison and shifting SE to Grant? Shorter commute for everyone and really wanting to raise all the schools up, not shift us around making our lives more stressful. This will be hard on families. .	Proposal		
Exactly, Katie.			
What does Tabor > Madison have to do with Kellogg?	Proposal		
One of the presenters said that some people in the neighborhood program feel like “second class citizens”. Besides finding this statement offensive (since BIPOC have been made to feel that way our whole lives), can you explain why this is? And if it’s because of what she said (DLI programs enviable), your solution seems to be trying to make the DLI programs less enviable by segregating them. Also, why are their voices given priority and not BIPOC’s (I’ve watched the coalition meeting videos - this is pretty obviously happening).	Equity		

it's curious you mention other focus groups and forms of input. I heard about the SE guiding coalition THIS WEEK and have now attended two video calls on the topic. You need to revisit your comms plan stat	Engagement		
Do we have PPS assurance that if our child starts at one school next year they can stay at that school until the highest level of that same school. Can you please address how this has been handled historically at PPS?			Yes
To do this during a pandemic is entirely inequitable.	Covid 19		
This will be very hard on all families.			
BUT ALL ONLINE IS NOT EQUITABLE	Timing		
it took pandemic to open your eyes to working and busy parents and the need to document and provide digital means of engagement ♂□	Covid 19	Negative Response	
@Eddie Wang, thank you! Yes! Seems like this is a narrative a small group of folks are buying into but does not reflect reality.			
please do not segregate Chinese and Spanish dli. separate is never equal.	Segregation	Negative Response	
Amplifying argument that pushing DLI programs out of integrated schools works against equity, not for it. It feels like marginalizing/segregating BIPOC			
Kelly Yans comment is 100% accurate			
Distance learning has shown exactly how important schools are to our kids, families and communities. How can all these HUGE changes be made in the middle of a global pandemic? Neighborhood schools are IMPORTANT!!!!	Covid 19	Negative Response	
Pls tell us what are your next steps as parents?			
https://www.ppsenrollmentbalancing.com/#Comment			
...what are our next steps as parents. Thank you.			
Laura Onstad mute			
. It feels very insensitive and NOT trauma informed in the slightest. To think of having to prepare children for a new school without any closure at the current school, goodbyes, or preparation breaks my whole heart. I know for my Black, girl, 3rd grader she works hard at online school but is always fueled by the hope of and excitement of returning eventually. This year we have already had to explain to our littles a deadly virus, pandemic, quarantine, school on a computer, not seeing family, not seeing friends, wearing masks, the murder of Black people by police, racism, an election, and now they what us to tell them they don't get to go back to their school they know and love. I'm worried about how much stress our kids p, particularly, young elem kids, can take this year. I want to see a trauma informed plan that postpones elem school until 2022.	Socio-Emotional health		
What else can we do to oppose these changes?			
We can leave the PPS program			
Thank you for answering my question and for volunteering your time.			
yes Jamila!			

Thank you Jamila. Yes, please reconsider these proposals with a trauma-informed lens.			
Agree, Jamila.			
did pps intend to engage the community at all? from this article it seems the school board is determined to go forward, opposition or not. we are treated like adversaries, not partners. https: //www.oregonlive.com/education/2019/02/portland-school-board-members-tense-as-school-boundary-redraws-begin.html	Engagement		
This affects our family somewhat negatively (changing campus and farther physical distance) but we're willing to sacrifice if PPS and consultants are confident that proposals address inequities.	Proposal	Positive Response	
Proposal maps/tables: https://www.ppsenrollmentbalancing.com/#Proposal			
Thanks, Jamila.			
Thanks Liz			
Yes, Liz. Same.			
Jamila, thanks for those insights my daughter feels similarly.			
i am not confident in PPS and consultants decisions actually impacting equity. PPS has a history of making short sighted decisions such as moving to k-8 schools that we are now having to correct.	Equity		
Please explain why this cannot be tabled until after the pandemic. There should be more discussion and research and most important, the students are the most important. Given the stress of distance learning, this should wait and involve far more input from families.	Covid 19	Negative Response	
@Liz, Jeff: I have seen no evidence that these proposals "address inequities" only data that shows racial segregation will increase, and concerns from BIPOC communities about their effect on children.	Equity		
Your answer to many questions is that it’s a phase 2 issue. But then you agreed that phase 1 will limit options for phase 2—which makes your answer to the previous questions a non-answer.			
I agree Jeff. Who are the consultants? and why was there a specific decision not to involve impacted communities? On that basis I do not have faith in this process.			
please everyone do not dismiss Madison HS. full disclosure I am a parent of a past and current Grant HS students.			
Why were feeder schools to HS even addressed if Phase I was supposed to be limited to Kellog issue?	Timing		
Is FLO made up of local folks who have an understanding of our district/city - it’s neighborhoods, geography? Feels very out of touch, data only with no context.	Engagement		Yes
Will you please create an option that involves Grant?	Proposal		
Focus groups? What efforts were made to engage all community members in that process?	Engagement		
Way too rushed especially in a pandemic!	Timing	Negative Response	
So there are 3 more meetings in which to fix all of the issues we are bringing up? #SLOWTHEPROCESS	Timing	Negative Response	

Grant def needs to be included in the high school scenarios	Timing		
December 17! That's not too far in the future. What type of discussions will occur in the interim??	Engagement		
Staffing and populating a school takes planning. The start of this conversation was relating to the opening of Kellog MS	Timing		
Agree Anne. Grant is closer to Madison.			
school board member Anthony said it best back in Feb, ""“We have said for years that we have to look at the district comprehensively,” board member Paul Anthony said. “We have to be dealing with the entire enchilada all at once.”	Timing		
You cannot undertake a process like this and not involve the entire district.	Timing		
Sounds like there is a lot to be settled. Can all this be done with extensive community input by December 17??	Timing		
Expect to see a huge drop in K-12 completion.			
If equity is an issue, why not remap SE schools to Lincoln and Wilson and send Lincoln and Wilson to Franklin and Madison?	Equity		
The "focus" on SE is a basic flaw.			
Why is Madison considered if the coalition continues to claim this is SE rebalancing?	Proposal	Negative Response	Yes
We are leaving. You have failed us. Madison is waaaaaaayyyy too far to travel daily.	Transportation and Safety		
they aren't going to cover all avenues for having your opinions heard beyond buried in this chat transcript. email the PPS Board! https://www.pps.net/Page/1788	Engagement		
phone calls and focus groups not attended by anyone in this chat room, nor earlier this week in Principal Arnold's "Tabor Talk" conference			
we should not be making decisions right now, my child has a hard enough time doing online schooling but to have to change schools too. this is hard enough for our children!!!	Socio-Emotional health		
there it is folks, ask your School Board what specific data, not anecdotes, drive the claim of inequity. I experienced a beautiful coexistence of DLI and Neighborhood School programs at Atkinson	Engagement		
@Jon - Yes! Please email the board, and anyone at PPS that’s involved. We can also protest if this goes through. Anyone in?	Feedback		
I believe the proposals should be open and voted upon by the communities involved. Madison is in Northeast, so drawing from neighborhoods nearby will help strengthen community, vs breaking community and family support up. what do you have to say to a single mother, who chose her neighborhood based on her children’s ability to walk to school? as a community we keep attempting to bridge gaps and create communities of support, how in the world does pulling kids from their communities help do either of these things?	Proposal	Negative Response	
Woodstock school both neighborhood and MIP value collocation	Co-location		
no, please elaborate. what is the "perfect number of students moving through a single strand" -- I do not understand	Single Strand DLI		Yes
Class size			

Eddie Wang- I will protest.	Feedback		
If someone started a petition I would sign...	Feedback		
Petitions!!!!! Bring them!!!	Feedback		
was a specific School Board member responsible for the creation of the SE guiding coalition? did the entire Board approve their focus area and methods?	Engagement		
Could we hear from Michelle DePass?			
If that gets ignored and PPS goes through with plans despite the data, then yes, protest and petition. But right now, there just does not seem to be the correct level of community involvement and transparency for this to go forward	Engagement		
The first I heard of this was two days ago. Whatever process PPS was using to solicit community involvement, has failed.	Engagement		
those phone calls have been vague. They did not give us information about what was going on!			
Thanks Yukie. It helps to have information about the bigger picture. Would the JMP prefer to loose the location of Richmond or move together to another MS or HS. Consider the privilege of the JMP community.	Equity		
Still very unclear about ending co-location and why is it driving many of these proposals. There is no clear data.	Co-location	Negative Response	
you can sign this letter from concerned Woodstock parents https://bit.ly/WoodstockParentLetter			
Wanted to share my gratitude for all of those working towards a solution for SE families. Your dedication to this process through difficult emotions and tensions is admirable. Thank you, thank you, thank you!			
I also find it a glaring discrepancy that the JDLI program will be affected (in whatever phase), yet no Japanese-language specific chat	Proposal	Negative Response	
what was the supporting data behind all these and it seems like we aren't given an alternative. really seem to be a lack of effort and imagination from PPS	Proposal	Negative Response	
listen to Michelle please!			
We want what's best for the city. Why not spread it out? Especially when the privileged live closer then the not privileged!!! Your statement is not sensitive.	Equity		
Franklin is a diverse school. If this is truly about equity then ALL high schools need to be in this conversation.			
it's offensive to me that you keep claiming privilege bought this house			
racism and classism. just listen			
Privilege bought my house!			
Ms. DePass, If you are concerned about the process know that i for one think this is way too rushed and needs to be slowed down!	Timing		

with property areas making populations less diverse, why push populations of color to outer, less close in school areas?			
It was offensive to a lot of us, and it was ONE comment			
It’s hard to feel involved in the process when some schools (Glencoe) were not alerted until after phase one.	Engagement		
How does merging 2 DLI programs into 1 school increase access?	Proposal	Negative Response	
so does it mean if css is moved does that mean my child whom is going to be fourth grade next year, be going to a new school and also will css keep its teachers?			
Your pointing out that we don like the school but its also that its so far away!	Transportation and Safety		
i would say I am completely willing to compromise and make hard decisions but there are many many parents both BIPOC and white that view the move to put all DLI Spanish and Chinese in separate schools is segregation. I would say segregation isn’t something that is open to compromise. Let’s consider other solutions.	Segregation	Negative Response	
I believe CSS (or other focus programs) would stay intact in community, just possibly not physical location.			
Has PPS looked into why only 60% of Madison zoned kids attend Madison High school? kids	Utilization		
again, I don't dislike Madison. I believe it's one of the better design campuses, were it not located along a very busy 82nd avenue and near some deadly intersections. Not to mention a 30 min public bus ride with transfer from my home	Transportation and Safety	Negative Response	
https://www.ppsenrollmentbalancing.com/#Comment			
my child has been going to this school since kindergarten and has made many relationships with all the staff and children over his 3 and half years now!	Community		
I know that this is a difficult job that you all are doing as volunteers and no solution is going to please everyone. I get that. All I want to say is that when you talk about the right number of students in strands - these aren't just numbers. They are children. Please remember that really big sweeping changes like segregating all DLI students from neighborhood programs has a huge cost on these kids individually. Every school loves its community and kids who thought they were going back to their old school are going to be crushed. I just hope that's being weighed really heavily and mindfully. Thank you for hearing me.	Multiple Location DLI	Negative Response	
Can the Kellogg opening be delayed? If there’s one thing we’ve learned this crazy year, it’s that we have to be ready to change/delay plans. Especially with COVID numbers climbing, it seems rash to push forward	Timing	Negative Response	
The reason I support PPS is to encourage and develop and grow diversity and inclusion. But to be left out of a process that specifically and intentionally did not involve the Glencoe community is a significant concern.	Proposal	Negative Response	
it’s really saddening to see how this process unfold	Proposal	Negative Response	
...except you'll just focus on SE ♂□			

Is the entire current proposal being decided on in December? You keep saying only Kellogg feeders are being decided first. So this entire proposal is not being voted on? Or any mention of MTMS/Franklin/Madison will be removed before Dec decisions?	Timing		
I'm seeing a lot of the same types of feedback from a select group. Commenters- can we propose new feedback topics or leave space for other voices?	Feedback		
How can I feel good about my DLI Latino/Spanish speaking child being forced to attend Lent when it is an underperforming school, but yet we are being told this is supposed to address equity issues. This seems counter productive. Pushing BIPOC further East seems to only reinforce the segregation that exists in this city.	Segregation	Negative Response	
Right, but Beaumont is close to Madison and so is Bridger. Then Tabor to Grant. That's pulling about 1000 kids out of Franklin. Adding 700 plus to Grant, pulling 500 plus from Grant, and adding around 800 (from Beaumont & Bridger to Madison.			
Why is DLI the program targeted for PPS's rebalancing? Why not IB, or performing arts, or any number of other programs?	Proposal	Negative Response	Yes
How can we as community members come together to raise up all schools?	Proposal	Positive Response	Yes
Lilly, that involves asking all community members to participate			
I also want to point out how exclusive this decision feels in the middle of a pandemics. Parents and families are already completely stretched, many financially and also attempting to balance teaching our kids and work. the timing of this feels insensitive and even intentional. Please slow things down and open the dialogue to more input from communities.	Covid 19	Negative Response	
Yes Stephanie. It is hard to do anything right now, much less evaluate such a drastic change, at these times.	Covid 19		
When will the next iteration of the proposal be available?	Proposal		Yes
I really have to say in response to your answer that rebalancing and dli is complicated and they don' t intend to segregate seems like gas lighting. how is it not obvious that putting all the kids who speak Spanish and Chinese in one separate school is NOT segregation. sorry if this is strong, but I bristle at the notion that this isn't segregation.	Segregation	Negative Response	
I'm sorry if I missed this being addressed, but how is climate change being figured into this? BIPOC bear the greatest burden of climate change.			
@Brent: I agree. The fact that many in the Spanish- and Chinese-speaking communities say that it is racial segregation cannot be ignored.	Segregation		
We were told in the BIPOC focused meeting last night that several community groups were contacted at the start of the conversation, but not included as part of the conversation by the SECG	Engagement		
It's important to acknowledge that the coalition website was only translated into Spanish this week. This week was also the first Spanish language focus group that I am aware of	Engagement		
Survey: https://www.ppsenrollmentbalancing.com/#Comment			
Coalition members requested materials translation over a month ago to be able to facilitate more effective engagement with multi-lingual communities.	Engagement		

Bridger has 16 classrooms. if all MIP programs are consolidated there, there will be 18 classrooms (2 per grade at Woodstock and 1 at Harrison park now). how is that going to phase out mobile classrooms?	Proposal	Negative Response	
The simple fact that you are horribly failing the multi lingual aspect of this. Proves you should not be redistricting DLI programs.	Engagement		
why is it time sensitive when everything even taxes where pushed back during this sensitive time for all in pps.	Timing	Negative Response	
Grateful to the Coalition for their work. Middle School students at Creston and other K-8 schools desperately need the resources and opportunities that a dedicated middle school - Kellogg - will offer.	Proposal		
yes why couldn't just the K-8 schools send their middle school kids to Kellogg?	Proposal		
re: more folks of color being in the proposed areas for DLI: at Atkinson, very few families (8 I think?) are actually in this area. Others will have further to travel.	Transportation and Safety		
Yes, only 8 out of 56 native speaking families at Atkinson live within a mile radius of Lent. At Bridger, only 12 out of 82 native speaking families live within a mile of Lent.	Transportation and Safety		
I agree. This was expressed by many Spanish speaking families as well at the Spanish Focus Group meeting			
Thank you Kristyn. This is a difficult conversation to moderate, and I appreciate your role in facilitating. I appreciate the parents who are here. Our kids are resilient; they will be alright. This *may* be what equity work looks like in practice. It feels like something is being taken away, and yet if the goal of the conversation is to increase outcomes for ALL kids, and we as a community care about all kids, tough conversations are necessary. Tough choices are necessary. What does it look like to center the voices of immigrants, refugees, and those who have fewer resources? Could we consider coming together to increase opportunity and outcomes for all Portland students, and how will we do this?			
Yes we feel the same at Atkinson. This community is strong and we support each other, please don't disrupt this	Community		
Nelly, thank you. what you are saying really resonates with me as the daughter of an immigrant. We've also heard from some of our BIPOC families who are enrolled in the neighborhood programs that having BIPOC teachers, even if they are in the DLI program is so important as is having other BIPOC students in the school as a whole.	Equity		
In a time where our country, our city, and our community has been so divided, shouldn't we be honoring the co-located programs? This is truly a strength and a gift to both communities. It creates bridges among different cultures and helps bring communities together. Separation is not the answer and it is really a step backwards in creating a more loving, inclusive community. Please don't separate us!!!	Segregation	Negative Response	
Really appreciate Michelle DePass being here and your skilled moderation, Kristyn.			
https://www.ppsenrollmentbalancing.com/#StayInvolved			

Thank you Michelle… I would like to chat more if possible. I represent Spanish DLI in the SE guiding coalition if you are open to it.	Feedback		
Is there another way to give feedback other than the survey?	Feedback		
Michelle that's a beautiful vision but separating the kids will achieve the opposite! please don't send the MIP programs out and make the kids feel like they don't belong in their schools and in the neighborhoods hey live in	Community		
Thank you. Yes, this was also expressed during the Spanish language focus group as well. Parents were not feeling heard, not able to access information with enough time to process	Engagement		
I want to recognize that the district is on a strict timetable and have an incredibly complex process to get through. I respect the care you have been taking and wish the entire process well.	Timing		
This doesn't seem like Equity at all. Why is DLI redistribution Equity, when the general population do not speak these languages?	Equity		
I would like to see the SE Guiding Coalition process slowed down and supported in being able to support equitable decision-making. Having meetings every week will not allow time to revise scenarios, provide time for coalition members to review, and allow time to translate information.	Timing		
Will the focus group sessions material from other language groups be translated into English?	Engagement		

Zoom Chat 2

	Theme	Positive or Negative Response	Q&A Document
I am very concerned about where CSS will be located	Transportation and Location		Yes
Hi. This is my 9th consecutive year as a Woodstock parent (neighborhood, not DLI), but I'm also a PPS employee at Scott in NE. My kids have been fortunate to have small class sizes-- as few as 18-19 kids lately-- while we have 30+ at Scott. I'd like to focus on balancing class sizes across the district.	Utilization		
Is the decision to remove DLI/neighborhood combination schools research based?	Co-location		
I believe the coalition should stick to its original mandate and stop any re-boundarying and feeder changes without first ensuring all impacted communities â€“ including students â€“ have a seat at the table.	Timing	Negative Response	
Will there be a recommendation in December regarding the Tabor->Madison feeder path?	Timing		
Thanks for all of the hard work for the coalition. Shu Ren expressed serious concerns on behalf of the Chinese native-speaking community â€” we would like to hear those addressed	Multiple Location DLI		
Glencoe: I'd like to understand why Glencoe was not included in the process and has had no opportunity to input when it is being directly impacted	Timing		
PPS should publish data that clearly demonstrates how any decisions made by PPSâ€™s SE rebalancing efforts will optimize the use of school facilities and help achieve racial equity and social justice.	Engagement		
What happens to the neighborhood kids at Woodstock if the Immersion program leaves?	Utilization		
Why hasnâ€™t there been surveys done with impacted families to ensure accurate forecast & utilization rates post rebalancing	Engagement		
Please prioritize BIPOC voices and questions tonight.	Engagement		
What consideration has been given to transportation issues?	Transportation and Safety		
If NE schools are solutions to SEâ€™s â€œrebalancingâ€ efforts, then all Eastside schools should be part of the conversation. Why are Laurelhurst, Beaumont, Alameda, Sunnyside, Cleveland, Grant, etc. immune?	Timing		
why not create a lot more DLI programs since they are in high demand?	Multiple Location DLI		
Cojncern about putting all Spanish DLI programs in Lents	Multiple Location DLI		
With the proposed move of language programs to Madison, is there thought of the impact of languages being moved from Grant to Madison? (Grant will be left with just one world language)	Implementation		
How is the academic performance of schools being considered when moving from one school to another. can you predict a reduction in performance due to the moves?	Data		

Prospect of mid highschool switch of campuses is big concern!	Timing		
Response to Shu Renâ€™s concerns that Chinese families were not included regarding Woodstock.	Multiple Location DLI		
It seems like PPS is trying to solve for lots of problems at once - Kellogg, colocation, DLI, over enrollment, under enrollment, equity between schools, etc. The proposed solution is seriously disruptive to most kids across SE, why not solve the most time sensitive ones first and think this through a little better?	Timing		
What will happen to current Franklin students who went to Mt. Tabor - would they be switched to Madison during their tenure?	Implementation		
Why was Glencoe not involved as part of the Guiding Coalition?	Timing		
Richmond parent - hoping to learn more about Mt Tabor feeder path and change for Japanese program going into high school	Multiple Location DLI		
Franklin feeder path (weâ€™re SO close and would be shipped miles away for high school)	Transportation and Safety		
Woodstock --we hope to save Woodstock English &Chinese immersion program. Can I say something?	Multiple Location DLI		
Has there been an analysis of the impacts to families who have to send their kids to school in new neighborhoods? Is such an analysis even possible?	Data		
Why was the Chinese native-speaking community not consulted at the outset of the process? They have serious concerns regarding the Mandarin DLI shift	Multiple Location DLI		
How can the coalitiion say they want to increase diversity and reduce transportation when Atkinson will lose diversity Lents will lose diversity, Cleveland will be 72% white and have half as many as free and reduces lunch than Franklin; transportation needs will INCREASE in most school populations.	Transportation and Safety diversity		
I would like to hear about the reasoning behind changing the catchment boundaries for Creston leaving us under enrolled.	Utilization		
We weren't aware of proposals 1-10 and now suddenly proposal 11 suddenly version 11 has us going to a different high school farther away. Why weren't we included in earlier discussions? (Glencoe)	Timing		
When looking at resolving inuquities, it wasnâ€™t clear to me how moving to a single location for DLI solves this.	Multiple Location DLI		
Japanese DLI- concern around decision to move to Madison and reasons and decision making	Multiple Location DLI		
Why is SE figuring out enrollment for Madison without incorporating NE schools and Laurelhurst K8?	Timing		
Woodstock was not included in the phone survey. why?	Engagement		
Tracking of DLI programs, balancing, and tracking to different schools. Many unintended consequences.	Multiple Location DLI		
concerned about no representation on this committee of glencoe, grant or richmondâ€¦	Timing		
Bridger has born the brunt of PPS facilities issues for years, had our kinder split off, had two classrooms in gym, lost playground, and had new principal every 2 years. Despite that weâ€™ve hung together as a resilient community. Why is Bridger now being totally dismantled? Who is that helping?	Community		

would like to know how this process was an antiracist one? How are you addressing folks' very legitimate concerns about segregation? How are you elevating and affirming our most marginalized community members?	Segregation		
Most of Mt. Tabor Middle School neighborhood students live within walking distance of Franklin High School. The proposal has Franklin students transitioning to Madison, which requires a 45-minute TriMet commute, including transfer. This goes counter to PPSâ€™s own assertion that â€œmost students find their best fit close to home.â€	Transportation and Safety		
Why no Glencoe representation on GC? directly impacted.	Timing		
I'd like to understand why this coalition is not considering the district as a whole, or at least the East Side? You are redistricting feeders from SE to NE schools, which raises significant issues around safety and distance. I'm not sure how or why consideration of other schools would be excluded?	Timing		
Will you share data on the demographics of everyone who has had input or been consulted on this decision?	Data		
if we canâ€™t ask the how and why questions, when will that opportunity be presented? the whole conversation has appeared to happen on behalf of native speaking families, without their actual desires in mind.	Timing		
I have the same concerns as Matthew Packwood in regards to the letter from Shu Ren. I would also like to know why there isnâ€™t an effort to expand the Mandarin program at Harrison Park. My understanding is that their DLI doesnâ€™t accept students from other schools. It seems like there is a strong interest in the Mandarin program....should there be a consideration to open their DLI to the community before making changes to the program? As I was typing this, Iâ€™m hearing you say that Harrison Park will be closing to be turned into a middle school?	Multiple Location DLI		
Will Mandarin teachers at Woodstock transfer with the change?	Implementation		
How is shifting language programs out of neighborhoods where people can participate with minimal travel and into centralized language schools open to citywide enrollment reduce transportation burdens? This seems like a traffic disaster for both the neighborhoods affected and families!	Transportation and Safety		
One of the guiding coalition discussions was that non-DLI schools are meant to feel like second class citizens if their school does not have a DLI program. But shouldn't that be addressed by DLI program guidelines and not redistricting. Bottom line: How is moving DLI programs to a "separate but equal" building making things more fair?	Multiple Location DLI		
I am concerned that there has not been involvement of each of the communities. How have you ensured representation of voice during this time.	Timing		
My impression is that most families would love to stay at their current schools and ideally attend the schools closest to them. Why not leave programs where they are and adjust boundaries to nearest schools. Moving DLI programs and CC is going to create more problems than it helps.	Co-location		
Woodstock question - are plans in place for addressing the imbalance in diversity that could be created by moving the MIP students? I am the parent of a Black student and the school is very white without the immersion program. Iâ€™m very concerned about how kids of color become further isolated within the district. Is a plan in place to address this? - KyAnn, Woodstock & Hosford mom	Equity		

What specifically do the kids get from moving the DLI programs to non-neighborhood schools. Where are the details of the benefits	Multiple Location DLI		
How does single location DLI promote better equity? I didnâ€™t understand the motivation on why a single school location, instead of more diversity at more schools, is an improvement. Can you clarify some of this (Atkinson with son in kinder-DLI)?	Multiple Location DLI		
The transportation issue is extremely important! You are putting people on a multi-bus route who could normally walk 5-10 minutes	Transportation and Safety		
Increases carbon footprint	Transportation and Safety		
How were the different objectives prioritized? For example DLI feeder paths vs. neighborhood schools vs. equity vs. transportation issues?	Proposal		
Can you clarify when the decision about Mt. Tabor HS feeder will be decided. The slide in the open house indicated that was Phase 2, but it also seems like it is on the agenda now.	Timing		
if pps district combine Harrison Park and Woodstock to Bridger school, do you know how many families will drop out of the Chinese and English immersion program? We have concern about it	Multiple Location DLI		
YES. transportation is huge. quality of life and community inclusion and environmental stewardship and safety	Transportation and Safety		
i adamantly disagree with moving the Chinese DL program from Woodstock as a neighborhood enrollee in the Chinese DL program I will drop out of the program and I believe many other parents in my situation will do the same. How will PPS address lost of enrollment in this program if many families drop out? As it would be difficult to replace a student.	Multiple Location DLI		
please clarify whether immersion programs are lottery	Multiple Location DLI		
Is the board voting on fall 2022 changes at the same time as the Kellogg feeder plan? This seems rash in light of not having NE families heard and involved.	Timing		
For elementary and maybe middle school students, transportation is an issue. For high schoolers, it is part of their path toward independence to take the bus, even if it involves transfers.	Transportation and Safety		
that is the same for Richmond and mt tabor, many of us commute to these schools for the DLI and moving further is a hardship to families	Transportation and Safety		
Why is PPS moving so quickly to implement this plan when there is still so many issues to solve?	Timing		
Can you speak to how demographics affect the planning?	Proposal		
Kids are already under a lot of stress with Covid, could we not throw another change that will separate them with their friends?	Covid 19		
There is currently a JDLI and Neighborhood Japanese education strand sharing teachers at Grant. Is there a plan for how teaching staff would be split among these programs when you move JDLI to Madison? Would Grant lose all the Japanese language options? Concerned separating Grant and Richmond out of this discussion when these changes impact more programs outside of SE	Multiple Location DLI		

What happens to Woodstock school if significantly under enrolled? If MIP is moved?	Utilization		
We feel blindsided by this and like it is too late to make a change in the proposal.	Timing		
This meeting was for community engagement and hearing our concerns... feels like are concerns are being ignored	Community		
Has the coalition at all considered what the possible data and enrollment changes that will likely occur post pandemic? This coalition seems to need to slow to allow for people to catch up with the presented visions. We were just days ago made aware of the significant HS change for our children. Is there an idea of slowing the process and allowing more voices to be a part of this process so more people to be heard?	Timing		
Can you call on people in a way that supports equity? Let people of color speak first? Then 1 comment per school, around?	Equity		
From Hazel LaBrie : my high-school would spend 40 minutes each way on bus with transfer when he could walk in 10 minutes. I would prefer to find other ways for him to pave his independence than an extra hour of commuting.	Transportation and Safety		
I think child safety should be a deciding factor. Middle school children are just becoming independent enough to be able to get to school by themselves. Should we make that more difficult for them, there will be more problems. High school kids are much more independent and can travel farther without big worries.	Transportation and Safety		
I think you should acknowledge that this process has failed and meet individually with each school community. I think most of us have time and open schedules.	Community		
I am aware of the comprehensive Middle School survey, but given the huge impact on K-5 DLI programs, will a survey be carried out to capture direct feedback from DLI families â€" especially given the dramatic change with shifting to a whole school DLI model.	Engagement		
I suggest we save all the comments and re-post in a chat room where a discussion can happen in writing over as much time as needed.	Engagement		
This process is moving too fast, especially during a pandemic.	Covid 19		
Moving kids and families around should be a last resort. Let's solve issues within school communities instead of reshuffling everything. Keep people at the schools closest to them and leave the DLI programs and CSS where they currently exist.	Timing		
It seems unreasonable to send all immersion students to outer SE schools. Increased burden on parents to travel further, and sends kids to area of town with fewer resources overall.	Transportation and Safety		
thank you Matthew. Shu Renâ€™s concerns are another reason to slow this process down	Timing		
Hi, I am more concerned about our kids' psychology. For many of them, school is/was the only stable thing left in their life. Life, as they knew, has changed drastically, they have to learn online schooling, many of them didn't see their friends many months and now we will have to explain to them even the school they knew has to change the top of that they may not see their friends, they may change the school because of distance or any other changes. How do you think these changes affect our kids? Why PPS is rushing to make changes?	Socio-Emotional health Timing		

This process needs to slow down so that there is more adequate and equitable opportunity for feedback.	Timing		
People need to be able to have their questions answered and be able to provide comments and input. This format was completely ineffective and you have not provided an opportunity for the community to provide guidance and input. You need to fix this and have additional open houses to be able to provide community input.	Engagement		
What about the community our students have. Shouldn't they return to in person school classrooms to the same community? It has a HUGE social emotional aspect. These changes will not be beneficial.	Socio-Emotional health		
I guess Linâ€™s question is still outstanding â€” can someone clarify what the moitvation/data is around improvement for consolidating DLI...?	Multiple Location DLI		
How do you justify packing Chinese and Spanish DLI programs into buildings that require continued use of portables when so many buildings are UNDER utilized and other schools don't have to have portables? Why do communities of color have to be pushed to the periphery of the district -SEGREGATION- AND take the hit in this way? Many Atkinson Latinx and native Spanish speaking community have voiced that they do NOT want to be segregated at Lent. Also doing so would leave Atkinson enormously under-enrolled and it would be vulnerable to closing. This does not help with equity and it is not a wise use of facilities.	Utilization Segregation		
From g : there does not seem to be an understanding of the JDLI program on this committee, and it has not had a voice.	Timing		
There needs to be enough time/space/language accommodation for all parties. Even if the process is exhausting. all voices need to have a chance to be heard.	Engagement		
The frustrating thing about the â€œpink boxâ€ is the ripple effect it has on the other schools. Itâ€™s not stand alone.	Timing		
magnet programs that pull from all over the city should sit more centered to allow for equitable access for people in all parts of the city- otherwise it becomes impossible for NW/west side/S.W. Portland to access these programs	Transportation and Location		
What. Is. The. Rush? The sense that this is being jammed in is pervasive.	Timing		
Mt. Tabor parents are waiting to speak!! Please allow them to speak up!			
We agree with Melissa Soll's comment, as parents of students at Atkinson.			
Yes, the neighborhood side of Mt. Tabor needs to speak. MTMS has the neighborhood side, Spanish DLI, the Japanese DLI and the Deaf and hard of hearing community. Each community should have time to speak. MTMS			
But the recommendation, even if implementation is happening in 2022, is the recommendation and decision happening for items outside the pink box happening in December/January?	Timing		
To echo: "I guess Linâ€™s question is still outstanding â€” can someone clarify what the moitvation/data is around improvement for consolidating DLI...?"	Multiple Location DLI		

I still havenâ€™t heard why there wasnâ€™t a plan for â€œfillingâ€ Kellogg prior to this. Was the school built overnight? No. This is the type of irresponsible decision making that makes voters who support school bonds really frustrated. Misuse of funds and poor planning.	Timing		
I feel all people need to be able to have their voices heard. If there is not enough time in this meeting itâ€™s apparent that more meetings are needed before decisions are made.	Engagement		
I don't feel heard			
I agree with other parents that there are many concerns about this process and how it will redistribute or potentially eliminate some programs. At CSS in particular, there has been no focus school review and yet we would be kicked out of our existing building where we have been for 12 years which potentially destroys our school, displacing almost 400 children who currently attend there. I understand Harrison Park students need a location, but am not clear why keeping those children together is being prioritized over those at CSS or other schools. I see children at many other schools would be moved far away from their neighborhoods under this proposal. Clearly, considerably more time and thought needs to be spent on this process and finding reasonable solutions, including placements for all schools affected. The plan as proposed is unacceptable to most of the families affected.	Timing		
Iâ€™d like to know why there is such an urgency to make the 2022 decision now. Given the number of people who want to comment on this, it should be done at a time when everyone can be heard and when people are not already under the stress of a pandemic. Whatâ€™s the harm in waiting 8-12 months, then raising this issue again if it is still an issue. Iâ€™d ask that the decisions being made now focus solely on Kellog.	Covid 19 Timing		
There should be another open house with zoom rooms with specific school concerns. This is too chaotic.	Engagement		
I have a feeling that a lot of people from un-represented schools have not been sufficiently notified of this whole process	Engagement		
This process for rebalancing is being rushed without due process and needs to be slowed down so that all the stakeholders can participate.	Timing		
this is BANANAS. Another date, specific rooms for each school, surveys sent out ahead of time.	Engagement		
Glencoe had zero on the phone survey in addition to not being represented on the committee	Engagement		
Richmond, Glencoe, (Grant whom this effects) have not had representation on the committe	Timing		
Can PPS share how all of these concerns have been weighed? I am sure that most of the concerns people are voicing tonight are not new or unknowable.			
on the coalition; Tonya has kids there but her role was as Mt Tabor admin	Timing		
I have a student at Mt Tabor as well. I think that the reason our students have always gone to Franklin is because of transportation being easy and safe. Changing the feeder pattern to Madison is really a bad choice.	Transportation and Safety		

this format fees very chaotic. iâ€™m having a hard time processing the various perspectives and concerns emerging. my greatest for my own family is that our proposed feeder high school would be over several miles away and we have a high school less than a mile from our home. i will take further concerns offline and follow passively. thanks to all coalition members for all their hard work and to the coolheaded and articulate moderator of this frenetic discussion!	Transportation and Safety		
I would like to know how the coalition justifies boundary lines where a current 5 minute walk to Franklin would end up being a 40 minute bus ride to Madison. This creates immense transportation challenges and multiple frustrations	Transportation and Safety		
From Isaac - Mt Tabor MS : This process is not an acceptable to method to gain public input on such a complex and multi-phased proposal that will impact so many people.	Engagement		
Even though Glencoe is 2nd phase, decisions are being made in phase 1 that will effect our options. Its disingenuous to imply that one doesnâ€™t effect the other	Timing		
The phases should be rolled-out so that no one has to change schools that they are already attended	Timing		
Spanish speaking parents in the DLI program at Atkinson are not all being heard. It was my understanding that the materials were only sent out in English. The process is moving too fast for this process to seem equitable	Engagement Equity		
There is currently a JDLI and Neighborhood Japanese education strand sharing teachers at Grant. Is there a plan for how teaching staff would be split among these programs when you move JDLI to Madison? Would Grant lose all the Japanese language options? Concerned separating Grant and Richmond out of this discussion when these changes impact more programs outside of SE...	Multiple Location DLI		
Transportation absolutely must be taken into account in these decisions. Kids crossing a major arterials like Powell or 82nd (both state highways controlled by ODOT) is not safe or acceptable.	Transportation and Safety		
Anything that affects MTMS affects Glencoe so we should have a say in what happens and we should have from the beginning	Timing		
From Devon Roulette - Atkinson DLI : what about siblings?	Implementation		
is the intent for the teachers to move to the new school to help our children in this transition?	Implementation		
I was at the Cantonese meeting earlier this week and there was no translator, the meeting was conducted in Mandarin and it appeared to have no participation or meeting notes taken by PPS. This is an example of inclusion in name only.	Engagement		
From michael.budds : So if Glencoe is not included, but the current proposal fundamentally changes which school Glencoe students would ultimately attend, how is that not a pressing issue for Glencoe students?	Timing		
I feel concerned that Woodstockâ€™s 2nd coalition member is representing as a parent, but is actually a teacher/staff- and I am concerned whether that person can approach this as a parent when they are on PPS payroll. how can you stay neutral in such a position? it does not seem fair to that representative as a parent or as a teacher.	Engagement		
There are so many virtual meetings this week - how are parents suppose to know about these meetings, track their kids parent/teach conferences and go to a Board meeting and watch YouTube meetings. This is a access issue.	Engagement		
I don't understand how Phase 1 can be decided independently from the impacts on the other schools	Timing		

What if a neighborhood and DL immersion program share teachers? that happens at Grant and is not being addressed. Due to the lack of understanding of the JDLI program this seems to go unaddressed...	Multiple Location DLI		
Iâ€™ve heard that the proposed changes donâ€™t actually balance enrollment or address equity matters. Is that true?	Proposal equity		
Who at PPS are we to call and email with our concerns about how poorly this rebalancing is being considered?	Engagement		
I think we are confused as to why our kids will be moving to a NE school when we are located in the SE and NE school changes are not even being considered? What about Beaumont Middle School to Madison? I think that this is a very short-sided conversation when we arenâ€™t bringing more considerations related to the NE when part of the solution being proposed has our se kids going to the ne.	Timing		
has neighborhood students opting out of DLI in order to stay at neighborhood school been considered. DLI won't work for native speaking students without the English speaking peers?	Multiple Location DLI		
From Eric Schopmeyer : The first slide shown tonight outlining the goals of the changes highlighted transportation issues. Clearly this has been ignored in the proposal to send Mt. Tabor kids to Madion.	Transportation and Safety		
I REALLY do not understand what you said about Glencoe. Directly affected as per your flow chart and yet we arenâ€™t involved bc these changes arenâ€™t implemented first??	Timing		
The shielding of the Grant community from these changes is a glaring hypocrisy.	Timing		
If NE schools are solutions to SEâ€™s â€œrebalancingâ€ efforts, then all Eastside schools should be part of the conversation. Why are Laurelhurst, Beaumont, Alameda, Sunnyside, Cleveland, Grant, etc. immune?	Timing		
I share Kateâ€™s point regarding equity. It seems to create an imbalance in equity, disproportionately affecting students of color in potentially negative ways.	Equity		
The social emotional impacts absolutely should be valid and considered greatly at this time.	Socio-Emotional health		
This proposal does nothing to address overcrowding at Franklin, leaving it on pace to be at 116% capacity by 2024. Why are we adopting sweeping changes that do not address this problem? Are we going to have to go through this again in 3-4 years?	Utilization		
Most parents of color have as their primary concern that their children receive a high-quality education, not that they attend a diverse school with white children.	Diversity		
how is moving all DL programs under single roofs creating equity for all student access??	Multiple Location DLI		
There is likely more possibility for a wide range of input into this process during Covid, because it allows parents who have child care and transportation issues more ability to attend meetings like these.	Covid 19		
Its not clear at all that all these changes benefit equity and diversity. Also, the unintended consequences of this are unfathomable.	Equity		

How over/under are these schools populated? Is anyone asking if these changes are worth the upheaval? Is this the right problem we should be solving right now? Shouldnâ€™t we be focusing on school and student performance? I question the benefits of all of this.	Utilization		
I feel greatly for the coalition. This is really difficult work but the district needs to slow this down.	Timing		
moving all DL programs into one corner does not speak to equity!	Equity		
Process-wise, compressing this from a 9 month process into a 3 month process is truly irresponsibleâ€”especially now with the additional stress that covid has placed on the district.	Timing COVID-19		
If these changes are being made in the spirt of equity, could you please show us the data how moving the DLI out of the neighborhood schools, specifically the MIP is projected to increase equity. It will be a hardship to commute further to a non-neighborhood school, detrimental for the kids social emotional development especially given multiple pandemics where there is no clear benefits in terms of equity.	Socio-Emotional health Transportation Data		
The Southeast collisions phase 1 mandate was to enroll Kellogg middle school, identify a second comprehensive middle school in Southeast, and convert current k-8 schools to K-5. PPS communications on the coalitions work have consistently tied it to the reopening of Kellogg, concealing the true breath of change included in the collationâ€™s proposal. The current proposal drastically outsteps that mandate, by introducing the school boundary changes and altering feeder patterns without sufficient (and in some cases, any) input from each community impacted. The breakdown of this process and communication has created uncertainty and mistrust in PPS. This has been a rushed process at a time when families are already overwhelmed with distance-learning, battling unemployment, political to uncertainty and the pressure of a global pandemic. We request that the coalition slow down and stick to his original mandate and stop any reboundarying and feeder changes without first ensuring all impacted communities, including stud	Timing Proposal Covid-19		
How do you address the increasing the performance of under-performing schools, is increasing performance part of these proposals. And why would I want to move my child to an under-performing schools.	School performance		
From Kate Coats : Yes, I agree with Julianna			
I wonder how many families are coming to SE schools from other quadrants of the city that are impacting the SE enrollment and causing changes for neighborhood schools?	Data		
From alicia : @Julianna Machell: Agreed, there appears to be mission creep as priorities seem to be leaping over one another.	Timing		
From Tim Baker; Woodstock : Do the benefits of centralization of DLI students to single schools take into account changes to enrollment of English speakers who are less inclined to commute across town to a more underserved school?	Transportation and Safety		
Please show us the concerns from the focus groups. I was at a focus group and it was not conducted in the language (Cantonese) nor was there adequate PPS participation.	Engagement		

Since Woodstock already has a balanced DLI and neighborhood program why do you want to reduce equity and diversity there? Moving the program out of a balanced situation really starts to sound like segregation.	Segregation		
It seems like we are trying to fix too many things at the same time so it is causing even more complex issues. Why canâ€™t we focus on just balancing first and then minimize impact and make smaller changes over time.	Timing		
You say all schools have been invited to the focus groups this last week but Glencoe notified their parent community only 3 days ago regarding tonightâ€™s open house so there was no chance to participate in these focus groups.. we were not told about this in advance. Glencoe has really been left out of these conversations and it greatly affects us..	Engagement		
My child is in elementary school but we live in the neighborhood of MTMS. The traffic in this neighborhood has been intolerable since the school has hosted two DLI programs in addition to its neighborhood component. The traffic and the constant change of principals has made living here very difficult.	Transportation and Safety		
why not grow the DLI program opportunities instead of minimize them? why is PPS not proud of these programs such that they want to replicate them?	Multiple Location DLI		
Julianna's comment above is spot on. This effort has expanded into something that is much bigger. Phase 1 (2021) and Phase 2 (2022) are linked and boundary changes will be necessary to make this plan work. In addition, the undoing of the K8 mess and the lack of daylight on this planning and what it means (or does not mean) for schools in NE needs to be part of the process.	Timing		
I have to leave this meeting early, but I have transportation concerns about Atkinson routing to Harrison Park. (This is not even speaking to the issue of losing our Spanish immersion students, which I also oppose.) I'm an Atkinson neighborhood parent.	Transportation and Safety		
I understand there needs to be changes. but what I do not understand is why picking pandemic and rushing everything. it seems that people donâ€™t even get enough chance to speak and discuss all these massive changes.	Timing Covid		
If the problem is around unbalanced programs, why not look at just that problem instead of lumping balanced program schools together? One suggestion would be to invest in balancing those schools that are unbalanced. Iâ€™m still unclear on what the problem with unbalanced schools actually is though.	Timing		
If NE schools are being proposed as solutions to SE rebalancing efforts, then we request that all Eastside schools also be part of the conversation. To wit, why are Laurelhurst, Beaumont, Alameda, Grant, etc. not being considered?	Timing		
The transportation issue for Atkinson students being routed away from Kellogg is indefensible.	Transportation and Safety		
Would be curious to hear about demographic changes for schools across the proposal.	Proposal		
Thank you for pointing out the demographic info. stats for Atkinson for the record. The proposal is completely inequitable based on PPS' own stats.	Proposal Equity		
This proposal creates more segregation than equity.	Segregation Equity		
Similar problems with equity with moving Mt. Tabor/Franklin to Madison and not even considering Grant.	Equity		

We were just made aware of this information. How can we as parents digest the level of data and comment on it without having appropriate time to do so?	Engagement		
If the board is not looking at the numbers what goals are being used to show improvement?.. clearly diversity was not considered since the changes actually reduce diversity.	Diversity		
In order to get that data, I had to write to the board and superintendent. It is not accessible and does not include the formula that they use for the metrics.	Data		
if there isn't enough interest in the neighborhood program (all neighborhood students try to lottery in), make the whole school DLI like I think Rigler does.	Multiple Location DLI		
PPS need to listen to the coalition.			
Why doesnâ€™t PPS share research like Principle Fontana conducted?	Data		
Atkinson sent out an email with Principal Fontanaâ€™s private, independent research (the coalition did not attempt to get this data). Perhaps her research could be shared with parents.	Data		
What seems clear is 3 more weeks until the coalition sends a resolution to the board is rushed and out of touch with reality.	Timing		
I have a clear, direct question - HOW IS THIS PROCESS EQUITABLE?	Equity		
The process is flawed and you should admit it to the board; we tell our kids to be honest and that failures are learning opportunities. please do not go in with such a poor product; you left out key constituents.	Timing		
there is no equity here. there is a bunch of bureaucracy and nice â€œequity wordsâ€	Equity		
I also went to the Spanish focus meeting last night, and parents feel like they are being segregated by going to an all DLI school. They are worried about losing the cross cultural experience that they are getting and their current schools.	Segregation		
It really seems like decisions have already been made and all this outreach is just for show.	Engagement		
How is this equitable?	Equity		
if it started last winter, I am surprised how late in the process that the information gets to affected people.	Timing		
This process has been racist - Judy - you say instructional strength is improved with whole focus schools but native speakers throughout southeaast, and certainly at Atkinson, are saying they DO NOT WANT to be segregated to Lent.	Segregation		
Why are Laurelhurst and Grant not being considered in these changes?	Timing		
If Franklin is crowded, why move the Chinese Immersion program there?	Utilization		
Do you realize we bought our home so that our kids could walk to school and safely?	Transportation and Safety		
Moving Mt tabor over to Franklin does nothing to the density at Franklin. It goes from 108% to 107%.	Utilization		
yes, scenario 10 does NOT address overcrowding at Franklin.	Utilization		
It definitely seems like the high school overcrowding issue should include all the HS on the east side.	Utilization		

exactly Laura- we chose our home for the same reason.	Transportation and Safety		
What Julianna said - go back to the drawing board.	Proposal		
Easier for older kids to travel to school further away vs. younger kids in the elementary grades.	Transportation and Safety		
We have invested our lives, money and time and energy into our neighborhood school and now at a whim and without solid data and input the proposal pulls the rug out from under our feet. We do not have the ability to move from a financial standpoint.	Timing		
Moving Mt tabor over to Franklin does nothing to the density at Franklin. It goes from 108% to 107%	Utilization		
Yes, if we are going to make changes then letâ€™s actually take the time and do it all right.	Timing		
Tony, it should include all high schools. Trimet to Lincoln is shorter than Madison.	Transportation and Safety		
I'm hearing that other groups right now are talking deeply about the very problematic segregation with this plan.	Segregation		
It sure seems final. And this meeting seems like it is just for show.	Engagement		
This is too rushed, with community input not considered, goals & benefits not clearly explained, and all at a time when students are already traumatized. It doesnâ€™t matter what the former timeline wasâ€”the pandemic has changed that and the timeline needs to shift.	Timing Covid-19		
I agree with Kelli Georgeâ€™s question about the DLI/MIP program. It is a highly successful program. What not expand it and replicate high performance at other schools? That seems consistent with equity value.	Multiple Location DLI		
If the changes arenâ€™t solving the density problem, why consider it? We are Mt Tabor neighborhood parents and see no net benefit to anything weâ€™ve seen.	Utilization		
Just wanted to follow up on the well said comments from our Bridger parent/rep that while we understand thereâ€™s going to be difficult changes for everyone all around, there are many Bridger families that are very upset with the potential of completely dismantling our school. We are strong advocates of supporting neighborhood schools and only decided to lottery in both of our kids into Spanish immersion because it was our local school. This plan would remove our neighborhood school which is completely unacceptable. In our experience, this school has thrived under the existing DLI structure and we disagree with the idea that whole school language programs are more productive replacement. Bridger school and the tight knit local community is thriving under this current arrangement. And perhaps most importantly, weâ€™ve also heard from many in the latinx community in our school that they have felt left out of the process and that this proposal makes them feel segregated against. -Ryan Rasmussen â€“ Bridger parent	Community segregation		
Iâ€™ve watched the previous guiding meetings and I havenâ€™t heard discussion about the ability to get to and from a location discussed. I have also witnessed the lack of consensus; however, Mt Tabor to Madison seems to be a point of agreement.	Transportation and Safety		
I think this decision has an un-mentioned effect on congestion throughout SE in regard to vehicle, bike, and pedestrian traffic (specifically 82nd & Division down to Foster.) Letâ€™s his get this right folks!	Transportation and Safety		

From Jiaxin Chen : The people of color do not like the change.	Engagement		
From k-Woodstock and Hosford : why is the Coalition not listening to our BIPOC community?	Engagement		
there were no native speakers last night at the Spanish focus group that felt good about the proposal. All comments pointed to parents feeling segregated.	Engagement		
From alicia : Priorities need to be narrowed and refocused, probably reduced.	Timing		
the coalition is missing the voices of Richmond, (Grant) Glencoe! unacceptable	Timing		
The plan is really hard to defend, and I think a lot of people are rightfully somewhere between anxious and very frustrated.	Proposal		
Please take into account that some schools are going to be disproportionate affected by all of the scenarios.	Utilization		
the coalition is missing the voices of Richmond, (Grant), Glencoe! unacceptable	Timing		
again, itâ€™s not right just to assume Chinese wants to learn Chinese at school. I donâ€™t need to be Chinese to learn Chinese	Multiple Location DLI		
why not add another MIP program in Harrison and leave the Woodstock MIP as is?!	Multiple Location DLI		
agreed, disenrollment would be significant and a big loss for everyone involved in those programs	Implementation		
There needs to be individual school invitations and outreach with the clear impacts to each school. That would be more effective in getting perspective snd information culled.	Engagement		
this proposal restructures the Japanese language neighborhood program at grant. Why are neighborhood language study students at grant being left out of this conversation?	Timing		
It would be helpful to see the modeling on dis-enrollment prior to making any major changes. It doesnâ€™t make sense to do this modeling after the changes.	Data		
Judy - can you please make room for Black and brown families? Please ask if their are underrepresented community members who have something to share	Engagement		
Are 8th grade students at Mt Tabor still feeding to Franklin for 2021?	Implementation		
the proposal should be limited to Kellogg fall 2021	Engagement		
Of note, there were only 68 people at the Spanish focus group last night! The message did not get out to native speakers about the group!	Engagement		
Richmond Elementary is not on the survey	Engagement		
Richmond families are unaware of these changes as well. We have been left out of all of these conversations and lack representation.	Timing		
Creston is not on the survey, we had to select other.	Engagement		
Richmond Elementary is not on the survey	Engagement		

Filling a building should be the driving force here. Itâ€™s misuse of voter funds not to have a plan for filling Kellogg prior to building it.	Utilization		
Focus on Kellog, not dismantling immersion programs	Timing		
Principal Fontana - could you post your study results to this chat or post a link to the study results. Thank you.	Data		
Kellogg should be able to sit empty so that time is appropriately given to make good decisions for ALL communities.	Timing		
This is all way too rushed!	Timing		
Yes Josh!!! Itâ€™s nuts. I support better schools for kids. But this is a gross misuse of voter funds.	Timing		
leaving off schools like creston and Richmond on survey is already not equitable and a clear show that not all voices are at the table	Engagement		
It is concerning that any affected school (whether phase 1 or 2, etc) has been left off the GC and/or the survey.	Engagement		
leaving off schools like creston and Richmond on survey is already not equitable and a clear show that not all voices are at the table	Engagement		
Yes. I am new to area, but how long have they known when Kellog is going to open and why is this so rushed? Why not started year or two ago?	Timing		
By not having those schools on the survey, you have effectively negated any feedback from the survey.	Engagement		
I am hoping that this process is not about loud white voices and those able to hire lawyers. I hope that equity does prevail. Please listen to the communities of color. Please listen to the historically underserved communities, they deserve to have their voices uplifted and in the forefront.	Equity		
Transparency is essential to trust.	Engagement		
the materials are lacking, confusing and often leave off schools and programs	Proposal		
It is the most puzzling part of the whole process. You limit voices by going forward in the middle of a pandemic.	Engagement Covid-19		
Showing the process isnâ€™t enough. People need a fair shot at participating in it and influencing it!	Engagement		
This process has to be about more than facilities and balancing and ideas about "instructional strength" - equity must lead	Equity		
Yes Chad - we need to be able to influence this process, not just be passive observers to it	Engagement		
You have not done a good enough job of reassuring us that all the voices will be heard, including speakers of languages other than English.	Engagement		
Every guiding meeting you vote on the proposed scenarios. Would it possible to do online polling between guiding meetings to get a snapshot of how the community feels?	Engagement		
you are moving DLI programs OUT of UNDERenrolled neighborhood areas! How does that make sense?	Co-location		

Iâ€™m just really confused why this conversation didnâ€™t happen over a year ago. I donâ€™t feel we have had an answer as to why this outreach has been left until the last possible moment.	Timing		
this is way too rushed and needed to be looked at way before thisâ€¦.	Timing		
members of DLI programs are ALSO neighborhood families that sometimes want more diversity, not less, in predominantly white schools!	Diversity		
The district will have a lot more buy-in if we understand better how these proposed changes will raise the greater good (and if they actually do).	Multiple Location DLI		
I don't think people in this room were talking about pulling out of PPS. They were talking about pulling out of the MIP.	Multiple Location DLI		
@Jackson , Thanks for your involvement in this process. It really means a lot to us parents to hear from such a well spoken advocate for our kids.	Engagement		
PPS has a responsibility for bussing folks. It should not land only on the parents.	Transportation and Safety		
Atkinson/Franklin students going to Kellogg will almost universally be able to bike or walk to middle school. To Harrison Park is likely to be very, very few.	Transportation and Safety		
Atkinson students going to Harrison Park DOES NOT make sense.	Transportation and Safety		
Why decimate co-located programs that are working? Just to segregate?	Segregation		
Scenario 9 was the on that my team wanted to move forward. (Many of the Woodstock folks)	Proposal		
They should not consolidate the DLI programs	Multiple Location DLI		
I am unsure how moving MTMS from Franklin will address equity and overcrowding. In looking at data these issues are NOT resolved. Instead, my son will have a 45 minute tri-met bus ride instead of a 7 minute walk to Franklin. This goes against the districtâ€™s safe routes to school emphasis.	Transportation and Safety		
DLI families lose diversity with consolidation	Diversity		
we wanted to bring both 9 and 10 to show the process and the challenges	Proposal		
Who decided that there should only be one proposal?	Proposal		
Agree, Barb Lee. There has not been clear response from PPS to make the case for not co-locating. Atkinson DLI works well and, though I'm willing to be flexible, the proposed change is not rationale. Nor is it equitable as many have noted above.	Multiple Location DLI		
Balancing can still happen without segregating our kids	Segregation		
There are programs not represented on this coalition: Richmond, Glencoe (and Grant whom this effects with the removal of their Japanese neighborhood teachers to Madison)	Timing		

Yes, Judy it is the scenario with the biggest amount of change that forces marginalized communities to take the hit! With portables and overcrowding ONLY FOR THE SCHOOLS THAT WILL HOUSE NATIVE SPEAKERS! Decimating long-standing DLI programs to try to deal with facilities issues is not okay. inequitably dosing the overcrowding to Lent and Bridger. It's just not okay.	Utilization		
we appreciate the multicultural nature the DLI brings to Atkinson that extends to the annual Lunar New Year celebration, etc.	Community Co-location		
Please do advocate for looking at others via the feedback emails/survey.	Engagement		
As you are all using your voices about your schools, please try to remember the greater good of SE as well.	Engagement		
yes- I can envision Bridger and Atkinson having a similar issue with losing their building. itâ€™s not just walls- itâ€™s walls built up from years of dedicated families creating a dual language environment	Community co-location		
From Kate Coats : Jackson do you feel your feedback is being heard by PPS?	Engagement		
Again, the proposal decrease diversity at many schools and increases commutes in most cases, is causing feelings of segregation in native speaking communities in the DLI programs.	Segregation		
Yes Jackson - We plead with the coalition to please reevaluate your goals around whole focus schools.	Multiple Location DLI		
@Kate, I serve on the district student council, and thus 3 different board committees. My voice has probably been heard more than most, but I still feel like in general that PPS has been dismissive towards students and their concerns, or just not involving them period.	Engagement		
Yes, Angela! I think there have to be better ways to rebalance Bridger without completely removing both the neighborhood school and the Spanish DLI program. In this scenario we lose out on a neighborhood option either way.	Co-location		
For the record I'd like to state that I feel like I can handle the role of coalition member, teacher, and parent.	Engagement		
we urge PPS to slow this process and listen to our BIPOC families and students	Timing equity		
Please be our advocate and take time to listen to the community.	Timing		
please advocate to keep MIP at Woodstock	Multiple Location DLI		
Japanese native speakers need a voice too	Engagement		

Zoom Chat 3

	Theme	Positive or Negative Response	Q&A Document
Why are you considering a proposal that puts Bridger and Franklin at over 100% enrollment???	Utilization	Negative Response	
Lots of sweeping changes to Glencoe feeders without any Glencoe families and students in the discussion in Phase 1	Timing		
When will elementary schools shift? Fall 2021? Fall 2022?	Timing		
Is there another building available that could hold CSS's nearly 500 students?	Utilization		Yes
where can we find more informatoin about the research discussing the benefits of all immersion strands being in one school as opposed to a strand within a neighborhood school	Single Strand DLI		Yes
The movement of the DLI students create very white schools. If Racial equity is a focus why would you look at a proposal that creates less diversity at the inner SE schools.	Segregation	Negative Response	
Why does this proposal cram Spanish and Mandarin DLI in buildings that will require the use of portables and then leave Atkinson and Woodstock at about 33% utilization. How is this optimizing use of faciliites?	Utilization	Negative Response	
Why is DLI being included in phase 1, when that directive is to enroll Kellogg ?	Timing		
Identify 2nd comprehensive middle school in SE			
Convert of current K-8 schools to K-5			
Co-location as a detriment seems to be a premise of this plan. I understand that some schools or families feel that way anecdotally. But does your survey data actually bear out the supposed detriments of co-locating DLI programs?	Co-location		
I've been hearing that transportation has not been discussed yet? Our family is 15 minute walk to FHS and a 35 minute TriMet to Madison. Also, moving CDLI into an overcrowded FHS?	Transportation and Location	Negative Response	
sorry if this is a repeat of another topic mentioned, I got booted out.... but I'm very worried that removing the co-located DLI programs is being suggested to be for the benefit of the ESL families, but at least at the Woodstock school meeting our Mandarin-speaking families were very vocal AGAINST ending the co-locating (ie segregating)	Segregation	Negative Response	
Our children have been at colocated schools for over a decade. Though some families feel there is an imbalance many appreciate the richness of having different cultures and languages in building and community.	Co-location	Positive Response	
I'm also worried about making Woodstock ~90% White	Segregation	Negative Response	
There are studies/data forecasting a growth of incoming students, which explains why it makes sense for why some schools should be converted back to a elementary/middle school. There is no data justifying why Immersion programs should be pushed out of the inner east schools. What data is the district using to support that?	Data		Yes

I've seen several concerns expressed that these feeder changes for Franklin will make its student population more minority-based, and also lower the socio-economic profile. Not sure if these concerns are real, but am concerned about these implications for DEI at Franklin.	Segregation	Negative Response	
Some schools do not think that co-location is detrimental- we see it as a strength at Bridger. Also we are the most diverse school in SE (less than 50% white) and this plan decimates Bridger as we know it, moving both of our programs to other buildings.	Co-location	Positive Response	
Right, but neighborhood schools have very few world language options and when they do, classes are of 40+ kids	Co-location	Negative Response	
Dani was talking about "school within a school" but we don't see ourselves that way at Bridger, we see it as one school with 2 different modalities of learning.	Co-location	Positive Response	
Does that training benefit accrue when you are essentially co-locating different DLI programs into one building?	Single Strand DLI		
But PEOPLE are not data			
That is a non answer			
0agree! not a "school within a school" at Woodstock either! both programs benefiting	Co-location	Positive Response	
And minorities are UNDERSERVED	Equity	Negative Response	
Yes, Michael, Bridger can only hold 2 strands in its building. Mandarin is 3 strands.	Utilization		
Bridger can hold 3 if you take our k-8 out!	Utilization		
DLI is a component of racial and cultural equity and lumping them together is pigeonholing and segregating groups	Segregation	Negative Response	
sorry, our 6-8			
The Bridger principal said it can only hold 2 strands.	Utilization		
In a city as white as Portland this is incredibly problematic	Segregation		
The problems that this balancing proposal tries to solve are not present at Woodstock. It is balanced between the two strands, and the sense of community there is strong. I believe in a previous meeting, you described Woodstock as having the preferred structure for co-located dual language programs.	Co-location		
where is the equity? there are literally no people in the zoom for people that speak Somali! there are very few people in the other Non-English speaking zooms. this is not equitable!	Equity	Negative Response	
Woodstock is a beautiful example of a successful co-location. Current utilization is 87%. If you take out MIP, utilization would be 37%. Does PPS have a plan to sell the land to a real estate developer or some other less than altruistic motive? As they say, "if it ain't broke. don't fix it." I understand if MIP consolidates at Harrison Park for Middle School, but Woodstock should not be touched.	Utilization		
What is the district’s rationale for condensing the immersion programs specifically in light of recent suggestions that this qualifies as segregation?	Segregation	Negative Response	
Dana there is a Somali group			

https://pps-net.zoom.us/j/86841001013#success			
It is clear you have a vision for moving students from other inner se schools into Woodstock and that is part of the decision to move DLI students. You are not sharing this.	Multiple Location DLI		
i could not get into room 4			
That is not true.			
You have only begun to this in the last week.			
I couldn't get back into room 4 either.			
This absolutely feels like segregation to move the DLI programs out of inner SE	Segregation	Negative Response	
Why are the wealthy schools in the Sellwood neighborhood untouched?	Segregation		
You have not created access before this at all. You should slow the process. You need to go the communities to get involvement.	Timing	Negative Response	
Well, Bridger has 3 strands now as a 1-8 (K is in another building currently). And yes, we are overcrowded, but if there are 24 classrooms and 3 strands of k-5 only need 18, so that still leaves plenty of room for specials. Plus we have 6 (!!!) portlable classrooms! I don't know where she got that from...we just need our MS to move to KEllogg!	Utilization	Negative Response	
I beg to differ on community engagement.	Engagement	Negative Response	
Please look out routes and not just GIS pins from one building to another	Transportation and Safety		
I am concerned about the current split of Bridgers current 5-7 graders and that PPS wants to continue to split these students next year between kellogg and HP	Community	Negative Response	
The process seems so rushed and last-minute. Especially during a global pandemic where kids are reeling from loss of relationships.	Covid 19	Negative Response	
I am hearing that people in MIP are feeling voiceless and as an English Scholar parent I heard NOTHING regarding this matter outside of Shu Ren and friends in MIP. Otherwise I would have known nothing	Engagement	Negative Response	
If no schools are happy with this "scenario" and it doesn't solve the goals of reducing HS overcrowding, why pursue it??	Utilization	Negative Response	
You are controlling the conversation and manipulating the messaging to fit your vision.			
Maybe this is the "elephant in the room" so to speak - This is a radical set of shifts for many families in many programs. Why is this being addressed in a process during a year when parents and students are already experiencing unprecedented displacement?	Timing	Negative Response	
Thank you Jim!!!			
Yes, Jim!!!			
What would be the plan for Woodstock. Amber has a good point. Is the district planning to move other kids to Woodstock? Or is PPS planning on closing the school and selling the land to a real estate developer to raise funds?			

Excellent point, Jim!			
School boundaries are going to be the focus of phase 2	Timing		
I'll echo the question of why so much, now? During the pandemic doesn't seem like a good time to do this.	Covid 19	Negative Response	
This is making me incredibly uncomfortable and seems racist and opportunistic	Equity	Negative Response	
Jim, the reasoning that was given in the Coalition meetings is because Kellogg is opening next fall.	Timing		
Good point, Sondra. Phase 1 is shifting schools. Phase 2 is moving boundaries. Important to keep in mind that this is a two-phased process.	Timing		
Thank you Jade!!			
Thank you Jade			
Lent staff recently shared that Proud Boys have been using that school as a meeting place. There are concerns about schools being targeted, especially if they are seen as serving as an all Spanish DLI school. How would the district address this safety concern?	Transportation and Safety	Negative Response	
But decisions made in phase 1 effect those students and families. Once they are in motion they drive phase 2	Timing		
Bridger is not three strands			
PPS must have known Kellog was opening during this time. Planning should have happened years ago so we could prepare and plan for our families. Now with the pandemic, its chaos and adding so much unnecessary stress.	Covid 19	Negative Response	
just k-5			
Amber -exactly. And feeder changes are effectively boundary changes			
While that is true I wanted to clarify that we don't have any unspoken intentions for Woodstock from an SEGC perspective.			
Is Data more important than racial justice? Because in this very white city thats what im hearing in this proposal RE DLI	Equity	Negative Response	
Thank you Meisha. Understood, but solving the question of opening one school by disrupting plans for 8 or 9 still leaves me wondering why forging this during such a trying time,	Covid 19	Negative Response	
PPS posted data online showing ~300 DLI students at Woodstock and ~100 DLI at Harrison. How does it make sense to move more from Woodstock to Bridger which is closer to Harrison?	Utilization	Negative Response	
Is it possible to slow this whole process down?	Timing		
yes			
Yes, you can raise your hand.			
I want to know that too! This is happening way too fast and while parents and communities are already inundated with responsibilities with distance learning	Timing	Negative Response	
I am surprised that we have until just this Monday to provide our written feedback.	Timing		

Why would you disrupt these students when so much research has been done on the long lasting impacts of trauma. You are suggesting that students experience significant disruption in 2021 and 2022 during this unprecedented time.	Socio-Emotional health	Negative Response	
At the last coalition meeting, members were forced to vote on one proposal out of three. They were given 90 second to vote.	Timing	Negative Response	
And some coalition members wanted at least 2 scenarios presented tonight. PPS said no. Just 1.	Proposal	Negative Response	
Agreed!!			
SEGC requested that two plans be presented but we were not allowed that.	Proposal	Negative Response	
I should say "some members" requested that we present at least two plans and it should be noted that our most vocal BIPOC members expressed that desire.	Proposal	Negative Response	
Assuming that CSS does end moving, that would be our 4th location. CSS is willing to move, but would like to have a building identified for us to move to as a K-8. Also, if CSS is displaced, does that mean we would be displacing another school? That feels yucky to us as well...	Proposal	Negative Response	
Coalition members wanted to bring two. They were forced to bring one.	Proposal	Negative Response	
There was insufficient time to consider any of these proposals....please leave Woodstock alone as it will destroy something that has taken 20 years to build. Consolidate at the middle school and high school level.	Timing	Negative Response	
I may be wrong, but I think some of these decisions have to be made now to determine which schools will now feed into the new Kellogg.			
as a Chinese American I feel that PPS is segregating each community to outer SE, feels in equitable	Segregation	Negative Response	
I suspect they will be feeding to Woodstock. I have a feeling that is part of the complexity of the plan that keeps getting referenced.			
feels like discrimination	Equity	Negative Response	
Woodstock is a beautiful school.			
Is this the best use of PPS resources right now? Perhaps we should put more effort into distance learning instead of trying to re-balance schools at the moment. With the rest of the school year in limbo, we should ensure much of our available resources is focused on ensuring every child receives the proper access to education and our teachers have the proper tools to do their jobs. This does not need to be a rushed process. We are dealing with a world wide pandemic!	Covid 19	Negative Response	
There is a history of FO being located in SE to increase enrollment and now that we are overcrowded, neighborhood (0.5 miles for neighborhood school) are being displaced to schools in NE.	Utilization		
Agree, Susie.			
Phase One did not include a seat at the table for Glencoe to participate in discussions when so many changes are being made to our feeder path to high school. It also separates our students for MS programs which feels like it was an afterthought of this whole process	Timing	Negative Response	

why are DLP targeted to make these changes to accommodate PPS's agenda. To be equitable all programs should be considered.	Equity		
Why are the middle school grades from the k-8 schools that are changing not just being used to fill Kellog?	Timing		
especially schools in wealthier neighborhoods			
Many coalition members did not like any of the proposals that were allowed to move forward over the course of the process. We were not given the opportunity to do this work with data as we were trying to look at changes/shifts, we lacked community input, there were few people of color on the coalition, materials were not translated into different languages, we were given dumps of meeting info the day of or day before the meetings, little direction or feedback from PPS, and we were not given enough TIME to reach consensus.	Proposal	Negative Response	
Some coalition members quit the process due to inequity	Equity	Negative Response	
Agree Carissa.			
equity and diversity is not presented when the the plans include putting certain ethnic/people of color into the areas with higher numbers of those folks.	Equity	Negative Response	
its not just optics. Ive heard from BIPOC friends that they don't feel heard	Engagement	Negative Response	
Chinese DLI goes to the jade district?			
concerned about separating families and those in the neighborhood. seems unfair to not included duniway and Sellwood in addition to segregation as well	Community	Negative Response	
hank you, Jade! I've heard that from some Latinx families at Bridger as well.	Engagement		
wow. seems definitely not racial	Equity	Negative Response	
Go Jade!!!			
WHy can't we slow down this process- get better data, time to process and understand, information translated and interpreted, better involvement of all parties. Can the decision be made by spring instead of Dec/jJan?	Timing	Negative Response	
The letter from SHu Ren should be read aloud as a friend suggested	Engagement		
You are dodging, again.			
You didn't answer the question Mr. Bacon			
Thank you, Jade. So important to hold them accountable for this			
why were the Woodstock families excluded from the phone surveys	Engagement		
A reminder that we will save this chat and post to the enrollment balancing website			
agree! did any Woodstock families get the phone survey?	Engagement		
if a Shu Ren member has the letter please do read out loud			
Studies done for PPS shows forecasting data. No data justifying how you should keep immersion programs out of the inner east schools	Data	Negative Response	
Great info-- thank you, Martha!			

Thank you Martha!!!!			
Phone surveys were outsourced. So if you didn’t answer a call from Spokane from an unknown number, you may have missed the survey. (Way to go, PPS.)	Engagement	Negative Response	
Another weak answer.. you will make the decision before surveying	Timing		
Who makes the decision as to which proposals are presented?			
I would fall if PPS will listen to parents. This was a waste of time.	Timing	Negative Response	
Exactly! Inner SE schools are WHITE and BIPOC are being pushed East. This happened in NYC too. Its a product of gentrification, racism and socioeconomics	Segregation	Negative Response	
But will you really take the feedback. People have been giving you a lot of feedback and you continue to dismiss it and forge ahead on a vision that was put in place before the coalition was formed.	Engagement		
this is a decision that will impact Portland families for many years in the future. It is being rammed through without having all the necessary information and stakeholders involvement. Time to slow things down. We are in a pandemic!	Covid 19	Negative Response	
CSS families feel the same way. While we are not a neighborhood school, maybe of our families live near the Clark building, and may not be able to continue at CSS if the new location is not nearby.	Transportation and Safety	Negative Response	
are these specific questions which will be addressed in phase 2? I 'm concerned that PPS is rushing phase 2 but dealing with who is going into middle school and the current over crowding at school isn't being discussed	Timing	Negative Response	
Is there a scenario where CSS would not have a building to move to?			
I personally plan to organize and march as an ally if this plan for DLI goes forward			
Is this process taking into account impact on neighbohood families or just DLI and FO families?	Community	Negative Response	
Prioritize the changeover from K-8 schools to K-5 and 6-8 and figure out those streams. It seems like Woodstock and Atkinson are good as is and should be left alone, not too mention that this is being done in the midst of a pandemic and our children (and parents and teachers) are going through a traumatic time.	Covid 19	Negative Response	
This is a massive amount of displacement both for BIPOC families and other families. It seems like it is addressing less than 50% of the goals into consideration - and that the driving goals are abstract and not very well documented. It seems unnecessary to go as far as this proposal does. It is as if too many priorities and outcomes are being gamed out and none of them very well.	Segregation	Negative Response	
Rachel what impact are you concerned about?			
Michael Bacon's slide deck that was presented to the SEGC doesn't appear to be on the site anymore--used to be here:			
https://www.pps.net/enrollmentbalancing			
Can that be reposted, please? It would help get people up to speed.			
ME TOO! I love it!			

If a co-located school feel there is inequity within that school, shouldn't PPS attempt to support that particular school, instead of making wide sweeping changes? Is this equitable?	Equity	Negative Response	
moving the language programs further easpt decreases diversity, feels like segregation and discrimination and promotes white supremacy	Equity	Negative Response	
agree with this speaker!!			
Amen Sophanna and well said Carissa			
I agree, Carissa — DLI at Atkinson is working well for all who attend the school.	Co-location	Positive Response	
yes! lots of good data support "mainstream" classrooms - would think for schools as well (ie having different students/programs together)			
Segregating all the programs is antithetical to all that PPS purports to stand for. Segregation, by definition, is unjust and leads to more injustice	Segregation	Negative Response	
I would love to hear from the native DLI families in the co-located programs for their perspective.	Co-location		
Are there any measurements of educational outcomes that accrue when so many students are forced to relocate to schools and away from their communities and social groups? Do we expect improved outcomes for the students who are already involved in the schools they are being moved out of?	Data		
Native speakers, to clarify			
Shu Ren feel they are not being listened to by school leadership is what I am hearing			
I'm concerned that right-sizing the district, especially for HS, can't be done quadrant by quadrant and needs to be looked at district wide. Deciding on feeder patterns piecemeal feels really shortsighted.	Utilization	Negative Response	
i am a Bridger parent. I had one student in neighborhood and one student in dli. I have been very grateful for the opportunity to have both kids in the same school and in different programs. Also when the dli merged with the neighborhood in middle school my daughter found some great friends from the dli program.	Multiple Location DLI	Positive Response	
Bridger has overcome so many challenges that have been thrown our way (principal/staff turnover, overcrowding, portables taking over playground, K in diff building) and as a result we have become a stronger, caring community and are the most diverse school in SE! And here we are the target yet again-- if this plan goes through our school will be decimated.	Community	Negative Response	
I have to go but I will be eating attention and I am vehemently opposed to this. Its a HUGE step backwards for racial and cultural justice and goes beyond optics and data	Equity	Negative Response	
re: Native speakers - Shu Ren drafted a beautiful letter supporting the co-located program.			
from all the comments both text and voice comments strongly oppose this proposal. We need to evaluate other options!!	Proposal	Negative Response	
Well said april			

As an Atkinson parent I support Carissa's statement. I think the interplay of different cultures, abilities and languages allows our children who benefit from membership in dominant culture to gain a more global perspective. I think it also benefits our BIPOC community to see their culture and the cultures of other historically under-resourced groups given equal value in the "neighborhood" school	Equity	Negative Response	
Yes, AMBER!!			
Yes Amber!			
agree!!!			
Very much agree, Amber.			
I agree with Amber on this - this is crazy esp in the middle of a pandemic.	Covid 19	Negative Response	
Very much agree Amber!			
Thank you Amber....			
Yes, Amber! Timing is terrible! And it is moving way too fast!	Timing	Negative Response	
Thank you Amber!			
Slow this down dramatically, please. Do nothing for at least another year.	Timing	Negative Response	
Did they not plan for opening Kellog when they decided to build it?	Timing		
The proposal includes big impacts on schools not at the table in this coalition. PPS presented to families that this was to create Kellogg feeders.	Timing		
Especially for the kids			
yes jade			
Fill Kellogg with the 6-8s from the K-8 schools and that's			
Exactly, Jade!			
here here			
YES Jade!			
agree!!			
Yes Jade....			
yes jade!!!			
That was the goal and directive of the PPS board resolution.			
Doesn't the springboard proposal essentially maintain the status quo?			
feeder for HP can wait another year right? it won't be ready till 2022?	Timing	Negative Response	
Thank you Abby!			
YES! Just shift the 6-8 programs from the k-8 and call it a day, reassess after pandemic when better communication can happen IN person! Being all online also limits underserved community members from participating	Covid 19	Negative Response	

Here is the springboard proposal: https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4/PPS%20SE%20Guiding%20Coalition%20-%20Springboard%20Proposal%20Packet%20-%20FINAL1.pdf			
No @Harmony, the springboard also dissolved Bridger as it currently stands.			
Yes Jade!			
oh right, it becomes Chinese immersion			
Think about this: if it weren't for the virtual mtgs and witnessing what happens in the SEGC workshops, would we be this clued in to this process?	Engagement		
I agree Jade - in some ways it is easier for so many people ot engage			
Yes, look whose talking: primarily Woodstock families, we aren't hearing from Harrison Park, Lent, etc. Important that folks who aren't able to be present are considered equally.	Equity	Negative Response	
imagine if this was only in person meetings			
Will Franklin HS have an IB Program?			
Packing BESC speaks volumes. And we can't do that now.			
Testimony at board meetings is the next step communities need to take			
totally! maybe in future meetings should have both online and in person options to be more inclusive			
Bring this conversation to the ultimate decision-makers			
PPS controls MTMS enrollment through the lottery slots allowed to Richmond.			
moving the Chinese DLI from Hosford only removes 45 - 50 kids … is that going to free up a ton of space? Is it really worth it?	Utilization		
Carissa, are you suggesting considering Richmond feed into another MS? Seems like that would help support the neighborhood programs. thank you for speaking up	Community		
If Mt Tabor JMP moves to Madison, will Madison lose other foreign languages? / If Grant JMP moves to Madison, will other foreign languages be added to Grant since neighborhood Grant kids will lose a foreign language?	Multiple Location DLI		
Ehren, each MIP class/grade at HMS is about 50 kids. That's 150.	Utilization		
Ah thank you, Jade (Caroline :))			
Chananda - I don't understand. MTMS has SDLI and JDLI yet the neighborhood kid only get to take Spanish. And that's if there is room.	Utilization	Negative Response	
@Abby I think that is something we need to bring back, will you make sure to write it in your survey.			
Link to survey?			
I believe the problem with moving the JDLI program to to Kellogg or HP is that it is a large program, and will increase the overcrowding at Franklin and Cleveland.	Utilization	Negative Response	
Thank you, everyone, for a robust conversation.			

Yes, thank you Meisha!			
https://www.pps.net/enrollmentbalancing			
Thank you.			
language specific on the right hand side			
of the website.			
Thank you everyone for all of your hard work and the conversation.			
thanks Michael			
Then just do “the Kellogg thing.” And leave everything else alone.	Timing	Negative Response	
is this the survey link? https://www.ppsenrollmentbalancing.com/#Comment			
Can the public attend the remaining 3 coalition meetings by Zoom rather than YouTube - even if they are observers only?			
hank you all.			
Just doing the Kellogg thing will negatively impact EVERY school feeding into Kellogg	Timing	Negative Response	
Thank you.			
Thank you, Michael.			
Thank you Michael			
THank you.			
thank you!			
Thank you, Michael.			
thank you			
Thank you			
Thank you			
Michael, you have a very difficult job. I hope you are able to help with representing the community with our comments.			
Thank you			

Zoom Chat 5

	Theme	Positive or Negative Response	Q&A Document
please mute yourselves!			
Is this room all about immersion?			
No			
No, I don't think			
If so it should have been indicated as so.			
Please expound on the comment you made earlier about Franklin being overcrowded with the current plan. How overcrowded, and how underutilized are the other high schools?	Utilization		
No, it is not immersion specific.			
I'm just wondering if transportations and safe routes to schools was even considered. My kids are currently an easy walk to all of their schools. With this new plan, they now would spend 2 hours a day on public transit getting to school. When families have chosen where to live based on walkability, and then that is taken away, it leaves us in a hard position.	Transportation and Location		
It might have been more effective to have breakout rooms set up for different schools.			
This doesn't see like a good way to actually hear parents opinions on this. Perhaps you should host meetings school by school. It creates more work for the district but it is so import to get feedback from each school community.	Engagement		
I have a css first grader im unsure about her future location			
Can you please discuss how families in Glencoe can become involved - this group has been left out in Phase 1 but are impacted	Engagement		
1 Abby - also what's the survey link?			
The host has the capability to mute members who aren't talking, fyi			
Why does this proposal move Glencoe from a walkable SE high school to a HS in NE that kids will need transportation to get to? I thought NE wasn't even being considered until later….why are some and not other NE schools pulled in at this time?	Transportation and Safety		
MUTE			
Host: please mute people			
Franklin has about 1,900 students, well over the 1,700 which is 100 percent utlitization. Madison has about 1,300, and will reopen with 1,700 capacity.	Utilization		
Host MUTE, please!			

We are 1 mile from Franklin, but we'd be going to Madison, 5 miles away. 45 minute bus ride. How can you explain this	Transportation and Safety		
This proposal brings Franklin capacity from 108% to 107%	Utilization		
Tim- Many families have to cross powell to get to their neighborhood school already	Transportation and Safety		
Please mute!			
mute yourselves!			
The host usually has the power to mute everyone.			
It was mentioned in the presentation that this was not set in stone. What are the other plans?			
Hey folks, it would help a ton if you muted when not speaking!			
who is our host again? can you please introduce yourself in the chat?			
how does the Cleveland renovation fit into these considerations?	Timing		
But boundaries are implicated in this proposal. This is about boundaries			
how can we talk about this without thinking about geography?	Transportation and Safety		
I second Taryn's comment about transportation impacts. My child is in Bridger's neighborhood class. He would have to go to elementary school (at Clark?) across 82nd Ave, a state highway because Bridger would shut to neighborhood This is a high-crash corridor. People die here. Feeder patterns should consider transportation,	Transportation and Safety		
FYI - many of the other rooms are not open			
Five miles away			
It MIGHT impact you....in Phase 2 we will be looking at boundaries for adjustment.	Timing		
Beth, speaking, is not a district employee			
I have only ever seen the same proposal with the MIP. We've filled out surveys, attended meetings, but I have never seen an alternative option.	Engagement		
He is speaking about the boundary on Woodward!!			
It seems like many elementary schools will be under-enrolled to the point that at least one would nee to close. It seems like that should be discussed at this point.	Utilization		
We relooking at phase 1 right now but the future impact of phase 2 needs to be considered	Timing		
We will be preserving all comments, so feel free to add comments as we won't have time for everyone to speak			
Woodward should NOT be divided	Proposal	Negative Response	
Correct, Beth is a coalition member, who has been doing this work (like me) alongside PPS staff.			

those are the boundaries that are not really the things to focus on quite this closely in phase 1--they will continue changing through phase 2 (I'm also a coalition member who happens to live in south tabor so I hear you)	Timing		
The scenario is packing the Chinese and Spanish DLI programs into buildings that will require the continued use of portables, something the district has said they want to phase out, and this is especially ridiculous given how much excess capacity there is in all these K-8 buildings that are turning to K-5, not to mention all the other under-utilized K-5 buildings. It does not optimize use of facilities, a main goal of this process.	Utilization	Negative Response	
Will the immersion faculty be moving to the new schools?	Proposal		
Agreed. Many schools are being negatively affected by these process	Proposal	Negative Response	
I agree, woodward street should not the dividing line!	Proposal	Negative Response	
We chose this neighborhood for the schools. What can you say to those of us who are extremely disappointed to have this choice taken from us?	Community	Negative Response	
And the fact that part of the process is to reduce overcrowding at Franklin, and yet this plan doesn't address that at all.	Utilization		
If MIP moves out of Woodstock, what happens to the neighborhood program at Woodstock? In this scenario, the school will be both vastly underutilized and lack diversity.	Community		
I have taught at several schools with co-located programs and at one where the entire school was DLI. Thanks for all the work to return to K-5 and to end co-location! I continue to be concerned about under-enrollment for Lane and hope that strong programs will provide more equity among our comprehensive middle schools. It might not be possible to make it happen, but it would be great if Lane students did not have to go to two different high schools. Also, what is the future location for Access?	Utilization		
Neighborhood is the keyword here. Schools designed as neighborhood schools and now suggesting juggling kids all over the place for arbritary reasons.	Community		
Madison is the sixth furthest high school from us.	Transportation and Safety		
One of the stated principles is "limit transportation impacts." We should be talking about children's and families' safety in getting to school. Those without cars with have to cross 82nd Ave; more parents, if they can, will have to drive their children to school. Do we want that to happen?	Transportation and Safety		
Lincoln High School is closer than Madison	Transportation and Safety		
Phase 2 will address boundaries and also (I believe) program locations that would help with under-utilization at the newly K-5s.	Timing		
I hope Madison is ready for a bunch of 16 and 17 year old drivers.			
The program keeps referring to a mandarin immersion program, yet in high school it is not a program - it is one class, every other day. So, I don't see how the problems you are referring to (co-located programs) are applicable - it's not a program, it's a Chinese class?!?	Co-location		
I agree with Kelly!			

1 to what sarah said above			
I agree with Kelly too!			
While I understand why Harrison wants to keep together. We need to have a plan for CSS.			
These boundaries have not been a big focus of the coalitions work thus far	Timing		
Grant is closer than Madison, Lincoln is closer than Madison, etc et.	Transportation and Safety		
I'm not sure how you can determine the feeders without also discussing the boundaries at the same time.	Timing		
Questions for the person recording this transcript:			
* Can you explain how the goal of "reducing isolated neighborhood programs" is solved by … isolating programs? What value is there in isolating a program, like DLI, to one school vs having both?	Segregation		
* How many native speaking families have contributed feedback so far?	Engagement		
* Will we all be able to review the proposal before it is sent to the Deputy Superintendent?	Engagement		
* In what way is the plan creating equity?	Equity		
* When will we know if the cohorts stay if/when moving to Lents?	Timing		
Thank you for speaking up, Kelly! I agree 1000%			
Thank you Kelly!			
AGREE!!!!!			
here here			
Why are we doing this during the stress of Covid? Our families and kids do not have the bandwidth for this kind of drastic change.	Covid 19		
shipping students several miles away across busy streets is a barrier that many families will not be able to adapt to. What is being planned to help with this?	Transportation and Safety		
As a Bridger parent (neighborhood program), we are very sad to see the school closed to us under this proposal. We have spent years building community and that is unfortunate.	Community		
hy now? Just because Kellogg is ready? We are in the middle of a pandemic!!	Covid 19		
Yes, why now?	Timing		
1,000% !!!	Timing		
Thank you, Jody! This is such an important point to bring up.			
We need to open Kellogg in Fall 2021			
Exactly!			
Agreed, Jody!!			
We are busy teaching our children.	Timing		
If folks have the opportunity to listen to the "Nice White Parents" podcast, it is well worth the time.			

My freshman will have this year online, next year at Franklin, and the final two years at Madison. So horrible	Community		
Yes, my 8 year old is crying in the other room			
Yes, lets foot the bill of an empty school and WAIT until COVID is over	Covid 19		
I am concerned with moving the DLI programs. This feels very much like Segregation not balance!	Segregation		
Yes, why now? This is adding so much extra stress onto families and students that NO ONE NEEDS!	Timing		
I agree, the timing is heartbreaking.	Timing		
YES! Why now?	Timing		
It sounds like so many neighborhoods are going to get split up into multiple schools. It doesn't make sense to divide the communities	Community		
It is not ideal, but a school will be opening and we need to know who will be attending it.	Timing		
Yes, to the Nice White parents podcast.			
yes! agree. bussing to a farther school during a pandemic?	Covid 19		
Why are the feeder proposal's and boundary discussions limited to SE? It seems like this needs to include the NE (i.e. the whole East side) and be discussed holistically as a whole.	Timing		
why house 3 DLI programs at Franklin, when it will push neighborhood kids out and it is bursting at the seams?	Utilization		
This process started before the pandemic.	Timing		
Is there a possibility for PPS to revise the lottery specifics so that geography can play a stronger role? We feel that if you live close to a school you should have a higher ability to lottery into it. Let's limit transportation!!	Transportation and Safety		
@jody I agree with you that the timing is not ideal, but the main motivator is that Kellogg is opening so feeder paths have to be established in time for the school to get up and running.	Timing		
what is the decision timeline for phase 2?	Timing		
I don't see equity as the framework. The proposal will take BIPOC away from Hosford and CHS, leaving those schools even more white.	Equity		
Everything else has paused for Covid, why not this?	Covid 19		
Bridger Parent: It's benefiting Bridger hopefully since our school literally doesn't fit in our building.	Utilization		
Kelly is correct. Glencoe/Mt Tabor Community has been blindsided. Franklin less than a mile away. Madison is 4.5 miles away in NE not SE Community	Transportation and Safety		
staying in neighborhoods seems so important. neighborhoods are so important.	Community		
Change is so hard - but these are really powerful goals you have chosen to pursue. Thank you!			

This is not going to be about equity. Families with the time and money to drive their kids will be driven. And lower SES kids will be taking the bus, spending 2 hours a day on the bus instead of walking, home, playing, doing homework, etc. This is not going to level the playing cards for our children.	Equity		
Definitely agree. Now is not a good time to shift what schools our children are going to.	Timing		
It’s not benefiting Bridger. If you’re in the neighborhood class, it certainly isn’t	Community		
We NEED neighborhoods right now very badly	Community		
Is there a view of how many families support this vs those that do not?			
you cannot balance Pps equity issues in a SE vacuum. they need to overhaul all PpS to do that. one neighborhood moving out will not accomplish that end.	Equity		
Please limit scope to Kelly and pause the process	Timing		
I agree. We also chose our neighborhood for the school. We live in Woodstock and got into the immersion program. We love our neighborhood and love feeing part of the community. We don’t want to be segregated out of our community	Community		
Why not build on Bridger?			
Glencoe parent here, totally blindsided. We moved here for the neighborhood schools.	Community		
Grant High School is over crowded and should shrink its boundaries to have some of its students attend Madison. Both schools are in NorthEast and share boundaries. This has not been mentioned I believe because PPS is too intimidated by Grants parents.	Utilization		
Lets move Bridger to Kellogg for now			
please prioritize neighborhood schools.	Community		
I feel like families are not really into this			
Please just focus on Kellogg right now and not make us going through this right now during the pandemic and everything else that is going on	Covid 19		
Is there a GOOD time to do this? I think that everyone with children, or that expect to have children considered that when purchasing their property. We just don't think that these micro scenarios should impact the whole process.	Timing		
Yes, please prioritize neighborhood schools so kids can goto the they live closest to.	Community		
moving th			
Moving Spanish DLIs to the boundaries of PPS is NOT equitable. It disproportionately affects minorities and POC.	Equity		
Please please leave the chinese immersion program alone, or add another separate one! It is a successful program and should be added to, not decimated.			
Measure the potential impact on families, students, teachers, ?? Is there projected data on this? Economically, socially, etc?	Data		

They aren’t micro scenarios. These are our lives.	Community		
Kids want to be able to walk and bike to school. Shouldn't decisions be based on what is best for students????? How is shipping kids 4 miles away better for students and families??	Transportation and Safety		
Yes - Summie. The BIPOC families' voices should stay front and center in this conversation.	Engagement		
00:13:17 Stephanie Dazer: moving the Chinese program out of woodstock doesn’t seem to make sense.	Multiple Location DLI		
Thank you for speaking up about that Summie, it seems like a huge burden to make kids travel to access those programs.	Transportation and Safety		
Thank you, Summie. The Atkinson Spanish speaking families feel the same way.	Multiple Location DLI		
we've had very strong representation from the Woodstock MIP perspective on the coalition, in my opinion, for what it's worth			
If the goal is to fix imbalanced co-located programs, why does the proposal include Woodstock, which has a balanced co-located program?	Co-location		
If the goal is to increase equity at PPS, moving minorities as far away as possible from the center of PPS is not the solution	Equity		
There is never going to be a good time to do this but this is not a new discussion. The discussion began around 7 years ago.	Timing		
I am looking for clarification on wanting to reduce the number of co-located programs. My two kids attend Woodstock and are in the neighborhood program. We love Woodstock as a DLI school!! It seems that most parents in DLI want it to stay at Woodstock.	Co-location		
I'm questing the "socio-economic diversity" when schools like Duniway, Lewis, and Llewelyn are left untouched.	Equity		
We need Glencoe and MTMS representation at these meetings!	Engagement		
Thank you Summie. Woodstock parents in the neighborhood program and also the MIP have not been consulted	Engagement		
@Jeaden, are you speaking only of the Woodstock/Hosford/Cleveland Chinese immersion program? Or also the Harrison Park program?			
Thank you for sharing your experience, Summie.			
Yes, Diller! Minorities are being disproportionately affected	Equity		
moving to single language only schools is segregation. it removes the diversity in many of our schools and creates barriers to attendance for populations that already face barriers to education equity.	Segregation		
I have two students at Atkinson’s neighborhood program and we love our DLI school! Why fix it if it ain’t broke??	Multiple Location DLI		
I agree, Dawn			
i'd like to hear about the equity component and really hope the group will elevate that.	Equity		

yes. thank you Joy			
Yes to what Joy is saying. If I would have known they were going to destroy neighborhoods schools I would have thought twice about voting for bonds.	Community		
is there another school for about 500 students at creative science to go to??			
Yes Dawn! Totally agree. Consolidating DLI programs is not equitable!	Single Strand DLI	Negative Response	
let's think beyond our own personal scenarios and do what's best for all the kids at PPS			
has anyone considered that people have bought houses in neighborhoods to be part of the school they want. and now you want to change it all. we cant just buy a different house. we made a decision on where to buy based on school!!	Community		
here here			
Yes Joy!!!!!			
Highly recommend folks rename themselves with their first name + school affiliation.			
2 more hours of travel for kids is insane.	Transportation and Safety		
The closest parts of the suggested Harrison Park boundary is as close or closer to Franklin than the Mt. Tabor area.	Transportation and Safety		
I bought my house and run a storefront in S.E. plus another business all in Multnomah county, when my students are in school I not only take my children ,but also other students to and from school. Going across town is creating a total hardship for me and my ability to help other families in my community.	Transportation and Safety		
Want to repost John’s questions for the transcript:			
* Can you explain how the goal of “reducing isolated neighborhood programs” is solved by … isolating programs? What value is there in isolating a program, like DLI, to one school vs having both? * How many native speaking families have contributed feedback so far? * Will we all be able to review the proposal before it is sent to the Deputy Superintendent? * In what way is the plan creating equity? * When will we know if the cohorts stay if/when moving to Lents?	Equity		
If many of us are concerned about the quality of education they might get at Madison can't we all join together and help improve the quality of education at those schools?	Community		
this whole plan is not thought through			
Katie, there will be a lot of available space in SE after Kellogg opens, although I agree that if this way of using Clark moves forward we need to prioritize finding possible locations for CSS	Utilization		
OK, but when a WHOLE bunch of kids are in this scenario, this isn’t good for everyone			
Given the feedback from neighborhood communities, I think we should all request PPS make more DLI feeder streams through more local elementary and middle schools rather than centralize them all into a few schools, which then locks neighbors out of close schools. Plus, by trying to rearrange the entire feeder network PPS will force families to split their schools and commute long distances twice a day.	Community		
it’s not segregation when half the kids are non-minority English speakers	Segregation		

where is the scientific literature that supports ending co-location vs. segregated DLI progrmas	Data		
Yes, I have the same question, Emily! * Can you explain how the goal of “reducing isolated neighborhood programs” is solved by … isolating programs? What value is there in isolating a program, like DLI, to one school vs having both?	Segregation		
Maps showing where dual language programs don't show whole pps area, act as if families only from se			
No plan will be good for 'everyone'. In fact I think we all will have to compromise. The things being factored are much bigger than any one family or neighborhood.			
where is the scientific literature that supports ending co-location vs. segregated DLI progrmas	Data		
Please look at this change through a Social Justice and Racial Equity lens.			
Jamie, EXACTLY.			
Need to redistrict all of East side together, if you’re planning on moving SE kids to NE kids			
Yes, Jen!			
Perhaps this process "decision" can pause and focus on how to gain better community, neighborhood/parents, school administration and teacher involvement.	Timing		
Thanks you Jaime			
Agreed…Bridger is a working school and none of the kids that go there now will go there in 2 years under the current proposal. Very disruptive to everyone.	Community		
Jamie- absolutely. Why should Madison students receive a lesser educational opportunity? All schools should be on a level playing field. That is why boundary changes are necessary. Under enrollment is not acceptable at Madison just to maintain everyone else's comfort level.	Community	Positive Response	
We *must* think about the entire community as a whole for the future	Community		
what Jamie said			
I understand that Kellogg will open next year and needs to be filled. I also understand that Harrison Park will not open until the following year and will keep its students for a year while the middle school is prepared. I also understand that Bridger is overcrowded relying on a second site and portables (and that is why the urgency for changes), but I wonder if there is any possibility that the immersion programs and all K-5 impacts could be left for another year and only move the middle school students who would go to Kellogg?	Timing		
I agree Meggan. please pause this process. Too may families disrupted	Timing		
No existing school wants or should ever be asked to give up their school building for CSS to move into			
How many teachers were a part of the coalition?			
PSU does the census for the region			
Are all high schools getting the same funding? Should supplemental funding be addressed?	Utilization		
In addition to the proposal to move the CSS school, does it also change to a k-5 school as opposed to K-8?	K-8 to K-5		
hy didnt they just make kellog a k-8.	K-8 to K-5		

it does not, mary			
Yes, Karen, I agree * I wonder if there is any possibility that the immersion programs and all K-5 impacts could be left for another year and only move the middle school students who would go to Kellogg?	Timing		
A couple notes on Atkinson shift:			
@Mary-Rain it is not proposed to change CSS's configuration			
: the bulk of Mt Tabor students live south of the school, unlike Harrison park boundary. and keeping Chinese immersion at Cleveland would ,earn that there would potentially be room at Franklin for both HP and Tabor at Franklin (at least at current proposal levels)	Utilization		
I am not thrilled with the idea of having my kids have to travel far from Bridger neighborhood to Lents. I love our school community, and our school community will be completely dismantled. However, how far are students traveling now? From what I understand, many. Can we discuss the positive impact for those students and how they might be historically underserved?	Transportation and Safety		
Removing the DLI programs from neighborhood schools and isolating those programs into a single school robs neigborhood program students of diverse cultural experiences that will help grown them into anti-racist adults. Disrupting neighborhood schools increases transportation burdens on families.	Community		
All high schools should get the same funding and students should have the same opportunity.	Utilization		
Thank you Suzanne!			
do the heat maps support these proposed changes?	Data		
There is not room at Franklin for all students who live closest to that school to go there.	Utilization		
has anyone poled parents to see if they even want seperate middle schools. i know i personally prefer a k-8 model	K-8 to K-5	Negative Response	
Why can't this be done in phases? Make changes at K, 6th and 9th grade - not in the middle of pandemic	Covid 19		
Thank you Mark Halpern!			
Is there no grandfathering?			
Some of what we've discussed as a coalition: Creating dedicated immersion schools can create very robust programs where teachers have far better professional development specific to immersion, and the opportunity to work alongside Master teachers, helping to create better opportunities for students (this comes from multiple principals who we have worked with and had input from who have overseen co-located DLI/neighborhood programs).	Co-location		
Yes, this timing is terrible and it all feels much too rushed. We need more time for feedback, and to work out all of these glaring problems!!	Timing		
Sarah C that is a school board decision			
agree Mark, wrong to do this to kids right now	Timing		
Grandfathering would ease many anxieties			

Key comment, assuming retention of families if make these changes. As seen by families moving kids out when high schools moved to Marshall for reconstruction.	Community		
is there a plan where no students are effected?!	Proposal		
Think about the children!!!!!!!!!	Proposal		
Timing is tone deaf. Whether this discussion started 7 years ago or not, what is going on right now is unprecedented and should be taken into account as we look at uprooting families.	Timing		
What would happen to high school kids who are already at Franklin?	Timing		
Thanks Mark!			
Wouldn't it be great if you knew how schools would be redistricted like 10 years before!?!			
agree with jamie			
if bridger is going to remain an immersion school, why uproot the language program that is already there? Just to replace it with another language program?	Co-location		
Thank you Mark!			
It's hard to contemplate giving up our very functional space at CSS when it seems like no one is happy with this proposal.	Utilization		
The capacity and diversity data is very clearly presented on the website.	Utilization		
Other than K-5, the DLI is NOT a program - it is a couple of classes in middle school (and counts toward their elective) and one class in high school. That isn't a program, and so doesn't create the 'split' that the coalition is concerned about	Co-location		
Or NE			
These poor kids			
Rachel, I agree with that, it's not a program, it's a class or maybe two.			
Can you help us understand why schools in NE, like Madison, are included in this plan, while schools in SE, like Sunnyside, are not?	Timing		
Presumptuous to make decisions for communities based on restorative justice without really getting input from those communities.	Engagement		
Why are we having this meetings just a few weeks before the proposal is presented to the Board?	Timing		
my kids are gonna lose all of their friends	Community		
Middle school co-location is different because it is a larger population. When multiple strands of DLI come together at a middle school, scheduling is much easier than a single (or even sometimes double) strand.	Multiple Location DLI		
s there a way for us to find out what this change in school would be like for our children? We have a child in Woodstock MIP and in this scenario she would change schools for her last year. Wow, it would sure make us feel more comfortable knowing what this transition might be like before we support this type of change. Thanks	Engagement		

Jacob- please mute			
A policy of prioritizing affecting the fewest number of students in enrollment balancing has resulted in a high cost of historically underserved families.	Equity		
@jamie any changes to Woodstock would be implemented in the fall of 2022.			
Consider: Social Justice and Racial Equity.	Equity		
Ironic, that big goal to take care of overcrowding, but most overcrowded school, Franklin is not helped by this plan. In fact, put a third immersion program in the school.	Utilization		
If you stick with the scenario of relocating CSS I would ask that specific criteria for selecting our new space are included in the proposal. Especially keeping the elementary and mid-level programs together and keeping our connection to our community by staying in SE, NE, or East Portland.	Community		
I don't understand how the DLI program that was highly sought after and requires lottery entry is now so deeply flawed that the only solution is to ship the kids to other schools?	Transportation and Safety		
I feel its completely irresponsible to present such a plan with no solution for CSS.			
Yes Ivy!			
the following letter was also sent to members of the coalition, principals of the schools where signers are, and region 6 and 7 school board members: https://docs.google.com/document/d/1KikbHyj-Px3mGFz7_AJ0S4JBrwz4d0B_rOcAqFSOxW8/edit?usp=sharing			
Some notes on demographic shifts based on Flo data:	Data		
Lent gets more crowded, latino demographic is consolidated, other minorities are pushed out of their neighborhood school. - 96.4% utilization w/o modulars, 85.4% with modulars - white demographic from up to 20.4% up to 33.8% - latino demographic from 50.7% up to 58.5% - asian white from 1.1% up to 2.5% - black demographic drops from 9.1% to 2.5% - Atkinson, shifts demographic making it a much less diverse school - white demographic from 62.4% up to 74.1% - latino demographic from 25.8% down to 8.3% - Minorities are being pushed away to the borders of PPS - Keeping the DLI program alongside the neighborhood program at atkinson is a net positive for diversity of schools. - 96.4% utilization w/o modulars, 85.4% with modulars	Equity		
- Keeping the DLI program alongside the neighborhood program at atkinson is a net positive for diversity of schools.	Multiple Location DLI	Positive Response	
thank you for reading this Livia			
I've requested IT to provide Kathleen and I an ability to mute.			

@jody CSS would be a part of what is addressed in Phase 2.	Timing		
it’s pps directive policy to disrupt the least amount of kids and to assess transportation costs but they are not even giving evaluation data for this!	Data		
thank you Jody! how can this be proposed without even a thought of a physical space for CSS?	Utilization		
Would you please put the map up again, or tell me where I can find it (post a link).			
@mark https://www.ppsenrollmentbalancing.com/#Proposal			
Yes Livia!!!!! Same with Spanish DLI			
0 https://irp-cdn.multiscreensite.com/f78e1648/files/uploaded/PPS%20SE%20Guiding%20Coalition%20-%20Proposal%20Map.pdf			
This feels like the worst possible time to be breaking up strong existing school communities & intentionally decreasing diversity within our schools, which is exactly what happens to Woodstock if MIP is moved. From a practical perspective: the existing neighborhood students put the campus at 34% of capacity...I understand that elementary school boundaries are being considered in the next phase, but how can Woodstock survive as a school with so few students? Or how many more hundreds of families would be impacted by moving them to Woodstock? Are surrounding schools over capacity, or would we all be underutilized? From a more emotional perspective: MIP isn't a program housed at our school. It is OUR school. The students go to Friday morning meeting together, they have recess together, they perform in plays together, they're classmates & friends & neighbors.	Timing		
Working in higher education we have had to create short term solutions due to COIVD and get innovative for the future. I can't imagine doing this to K-12. My son is in Kinder with Atkinson (remotely) and feel future planning needs to be extremely thoughtful, meaningful and strategic to benefit the most students with the least amount of negative impact possible. I learned about all of this last week due to a neighbor who also attends Atkinsons.	Covid 19		
here is pps balancing directive policy			
https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/4.10.049-AD.pdf			
This ultimately is going to cause more disruption for all kids. We need to be grounding and creating stability for students and families not developing a proposal that moves kids three times, separates siblings, and moves kids away from their neighborhoods - which is their whole world right now.	Community		
Yes, I agree, Michelle. The MIP and neighborhood programs ARE the school at Woodstock; TOGETHER!!!	Multiple Location DLI		
Thank you Livia!			
I have logged into most of the rooms looking for a conversation about how CCS is being removed from a neighborhood that it has been part of for 26 years.	Timing		
Why is this not a topic of conversation?			
Does ANYONE like these proposals? Just curious.	Proposal		
Hooray Livia!!			

The 30 minute open house that had tech issues for half of the time....and then kicked out of discussion rooms after they got underway...			
Thank you, Livia!!!!			
@SEGC represen.... We are aware of that. One of our students will complete the program at Woodstock and one will complete all but their last year. We are looking at these changes and thinking... Will it be better for them to stay at the same school for the last year or change and "follow" the immersion program. There doesn't seem to be any way for parents to know what a transition like this is like. What will the new program look like? What will classes look like? Is there expected to be a significant drop in immersion program enrollment at first? What challenges do you expect and how do you plan to address them, or what should we be doing to address them.	Proposal		Yes
PPS needs to show us the data and the outreach to non-English speaking families if they are going to convince us that this is for the best. It does feel dangerously like segregation, but that is not my call to make.	Data		
Seriously, who supports this?	Proposal	Negative Response	
Thank you Livia, I hope they reconsider for your family			
how can we not take a minute to honor the courage of Livia sharing that story. It is unconscionable to solicit feedback from community members and then not be prepared to hear it. Thank you Livia we appreciate you!	Engagement		
and please present data for why its supported	Data		
exactly, Jonathan.			
EXACTLY!!			
Exactly!			
Thank you Jonathan.			
Social JUSTICE!!!!!!!!!	Equity		
YES! Thank you Jonathan!			
Guess what? We do in the Grant neighborhood. They don’t host districtwide programs and their boundaries are protective of their SES			
these programs are intended to help some the most underprivileged in our community	Equity		
Their neighborhood schools may as well be fortresses	Community		
Thank you Jonathan. I went to private school and drove 13 miles to school every day. I chose this neighborhood so my kids could walk/bike to school.	Transportation and Safety		
It seems more equitable to allow families to choose or reselect schools from a selection instead of en mass moving cohorts. This would allow families more control into the decision. Perhaps a one time lottery.	Equity		
Jonathan, immersion program families selected their neighborhoods for their schools also. i don’t want to be kicked out of my neighborhood community	Community		

Franklin is a VERY diverse high school, both economically (42% free/reduced lunch) and racially (it's just 50% white). I'm not sure everyone understands that. People think they're taking higher SES kids away from a high SES school. They're not.	Data		
Yes, please note Jonathan's points and support of his points in the record. Thanks!			
Jonathan, Madison has several other feeders from NE Portland, including Roseway Heights middle school along with others			
A lot of other students will be at Madison. It has other feeders, just not ones mentioned in these plans.			
Grant and Cleveland are high SES and waaaay less diverse	Equity		
Thanks Kelly,			
I want to support the point that we moved to Woodstock not just for the MIP, but for the neighborhood.	Community		
Thank you Johnathan.			
But you should be considering NE schools	Timing		
There seems to be too much disruption to neighborhood schools and the special programs with this plan	Community		
Thank you, Allison!			
You're kidding, materials weren't even translated before? That is totally unacceptable!	Engagement		
I appreciate the intent of the redistricting but if other adjacent neighborhoods based on arbitrary boundaries aren't considered, it seems myopic and may only increase inequity	Equity		
Yes Allison!			
Thank you Allison!!!			
Thank you, Allison. Appreciate your voice.			
It feels like these decisions and considerations cannot be done by section of town (i.e. NE, SE, N, SW) but should be looked at as a whole. I worry that you will make changes now and them make them again when looking at NE and N Portland boundaries and schools.	Timing		
Lent sometimes feels like a separate world (and I live in Lent)			
Thank you Allison			
Thanks Allison!!!			
Thank you, Allison!			
Thank you, Allison!			
thanks allision!			
If the coalition looked at their small survey (335 people), all the Dual Language programs families noted that they didn't want their programs moved.	Multiple Location DLI		
It is presumptuous that minorities don't care to be in good neighborhoods or feed into good schools.			
Thank you again, Allison!			

What impact is this expected to have on the immersion programs in middle and high school in the short term? It seems like there will be a lot of families questioning the challenge of supporting their kids through the program with these changes. Don't get me wrong, from the big picture perspective I wholly support stepping back and addressing these issues as we see inequalities developing. It takes time and you need to constantly make adjustments, sometimes you have to make larger adjustments to have the appropriate impact. However, I don't feel that I have a way to know that my concerns are being addressed.	Equity		
If Kelly middle school opening has to wait in order for pps to take the time to get this right, I think that should be considered.	Timing		
yes!!!			
thank you!			
Yes!			
well.said Alison!			
yes			
yes			
Yes, Ivy! Kelly has been in the works for years. Waiting until now to make last-minute decisions seems negligent.	Timing		
Yes! We need to bring the boundaries into the discussion now, not later.	Timing		
i am 5 minutes from walking distance to Atkinson... the new boundary would require my family to cross highway 26 and foster and numerous strip clubs	Transportation and Safety		
THIS ^^^^			
Two students spoke at the School Board Meeting this week against the move of the Mt. Tabor neighborhood students to Madison and they brought up the emissions problem from all the increased driving vs the walking they do now.	Transportation and Safety		
We live across the street from Bridger and in this proposal, Bridger would no longer be our elementary school.	Community		
Same for Woodstock, Diana! We have worked hard at uniting our student body.	Community		
I would like to see more of the transportation data and how the proposal affects all	Transportation and Safety		
what is the plan for getting answers to all of us asking questions verbally and in writing? how can we be assured our voices are heard before the decision is made?			
This is completely against what our students have said they want for climate goals.			
Yes to Omar's comment only the other direction, crossing both 9nd and 8nd. How are families supposed to do that when in outer SE we are facing low socioeconomics.	Transportation and Safety		
But is anybody happy?	Proposal		

Moving forward, the communication about this process and decisions made need to be made far, far more transparent to families. Many of us learned about this from other parents or even on social media. Principals and other PPS reps need to share info, rather than post links to confusing and complicated websites.	Engagement		
Can we hear from somebody who supports this then?	Proposal		
Not Glencoe			
Thanks, Diana! As as current Atkinson parent I also appreciate the cross- cultural opportunities that occur at our school.			
Can we hear from someone in support of this?	Proposal		
I haven't heard that tonight.			
crickets			
Our experience in a split neighborhood/DLI school (Bridger) has been extremely positive, and we don't want to see our school split into pieces. Why split up schools that are already functioning well (if middle school is moved out, there would be room for 2 strands of DLI and 2 of neighborhood).	Multiple Location DLI	Positive Response	
yeah who is happy! ZERO			
Where is Harrison Park in the existing feeder program?			
Yes, Meggan!			
I agree with Diana about the fundraising benefits of having a DLI program at a co-located school	Co-location		
@Mark Halpern Harrison Park feeds to Franklin			
I calculated Trimet time from the southwestern (new) border of Glencoe today, a kid living at SE 40th and Madison would have to leave home at 7:20 to get to school with enough time to go to locker and be ready for 8:15 start time. It takes almost an hour to get home from there after. At least one bus transfer is required.	Transportation and Safety		
in my experience, neighborhood program families are much less happy with collocation.	Co-location	Negative Response	
I don't need to be happy...I need to see data/logic for why this "makes sense"	Data		
Yes, I agree, why does this make sense?	Proposal	Negative Response	
@Kelly do you have a sense of what the time would be for the students from the SW corner of the proposed Harrison Park boundary to Madison?	Transportation and Safety		
I am really glad that Bridger and South Tabor no longer feed into Madison and I think it is much more equitable than the first plan	Equity	Positive Response	
ditto on Sionainn's comment			
We would support this if we knew what the transitions would be like and how the short term discomfort is offset by long term benefits.	Timing		
My kids are 8 & 5			
I don't think that people who are happy who be here. People who are not happy are here to make their case.			

i haven't checked, I know from HP itself it's a straight shot up 82nd on the 72 but I haven't done it from the corner. I will check it though!	Transportation and Safety		
What are the long term benefits? Are there other ways of achieving them without using our kids?	Data		
We picked CSS partially because it is K-8 and we like the interaction between the levels.	Transportation and Safety		
I agree with Althea. The plans have been improving with each version I see. Perfect no, but heading the right direction.	Proposal		
Bridger has six portable classrooms and the kindergarten still had to move off campus. The school NEEDS rebalancing to happen. The other elementary schools are way underenrolled compared to Bridger.	Utilization		
Thank you, Lisa.			
Lisa noted the positives of Middle Schools, but anyone have support for plans to consolidate DLI programs?	Multiple Location DLI		
Is it possible to interstate Creston and part of Atkinson students to Kellogg?	Proposal		
Harrison Park is also a straight shorter shot up division to Franklin. HP used to go to Marshall.			
yes			
As an elementary parent, I do NOT like K-8.	K-8 to K-5		
please show ius how it achieves this			
SPEAK!!!!!!			
Thank you Lisa! Kellogg is going to be beautiful, and it should be opened on time and immediately!			
Yes, Lisa, thank you!			
Integrate Creston and Atkinson middle school students to Kellogg	Proposal		
not everyone does live in s.e.	Transportation and Safety		
thank you lisa			
Lisa, I appreciate your speaking up when you were sort of put on the spot there (not saying that to take a side here, but just to note it)			
How about 6-8 from Creston, Bridger, Harison Park to Kellogg?	Proposal		
Not all our families live in SE Portland.	Transportation and Safety		
Yes the kids that get to go to Kellogg will be happy.	Proposal		
so again just move 6-8 (from k-8) to Kellogg and call it done	K-8 to K-5		
Equity seems to mean whatever folks want it to mean. What is equity here and how does this new structure reflect equity?	Equity		
45 minute drive	Transportation and Safety		
^^			
This is what needs to be explained.			

Please explain what you mean when you say Equity	Equity		
The middle school dialogue is a fair one. Blowing up immersion programs and not including our Chinese families or any other families of color is problematic.	Equity		
distinctly missing from this conversation is Grant/Laurelhurst/Beverly Cleary	Timing		
This is the beginning - they are moving the balancing to the other Portland neighborhoods after this. N, NE, etc.	Timing		
I agree. I worked on the bond committee to build Kellogg			
Grant is all in group 1	Timing		
Equity seems to be a reason to hide behind. Please explain. Make it more than a righteous buzz word	Equity		
we just re-built franklin why didn't we build it big enough for our population	Utilization		
Yes, move to middle schools is fantastic! Other positive is moving Sunnyside to Cleveland to alleviate FHS crowding. Cleveland move isn't a great distance for that neighborhood. Probably why not hearing complaints from that sector.	Utilization		
and how soon will Kellogg be overpopulated with this scenario?	Utilization		
We need to be aware who is not in these meetings. 40%+ of Harrison Park families are dual language, and many do not speak English. It is 100% free and reduced. Many families only walk and do not have transportation. They absolutely need a neighborhood school. That is equity.	Equity		
I have the same question. Why wasn't Franklin built for a larger population	Utilization		
Also, Richmond Japanese program has not been considered. Somehow this program has been protected.			
Good question, Mark *What is equity here and how does this new structure reflect equity?* Dividing schools to reduce co-located programs without getting input from families of color who are in the programs doesn't seem equitable.	Equity		
I agree, Kelley. it's a shame that Franklin was not built large enough to o fit it's neighborhood.	Utilization		
help us here with details			
Thank you Jessica!!!			
Thank you!			
Thank you, Jessica!!			
I agree Jessica, but pps needs to be reaching out to those families--we can't decide what is right for them.	Engagement		
But how do we know they are serving those people??	Engagement		
Sure, like native speakers in our kid's class			
You take on faith PPS is doing the "equitable" thing?	Equity	Negative Response	
Exactly. If everyone refuses change because it affects them personally, nothing will change and nothing will happen.	Proposal		

Please explain why this is the right thing to do.	Proposal		
(In response to comment... There are many fewer 20 something? in the Spanish group)	Engagement		
agreed Jessica! we need the transparency from all groups			
Thank you Lisa, Jonathan, Summie, Suzanne, and Allison!!			
It's hard for me to sympathize with PPS when they let people lottery out of Roosevelt and Jefferson schools for so long, just for one example. They are always dealing with poor prior decisions. I have little faith in their efforts toward equity.	Equity	Negative Response	
audio cut out			
Good point, CCorbett			
Thank you Leah! I am seriously concerned about how I will get my children to school if there is not a neighborhood option. Most of our families have only one car and or 2 working parents leaving kids to walk to school.	Transportation and Safety		
Yes, Jessica! I really want to hear from communities of color in the DLI programs especially about what they want. I can definitely get behind a plan that is supported by a large coalition of families of color.	Engagement		
It feels like this solution tips the scales from one community (who cross Powell, etc, who don't have a feeder pattern to a MS) and then pushes it into another (who then have to cross Powell, etc). I don't agree that this solution is the right choice for EVERYONE.	Proposal		
No solution will be right for everyone			
just so I am clear, will Kellogg have Spanish immersion?			
@Jody in this proposal, yes.			
Then why do it?			
The data for demographic shifts and enrollment shifts is real hard to find currently. If you are interested in seeing the data regarding how this scenario affects diversity and enrollment, here is the spreadsheet: https://drive.google.com/file/d/1dNNSendsgrjvPX22qRJx8icwLGLbnxKL/view	Data		
Instead of limiting the DLI programs and making parents fight to win the lotteries, why not expand the DLI programs to have more feeder schools?	Multiple Location DLI		
Will Franklin HS have an IB program?			
the timeline specifically only affect STARTING grades, K,6,9			
@Abby that would be a school board decision			
@kim i'm not sure that's true			
what i've seen is that they are talking about letting kids go one more year if they are entering their final year			
Being close to ones school is very nice. For many families the we are required to travel to our schools. And for many the school program, or co-hort is more important. For that reason if possible please keep current student co-horts together as much as possible and transition slowly as possible to the new configuration.	Community		

but anyone earlier would switch			
Safe routes to school - are they being included?	Transportation and Safety		
Fantastic point Kim.			
Busing for K-5 starts at 1 mile, for middle school it is 1.5 miles	Transportation and Safety		
But that's not what they are saying for Bridger. I heard that the change would impact all of Bridger next year, as well as the Mandarin immersion.	Proposal		
and phase in/out solutions likely don't apply to dli programs where faculty has to shift	Timing		
@Karen, the DLI Middle School kids would go to Kellog next year.			
BTW: for the Roseway K-8 change, PPS didn't follow through with their promise to the neighborhood to keep siblings in the same schools as their already-enrolled siblings. Families split in half because PPS couldn't keep their promise, right after splitting the neighborhood in half.			
@Sionainn that's correct, if a DLI program moves it would be all at once, because of staffing.			
correct when it's a program change (DLI) it's the whole program moves no matter grade			
Kim, you're question about distance/trainsportation is good. We live 0.7 miles from Harrison Park but my son certainly wouldn't be able to walk and cross division and 82nd, And he has 2 working parents who can't transport him.	Transportation and Safety		
And we live 3 blocks form Kellogg so this proposal is heart wrenching.	Transportation and Safety		
If there is real interest in change to improve equity, we need to address equity district-wide. We need to balance equity with closer-in SE and NE schools at the same time, or it really doesnt work, and is not worth all the affect on kids and families.	Timing		
Can someone speak to why some SE and NE schools are included in this work and others are not?	Timing		
Yes Magda!			
@Betsy I can tell you that transportation has been a big topic of conversation in the coalition meetings and I'm sure will continue to be based on some of this feedback	Transportation and Safety		
N and NE are next after this	Timing		
There are five high schools closer to us than Madison. On the face of it, sending our kids there is absurd.	Transportation and Safety		
Franklin, Cleveland, Grant, Benson and Marshall are all closer public high schools to our house than Madison. It seems truly unreasonable and unsustainable to bus kids to the sixth closest high school in town.	Transportation and Safety		
This isn't the end - this is the beginning	Timing		
YES TKasten!! Us too			
Marshall right now is housing high schools that are closing for reno, so it doesn't have any of its own students			
Oh and PPS doesn't provide buses for high school, they give them TriMet passes	Transportation and Safety		
The issue is that marginalized communities are not being herard	Engagement		

why not start with S.W if this is about diversity?	Equity		
Thank you Angela!			
So it is not increasing diversity	Equity		
again I ask how do we know these proposed changes will support your idea of equity?	Equity		
Yes Angela!!			
What would she be saying if Richmond was being disrupted?			
yes Mark			
So Richmond is supposed to be going to Madison with MTMS is my undestanding	Proposal		
Richmond is being disrupted....we committed to a k-12 path	Proposal		
I was very happy Richmond was not disturbed.	Proposal		
Equity involves listening to those most affected, including non-dominant English speakers, which have not been a part of this process.	Equity	Negative Response	
Thank you Heather. It makes no sense!			
Explain k-12 path			
: from that same meeting, multiple BIPOC speakers expressed that they did not feel heard in the decisions	Engagement -SEGC		
Consider what the impacts of each decision are. It is very complex	Proposal		
So is Richmond removing all non DIL students to turn into a k-12 school?	Proposal		
If the focus is equity, why not focus on the wealthiest schools, the inequitable foundation schools, especially ones who are overcrowded? Why is there no changes for Sellwood, for Duniway, for all the others we know that would benefit the community as a whole.	Equity		
Yes Angela, this is bigger picture than just us individually	Proposal		
Yes, Sarah2 - this sentiment is being expressed widely by BIPOC families.	Equity		
Richmond does not have non DLI students			
Yes, how does this plan support equity? This is still not clear. And as Livia stated, marginalized communities are not being consulted in a meaningful way.	Equity		
I would like to hear from the Guidance Committee why this scenario is best, what the trade offs are, and the same evaluation of the other scenarios.	Engagement		
An important question is who are the decision makers in this?	Engagement		
Is it communities of color?	Engagement		
Then Richmond is not being effected. They are not having to move children out of their cohort			
Thank you Angela!			

and to piggyback on that, I'd encourage people to spend some time thinking through solutions to challenges you're identifying here--as those of us who've spent many hours on this can attest, there are layers and layers of ripple effects with any changes. (and if you find a good idea, share it with us!)	Engagement		
Yes, communities of color need to be the decision makers!!	Engagement		
I am 50% Panamanian, my husband is Klamath native American. I think this is stressful no matter what	Timing		
I'm not sure you can talk about how far you have to go when you're Japanese immersion, you're not a neighborhood school			
I think that's what a lot of us are asking for...pleas show us the "good" with something more specific	Proposal		
THANK YOU, Angela			
FYI… Only 8 Spanish speaking families in Atkinson live within 1 mile radios of Lent, Only 12 Spanish speaking families from Bridger leave within 1 mile radius of Lent.	Transportation and Safety		
I'm mostly concerned that my children's school is being displaced without an offered replacement, that my neighborhood school is becoming a full DLI school, and thus I have ZERO idea where my children would go. So its not just that I'm unhappy about the change, I can't even consider what the change means for us. The 700 kids at CSS are being told to consider during this pandemic, sorry, you're school isn't there anymore.	Covid 19		
Can someone on the panel please explain why Grant (which is in the middle of Madison and Cleveland) is not included in the study. Please clarify this for us.	Timing		
Data was gather from Jed from FLO alanytics…	Data		
sending neighborhoods to their first or second nearest school is reasonable. the fourth or fifth is not. many neighborhood families never consider DLI because of livability and transportation issues.	Transportation and Safety		
Someone explain why Vestal staying at Roseway Heights was not an option in any of the scenarios considered?	Proposal		
when will there be a final decision?	Timing		
I also watched the meeting last week. POC reps from the DLI programs requested repeatedly (as did other coalition reps) to bring more than one scenario forth. They were dismissed and silenced.	Engagement - SEGC	Negative Response	
@ Joy Poole, yes, we are aware of those issues.			
In the 10/29 the Vestal principal asked PPS for an answer about that. They said "it's a possibility" then when she pointed out it wasn't an option in any of the scenarios they could choose she was told "I appreciate your question."			
So PPS is making certain decisions behind scenes then putting constraints on the coalition's process	Engagement - SEGC	Negative Response	
the limited input we have seen from BIPOC families indicates they do not support the elimination of co-located program.	Engagement		
For those who are on the committee, thank you for your continued commitment to this. In the midst of a pandemic, your efforts in this arena haven't gone unnoticed.	Engagement - SEGC	Positive Response	

This is what happens when consultants (FLO Analytics) end up having an outside voice in these scenarios. I present the Interstate bridge debacle as an example.	Proposal		
outsized			
I can't imagine how I would feel to see an official proposal that says there is no location for my current community (@CSS)	Proposal	Negative Response	
@Suzanne Thank you! Appreciate that.			
YES			
thank you Diana			
thank you.			
Yes Diana!			
Yes!			
not having materials translated is outrageous.	Engagement	Negative Response	
Yes, Diana!			
Personally, my bigger concern with all Spanish DLI at Lent is that the neighborhood students in Lents who do not access DLI will need to cross I-205 and 82nd avenue to get to their next nearest neighborhood school.	Transportation and Safety	Negative Response	
zero transparency on the data taxpayer dollars were spent to gather	Engagement	Negative Response	
Mostly low income neighborhoods are ever asked to ¨sacrifice¨ historically in PPS, or families on the outer margins of wealthier neighborhoods. This scenario does not address real equity.	Equity	Negative Response	
well said Diana			
stated goals of equity do not seem to be achieved by this	Equity	Negative Response	
thank you.			
absolutely christinecorbett. they are not equity experts, but rather folks who can make maps with GIS.	Equity	Negative Response	
Thank you, Diana			
yes @magda			
I would like to understand how this scenario is thoughtful about equity. Please explain.	Equity	Negative Response	
Vestal students were just moved to Roseway Heights - are there any parents here that can speak to whether this new move serves them?	Timing		
@Ren did you see my comment above? The coalition wasn't allowed to even consider any proposals that would have kept Vestal at RH	Engagement- SEGC	Negative Response	
I understood that Lent was chosen for its location near the native Spanish speaking population -- the population that DLI is intended to serve. Same with the move of Chinese out of Woodstock closer to 82nd.	Transportation and Safety		
Though PPS refused to commit to that as an actual decision	Proposal		

According to Principal Smith from Lent the Lent Spanish immersion is currently 90% latino. Which does not meet the diversity the programs are supposed to meet.	Equity		
@Althea that is the rationale, yes. And the fact that there is an existing Spanish Immersion program co-located in that buildilng.			
Food for thought (to give some idea of what the coalition has to weigh)....if families are against moving away from co-located DLI programs, what does that mean? Does the Chinese DLI program feeding up from Woodstock fully include funding to the newer Harrison Park program? Do the Harrison Park kids also end up traveling internationally in high school? How do we find equity? If we want to lean into co-located DLI programs, does Richmond become a co-located Japanese and neighborhood school?	Equity	Negative Response	
There is nothing resembling a neighborhood school in moving my kids from Franklin to Madison.	Community	Negative Response	
is there a plan to have a balance neighborhood and DLI programs at schools to allow greater diversity and collocating/ knowledge sharing?	Equity		
Where are the neighborhood Lents kids supposed to go?			
it is an incredibly inconvenient move for my family to travel our DLI student to Lent, but if that is the situation that best serves the native-speaking population we are willing to do it. so long as there is bussing	Transportation and Safety		
@Heather the Lents boundary is mostly assigned to Marysville			
Heather, The plan says Marysville, across 92nd, 205, 82nd			
Interesting.			
Yes Jeff			
what the problem is and how this solves it	Proposal		
My hand has been raised for 10 minutes			
@Althea and in addition, we heard a presentation from PPS about the importance of ensuring DLI programs serve their primary purpose of helping native speakers catch up to their native English speaking peers (so that's potentially a rationale for locating programs closer to the highest concentration of native speakers, although as many have pointed out, there are tradeoffs with any decision)	Equity	Positive Response	
The travel program for the Hosford /Cleveland families is supported by those families. Every student in the school can participate regardless of ability to pay.	Transportation and Safety		
It seems like the only demographic data they have is based off the last census, so it's outdated. 10 years ago our neighborhoods looked a lot different than now	Data		
It’s hard to argue with “equity” and “social justice.” But no one is defining it or explaining how this will solve it.	Equity		
This table shows the expected demographic changes based on the scenario https://irp-cdn.multiscreensite.com/f78e1648/files/uploaded/PPS%20SE%20Guiding%20Coalition%20-%20Proposal%20Summary%20Statistics%20-%20Socioeconomic.pdf	Data		
hmmm do neighborhood program kids get to travel internationally??			

It seems like if a 800 person MS is opening (Kellogg), there will be under-enrollment at multiple elementary schools. It seems that one of those might house CSS. And of course, figuring that out will be difficult as well but it feels like it should be part of the conversation now.	Transportation and Safety		
definitely agree with the importance being placed on the language programs. at the expense of local neighborhoods regular program schools.	Co-location		
There is equity when middle school students have a middle school to attend, vs. a K-8 program. Two middle schools will be opening to give many students a middle school program for the first time in over a decade.	K-8 to K-5		
Yes!			
If anyone has more to say after this meeting ends, here's a fb group designed for that: https://www.facebook.com/groups/1090949388003744/events			
coalition members have been getting summaries of all the feedback that's coming in, and I assume/expect that will continue with feedback from all the meetings this week and today	Engagement		
Bridger is overcrowded. At one point we had two classrooms in our gymnasium while waiting for a portable to be built. Our kinders had to go to another location last year. We've built a strong community as we've dealt with these issues. Sad to dismantle Bridger completely. Feels like all our work doesn't mean anything. But…. if moving bridger DLI actually does benefit the native speakers, and helps them, then i'm open to hearing more about that. But if it's not what the native speakers want, then we should also hear their voices.	Utilization		
Yes Allison			
Thank you			
Thank you Allison!!!			
I really don't think losing a HIGH demand FOCUS option school in our community is a good idea(CSS). We have no idea where CSS will end up. I just cant believe this option is even being considered without CSS having a place to go. We also need to expand DLI options not move them to one specific location away from native speakers who need it most. The only pros for this plan seemed to be people who were on the team to decide this or a few people who benefited which is not a lot. I am really disappointed. Please all board members listen to Allison comments. They are so true and I think you are missing her point.	Proposal	Negative Response	
@Allison Thank you for speaking to this. I'm a coalition member and the lack of input from our BIPOC families has been alarming.	Engagement	Negative Response	
Thank you Allison !			
@Lisa I lived through a K5 shifting to K-8 and now K-8 to K-5....it will always move like a pendulum based on who lives where.	K-8 to K-5		
We are leaving behind an entire group of our 6-8 graders who haven't had a middle school. When we give them that opportunity and open two new schools, we need to make sure they are right sized. This means making changes to boundaries to do that.	Proposal	Negative Response	
Thank you Allison!			

Good question @Christina, I don’t know what the enrollment requirements would be for new standalone schools			
Good question Christine- will it be neighborhood or like Richmond?			
Thank you Michelle			
Where are CSS students going to go? I feel that no other focus programs are in the same position of likely losing their physical school much less their entire program.			
This would also create more car congestion.			
I support the district making adjustments that solve problems as they arise, and make needed improvements for families. It’s very, very frightening as a CSS parent to see the inertia towards a proposal that leaves that entire school without a building.	Proposal	Negative Response	
Yes Christina, you are not building community			
I'm concerned that DLI programs (which are lottery options) are being prioritized over focus options (also lotteried). Unfortunately, my understanding is that if a non-native speaker drops out of DLI, that space can't be back-filled unless its with a native language speaker. Doesn't this leave DLI program classrooms in older grades smaller than regular classrooms? Is that equitable? I'm not sure if this is true, but I'd like to see that data.	Multiple Location DLI		
it is nice to see that there are so many people willing to share their thoughts.			
Creston Community Priorities: Keeping the Creston Community together and feeding to Kellogg/Franklin. This includes a need to advocate for families who are now outside the proposed Creston boundary to the East.	Engagement		
Maintaining and building our school’s diversity. We are concerned about losing racial and socio-economic diversity. The Summary Stats document shows a decrease in all racial and ethnic groups except for Asian-White and White. There is also a decrease in free and reduced lunch, special education, and English language learner percentages.	Equity		
Enrollment numbers to support the viability of the school. If our enrollment is too low, we lose teachers and staff, including specials such as library, music, PE, counseling, reading support, etc.	Utilization		
I’m a CSS parent. It hurts to be called out as inequitable, when very wealthy neighborhood schools are not part of this discussion, nor are very wealthy DLI schools. (We’re not a wealthy school. We provide a sought-out educational philosophy that doesn’t cost any extra.) CSS fully understands that it may be most equitable to cede our building to the neighborhood, but we’d like to be understood and respected. It seems unlikely that the district will find room for us elsewhere. Best case scenario we’ll be both split (K-5 and 6-8) and co-located. Anyway, I REALLY feel for all school communities disrupted. PPS should not have left this process until the last minute, right before they want to open Kellogg.	Proposal	Negative Response	
PPS needs to identify our new site before considering moving us. It's absolutely shameful to consider the proposal without a new home.	Proposal	Negative Response	

@ Ursula… I just want to share that as a coalition member I am disappointed in this scenario and want to make sure that student from CSS have a school that they can call their home… and that is myself as a DLI parent. If anything DLI parents have been bringing up this issue constantly as we understand what displacement looks like and feels like.	Proposal	Negative Response	
how do we get invite to the next meeting so we can see how our input is used	Engagement		
Thank you to everyone working on this extremely hard, but necessary task. Opening the middle schools is a priority that many have been waiting for a long time.	Engagement-SEGC	Positive Response	
@michelle they're streamed live on youtube			
and archived			
I agree with Christina and Alison. This is the same for Woodstock. Collocation creates balance and harmony in the neighborhood.			
As a CSS parent, will we be relocated in SE?			
no child should have to ride tri met			
My kids have gone to Atkinson neighborhood program. We have benefitted greatly of being in the same community as the Spanish Immersion community. We would miss the diversity that we now enjoy.	Community		
How does this affect families that start out DLI and need to leave the program? Does this mean that one sibling would be at DLI and the other sibling would go to another school?	Timing		
My child would have to ride tri met 45 min each way	Transportation and Safety		
his is going to be hard for my children and the other families I help with transportation	Transportation and Safety		
wouldn't it be best to open new immersion programs so others have access to them rather than consolidating them?	Multiple Location DLI		
Good luck - only three more meetings until board vote. Don’t know how you’ll do it.			
Kathleen did an amazing job holding space for all the participants who spoke tonight.	Engagement	Positive Response	
As a parent of Richmond child, I live in Brentwood Darlington neighborhood. A lot of parents are not in the Richmond neighborhood and we all have a great strong community. Its what you make of it. So walkability is nice, sure but community can be built without that as well.	Community		
* What value is there in isolating a program, like DLI, to one school vs having both in one school?	Multiple Location DLI		
please keep diversity in our neighborhood schools.	Equity		
Let's thank the Coalition who does this work unpaid to work towards a better future for SE.	Engagement- SEGC	Positive Response	
eah, I’d like to see numbers that the DLI schools will reach as much of the ELL population as we can	Multiple Location DLI		
Agreed - thank you, Kathleen!	Engagement- SEGC	Positive Response	
Yes, thank you coalition members. Hard, long work	Engagement- SEGC	Positive Response	
Also thankless! It really is. This is hard stuff.	Engagement- SEGC	Positive Response	

es, thank you! A good reminder that they are all volunteers.	Engagement- SEGC	Positive Response	
having DLI alongside neighborhood programs increases diversity at the school and brings cultures together!	Co-location	Positive Response	
Pls gather more feedback from ALL impacted communities to better inform the decision (retention, fest enrollments, utilization)	Engagement		
Thank you, coalition members, and Yes, Suzanne!	Engagement- SEGC		
*forecasted enrollments	Engagement- SEGC	Positive Response	
I got a text from a Vietnamese native speaker who couldn't understand the audio in that room	Engagement	Negative Response	
I just want to know that if data is being used to justify these moves, that ALL the data is being used, not just cherry picked (Franklin diversity, e.g.).	Data		
Will updates be made to Harrison Park as it converts to a middle school?	Engagement		
Thank you again committee members!			
we need to hear these voices,	Engagement		
it's important to listen to all affected communities, especially the DLI families that have little resources.	Engagement		
Forcing elementary school children living north to Powell to cross it, creates safety hazard, it doesn't have anything to do with equity.	Transportation and Safety		
I too would like to see some actual data about benefits of separating the DLI and the neighborhood programs.	Data		
many neighborhood family wanted a DLI, but there were not enough spots. There is a need for additional DLI openings, but now the proposal segregates them further reducing opportunities for cultural engagement.,	Segregation	Negative Response	
so people understand why you are not hearing more from Bridger -- we are all very sad about the change and disruption to the community . but, the pta has taken a position of equity and trying to listen to the most disenfranchised in our community. we don't want change. but if change is in the best interest for the most disenfranchised, that is the way.	Equity	Positive Response	
please share all responses from thoae communities	Engagement		
Thanks everyone			
Thank you Kathleen!			
tress stunts education	Socio-Emotional health		
Yes, I want data regarding why its important to split dli from neighborhoods	Data		
thank you Kathleen!			
this should be whole district process	Timing		
I would really appreciate knowing what choices we'll have regarding boundary options in Fall 2022... It looks like Bridger kiddos will be split between Atkinson, Clark and Arleta. My daughter (currently in 1st) and her best buddies will be split between those three schools, which makes me sad. Thank you for all of your work!!!	Timing		

and thank you to everyone for all the seriously hard work			
@ Kelly! I agree!!!!			
Kellwood@pps.net			
Can someone please post the link to the feedback survey again? I can't find it, or missed where it was posted			
Survey: https://irp-cdn.multiscreensite.com/f78e1648/files/uploaded/PPS%20SE%20Guiding%20Coalition%20-%20Proposal%20Summary%20Statistics%20-%20Socioeconomic.pdf			
Thanks, that looks like the proposal? I thought there was going to be live link with an opportunity offer feedback. this is just a document to view, not a survey to offer feedback			
Oh weird, it copied the wrong thing—https://www.ppsenrollmentbalancing.com/#Comment			
That’s what I was trying to copy!			
That's it, thank-you			
I copied and downloaded. I'll send to Meaghan			

Zoom Chat 6

	Theme	Positive or Negative Response	Q&A Document
Positive or Negative Response			
Adding back Hanna's question about why all Eastside schools aren't involved in this process: why not Grant and Cleveland feeder patterns?	Timing		
I would like to know why Glencoe parents were not included in this coalition, especially when it directly affects Glencoe students?	Timing		
I would like to say in record that PPS has to put our kids first! This action would be callous toward children who are already traumatized and isolated from their social networks. It would be unconscionable to add the trauma of displacement. Shame on you. These poor kids have been traumatized by being apart and alone for almost a year now. Please don't make it worse by fast tracking this plan. I appreciate that you are talking to parents but what about the kids?i believe so strongly that they deserve a voice and they deserve to be taken into consideration. Our kids are disconnected and isolated and this burdens is too much.	Socio-Emotional health		
If NE schools are solutions to SE's "rebalancing" efforts, then all Eastside schools should be part of the conversation. Why are Laurelhurst, Beaumont, Alameda, Sunnyside, Cleveland, Grant, etc. immune?	Timing		
agreed -- PPS is moving too fast!!!!	Timing		
The coalition should stick to its original mandate and stop any re-boundarying and feeder changes without first ensuring all impacted communities – including students – have a seat at the table.			
Agree with Ayl6p1			
Agree with Talie Smith…			
agree Alle			
This proposal does nothing to address overcrowding at Franklin, leaving it on pace to be at 116% capacity by 2024. There is no point in adopting sweeping changes that do not address this problem.	Utilization	Negative Response	
Will you be addressing questions in chat, or prefer verbally?			
How can you call this a SE rebalancing plan and move kids to NE but don't include the NE schools? It feels like the usual privilege of Laurelhurst, Irvington, Grant	Timing		
The proposal has Franklin students going to Madison - this is a major hardship for families in terms of transportation. a short walk or bike ride vs. a 45 minute Trimet ride! A huge change.	Transportation and Safety		
Agree that it is shortsighted to not include NE schools in the restructuring	Timing		
Most of Mt. Tabor Middle School neighborhood students live within walking distance of Franklin High School. The proposal has Franklin students transitioning to Madison, which requires a 45-minute TriMet commute, including transfer. This goes counter to PPS's own assertion that "most students find their best fit close to home."	Transportation and Safety	Negative Response	

Elisa, you have said nothing is set yet, however, the three proposed options...and in all options, Tabor Middle School kids would no longer go to Franklin. This means that a 5-15 minute walk for kids to franklin now means a long bus ride(s) out to Madison. And it is away from their neighborhood...and we can all appreciate how importants schools are to a community.	Transportation and Safety	Negative Response	
agree with Tallie and ALY above. good points and questions			
I'm very opposed to busing my kids for 30 minutes each way rather than having them go to one of the two schools they could walk to. I am extremely opposed to this plan	Transportation and Safety	Negative Response	
I agree Chuck.			
Please take the questions from the chat - it's more efficient with managing the meeting			
people buy homes with an expectation for where their students will feed into MS & HS	Community		
Hi, can you elaborate (and be specific) on how this proposal by the committee moves PPS toward equitable outcomes (vs. status quo or other options).	Equity		
Why not have all magnet programs on the table for balancing?			
Why is there a reliance on feeder patterns instead of geographic proximity - this proposal seems to prioritize elementary school communities over neighborhoods. South Tabor is broken up into four elementary schools	Community		
For us at 65th and Glisen both our elementary and high school changed, and only our middle school remained the same. Meaning 10 our of 13 years of our child's schooling is affected and all to lower rated school. For most others the impact is less severe. Was magnitude of change taken into consideration?	Community		
Agree with Rebecca Eaton			
Were any of the options that lowered FHS over enrollment?			
I agree with T Smith...Kids don't only go to school for academics, but also for social and emotional learning, and when you bus kids in, you're loosing the close connection of a community. Your actually creating a further gap in physical distance and Inequity within the local community.	Community		
We're also concerned about unnecessary travel for Mt. Tabor	Transportation and Safety		
PPS must prioritize the social-emotional health of students in Japanese Language track. It would be very upsetting for these students who have devoted so much time and energy to learning Japanese to have to leave the program because they can't commute to Madison. Madison is to far away from west side of Portland. Japanese Immersion students come from all parts of Portland.	Socio-Emotional health		
I understand the need to address equity in the district. What I don't understand is why, if a program like CSS is successful, why we want to dismantle it to create equity. Why not integrate the aspects of CSS that make it successful into other neighborhood schools and work from that angle? Destroying a functional model seems like a quick means of destroying a community. This should be the conversation, not the conversation that is being held.	Equity	Negative Response	
I agree with Talie Smith's and Hannah's comments as well.			
What stands out to me: How little communication and notice parents have received relative to the vast and sweeping changes that affect so many	Engagement	Negative Response	

DLI programs serve students from all over the district. Madison is much further from the core then Grant for JMP. We are coming from SW to be part of the Program and now it's much further way	Transportation and Safety		
It seems some of the “themes considered” bring some of the underlying goals into question. For example, there is a goal stating that having language programs and neighborhood programs in the same building was something to be avoided to minimize “schools within schools”. However, it seems there are multiple perspectives indicating that having these programs side by side can actually be beneficial. Is revisiting this interpretation of the underlying goal still on the table for discussion?	Co-location		
1) Neighborhood programs should prioritize ties to existing communities 2) the timelines are very confusing - we don't know who is impacted when	Community		
in general kids should be going to schools that are close to their homes and schools should be serving kids within an immediate geographic radius	Community		
If your address is on a boarder, is the boarder running down middle of the street?			
If focus/magnet options are so appealing, why not have more of them? Get rid of the tiered systems in PPS.			
My children are currently in the Japanese immersion program and therefore in Tabor. If we drop out of the immersion program, would they funnel back to their normal high school (Franklin)?			
this is important environmentally and for their ability to learn (waking up earlier to commute doesn’t help cognitive function)			
Can you let us know what communities and constituencies are represented in the coalition? I hear a lot of discussion of impacts to DLI prgrams, but not so much relative to impacts to regular neighborhood students.	Engagement		
Are there any plans to open up Marshall to help with the overcrowding of high schools?			
JDLI program slated to move from Grant to Madison. Transportation and logistic issue. If a family has kids in high school and middle school/elementary school then coordinating pickups would be challenging if not impossible. Some families come from SW and other distance areas. Current locations for our program has hs/ms/elementary in close proximity.	Transportation and Safety	Negative Response	
Thanks Talie! I was thinking the same thing			
We didn't sign up for transporting our kids - DLI and magnet programs bring in kids from all over and those families might expect to travel to their program	Transportation and Safety		
@Amanda great question. Wish there were more conversation about increasing Focus Option programs if they are as in-demand as we often hear			
What is the possibility, as others have asked, that this whole process could be postponed for a year, until the pandemic is over? There's just to much anxiety and tension in the world at the moment.	Covid 19		
JMP students at Grant will have to switch to Madison shortly after they have returned to school flooring the pandemic. This is terribly disruptive to students. Students are desperate to return to high school and see their friends and community of teachers. To think that this is not an option for these students is a shame.	Socio-Emotional health		

Agree - franklin is in the mt.tabor neighborhood so why is mt tabor middle school funneling all the way to madison?	Transportation and Safety		
The presentation mentioned the value and importance of multi lingual schools. But how would segregating language programs away from neighborhood programs help with that? Also I'm wondering how the consensus that stand programs are feeling "isolated" was gathered. Can parents see that data and how it was collected? Could professional development between stand programs b done virtually to address those needs rather than breaking up schools?	Segregation		
There are forecasted to be more K-5 Chinese DLI students than Bridger can hold without portables and this is supposedly going to help alleviate overcrowding and reduce reliance on portables?	Utilization		
How many years does the population data project into the future for this restructuring ?	Data		
well said Talie.			
Agree with Leah Fisher's question			
Cleveland must be a part of this rebalancing or this is not an equitable process.	Timing		
What were the grade schools that feed into Kellogg when it was open?	Timing		
"If NE schools are solutions to SE's "rebalancing" efforts, then all Eastside schools should be part of the conversation." Shouldn't they?	Timing		
I would love to hear more about what is actually being done to improve the curriculum at Madison which has a very poor collegiate readiness rate. I would love to hear the points of your plan to improve collegiate readiness there. Or is this just about making your numbers look better without actually doing anything?		Negative Response	
The current proposal leaves nearly all of the SE elementary schools significantly underenrolled suggesting that one of these schools would need to be closed. A repetition of what happened 10 years ago when the district went from middle schools to K-8 and closing/disruption of school communities.	Utilization		
^^^^^			
same. Richmond was also not included in this conversation, and will affect us as well as the feeder changes at high school with this proposal	Timing		
we just started DLI at Woodstock. half the kids are neighborhood kids. People make decisions based on certain assumptions around well established programs. These potential changes would be happening very soon and be very disruptive for many people.	Co-location		
I agree that feeder changes are boundary changes. We can pretend the boundary changes are for a future decision, but the boundaries will be impacted (and seriously constrained) by the feeder changes.	Proposal	Negative Response	
yes, changing feeder program is when we signed up our kids from kindergarten, we enter an agreement to agree to go Woodstock to Hosford to Cleveland. Now PPS is changing... this is called "bait and switch"	Proposal	Negative Response	
Chuck has a good point "curriculum at Madison which has a very poor collegiate readiness rate" how is Madison going to change their Academics?		Negative Response	
Yes Talie! This Phase I / Phase II stuff hasn't been transparent	Engagement		

I agree with Rosemary. We have one child in DLI mandarin, and one in neibourhood. Woodstock is balancing the two very well a the moment.	Balancing	Positive Response	
agree Alexis			
Is there any historic data about the effect of lottery programs on enrollment? It seems having lottery programs dispersed across multiple schools could provide some predictability and stability in enrollment (a good thing!)	Data		
How did the coalition use a RESJ lens to reach a majority agreement for Lentz and Bridger students to be displaced?	Equity		
Good Q above			
it is being fast tracked and taking away the option for our kids to walk or bike to school. I have a child at Mt Tabor and a one currently at Franklin. Forcing our kids to Madison puts unnecessary burden on them and changes our boundaries. This will result in our property values going down as well. Its absurd that we are hearing about this only now.	Transportation and Safety		
agree. slow down PPS	Timing		
@Lea - they probably wrote the letters RESJ at the top of the page and called it good	Equity	Negative Response	
I completely agree with what Stephanie is saying			
I understand PPS is trying to fill Kellog... Who went to Kellog before the renovation?			
agree Benjamin			
My JMP daughter who is a sophomore at Grant will be forced to go to Madison her senior year. If she can't do this because of the long commute (we live on the west side of Portland), she'll have to leave the language program she's been a part of for 11 years. PPS should be doing everything they can to retain dual language learners who contribute to the reputation and success of PPS.	Transportation and Safety		
The movement of all language immersion programs to the same school is basically segregation which is truly shameful. Some of the beauty of the neighborhood schools having these programs is the diversity in the neighborhood schools (despite the fact that there isn't as much diversity in our neighborhoods). These language programs are extremely popular. Rather than ship these programs to outer neighborhoods which truly isolates these communities, increase these DLI programs so there are more opportunities for all students in neighborhood schools who want access to these sought after programs.	Segregation		
Not including NE in a decision process that greatly affects them is not ok.	Timing		
if rebalancing is a part of the overall goal why is SE happening separately from NE, specifically why would Mt Tabor go to Madison rather than looking at rebalancing to include NE schools	Timing		
Having multiple geographic locations for DLI programs makes it more likely they can serve native language speakers around SE. Instead, this very clearly looks like segregation of our Latinx and Chinese populations.	Multiple Location DLI		
The map shows that half of Mt Tabor would go to Franklin and half to Madison. That is very disruptive to school communities and relationships in the transition to high school.	Community		
mt. Tabor to Madison is clearly problematic	Proposal	Negative Response	

Also, as we understand it, the coalition itself was not really an equitable process. I've heard that many people on the coalition tried to block some of the final proposals but were essentially thanked but dismissed. It sounds like they were just checking a box.	Engagement-SEGC	Negative Response	
Agree with Sonia, especially for families that are in the further edges of inner SE	Transportation and Safety		
agree with Tallie -- I watched the videos of the meetings			
#ERROR!			
Is there any background on how #3 (on the Program Goals on the screen right now) became a goal? It seems like that goal is written as a proposed solution			
The			
The past four years have been so stressful because every immigrants group has been targeted and now PPS is moving schools and it feels like immigrants are getting targeted again.	Equity		
I thought that PPS wants to decentering whiteness and promote diversity. However, taking MIP out of Woodstock and putting them together with another MIP is not going to decentering whiteness in Woodstock. It's opposite to make Woodstock more white population. So how is this forward moving?	Equity		
Having co-located schools contributes to the diversity and community of schools in a very positive manner. To do away with co-location takes away from the community and life of the school.	Co-location	Positive Response	
Splitting up co-located programs will segregate communities and at the same time remove neighborhood schools for certain neighborhoods (Bridger and Lents will be DLI only in this scenario). Also, what data show that co-located programs at the elementary level shouldn't be together and single-strand are better for the students and families?	Segregation		
I agree with Ryan.			
Agree, it would be great to have more DLI programs. There is such a high demand for them.	Multiple Location DLI	Positive Response	
How do you find it ethical to tell an entire school community of 480 students (Creative Science) they have to leave their building and not give them any reassurances they will have a place to go?	Equity		
Instead of increasing DLI programs that are supposed to be so good, perhaps provide language to all students, not just those lucky enough to win a lottery spot.	Multiple Location DLI		
I believe strongly in Constructivism as a way to build educational equity. I know that most CSS families would love to keep the K-8 community United. However, is there a way to grow CSS to incorporate neighborhood kids? possibly using Clark as a K-4 and Harrison Park as a 5-8?? a way to grow	Equity		
Is there a way to focus on the immediate need to open the new Kellogg Middle School and slow down the process of completely restructure the rest of SE schools	Timing		
please let's have more co-located programs in all our schools	Multiple Location DLI	Positive Response	
diversity is super important for our kids. Don't put all DLI together.	Multiple Location DLI	Positive Response	
Agree, so many terms and acronyms that are used at this meeting that I and others may not be familiar with			
The most important goal is keeping kids close to neighborhood schools and making every school meet their needs	Community		

Emee captured our sentiments well. It seems Tabor has been brought forward for a possible change late in the process. We aren't necessarily against the changes or the goals - but it does feel sudden and important.	Timing		
What is behind the PPS assumption that co-located programs don't work?	Co-location		
Removing the DLI program that exists at Grant (the Japanese program) would limit Grant to offering only Spanish as an alternate language, severely limiting the language and cultural diversity available at Grant.	Co-location		
PPS needs to expand focus option programs to all schools and offer DLI for parents and students who want it.	Multiple Location DLI		
My concern with the current proposal is that it isn't complete without a home for CSS. Moving into Phase 2 the district will have to adjust boundaries to carve out a building. This will cause problems for everyone who gets the boundary shifted on them during phase 2. So put in place a target location now, to avoid more disruption later.	Timing		
I agree with Emee!			
Yes @Amanda Bird! I was on the BIPOC call last night and I heard from a lot of BIPOC DLI parents that they LIKE being co-located	Co-location	Positive Response	
agree with Hannah Kramer			
That's what I hear @emee! (And hi!!)			
Agreed, more DLI programs, not segregating them.			
Same question about co-locating.			
yes Jay, what's the plan for CSS?	Proposal		
South Tabor neighborhood is slated to be split into 3 different elementary schools. How are we supposed to harbor relationships for our children when our neighbors don't even go to school with us?	Community		
Yes, PPS seems to want to get rid of focus on neighborhood schools.	Community		
What other options are being explored so MTMS stays at Franklin or potentially goes to Grant?	Community		
PPS should publish data that clearly demonstrates how any decisions made by PPS's SE rebalancing efforts will optimize the use of school facilities and help achieve racial equity and social justice.	Equity		
@Beth & Dragon South Tabor will go to 4 elementary schools!	Proposal		
I agree that this process feels rushed, especially during a time when all communication and ability to build consensus is happening slower than usual	Timing		
four?! We can't keep up.			
I know			
The most important goal is keeping kids close to neighborhood schools and making every school meet their needs the parents in these communities spend so much of their time filling in the gaps and now PPS is going to break apart the neighborhood schools and send kids into feeder schools out of area just counterproductive!	Community		

PPS says it values walkability for the health of students! +1 Rebecca!	Transportation and Safety		
Agreed -- thank you Rebecca for what you're saying right now.			
Yes Mark Rachford!			
Agree with Mark R!			
All families in CSS and Bridger have to leave their schools? How is that justified? I also agree with prioritizing neighborhoods. Working parents need safe walk/ride routes for their students.	Community		
Consider this: families have arranged their lives with intention around school. Families have established community around school. People have moved their lives and made major life decisions because of school. Now decisions are being made to disrupt the entire basis upon which people have established their roots; yet there is no clear description of why this is necessary beyond umbrella terms. It feels that decisions are being made with maps and sharpies, not with families and children in mind.	Community		
Also, I want PPS to know that if this changes gets pushed without a good solution, many parents will take their children out of DLI program specially from middle and high school because of longer commute. This will destroy DLI program.	Multiple Location DLI		
And —- what are the ways to approach this now? Given the need to fill Kellogg and make adjustments that do have cascading effects. We can't just delay a year. It hasn't been done with enough dialogue. What's best now?	Proposal		
Madison is located in the North East. Why should any of our kids go to a North East school at all? If any of us wanted to have our kids at a North East school, we would move there.	Transportation and Safety		
Thanks @Hollie Nine			
exactly Rebecca! Agreed. Great spoken comments just now.			
YES! We bought our home for walkable schools and feeder pattern as well.	Transportation and Safety		
If much of this is being done in the name of equity, please first listen to the voices of minorities who are clearly saying this is overt segregation.	Equity		
Where can we find the other options? One that doesn't feed Mt. Tabor to Madison?	Proposal	Negative Response	
Hello all, respectfully we have a different perspective from many of the comments. Our child is in the Bridger neighborhood strand and will be shfited to a new school - which will be further from our home. Still, we recognize the need reorganize across SE to support equity and better outcomes for the entire SE and PDX community.	Balancing	Positive Response	
The closing of Marshall plays a role in the continuous displacement of students out of their neighborhoods.			
Japanese has been taught at Grant since 1969. JMP has been at Grant since 1989. Grant Japanese teachers and Grant principal should be a part of any discussion that involves moving the Japanese Language Program to Madison. It takes time and dedication to build an entire language program. Moving the Japanese Language Program to Madison will be destabilizing. All stakeholders should be a part of this decision.	Engagement		
all options had Mt Tabor going to Madison	Proposal		

Decision-making has been rushed, leading to exclusion of voices in this process and the increased distances from schools does not engender community.	Timing		
Scenario 4 had MTMS stay at Franklin.	Proposal		
The springboard proposal doesn't have Mt. Tabor going to Madison I don't think	Proposal		
transportation issues can have severe impact on language programs	Transportation and Safety		
It seems having every child have the ability to have a safe walk/bike to school is the most equitable. Increasing (not decreasing) the number of schools with DLI programs increases the number of kids that can walk to school	Transportation and Safety		
The SE Guiding Coalition’s phase 1 mandate was to enroll Kellogg Middle School, identify a second comprehensive middle school in Southeast, and convert current K-8 schools to K-5. PPS communications on the Coalition's work have consistently tied it to the reopening of Kellogg, concealing the true breadth of change included in the Coalition's proposal. The current proposal vastly outsteps that mandate, by introducing school boundary changes and altering feeder patterns without input from each community impacted.	Proposal		
Yes @Angela Fischer. Cohorts are important			
Thanks Harmony, I will take a closer look.			
Thanks Tallie			
This proposal does nothing to address overcrowding at Franklin, leaving it on pace to be at 116% capacity by 2024. There is no point in adopting sweeping changes that do not address this problem.	Utilization	Negative Response	
Most of Mt. Tabor Middle School neighborhood students live within walking distance of Franklin High School. The proposal has Franklin students transitioning to Madison, which requires a 45-minute TriMet commute, including transfer. This goes counter to PPS’s own assertion that “most students find their best fit close to home.”	Transportation and Safety	Negative Response	
Walkability is an environmental, social and academic issue. Mt. Tabor to Madison is bad for the environment, community and for the students and their ability to be mentally prepared for school.	Transportation and Safety	Negative Response	
Of Program Goals I think #1 and #2 make the most sense. I agree with many comments who question why co-locating is bad? It would be great to have more info on what challenges co-locating causes for principals, students and parents.	Co-location		
Changing the boundary line for the Glencoe neighborhood to separate our elementary students and feed into different MS programs is what is most frustrating at a time of distance learning. Please reconsider the disruption that this change will have on our neighborhood school. We need a seat at the table.	Community		
Great points Angela.			
I know change has to happen sometime, but my biggest worry is about the social and emotional wellbeing of the kids who are squeezed by these changes. My son started HS this year in quarantine; under this proposal he will go to Grant for 1 year and then be transferred to Madison. For students who want to be involved in athletics, clubs, etc. plus the “regular” social connections for adolescents, this is really going to be a challenge.	Socio-Emotional health		

MIP program has been around 20 years that is really successful. Don’t ruin it	Community		
Does this plan consider our cities carbon footprint ?Moving away from a model where children/families can walk or bike to schools	Transportation and Safety	Negative Response	
This sounds like about making numbers look better without spending money			
I agree - why potentially break the language programs - they are working!	Multiple Location DLI		
at Woodstock elementary			
agree about the current students. so often we make decisions and consider the current students collateral damage. how do you mitigate the impacts on students and consider a timeline that support social emotional health.	Socio-Emotional health		
Agree,why mess up a successful program - Mandarin Immersion - fix the ones that don't work!	Community		
Agree with @Ryan about Japanese program at Grant. a long-standing well established program. All stakeholders need to be included. This has not been done. .	Community		
Was magnitude of change considered? 10 out of 13 years of school is impacted for us, while others only 1 school was impacted.	Timing		
If all the language programs are put into Madison, it will take away from the diversity of these other highschools.	Multiple Location DLI	Negative Response	
Where is the financing for renovating Harrison Park? It is not clearly laid out in the bond proposal. And is 2 months of a summer enough time to do the massive amount of work required to make Harrison Park an equitable middle school solution?	Utilization		
Bridger elementary will be completely DECIMATED.	Proposal	Negative Response	
Historical locations of programs are not as important as equity.	Equity		
figure out the schools and students who can fill Kellogg period.	Timing		
Woodstock will be closed.	Proposal		
It sounds like DLI isn't working at Bridger (from the youtube presentation at the start) But it IS working at Woodstock and Atkinson	Multiple Location DLI		
Harrison Park becomes a middle school is 2022.			
@Sunny, the DLI at Bridger is working quite well	Multiple Location DLI		
Bridger DLI is working great! who says it isn't? I have two successful kids in it.	Multiple Location DLI		
“Taking away diversity from our schools does not improve diversity” whoever said that is right on	Equity		
That is the unspoken part, there is a phase 2 for Woodstock that isn’t getting addressed.	Timing		
#ERROR!			
The parents in the coalition seemed to feel like it was putting the non-DLI against the DLI groups	Proposal		
Elizabeth, great point about getting a greater level of youth involvement.	Engagement		
It certainly feels like that to the parents learning this. THIS IS NOT WHAT THE BRIDGER COMMUNITY WANTS	Proposal	Negative Response	

Some of us are both Dli and Neighbourhood	Multiple Location DLI		
This process is too rushed for the magnitude of changes proposed, and it seems disingenuous to say that Phase 1 is only focused on Kellogg.	Timing		
The DLI program does work at Bridger, but the building constraints are very challenging, as it is a K8.	Utilization		
I think there are many solutions to collocated programs that don't include eliminating them; hiring TOSAs to mentor teachers and facilitate collaboration across schools, adding more virtual professional development, allowing for teachers to observe teachers at other schools, etc. This seems like a failure of imagination at best and segregation at worst.	Co-location		
@Korin--that's good to know I'm not a Bridger parent and my kids aren't involved in DLI\			
@Korin Rasmussen: It seems that the neighborhood side is having a problem with the Bridger Spanish program. That was the impressing I've been getting from watching the weekly meetings.			
it is definitely segregation	Segregation		
-> Creston / Kellogg / Franklin <- And please dont make Creston’s boundaries any smaller.	Proposal		
YES! Segregation!	Segregation		
PPS needs to stop everything and listen to the communities that say they feel this is segregation	Segregation		
Great point!			
we chose DLI because our neighborhood school had it. with this plan we will have neither choice.	Proposal	Negative Response	
Great point!			
@stephanie really interesting question			
The process started out as an activity to address the enrollment at Kellog and turned into a boundary exercise around Franklin - this feels disengenous	Proposal	Negative Response	
Has anyone taken this to the media yet?		Negative Response	
Historical locations of programs are very important. The historical locations of the school matter because they represent years and years of relationship building.	Community		
YES! My nephew who is not in the dual language program at Atkinson is learning SO MUCH SPANISH from his friends who ARE in that program	Multiple Location DLI	Positive Response	
The Oregonian was at the BIPOC and Spanish focus sessions last night	Engagement		
@Benjamin Rodriguez: Tell them!			
go Benjamin!			
The Atkinson DLI and neighborhood programs have seen more separation over the past three years. Not sure why and it’s disappointing. I’m a parent in the neighborhood programm.	Co-location		
My child in neighborhood definitely benefits from exposure to the DLI program	Co-location		
Wow, incredible point Benjamin. Thank you.			
and Angela.			

thank you Benjamin. same questions!			
My kids aren't involved in DLI but I sympathize with what Benjamin Rodriguez is saying right now.			
Can Franklin be expanded now until Marshall opens 6 years from now?	Utilization		
As Bridger neighborhood parents, we feel it's an advantage have the Spanish DLI at our school.	Multiple Location DLI	Positive Response	
DLI program and neighborhood program together also allows children to be open and accepting to another culture. This creating diversity at early age to be open and accepting to different culture!	Multiple Location DLI	Positive Response	
How does PPS define “equity’? Ideally all schools have immersion programs. Ideally kids can walk safely to their neighborhood school. Splitting neighborhoods and segregating communities isn’t the answer	Equity		
Yes! It’s a society issue…and this makes it even worse.			
Such a good point Alexis.			
Great point, Harmony.			
I agree with Harmony that you can't solve gentrification with boundary changes.	Equity		
I agree with Harmony			
agreed			
yes, and PPS schools are segregated now. That is a problem that is actually intensified here.	Segregation		
Agree with Harmony!			
@Alexis I totally agree. This makes schools better for our children.			
Agree with Wendy N.			
nicely put.			
What is CSS			
It would be helpful to have a larger vision for the school district and for kids and community in Portland - with these shifts flowing from that vision. In Pittsburgh they have spent a decade thinking about how to make it “Kidsburgh”. We do have to make these kind of hard choices but it would be nice if rooted to a core set of principles or vision. All of Portland won’t agree. No process is perfect. But trust, good community engagement, centering equity, advancing a rich learning environment in every school - could help us focus on the right things.	Engagement		
creative science			
thanks!			
I still don’t understand what are the problems of co-location	Co-location		
yes henry!!!			
CSS is creative science school, it’s a K8			
YES! Henry.			

@Emee there was research mentioned in one of the meeting videos that said that co-location can be bad for the non-DLI students			
yes Henry. It's the magic word "equity".	Equity		
Co-location seems very positive for everyone.			
agreed, the community does not understand the problem with co-location	Co-location		
Ryan,			
I completely agree with Henry. Why isn't Portland investing our tax dollars in improving the other schools rather than doing this. That would be equity	Equity		
@Hollie, PPS has it's new Graduate Portrait which lays out the descriptions of goals and visions for PPS graduates.			
Yes. Well said. It's what I'm wondering: I want PPS to PROVE to us how they're solving equity and social/racial justice with these proposals.	Equity		
Agree with Henry Mardon!			
Thank you Henry. Building on successes is a good foundation we don't want to lose.			
Ryan, only if the school focuses on integrating the two programs.			
Henry, Emee, and Taile for office.			
These programs are so popular and wonderful! PPS should implement more of these programs across the district. Not blow up what is working and further divide communities.	Multiple Location DLI		
what is the clark school			
These plans will push parents to send there kids to private schools and pull out of PPS all together. This is what happened in Chicago School systems in the 1970s	Proposal	Negative Response	
Can someone explain why co-location is being avoided?	Co-location		
Look forward to reading the ongoing discussion from this and the other groups. Huge gratitude to everyone who is contributing to this conversation, and to the coalition members who are bravely leading the meetings. Hope we can make progress and keep our kids centered.	Engagement		
I worry about overcrowding with Franklin and while I hear folks don't want to go to Madison, someone has to and I'm wondering what other solutions folks have to address the overcrowding?	Utilization		
Is there a grandfathering, if you will? Like, will my junior at Franklin be asked to go to Cleveland next year?	Timing		
salreda, you read my mind!			
There's board policy that says there is some amount of grandfathering that is allowed			
many PPS families will do just that!			
These plans will push parents to send their kids to private schools and PPS will lose students.	Proposal	Negative Response	
Thanks Harmony			

Feeder pathways = boundary changes. REMEMBER THIS!	Proposal		
Growing up in Chicago they wanted to do what PPS wants to do and it failed.			
YES- salreda- This will cause a further public/private divide and not actually address educational equity.	Equity		
we are lacking input from BIPOC voices	Equity		
But many of us can’t pay for private. What will we be left with? Not to mention that we need to support public schools	Equity		
That'll end up being a TON of grandfathering...			
So if the SE Coalition is feeling agreement and is wanting to slow things down and calling for more input — what or who is driving the process forward besides the real constraint of decisions needing to be made for Kellogg?	Timing		
Increase programs across all schools and students so all students have access to an enriching educational experience.			
Amen Monica. This process has felt far from equitable.	Equity		
Another voice in favor of celebrating the success of the DLI programs in PPS and advocating for adding *more* to schools that don't have them, rather than shunting the existing DLIs away from the schools / communities where they've taken root and flourished.	Multiple Location DLI		
I believe in public school. I believe in equity, inclusion, and community. I want to see PPS run this process aligned to those values.	Equity		
here is a link to the board policy about 'grandfathering' (student assignment to neighborhood schools). this could also change but as it stands now students who start at a school can finish there https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/4.10.045-P.pdf			
And thank you for your service on the SE coalition and your candor here			
I still don't understand the reliance on feeder patterns OVER geography, why does it matter that all kids in one elementary school go to the same middle school? or all kids in one middle school go to the same high school?			
we want to go to Madison! My kids are excited to attend the most racially diverse school!			
This will also cause a huge divide with rich and poor with parents who can go private and parents that cant	Equity		
Agree with maggie			
who used to go to Kellog?			
The native Chinese speaking community absolutely wants to stay with Woodstock. There is multi-cultural frustration with that choice among parents.	Community		
Creston used to go to Kellog			
before the renovation?			
we also want to stay in Woodstock MIP			

great point -- would love to see the winnowing process			
I think the solution is local community local schools.	Community		
Cleveland and Grant must be included in this process. There's no way around it with Madison and Franklin involved!	Timing		
Has PPS done an assessment of what it would cost to create more DLI and CSS programs across the district that gets closer to reaching the demand?			
Agree with Harmony about the feeder pattern situation.			
The wrong thing is asking all the Bridger families to leave their neighborhood. Every single family.	Community		
Thank you Elizabeth			
My understanding is there was not a set and documented process for coming up with a preferred alternative.			
Well put Elizabeth!			
PPS is putting on this whole thing as a show. They've already decided what they want to do and they don't really care what parents/kids want		Negative Response	
I second that - local schools are so important to a community	Community		
how do we give feedback after tonight? where is the online survey?			
This really feels like segregation to me. I find it scary. I'm not afraid of moving schools, I'm afraid of shutting down great programs and schools	Proposal	Negative Response	
@Leah, the district is constantly working to train and hire more DLI teachers... there are a variety of limiting factors, but there is not enough supply of teachers to meet the demand.	Multiple Location DLI		
How can Kellogg be so close to Atkinson but no students go there?	Transportation and Safety		
It's astounding that those in the coalition are as in the dark as we are!			
for a committee member to say they have not been participatingin a process that allows for thoughtful analysis is horrifying!	Proposal	Negative Response	
so why is this huge changes affecting so many school to fill a Kellog?	Timing		
Is the NE schools working with the SE coalition?	Timing		
Lea, we too prioritize diversity. We find Franklin to also be quite diverse. For Sunnyside, which finally made the graphics this week, they are moving my 8th grader to Cleveland, which as I understand it is not very diverse.	Equity		
We are not thinking of the children's well being with the distances travel and sleep patterns due to traveling	Transportation and Safety		
SOUNDS GREAT			
Yes that sounds great for the feeder schools to Kellogg!			
please name the four schools feeding to kellog?			
Arleta, Creston, Marysville, Lent			

It's unfortunate that individuals schools didn't have their own outreach. HP school did a great job to inform all the families about these changes and get input from the DLI families as well. Many of the native Chinese families here are immigrant families who are low income, keeping them close at Clark or Bridger is in their best interest. The DLI families are ok with co-locating at Clark because we take pride in the diversity of families at HP, instead of going to Bridger.	Engagement		
I don’t understand what happens next. what is the path from this proposal to recommendation to implementation and at what times do we get to weigh in?	Timing		
Arleta, Creston, Lent, and Marysville to Kellogg			
I’m a parent at Aktinson and sending my kids across Tabor and down division for middle school, instead of going to a MS that has a safe and established walk and bike route is not acceptable.	Transportation and Safety		
thank you			
I thought there were 3 proposals winnowed to 1, all had Mt Tabor going to Madison	Proposal		
I agree with @Elizabeth Kennedy-Wong, the process is too fast. How can we help Kellogg community without implementing a poorly-thought-out plan? Can we refocus and “shrink” the scope of this project just to deal with Kellogg first without changing K>>12 feeder boundaries	Timing		
We need to be able to walk and bike to our schools. If you choose to be in DLI, that may not be possible. But there should be a local school option.	Transportation and Safety		
@Kristin Prukop This is the only time the public gets to voice our opinion. There were supposed to have two open houses. decision will be made by the end of this year.	Engagement		
Yes, Hannah!			
A larger perspective of including NE as well as other factors is shortsighted with major consequences	Timing		
@Hannah I agree: proximity priority should be for neighborhood programs	Community		
The locations of building built in the 30's-50's does not neccesarily match where people live today.	Community		
What does imbalanced co-located programs mean?	Co-location		
yes this open house got pushed back several weeks.	Engagement		
What is the measure			
We ONLY chose DLI because it was in our neighborhood school. Now, we wyould have neither option, unless my kids switched from Spanish to mandarin	Co-location		
Not having to cross major roads to get to school	Transportation and Safety		
Franklin is overcrowded and something needs to be done	Utilization		
I totally agree. Geography should be the factor of where kids got to school.	Community		
Why aren’t portable classrooms on the table?	Utilization		
Transportation and valuing diversity in schools sound prominent.	Transportation and Safety		
I agree with an earlier comment of Harmony's: I still don't understand the reliance on feeder patterns OVER geography, why does it matter that all kids in one elementary school go to the same middle school? or all kids in one middle school go to the same high school?	Community		

Will there be more opportunities (for elementary, MS, HS, and programs in multiple languages)to vote and share opinions and thoughts with ample time for all families to respond ? When does this need to be finalized and what further steps will be taken prior to make this decision to listen to all families?	Engagement		
Kids don't only go to school for academics, but also for social and emotional learning, and when you bus kids in, you're loosing the close connection of a community. Your actually creating a further gap in physical distance and Inequity within the local community.	Community		
what is wrong with portables? that also is not explained.	Utilization		
Agree! We cannot just look at the SE schools without also addressing the NE schools- we are one district! With 2 High schools in SE and 4 High schools in NE	Timing		
imbalanced co-located programs is like at Bridger where there is 2 DLI, and only 1 neighborhood strand	Co-location		
Ideally DLI should be available across the city. Grant is more central to students across Portland in comparison to Madison that is much farther east. Colocation, walkability, community, history of a program in a school are all very important and should be valued.	Multiple Location DLI		
Thank you Talie			
transportation amd community. there are already so many stresses on the modern family the further their school is from	Transportation and Safety		
Thank you Talie			
thank you Talie, agreed			
YES!			
Transportatoin is huge			
do you really think PPS cares about parent involvement? I've never seen their actions align with that idea.	Engagement	Negative Response	
I agree with Tallie we need to think about local community and how it really affects our kids			
It isn't just taking the DLI out of Bridger. It's kicking everyone out of Bridger and we weren't even aware of this until the last couple days. All communication was either "There's a meeting" or "We're considering the impacts of Kellogg." Not "Everyone at Bridger is going to be moved to other schools"	Community		
here here			
here here			
Exactly Daniel!			
Again, the decision to keep Marshall closed plays a huge role in the continued displacement of families.			
Portables would help overcrowding right? And help keep the immersion programs in place.	Utilization		
The Kellogg decision relies on Phase 2 since there are so many K-8 schools in the SE quadrant of SE	Timing		

thank you Daniel!			
Agree with Talie, do not see these proposals improving social equity across the schools. And most parents on this call seem very unhappy with the proposals; the winnowing process used to arrive at current option(s); and the aggressive timeframe. Does not make sense, does not enhance well-being of our children or communities.	Equity		
PPS can't solve the city's equity issues. We applaud that changes in school population can help in some ways, but I think the scope of this needs to be reduced to Kellogg and then address the other school pathways, particularly for high schools, for the entire east side together.	Timing		
Yes! Danie!			
Marshall should be open!			
Marshall is being used for the schools being worked on, so that’s not even in place for years out			
I agree with Daniel...thank you			
Yes Daniel had a VERY good point earlier with his data about where different language speakers are in the city vs where they would be re-located - it doesn’t make sense	Data		
We were informed that the cost and trying to find teachers to support a K-12 language track is high and hard. TO have multiple programs is a challenge to the schools and often times families slowly drop out of DLI programs as the grades increase. Not sure if that is what PPS has stated, it doesn't seem to have been brought up in these presentations or meetings.	Multiple Location DLI		
Language programs should not be segregated.	Segregation		
Thank you Daniel, this does not address overcrowding at Franklin.	Utilization		
the only thing that will address overcrowding is investing in new infrastructure	Utilization		
Yes @Mark			
good point Nancy/Brian			
Exactly Daniel!			
Thank you Daniel.			
Agree with Daniel. Excellent points and reveals the flaws of the proposal when considering their goals.	Proposal		
exactly			
Yes what are the implications of the bus and commute traffic in the neighborhoods that are being divided and have students that now have to go miles in another direction to get to school?	Transportation and Safety		
thank you Daniel. it has seemed to me that killing DLIs ever since we've been in one!			
it will destroy MIP if it gets move out of Woodstock			
I would prefer portable schools over a school 4 miles away or my child not being our community school.	Community		
Madison is not convenient for enough students since it's on the edge of the district - why does it HAVE to strive for 1700 students? Make the more centrally located high schools larger.	Transportation and Safety		
agreed Gina!			

Frustrating also to learn that PPS created this coalition and then to hear that the scenarios keep changing at the last minute.	Proposal		
many parents says they will take their kids out of the program due to hardship of transporting their kids	Transportation and Safety		
what's the point of the coalition then!!!!!?????			
So why are we wanting to avoid portable classrooms? Sorry if I missed the rational.	Utilization		
Madison’s enrollment will increase when it is remodeled - similar to Grant and Franklin.	Utilization		
Checking boxes			
transportation: Middle School and High school ends about 3:30 to 3:45. If they have to take a bus, it will take them over 30 minutes to get home. And for students to go to Madison on a Trimet..how many buses would they need to take and how long will it take for them to go home or commute to school. Whoever is putting Madison as a high school does not live in the SE.	Transportation and Safety		
Echoing others, here are my priorities: clearer communication (with jargon defined) from pps about what specific problems we’re trying to solve and how the proposals actually do that; keeping families in their neighborhood schools; and specifically for our school, holding onto our eastern boundary/ not losing our numbers/maintaining our feed pattern	Engagement		
And why is NE and SE not working together on this problem?	Timing		
Don't kill DLI. It is a great opportunity for the students able to be a part of it. But don't take the program out of the schools where it benefits all of the students.	Multiple Location DLI		
Thank you for your honesty.			
Andrew - how do we see the old proposal maps? The Enrollment map only shows the current proposal.			
Alenna, Talia, Emee, Mark, Daniel (et al!?!) . . . hearing alignment on re-narrowing the charge to focus on getting Kellogg off to strong start and then taking all of this sudden engagement to really be a beginning to better understand community feedback and need and go back to work/drawing board with more time and intention to plan and work through the larger direction on feeders and designs. There is so much to think about regarding the future of PPS in the wake of COVID - this can be a good time to re-center and support a larger round of dialogue to a next set of proposals.	Covid 19		
FYI - my husband taught in a portable for years, while they may seem unsightly form the outside, there is nothing inherently wrong with using portables. So, I agree with earlier comment that the fear of using portables is driving this effort that will result in kids going to school miles away.	Utilization		
Thank you Andrew for being on the committee.			
I would have my child in a portable classroom if it meant staying in my neighborhood school. I had a portable classroom growing up and I loved it because was in my neighborhood school.	Utilization		
Great point Rebecca!			
yeah… I teach in a portable!			
Thank you Henry!			
We’re Portland, we can make portables cool.			

Dual language program is not available to anyone in PPS	Multiple Location DLI		
#ERROR!			
There’s nothing wrong with them, really. In actuality, we have our own little community out there!			
Andrew, it really seems like you are hearing a lot of what the parents are saying, please carry that empathy back with you to the guiding coalition meetings.			
Thank you Andrew for your work and your honesty			
I agree Tammy. DLI programs have students from all over Portland. It is important for them to be centrally located.	Multiple Location DLI		
Yes, thank you Andrew.			
Thank you Andrew			
Do teachers favor moving to a single immersion location?			
Creston is a great school.			
We might be reassigned to Creston from Glencoe—I’d be happy to join you all.			
DLI programs are the most portable - those parents signed up not necessarily to be in their neighborhood school so they could experience the benefits of DLI. It makes sense that they would be more flexibly located	Multiple Location DLI		
I just want to say one more time on top of all these above issue. Please think how this change will impact on our children’s mental stability. our children need stability and familiarity in the mist of Covid pandemic. This is an unusual time and terrible time to push this huge change when they need stability and familiarity when they can return to school! I implore all PPS board of directors to hear us.	Covid 19		
@Hannah agreed			
Good synopsis, Hollie. Will this information actually be taken back to PPS? What are the next steps and how can parents continue to be involved in the ongoing conversations?	Engagement		
Creston, more like BESTon			
Geography needs to be a priority. Don’t lose neighborhood schools.			
Also, please do not use Woodward as a boundary. This is a neighborhood. Community is important to students and families!!!!! Kids WANT to go to their neighborhood school, they grow up going to those schools to play in the playground with their friends. THAT is community, that is healthy and safe for kids. Thank you.	Community		
My understanding is that the administrators at the district level in DLI are pushing for no co-location. the idea I have heard is that multiple teachers at a grade level can collaborate better.	Proposal		
how will all this info be taken back to PPS and do we have a chance to review what will be taken back to see if it accurately represents our points?	Engagement		
I agree. We are so happy at Creston			
Can you reassure us that this chat will be saved and shared back to the committee? I know we should submit "official" feedback in the survey. But there are a lot of good comments in here.	Engagement		

someone please answer Becky's question -- really important			
https://www.ppsenrollmentbalancing.com/#Comment			
portable classrooms don't solve overcrowding. main building only has so many bathrooms, auditorium space, cafeteria space, etc. adding students in portables means these other spaces are overcrowded	Utilization		
Also, why are we doing massive changes during a global pandemic. Kellogg, is the answer. I know. But is that best for our city? Also, we are having these meetings just a few weeks before a proposal is presented to the Board?	Covid 19		
The survey does not include Richmond or other schools that feed into impacted schools. These students and families deserved to be heard as well as they will be impacted.	Timing		
It's so much to come up to speed on. To hear that Cleveland is underenrolled? while Franklin will be overenrolled even after the proposed reboundary-ing? Am I hearing this correctly?	Utilization		
Yes, Emee.			
YES!!!!!			
Survey: https://www.ppsenrollmentbalancing.com/#Comment			
Great to hear from a student!!			
Thank you Lucy!!			
Yes before we end this eve , please let us know how this chat and this discussion will be shared with the committee	Engagement		
Yes let's hear from students!			
Agree, let's hear from students!			
Click on the 3 dots in your chat window and you can Save Chat			
As Becky asked - will what is in this chat be shared or summarized to inform the next round of decision making?	Engagement		
@Gina, this chat is being saved and will be uploaded to our district website and shared with the Guiding Coalition			
thank you			
Thank you			
thank you			
agree with Benjamin			
agreed.			
I was also told that from other parents who went through this type of changes.			

trying to do the survey, looks like you have to have a google account - how can parents complete the survey electronically w/o having to sign into a google account?			
can we slow this process down??			
PPS don't really hear us... unfortunately... this is just a show... I really hope not...	Engagement		
I'm a public school teacher and really believe in public school and my husband and I started discussing our private school options today	Proposal		
SEGC: "We heard you need to enroll Kellogg, so we're going to segregate the DLIs, take away neighborhood schools, make it harder and more dangerous for students to get to school, take CSS out of Clark and not have a new place for it, and keep the overcrowding problems at Franklin...oh and there will probably be students at Kellogg."		Negative Response	
I agree with Benjamin too. And this is such a devastating time to have to think about more instability	Covid 19		
As we transition through COVID, our children and families are the one thing we can control and take care of.	Covid 19		
Yes Daniel			
I agree with Benjamin and Talie...we have considered moving as well. We bought our house and never thought we would leave.	Community		
what can we do to slow it down -- nothing should be voted on right now	Timing		
a good life can't happen at Madison? I worry about how we are othering certain neighborhoods. we are all ONE community. don't criminalize the Madison community.		Positive Response	
Creston parent here that agrees with the feeder pattern to Kellogg and Franklin but want to make sure our boundary for Creston does NOT change. I'm very worried about over enrollment at Franklin and hope that is better addressed. I value walkability/biking to schools but also know that doesn't take into account diversity for the school then, which is a high priority for me. I think these proposals have butchered the language immersion programs and that part I don't agree with at all and need to take into account the families that go there.	Proposal	Negative Response	
yes, Jamila. thank you.			
do the right thing PPS -- for once.			
agree with Benjamin. I can see considering moving if Mt. Tabor is made to feed Madison. The idea that this proposal is already so close to being passed is frightening given the lack of information and lack of attention to the community on the part of PPS.	Proposal	Negative Response	
Is anyone in favor?			
agree with Jamila as well.			
I just want PPS to know that we pay our property tax that eventually pays PPS... please work for us and work for our children.			
know that this is a tough ask - but if there are folks out there who have differing perspectives - I would love to hear and understand them	Engagement		

Why can’t the proposal focus on how to enroll Kellogg and postpone the downstream consequences? (the phase 1 focus)	Timing		
Everyone in this meeting all agree that PPS isn't being equity and all this is too fast and someone has an agenda that doesn't make sense to the rest of us.	Timing		
They just fixed the google survey to allow everyone to access			
It’s not about criminalizing other neighborhoods, its about being a part of our own neighborhood, we bought our house in south tabor 10 years ago knowing our future kids would be able to walk to their schools and live among their school mates. That is what I want. I don’t want my kids traveling far for school when there are 3 great schools within 3 blocks of us	Community		
This document was shared in a different room, just sharing here: https://docs.google.com/spreadsheets/d/1mbQspRzgAKhSi8pBSUPdS0iWGwhT1F_1Zc3DT3uU7HY/edit#gid=2019824713			
I agree w/Jennifer that it seems like we could just open Kellogg first and then have more time to consider all the options for high school and language immersion schools	Timing		
Equity is not equality. There are many needs that families have in Portland and there is a need to rebalance resources. I am really bothered by how much we aren’t centering non white voices. Equity for BIPOC families may feel uncomfortable.	Equity		
Jamila, I agree. For me it is the transportation part I can’t have my student traveling alone 4 miles to school each day . That is a big part for me and not being in his community that gives him a sense of safety. .	Transportation and Safety		
Mt Tabor family. While I agree with people about their concerns about the commute to Madison, I do feel like we need to support PPS in their attempts to make racial/socio-economic equity in the schools. If we support equity, I feel that we should put our money where our mouth is let PPS send our well-off white kids to Madison.	Equity		
Please if you are in favor - speak up. I would love to hear differing perspectives.			
Jamila you are completely correct. Which is why every neighborhood should have the same successful programs.			
Not segregate programs so there is further divide.	Segregation		
I agree Katie.			
thank you Janet Buskirk			
@Janet well said, I agree			
@ Janet Respectfully speak for yourself.			
We agree that this is moving fast, but I think it's important to also consider the other end of the spectrum. People with young children who are just starting school have not even been given a real opportunity to connect with their cohort - especially with a pandemic year in the mix. So, sitting around waiting to find out where our kids will continue to go/begin school, is really stressful. We want our kids to have the opportunity to make real and lasting relationships and this redrawing of boundaries process is completely pausing our lives.		Positive Response	

If the board is wanting to be inclusive and acknowledges that the current process isn't inclusive, what is actually going to change to make it inclusive?	Engagement		
anscott@pps.net			
Not wanting Mt. Tabor to go to Madison has nothing to do with the quality of school that Madison is. The issue is transportation. It makes no sense to be increasing traffic, environmental problems, decreasing safety and all the rest...	Transportation and Safety		
As a focus option principal, I do really agree that it would be nice if there was an asset based, curiosity around our focus option school curriculum and enrollment, rather than assumptions being made about them. We did have an ed options review a few years ago and there are many, many practices in these schools that could be easily replicated and shared. Pitting schools against one another always feels really terrible, personally speaking.	Community		
Yes. Agree. That is exactly the problem Sonia.			
Appreciate your presence and comments, Andrew. Thank you.			
easy to say there will be winners and losers if you HAVE NO SKIN IN THE GAME.		Negative Response	
I am hearing priorities from the community that weren't on the district list of values. Things like safe routes to schools and diversity in schools were significant themes and community values.	Equity		
Moving Japanese Immersion Program to Madison will disenfranchise any students who are not living in SE/NE close to Madison.	Transportation and Safety		
And the transportation issues	Transportation and Safety		
great point well said!			
The Language Programs are strong in the schools where they are currently housed.	Multiple Location DLI	Positive Response	
Woodstock MIP has two strand at Woodstock	Multiple Location DLI		
At Bridger we are one strand neighborhood and 2 strand DLI .This means that all but 5-6 students in the neighborhood try to get into the DLI, those that don't end up in one class which they have for 9 years. This can be enrolled from 15 students up to 35 students in one class. There is no way there can be a consistent community school if it continues this way. Also there literally is not enough space in the school to house the current programming. I don't feel part of a neighborhood school because the DLI program is so much larger than the neighborhood program. I can also walk to Bridger, 2 blocks from our house. With the current proposal this will stop being our neighborhood school or it will continue to be a split programming school. We want to support what ever works best for the district and want to support BIPOC voices and our public school. We would just like a neighborhood school that we don't feel marginalized in.	Community		
Challenging tensions to confront: anchoring schools to cultural and community centers (less extractive), centering students and families of color (margin to center), powerful learning for everyone (targeted universalism), integration and inclusion (richness of diverse and larger community fabric)	Engagement		
what can't we have multiple DLI programs in a single language? Portland needs to expand its global perspective	Multiple Location DLI		

Originally the process kicked off in 2/2019 with initial data work and policies that school year. Board approved this scope of work to start on 2/2020, with the Coalition work in April-May of 2020, which was paused due to the pandemic.			
This is the kind of information PPS needs to share so we know the why behind these decisions			
@Holly---yes! Well said. Thank you.			
Janet Buskirk and Jamila, I am appreciating your comments and would like too hear more of your perspectives			
Thanks Elisa			
Thank you for hearing that!			
All urban families deserve an accessible neighborhood school. That is how parent and family involvement can happen across all groups.	Community		
I exported the chat and didn't find answers to any of the questions I posed @ anscott@pps.net			
YES!			
I wonder if to mitigate valid concerns about transportation, commute times, environmental factors if people who live in a certain proximity to school buildings could have the option of attending the closer school even if it weren't part of the feeder pattern for the school they have attended? So if we were at Glencoe but live closer to Franklin, we would have the option of attending Franklin? Would something like that help give people more options?	Transportation and Safety		
Many of us have deplored Mr Trump's racist views, and we have supported much of the Black Lives Matter movement. Now, PPS is trying to balance the socio-economics of their student body at Franklin and Madison. Are we willing to walk our talk, and send our kids to Madison? I think we owe it to the world.	Equity	Positive Response	
Research that shows parent and family involvement in schools is critical.	Community		
I hear that all urban families deserve that but then that continues the outer schools being underfunded and undervalued because of socio-economic neighborhoods.	Equity		
please someone correct me, if you have a kid that is in the neighborhood school, doesn't the PPS have to enroll the kid into neighborhood school?	Community		
Please make sure you fill out the comment survey: https://www.ppsenrollmentbalancing.com/#Comment			
Janet: in the proposals they've put forth it's not clear how the change actually does achieve that balance. Franklin is very diverse as well. It's my understanding that the change is more about overcrowding at Franklin.	Utilization		

I feel there is a difference for DLI support between native speakers- families who are immigrants- and those who are non-native speakers families who want their child to learn a different language. At HP, the immigrant families do rely on the opportunity for their children to learn in Chinese. They also appreciate the neighborhood diversity of so many other race and ethnicities.	Multiple Location DLI		
For me it's about an inclusive process, walkability and safe routes	Transportation and Safety		
I'm concerned that the primary goal in located language programs together is because studies show that students test better in their own language. it feels like a very disruptive ploy to just improve test scores. most Portland families do not care about test scores.	Multiple Location DLI		
I agree Mirra, which is why I do think DLI and other focus options can help. Just thinking about families who need kids to get back and forth on their own, and that can participate in the evenings because of proximity.	Transportation and Safety		
I'm also very concerned about moving forward with a lab to move 500 student from Creative Science school without a building to move them to. we saw with Access that such a building does not exist.	Timing		
Alexis, yes. you always have access to the neighborhood school, but many would be changing here.	Community		
plan=lab			
agree! well sai			
said			
It would help me to hear from parents in schools where things aren't working for them and they are not currently satisfied or feel their children are not being set up for success	Engagement		
Yes to more district (CSS/DLI, etc..) programs, not less. Clearly there is a lot of demand from parents!	Multiple Location DLI		
I agree with Mo! More of the good stuff in more places!			
agree with Mo!			
Yes!!			
yes, Mo! Instead of tearing apart programs PPS needs to embrace these awesome programs and replicate them in other schools.	Multiple Location DLI		
Why can't Marshall open after Madison is complete? Displacement from south to north is in part because of this combined with overcrowding at Franklin.			
PPS is putting us into a scarcity mentality, where we end up fighting with each other over scarce resources			
right!! let's replicate and expand Creative Science school. All students can flourish under this model. Make Harrison Park a Constructivist middle school And Clark a constructivist grade school!!			
From student - I would like to know that I have representation in the decision-making and I want to have confidence that those who are in charge responsible for making decisions understand what they are doing and the impacts of their decisions	Engagement		
I think this all started for filling Kellog			
yes. please think about stability and familiarity when you make this huge impact on our kids.			

completely agree with prior comments about equity as a goal and not adverse to attending Madison but want to make sure the proposal truly addresses equity. Makes sense that NE and SE changes should be considered simultaneously. What will be done to make sure families are attending their neighborhood school? How many families “cheat” to access new schools? How will we know this won’t happen at Madison? If you are interested in hearing more about equity in public schools and how parents play a role, I suggest this podcast:	Equity		
https://podcasts.apple.com/us/podcast/nice-white-parents/id1524080195			
more than an extra half mile.			
an extra 3.5 miles			
It is about the students. Let’s give our kids consistent and predictable experience following this pandemic. Children feel isolated from their school communities, further disrupting their school lives is really sad.	Socio-Emotional health		
Wow.			
there is a map? where is the map?			
Of course we have to give a little, but some are being asked to give a lot			
from 1 mile to 4 miles....	Transportation and Safety		
https://apps.flo-analytics.com/PPS_SE_Guiding_Coalition/?fbclid=IwAR2jiRxDptRPTXhE2poIFvmVbUQWBm-V2Yi2_f2L1IvaH-PxlQA2V37Dt5U			
How does making kids wake up an hour or more earlier to go to a much farther school is good for them?	Transportation and Safety		
Madison is an amazing community.		Positive Response	
Transportation is major issue.	Transportation and Safety		
Yes, Mirra. Thank you for thinking beyond your front door.			
Thank you for speaking Mirra.			
I appreciate your perspective Mirra			
it’s true! I am a middle class family and have a good support network - Our children will do great wherever we end up going.		Positive Response	
Do they have to go down 82nd?	Transportation and Safety		
We're going to be ok. AND we can help improve education for all of our students.		Positive Response	
Speak your truth Mirra.			
Sorry Mirra, but the entirety of Bridger will have to split up to go to different schools. The DLI students will have to go nearly 3 miles to Lent. The non-DLI students will get split to two different schools. This isn't just a minor inconvenience for some parents	Community		
Please consider some priorities that directly serve students and families. Consider a few priorities that focus on needs presented tonight. That is partnership with families.	Community		
Thank you Elisa and Andrew appreciate your efforts in this conversation and process.			

We are in the Madison school district (which travels up and down 82nd) and my child will have to take two busses as well. They will be fine and learn good skills from this	Transportation and Safety		
There has to be trust from families. Through trust we create the teamwork.	Community		
I would love to hear from families that feel this is a good plan and that would help me know I am partnering with families that are requesting change.	Engagement		
I have really appreciated hearing from everyone tonight. This is what I want: an inclusive, open process so that we can listen to each other. Some great ideas and thoughts came up from all sides of the issue that I'm open to. What I am opposed to is how PPS has kept us all in the dark.	Engagement		
Please consider portable classrooms. Let's get creative here. With all the development companies sucking up all the extra space everywhere, PPS should be able to maximize their real estate, and partner to source intelligent designs to address overcrowding issues and student safety in a post-pandemic era.	Utilization		
@Daniel, again, I totally disagree with switching up the DLI schools!			
Yes @Talie			
thank you Talie			
My wife was in other chat room and they feel the same as us.			
@Mirra it's not just about the DLI. Making Bridger the Chinese DLI makes the non-DLI students have to go to different schools as well			
portable classrooms are not the answer. I've been teaching in one for years and there are many issues with them. no bathrooms, unsecure campus, etc.	Utilization		
See you all soon!			
Merge Chinese DLI at Middle or High school			
I"ll be baaacckkkk			
thank you			
Thanks all			
THanks Andrew for your time			
Thank you!			
Thank you!			
Thank you.			
Thank you			
Thank you			
It's good to Kellogg ;)			
Keep JMP at Grant.			
thank you all for your honest feedback			

thank you for all the work you put in to this!!!			

Zoom Chat 7

	Theme	Positive or Negative Response	Q&A Document
mute settings got changed, everyone please mute!			
that glitch was system wide			
all the rooms got booted			
some rooms having trouble getting back up so good job!			
We are in! A couple more seconds for sure			
The SE Guiding Coalition's phase 1 mandate was to enroll Kellogg Middle School, identify a second comprehensive middle school in Southeast, and convert current K-8 schools to K-5. PPS communications on the Coalition's work have consistently tied it to the reopening of Kellogg, concealing the true breadth of change included in the Coalition's proposal. The current proposal vastly outsteps that mandate, by introducing school boundary changes and altering feeder patterns without input from each community impacted. How will this be rectified?	Proposal	Negative Response	
Please comment at the bottom of this page: https://www.ppsenrollmentbalancing.com/			
Jed-I quick fired a heap of questions at the begining of the session and got dropped out - where you able to capture them, or should I retype them?			
Lent/Harrison Park: They were captured, Jeff			
They were captured, Jeff.			
Instead of high schools being determined by what middle school a kid goes to, can they be decided by where kids live so that we are not subject to a materially longer commute?	Transportation and Safety		
How is "equity" defined in the goal of equity?	Equity		
How is the data pulled? Growing up here in Portland it doesn't seem the data that is being Pulled by FLO is accurate. Also is this looking at families with childern? Or just demographics of racial background in general. A lot of the older generation live in outer SE not necessary families	Data		
Any reason why Laurelhurst is not in the potential mix for impact?	Timing		
maybe because Laurlhurst is technically in NE?			
True but Marshall HS is in the potential mix and that is NE			
How are 8th graders supposed to plan for high school when they don't know if they will be pulled from their school? If they knew the plan, they might want to apply to private or other public schools. They are really in limbo.	Timing		
Several NE schools are "solutions" for this SE rebalancing. To me, the entire Eastside should be part of this conversation, including Grant, Alemeda, Cleveland, Laurelhurst, etc. Especially because these schools are among the lowest on the diversity scale.	Timing		

Why are such drastic changes happening during a Global pandemic? Seems that equity is far from the goal when so many that will be affected are not able to be fully engaged in this very important process because of the pandemic.	Covid 19		
why is reducing co-location a goal?			
In the pre-amble by PPS tonight, the recurring word I heard was “complicated” and so, if this process is complicated, and i believe the addition of re-boundarying further complicates and then add COVID and parents learning how to homeschool and the challenge of access, how can this process maintain its projected velocity???	Covid 19		
Reducing co-location is a short sighted goal. There is a great deal of benefit to having the neighborhood schools and DLI exposed to each other and co-located.	Co-location	Positive Response	
What was the evidence/data that co-location is not a good thing?	Data		
So many changes were proposed that disrupt many different communities. This seems inefficient and unnecessary.	Community	Negative Response	
Seems like the decisions made in Phase 1 will greatly impact Phase 2. Which means *all* future impacted schools should be represented, and they were not.	Timing		
Why is this happening during a pandemic when our children already can’t physically be at school and now the fact for them to return to a different school and community that they had left	Covid 19		
Because Kellogg is opening in the fall	Timing		
Ironically, currently no schools are open...			
Transportation impact, reduced walkability and disrupting the neighborhood community are all huge concerns with these changes. This process feels very rushed considering how big the impact will be to families in SE Portland.	Transportation and Safety		
totally agree with the immersion program needing to be in all schools!	Multiple Location DLI		
Do DLI and focus school teachers/staff have input into this process?	Engagement		
This proposal decreases enrollment in many k-5 schools, including Creston. What is the plan to ensure these schools do not lose support that higher enrollment numbers receive?	Utilization		
how were representatives from the DLI programs integrated into the conversation? while a change of high school location changes things for the schools currently at that school, it also effects children and families as far as kindergarten and even younger when considering siblings.	Engagement		
Maintaining co-location of programs is a large positive toward the equity goal, which is critical to this process. It seems counter-productive to disrupt co-located programs that are already working. And for those co-located programs that are struggling, more resources should be put into these communities, expanding the DLI programs if desired, and keeping communities intact as mjuch as able. There is quite a bit of community disruption in this plan. In addition the neighborhood disruptions caused by putting boundaries right in the middle of neighborhoods is substantial.	Co-location	Positive Response	

Also are princpal's suppose to reach out to our community as a whole? Our principal has been very hands off and we are learning our neighborhood program is not notified as well as our Chinese speaking families.	Engagement		
We all understand that Kellog is opening. This is a much more complex process than jumping on it during a pandemic. This should be a very thoughtful process when the discussion can be inclusive of all families affected, and there are parents that are unable to participate in this process because of the pandemic and their personal situations.	Timing		
dan, not all dli program have representation on the coalition. Also, not all dli representatives are native speakers.			
The last things our kids need right now in the midst of this pandemic is to be torn away from their friends and made to go to a completely new school in a different neighborhood.	Covid 19		
A couple questions about Creative Science School's future/lack of a dedicated building… What options exist that could house the 400-500 K-8 students in SE or NE? What would change in Phase 2 that will offer site options that can't be designated now?	Utilization		
My understanding is that the larger issue is single strand neighborhood programs because it is difficult to balance enrollment. In some schools, single strand DLI programs are working well.	Co-location		
I am also concerned about students losing connections to their community and support systems. How does this proposal ensure that this will not happen?	Community		
As a teacher, I can second that. I had heard once it became reported in the news.			
will 2021-22 freshmen be effected?	Timing		
Mt. Tabor is closer to Madison than Harrison Park, especially when you look at how far south HP pulls from. That's what spurred the change of Mt. Tabor to Madison and HP to Franklin, since that seems to be a common theme.	Transportation and Safety		
Agreed. Being told at the last minute that these changes will impact our kids is quite unreasonable.	Timing		
Also agree. Why was Glencoe not represented?	Timing		
This sentiment is felt in the JDLI community as well.			
Sounds like there is a common theme of people not knowing that this process was taking place. What steps did PPS take to inform the larger community about this process?	Engagement		
PPS has a commitment to racial equity and social justice; however, this proposal decreases racial equity in many SE elementary schools. What is the plan to ensure PPS's commitment is maintained in these proposals?	Equity		
The insistence by PPS that the proposed changes occur in SE Portland yet push students to NE Portland High Schools is an unsound proposition. If PPS considered the entire eastside, or entire district, then the proposed re-balancing would take on a vastly different solution. What is the point of not including the NE schools into the proposal? How manufactured is this proposed outcome?	Engagement		

If we are wanting equity, we need to be elevating the students from the SES schools, not the students who have parents who are advocating for them.	Equity		
I absolutely agree with this comment about big decisions being made without representing large parts of the communities that will be impacted.	Engagement		
Lower SES schools should have priority	Equity		
@Logan. I think that's a faulty assumption. Mt. Tabor (the building) is 3.3 miles from Madison, but majority of its students live south and west of the school. Harrison is 3.5 miles from Madison and a straight shot up 82nd (one bus trip). MTMS kids will have to transfer. The commute would add about 90 min to their days. When many of us can literally *see* Franklin from our houses.	Transportation and Safety		
Ellie Russell, I agree completely.			
How can the decision for phase 1 not greatly impact phase 2?	Timing		
My child will start at Franklin next year. With the boundary changes will she then be required to transfer? Was that impact on the student's psyche and learning? What about program offerings that will be different, and how will that be addressed if my student is on a track?	Socio-Emotional health		
Gabriana, yes!			
Agreed, Gabriana. I don't know how we can look at one without the other.			
we're a Mt Tabor family, and we want to keep the tradition of going to Franklin. our son can walk to Franklin; through the park.	Community		
Yes, Gabriana.			
What is the plan for students who are currently in one school and will be moved to another due to boundary changes?	Timing		
Yes! Mental health is so critical and these changes will negatively impact the children with long term consequences	Socio-Emotional health		
Thank you Sean. Kids mental health is top priority. We are seeing it daily in classrooms. Is PPS caring for all the kids by pushing this through at such a rate?	Socio-Emotional health		
Shaun, well said..			
Well said, Sean!			
Thank you Sean			
well said Sean.			
Thank you Sean!			
Thank you Sean-well said! Kellogg has been in the works for years and the decision shouldn't be made in a month with under-representation	Engagement	Negative Response	

We all want our kids to have continuity. I, along with many Bridger families, am absolutely devastated that our school will be completely dismantled under this plan, but what was the feedback from historically oppressed groups? Shouldn't their voices finally be taken into account?	Engagement	Negative Response	
Would you speak to the equity and social justice aspects that have been mentioned and how that pertains to the Lent community?	Equity		
Thank you Ellie!			
Thank you Ellie.			
Yes! Thank you Ellie!			
Agreed Ellie			
I agree, Ellie!			
Thank you Ellie			
I would like to understand how the proposal achieves racial equity and social justice.	Equity		
Thank you Ellie. Much appreciated.			
Agreed			
Thank you Ellie!			
Thanks Ellie!			
Here is a link to the phone survey results: https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/265/PPS%20SE%20Middle%20Grades%20Phone%20Survey%202020.pdf			
How well attended were the community specific focus groups this week?	Engagement		
That's very similar to the Atkinson community. There was a HUGE increase in engagement once we heard about these recent proposals that would split up the school	Engagement		
Yes deb. I am concerned that two neighborhood schools are going away. That is a huge loss for their neighborhood.	Community		
Many of our native speaker (Spanish speaking) families at Bridger are feeling like they are going to be experiencing segregation by being made to go to Lents/Kellogg and taking them out of school where they feel like their kids are flourishing.	Segregation		
Thank you, Deb. YES			
The purposal has been a fluid document and is changing all the time. Theree is no way people could know about it since the coalition is still meeting weekly and discussing options.	Engagement		
Glencoe & Mt. Tabor: Hear, Hear!			
Yes! Ellie. thank you for advocating for our communities of color.			
Thank you Deb!			
Agreed, Deb! Thank you.			

it feels like a lot of these proposals are broadly and wildly unpopular; there is very little positive feed back --> probably suggests something is amiss and people haven't been heard	Proposal	Negative Response	
@Libby, we have heard the same from Latinx members of our Atkinson DLI program as well.			
Other native speakers that have been forced out of the district in terms of cost of housing but are still a part of the DLI system are tired from having their kids take the time to travel to school. These are what we are hearing from Native Spanish speakers at least	Segregation		
no one likes change and change has to occur to be progressive.			
We moved to the neighborhood in large part due to the school progression pattern. Our children have grown up with this plan and expectation. Our youngest is now quite upset because she sees this change coming and will not be able to follow the same path as older sibling.	Community		
Yes I have heard this about Atkinson as well			
Yes Deb! I heard about this via a Facebook parent group, I'm pretty sure we shouldn't be getting news about our children's education from facebook.	Engagement	Negative Response	
thank you Deb, as a parent at Richmond we just heard about the changes to the trajectory of our children in the Japanese immersion last week. I'd definitely like to know how dual-immersion program representatives were involved in the process, and how the continuation of these programs was considered in decision making.	Engagement	Negative Response	
Why is there not an overall eastside evaluation if Madison, a NE school, is part of this proposal?	Timing		
You did			
I think some hands are still up.			
Thank you Ron!			
Agreed Ron.			
Thank you Ron!			
Absolutely, elevate Lent voices!!			
Is ANYONE happy?			
teacher Ron! woot woot!			
I feel for all families. It doesn't sound like anyone is happy.	Proposal	Negative Response	
We also do not currently have a DLI member representing Lent.	Engagement		
We do not have any current Lent parents, actually. We have a principal, and a staff member/former parent, and myself, a teacher.	Engagement		
We are also greatly lacking in student representation on this coalition.	Engagement		
Glencoe does not have representation either.	Engagement		
Thank you Logan. Did Emily step down?			
Thank you Ron!			

Emily is a Lent staff member and her children are currently no attending Lent.			
Thank you Ron!			
I do want to say that I think the Coalition was presented with a losing task. The opening of Kellogg will inherently require change and some shifting. It is clear that the shifting needs to be as minimally disruptive as possible.	Engagement	Negative Response	
Having looked at the data and the hands up 0-5 process, it didn't seem like the coolition really agreed on a solution they liked. The current proposal seems like the best worst option, vs existing conditions.	Proposal	Negative Response	
Thank you Ron!			
Thanks for clarifying Logan.			
Yes, Sheilagh. Student voices are needed throughout these phases.	Utilization		
ongoing complaint that lack of teacher input as well!!	Engagement		
It already feels like the phase 1 decision has already been made - because a few weeks ago was the very first time we heard about this dramatic movement of the neighborhood program - unfortunately it seems that PPS has done this same type of thing in the past where they ask for feedback but have already made up their mind about systematic changes. I want to say this has a big impact on families and connection to schools.	Engagement	Negative Response	
Yes, Ingrid! I agree- this DOES NOT need to impact the elementary school level!	Timing		
Agreed!			
Yes Ingrid I totally agree especially during a panademic	Covid 19		
Absolutely agree, Ingrid!			
@Libby agreed! We need more teachers who are representing on the coalition.	Engagement	Negative Response	
Many K8 schools have to be converted to K5 schools. So this is effecting the elementary level.	Timing		
Agreed Ingrid!			
I totally agree! As much as I would like CCS to be K-8 I REALLY don’t want to change my kids school	Proposal	Negative Response	
To make these drastic changes that will affect PPS families and neighborhoods for decades, during a pandemic when decision makers cannot visit schools, families… when we can’t gather or meet or seek out BIPOC voices that need to be uplifted…. just seems inherently problematic. I concur with Ingrid.	Covid 19		
The K-5 building can't be left half empty when it's 6-8 goes elsewhere.	K-8 to K-5		
*its			
lots of parental anxiety expressed to Bridger PTA regarding stress involved for younger students in current conditions and climate and these additional changes at this time	Socio-Emotional health		
Compressing what was supposed to be a 9 month process into 3 months is totally irresponsible—especially now with covid placing a great deal of additional stress on the entire PPS community	Covid 19		
having our entire school in its current form being on the chopping block by the initial proposal			

@Libby, yes, Bridger has been one of the most impacted schools from the beginning.			
Creative Science School as well, especially without a designated building.			
Thank you for speaking up for Bridger, Libby.			
Steven, could you please summarize the top three or five takeaways you are getting out of this exchange? I think that would be cool to see how this feedback is being coalesced into “input” for the process.	Engagement		
Harrison Park and Lent are also greatly impacted and some of our schools with highest BIPOC populations.	Equity		
Thank you Sheilagh			
Agreed Sheilagh!			
Thanx Rachel, yep some families are barely getting by and this brings stress that they are not able to address themselves at this time. Also, Considering social and racial justice issues that have been ongoing in this school district for a long time.	Socio-Emotional health		
i would hope that changes are still possible for phase 1 now, especially considering how far we are into the school year and how much time is left to consider alternative choices	Timing		
Going forward, will scenario (s) be translated to other languages on a timely fashion (weekly) to make sure all the communities are engaged and can provide the feedback because that is very important for coalition members to know.	Engagement		
I understand that there are three more meetings before the proposal is submitted on dec. 17. I’d like the coalition to make the breakout groups — not just the meetings — available for public.	Engagement		
Is this timeline set in stone?	Timing		
Surveys will need to be translated too.	Engagement		
great question Bonnie			
@Min. Yes! this has been a huge barrier, especially because so many families that are being moved in these scenarios may speak multiple languages and english only materials are a huge barrier.	Engagement		
Why not move NE schools that are closer to Madison — Franklin is already very diverse.	Equity		
Did I see Jessica Hansen with a hand up?			
Also, are we talking about diversity? Or equity? We need to make existing schools better, not just shuttling people around.	Equity		
I know I heard early on that Lents school was not being provided with translated materials as well	Engagement		
Can we talk about busing? Will there be more comprehensive busing for students who would now need to travel much further, for instance Bridger DLI to Lents or Woodstock to Bridger?	Transportation and Safety		
in the Chinese/Vietnamese/Spanish languages that they were needing			
Amy! yes that's important			
Agree with your point, Jessica!			

I agree Deb! Many Grant neighborhoods are closer to Madison.	Transportation and Safety		
Yes, but why divert Mt. Tabor from Franklin to Madison when it makes much more sense to look at diverting kids from Grant to Madison since it's geographically closer and Grant is much less diverse (one of the least diverse in the district) than Franklin. Seems to me like another classic example of PPS shielding the most affluent communities from drastic change.	Transportation and Safety		
There is so much research out there that proves "bussing" just doesn't work to create equity — in fact, it can *deepen* racial divides.	Transportation and Safety		
The district needs to do better in relation to its communications about this process and not once the decision has been made	Engagement		
Yes Libby, I'm also not aware of current outreach to Russian speaking communities.	Engagement		
Exactly @eric			
I think they have dropped the ball even though they have translators at their fingertips	Engagement		
@Amy - moving Woodstock Chinese DLI to Bridger will actually make most of the Chinese speaking families commute farther.- in contrary to what many people think.	Transportation and Safety		
yes, we've been asking for translation since early October.	Engagement		
debatable whether or not they are communicating enough in English as well	Engagement		
I think the thought process is around equity and make room for Harrison Park to go to Franklin instead of Madison.	Equity		
Sheilagh what school are at?			
Totally Libyy			
Atkinson.			
will abernathy or buckman be effected?			
Yes Jeff. At Marysville the MS specials are very limited to include art, spanish, and PE.			
Yeah for me they should be sending mailers out to peoples homes in the appropriate language they have a print shop	Engagement		
That's one of the worst parts of a K-8	K-8 to K-5		
@Min I was just referring to whether or not the district would provide busing for our kids so that they did not need to consider withdrawing due to hardship.	Transportation and Safety		
it seems like Bridger and Atkinson are in the same position since we both have DLI	Multiple Location DLI		
for Spanish			
Now, Franklin is at 116% capacity. Under the new proposal, it's EXACTLY the same. The proposal doesn't move the needle on overcrowding AT ALL. At least at Franklin.	Utilization		
Bussing is intended for k-8 students	Transportation and Safety		

as a part of their plan but not for high school			
Even when they are no longer at their neighborhood schools?			
My understanding is that PPS provides K-8 buses if you live more than 1.5mi from the neighborhood school. HS students get free Trimet.	Transportation and Safety		
Excellent point being made. I understand needing to balance overcrowded schools and populate other schools, but it is unclear to me why we need to break up co-located DLI and Neighborhood schools.	Utilization		
Please leave Lent-K8 as it is. Neighborhood school meant to be for neighbors.	Community		
we were told that they are anticipating enrollment dropping overall for the upcoming years	Utilization		
@Joe. Agreed. especially when many families in co-located programs have requested maintaining those programs. Also, this allows for continued neighborhood programming for families who choose not to enroll in DLI programs.	Co-location		
It has been discussed a lot			
Yes Dan. Neighborhood schools are meant neighborhood kids.	Community		
Some of the off balance of schools comes from years of marginalizing certain schools - Historically Lent has been one of the lowest performing in the district - Do the demographics of the school enrollment match the diversity of the neighborhood? (No - many of my white neighbors move out the neighborhood or send their students to other schools) I've been a big proponent that the way for building a school that reflects the neighborhoods isn't to just ship students away to another school - How can we make a plan that builds community? Please consider that in this process!	Equity		
1.5			
Also would like to voice my concern about the distance issue for send the Mt. Tabor kids up to Madison. That is a lot farther, and much more of an indirect route than the current commute to Franklin.	Transportation and Safety		
@Amy yes to building up schools!			
I agree with you Amy!			
Agreed about the commute to franklin for Glencoe students	Transportation and Safety		
what data is driving the reduction of colocation?	Data		
I would propose the following for PPS, initial focus on re-boundary, and then balance and enrollment based on data, then look at how to build excellent programming based on existing excellent programs across PPS so that everyone wants to go everywhere.	Proposal		
transportation is a big deal especially being located off of 82nd and Division/Powell as many families are	Transportation and Safety		
for Bridger			
Thank you Steven. This is not easy.			
Thank you!			
Excellent question! I'll reiterate it - what data is driving the reduction of co-location?	Data		

I thought transportation is not given to students who opt into a focus/DLI school....with the changes proposed, will this change?	Transportation and Safety		
I think something that really needs to be addressed is the PPS policy for switching kids from schools they are already attending.	Policy		
Thank you Steven.			
I agree Gabriel			
This conversation was even more constructive based on feedback from some of the other rooms...			
Where can we find the survery			
https://www.ppsenrollmentbalancing.com/#Proposal			
room 5 was a disaster			
@Gabriel W —yes—moving kids from schools they are currently attending —not ideal.	Community		
Survey is on this page			
Thank you Steven for facilitating.			
Yes Brett! One bus to Franklin that comes every 18 minutes vs a bus with a transfer that comes every 35 minutes to Madison is huge. Chaging to Madison from Franklin is a massive inconvenience.	Transportation and Safety		
I heard 'equity' and 'social justice' used a lot. Is there a working definition the coalition is using for these terms?	Equity		
ありがとう			
Thank you!			
Thank you Steven			
Thank you!			

Zoom Chat 8

	Theme	Positive or Negative Response	Q&A Document
Do you know if MTMS kids who are currently 8th graders will start at Franklin OR Madison this Fall of 2021?	Community		Yes
Why is overcrowding only taking place at Franklin	Utilization		Yes
If we are still working through A LOT of tensions in the guiding coalition why are there only 3 more meetings?	Timing	Negative Response	Yes
They were proposing Woodstock going to Madison, so Glenco is much closer.			
I would agree with the last Glencoe parent regarding the transportation as we are closer to 3 other high schools than the new proposed change			
I am a high school counselor at Cleveland and am concerned about the impact to a successful, intact Mandarin immersion program at Woodstock.	Community		Yes
Atkinson's colocated program is going very well, has there been consideration in focusing on improvements in leaving co-located programs	Co-location		Yes
This is the first we have heard that the Mandarin Immersion Program will go to Franklin. My child already received a letter for 2021 to go to Cleveland. What is going on with that?	Co-location	Negative Response	Yes
This extends to the high school level and impacts long-term, K-12 programs, including student access to IB connected to their Mandarin immersion commitment.			
How will this chat be captured given we will all not have time to speak or have concerns responded to?			
Hi, this is Dee, a coaltion member - wanted to address a part of the questions from the CSS program - Harrison Park is an original middle school for that area and outer SE needs 2 middles schools to be able to eliminate the K8s			
I am still not clear on the disadvantages of co-located programs. Can anyone explain what the arguments are against co-location?	Co-location		Yes
Creston- Teressa Barsotti: I have a 101-level question I guess. What is a co-located program?	Co-location		Yes
Shanice Clarke: Program Co-location: The presence of multiple programs in the same building, such as Dual Language Immersion and a neighborhood program.			
Colocation means more than one program at one school - like a DLI and an English-only			
Thank you			
We will be keeping the chat's suggestions and questions.			
Thanks			
Thanks			
I asked Michael Bacon about this - he's the director of DLI. The data show that colocated programs mean lower student outcomes for those in the English (non-DLI) program.			

I agree with Nancy. But Balance isn't just about numbers. How can we have some schools that score a 5/10 and others that score a 9/10 just miles away from each other? That doesn't seem equitable.	Equity		
From an equity standpoint, how does combining Spanish programs to Lents affect non native english speakers	Equity		
another challenge of co-location is with staffing. unless there is two strands of a program, teachers can essentially be on their own (I am a Woodstock teacher)	Co-location		
Issues that administrators have brought up with co-located programs, particularly ones that are unbalanced that if there is a single strand kids have to be in the same class with the same kids for their entire k5 tenure. This makes it hard to balance classrooms. Professional development options can also be limited with only one strand in a school	Co-location		
A co-located program is a focus program (like spanish immersion within a neighborhood school) Basically, some families go to their neighborhood school, others lottery in to the special program. For Spanish Dual Language school, some classrooms are in Spanish (the focus program) some are in English			
The native speakers are Cantonese in Harrison Park, not Mandarin.			
I agree, we're asking too many families to travel longer distances.	Transportation and Safety		
+1 to Laura, Mandarin and Cantonese are different languages and Cantonese speakers are underserved.	Equity		
Amanda Weber-Welch (she/ her): I am concerned that this adjustment could result in a less diversity at Cleveland High School. There is one IB program on the eastside, and I think that this will impact student access to a program like this, which emphasizes the value of an International Baccalaureate world-language focused opportunity.	Equity		
laura bilyeu she/her: I agree with you, Rachel.			
Shawn Vuksich: There are many families that appreciate and love their k-8. Why should we abandon k-8 just to fill Kellogg?	K-8 to K-5		
Stacey Daley: I am a Bridger parent and my concern is taking neighborhood schools out of our neighborhood. The neighborhood school provides a platform for our children to build relationships with their own community, to build a sense of pride in where they live. If we ship our children into other communities they will loose that connection.	Community		
Jamie Harvie (she/her): I have seen numbers that disagree with what Kerri is saying. I have heard from the Coalition's Chinese DLI representative that there are many native Chinese speaking families in Woodstock, even more than Bridger catchment.	Multiple Location DLI		
Yes! Co-location is very successful at Atkinson too.			
Agreed, Leslie & Rachel!			
@rkrill, does PPS do PLCs amongst teachers who teach similar programs in different schools? That would be awesome to support those who teach solo and need a team!			

co-location allows non native speakers to have a full immersive experience and fully involved within their community	Co-location		
I agree with Janine			
If Woodstock is no longer co-located, not just the student body but the staff would be almost all white. For a school with anti-racism in its mission statement, that's a real problem in terms of representation and understanding that authority figures don't come in just one shade	Segregation		
I also have an objection to the process thus far. Glencoe and Richmond weren't included in earlier discussions, yet those two schools (and vestal) are getting moved to Madison for HS. It makes it hard to trust the transparency of this process.	Timing		
Agreed, Stacey. For Atkinson, here.			
I would welcome the data that Jamie has to share on this.	Data		
Why is this process moving so fast- only 3 more meetings!	Timing		
They have to staff Kellogg.			
Maybe the issue of co-location cannot be addressed with a one size fits all solution. Where it's working well - leave it intact.	Co-location		
Then why didn't this process start sooner!	Timing		
It was going to, but Covid happened.	Covid 19		
@maren - PPS PLC's are at a school level unless you are a specialist (PE, music, etc) - then it is district wide			
I have also seen numbers of the distance of native Spanish speaking families from Lent. The vast majority of native Spanish Speaking families in Atkinson and Bridger live closer to Atkinson and Bridger and further from Lent.	Transportation and Safety		
and yet here we are making it work virtually..			
Huge decisions, wayyyy to fast...in an already disturbing time for all (kids!)...I only heard about this 1 week ago. Awful.	Timing		
co-location school give our children to learn and respect other race and diversity, it is important to have more love than hate/racism in this world	Co-location	Positive Response	
I'm concerned about the MIP being moved from Cleveland. the school			
Kerri - I will request and send.			
I hear that one of the options moves all of the Spanish immersion programs to one location, that isolates those communities and others lose the exposure to those communities. What about diversity of culture? I couldn't get my kids into the immersion programs, but I sure would like my children to have exposure to other latinx.	Segregation		
Interesting.			
Atkinson would also be under enrolled I have heard..	Utilization		

Phase 2 will take into account under enrollment	Utilization		
My husband was bussed across town to a science school in Philadelphia. He specifically did not want our kids to go out of neighborhood for this experience, as he wanted our kids to have a strong bond with the other neighborhood kids.	Transportation and Safety		
That’s shortsighted- don’t create a problem and then work to address it	Timing		
I’m really interested in this conversation. I thought I was the only one who liked the benefits of colocated programs.	Co-location	Positive Response	
Atkinson loves our co-located programs	Co-location	Positive Response	
Many of the DLI students at Woodstock are neighborhood kids as well!	Co-location	Positive Response	
Then focus on solutions for those- don’t create bigger problems just trying to move them			
In response to kids being shipped to other neighborhoods and fear of not having connection - I'd like to share that we have been in the JMP program for 10 years and with kids coming from all over the city, it has become part of what I love.. that my daughter's friends are from many different neighborhoods and communities. It's really great! Aside from driving around to see her friends, there's been more upsides to it than downsides. I support JMP moving locations if it improves diversity/equity for the whole of PPS schools in the longer term.	Co-location	Positive Response	
Shanice, if all of MIP moves to Bridger, will Woodstock and the other neighborhood schools close?	Timing		
Until recently Woodstock was not 1/2 immersion and 1/2 neighborhood so the school had a lot of friction between immersion and neighborhood. there was a feeling of one program being better than the other	Co-location	Negative Response	
Do the DLI programs give preference to children who come from families who speak the language? I was under the impression that they are all lottery.			
happens to ISC strands? Why are we not being discussed too? Please Comment			Yes
There is a preference if you are native speaking family			
What is the diversity makeup of each DLI program. What is the percentage native language speaking students in each program?	Data		
Crawh: yes. The lotteries are weighted to give native speakers preference.			
I am a parent of 2 from Atkinson's & my daughter is in Spanish immersion. My son is in 4th grade & used to be.We feel it is segregration to transfer all of Spanish immersion to lents. We also fear that Atkinsons will be less diverse & my son will be one of the few Latinx child left. Gentrification already caused us not to live in our old neighborhood. We at least want our children to go to school there. We applied for school choice to do Atkinsons, to Mt Tabor to Franklin. We already commute far from Cully to attend Atkinsons and Lents would be a farther commute for us. Also it will cause two commutes for our family & cause sibling seperation. I'll have to commute farther & commute to two different schools to drop mg 2 kids off. Also our current neighborhood is low-income like Lents & so that defeats the purpose of school choice. Thats taking Spanish immmersion to lower income & thats segregration of classes, language, & race & that's not equitable.	Segregation		
Woodstock is 50% native speaker family 50% isn't			

I would like to hear what consideration was given to isolating the language programs as segregation. It seems co-location provides diversity and exposure for all children in predominantly-white Portland to different cultures.	Segregation		
Is there any consideration to push the deadline given how far you are from consensus amongst the coalition?	Timing		
thanks Skye			
are these recommendations based on cas studies or formed opinions?	Data		
+1 Kate Moore			
How much input has been received from native speakers? Materials were only just recently released in multiple languages? How are those communities really being involved?	Engagement		
Are there any Woodstock parents here who aren't in the DLI program?			
To echo Jamie - it is important to note that the vast majority of native Spanish speakers that attend Atkinson live much closer to Atkinson than to Lent. Some native Spanish speaking Atkinson families will likely be unable to transport their children all the way to Lent and will effectively be dropped from the program if these changes happen.	Transportation and Safety		
I am a Woodstock parent not in DLI			
Shane Lee, that is a good question. it seems when people are speaking of diversity, we need to know exact numbers.	Data		
Marily Monica Rios: & Atkinsons would be under-enrolled & less diverse. My son would be seperated from his sister who is in immersion & be in a less diverse school. My son transfered from Spanish immersion due to learning disabilities & he has a team helping him at Atkinsons & then it could close.	Equity		
@rkrill do you agree with the sentiment being share?			
We moved 1 year ago. A huge pull was the elementary school 2 blocks away. Under this proposal, we would be commuting, and our new neighborhood of friends would be carved into 4 schools! Seems absurd when the elementary school we were banking on is a stone's throw away. Environmentally, traffic congestion, and community-wise, this proposal is bunk!	Community		
Same here			
This kind of upheaval feels really insensitive coming in the midst of a pandemic.	Covid 19		
Agree about the upheaval during pandemic.	Covid 19		
What about students who are in schools currently? Will kids be transferred for their last year or middle of elementary school career?	Timing		
Agreed, Leslie			
yup			
This is not equitable, good for mental health, transportation, & during a pamdemic bad timing.	Covid 19		

There are 1427 kids at Cleveland. Cleveland is 72% white. 133 kids at Cleveland are MIP. You will be making Cleveland somewhere in the neighborhood of 80-85% white if you move the MIP kids. You will also be disenfranchising them, as these BIPOC kids will no longer have access to the IB Program.	Equity		
Yes Marily			
I think the proposal has the Japanese program moving to Madison in Fall of 2022. What happens to the kids that have already started JMP at Grant?	Timing		
It is much better now, but when my oldest was there (now in MS) it was not a good experience for us being in the neighborhood program. We experienced parents being out right rude to us when we shared we were not in DLI. I do feel it is better now that the school is almost 1/2 immersion and 1/2 neighborhood. As a non DLI parent though I don't feel there is a lot of crossover between the programs. My kids don't really know the kids in the immersion program	Co-location	Negative Response	
It's REally hard to find qualified immersion teachers			
Jamie Harvie (she/her): I attended the Spanish language focus group last night. There was overwhelming feedback that moving all Spanish DLI programs to Lent feels like segregation and not inclusion. I have heard the same from Atkinson's Latinx community.	Segregation		
Sad I went to Cleveland & Franklin & it was more diverse then			
Has there been any thoughts as to how student mobility will affect our student learning, as studies have shown student mobility impacts their learning?	Transportation and Safety		
I'd like to see International Baccalaureate across all of the high schools.			
I am an Atkinson and Tabor parent and I teach at CSS. Why is there not a plan for CSS? It seems like a pretty big error to leave that many families in the lurch. It also seem extremely awkward to move everyone that is in DLI to one building. That would seem to lessen diversity. Growing up in the south, the goal of diversity was to include as many different people in one place, not segregate them. -Rawls Moore	Segregation		
The community message seems pretty clear....			
In the Chinese meeting the talk was also about this type of Chinese DLI move is actually segregating the Chinese native speakers	Segregation		
I appreciate the desire to utilize under enrolled schools, however maybe the focus should be on why those schools are under enrolled instead of uprooting programs to fill the space.	Utilization		
My sons are among the very few Black students at Woodstock and are in MIP. If it moves out of our neighborhood, they are not likely to shift with it. So they will be in a school environment with extremely little diversity. I love that right now their classmates come from varied backgrounds and so do their teachers.	Equity		
moving JMP to Madison will decrease diversity at Grant where Asian population is currently 4% and 71% white. shifting Japanese program is moving in the wrong direction. I don't understand why we can't discuss shifting boundaries to madison of parts of Laurelhurst? what's the deal with Laurelhurst? will they stay K-8	Equity		
@rkrill Thanks for sharing your perspective. I' also wonder about class sizes. I've heard that class sizes are limited in DLI programs, but there's been overcrowding in the neighborhood program. Is that true?	Utilization		

That has finally changed			
Harder to recruit and retain - a kind of cost			
My child has 42 kids in his Mandarin class now. 42.			
Yes, when my oldest was at Woodstock that was the case and definitely created some of the feeling of division. Woodstock has worked really hard to be more balanced and is finally at that place			
Yes - diversity has many facets.			
JMP has 4th and 5th grade classes at 35 + 36 this year			
Our classes are the exact same size at woodstock			
If we want to increase access to Spanish DLI at Lent could we create additional strands there while leaving programs that are succeeding intact? What do families at Lent want?	Engagement		
I believe that - rather than consolidating DLI programs all into one school - PPS should invest in its DLI teachers by providing more (paid) time for collaboration.	Multiple Location DLI		
This is segregrating the LatinX & Chinese communities	Segregation		
Yes!			
Yes! very hastily			
Woodstock is doing it well, class sizes are very balanced right now	Utilization	Positive Response	
Agreed!			
Agreed!			
agreed			
agreed			
This feels so unbelievably haphazard. This can’t possibly result in a decision that fairly represents the will of the people — I am repeatedly left feeling like these kinds of meetings are just to create the illusion that we are being given the opportunity to weigh in on decisions.	Engagement	Negative Response	
Agreed			
Yep yep			
agreed Mishel!			
agress			
yes - feels very hasty			
It’s been going on for a few months, and it’s urgent because they need to open Kellogg in the fall.	Timing		
agreed			
agree			
Mishel, agreed. It’s reprehensible.			

I share your feelings			
Ageeed Shannon			
agree			
yes			
I agree with Mischel			
Because they built Kellogg and have to fill it.			
agree			
Thanks Mischel			
We had a meeting with Chinese speakers on Tuesday, and most of them still were not sure what the options being considered were	Engagement		
It feels like something went off the rails with the initial intent: How to appropriately move to K-5s and open middle schools?	K-8 to K-5		
Exactly			
Bridger feels the same!			
They have not had good communication to non-native speakers	Engagement		
I agree with Mischell			
The coalition start was delayed because of the pandemic.			
As an educator, I bet the DLI teachers are stressed and admin have to juggle the "2 schools"...they need more support, more opportunities to team up with other teachers in their situation. That would not be enough reason to crush the programs completely.	Co-location		
very difficult to communicate			
We have a letter dated 11/20 that says our assigned school is Franklin, and now we're bering told it's not? Very frustrating the lack of proactive communcation	Engagement		
That should be the focus, not moving programs and high-school issues. This does Nothing to help franklin's overcrowding.	Utilization		
Support the programs- don't move them!			
the coalition website was translated into Spanish just this week	Engagement		
Anything this scale should be a decided on and carried out on 5-10 year scale given families have multiple children of different ages and the huge impact this will cause for the neighborhood.	Timing		
It feels like the whole eastside needs to be addressed. N/NE is still having difficulty.	Timing		
@Julia- yes! marginalized communities are being left out	Engagement	Negative Response	
I also heard in yesterday mtgs...the Japanese immersion program had no mtgs with translating.	Engagement		
Yes! We need to balance the Whole district, not just these little tweeks in one section.	Timing		

Our school straddles both NE/SE and our current MS isn't even in the plan to be considered.	Timing		
At Bridger in DLI, and it in now way feels like 2 programs in one building. I feel like they do a great job at making it feel like one whole (over-crowded) community.	Co-location		
It has been the Parent groups (PTA and Shu-Ren) who have been doing most of the translation into Chinese	Engagement		
Any ideas when these changes are happening?			
Agreed! I'm half a block from NE boundary. Are we going to get moved again when we get around to N/NE?	Timing		
https://www.ppsenrollmentbalancing.com/			
Please fill out the surveys…. With your thoughts and opinions.			
elementary changes and opening Kellogg August 2021. Other things 2022			
will the surveys give room for open-ended feedback?			
I think it is really hard to reassure parents about phase I without phase II. Is there a reason why we can't address what will happen to CSS and neighborhood schools before committing to phase I?	Timing		
Bridger has banded together through overcrowding now to be shattered through this plan.	Community		
This would be so destabilizing for children who have been deeply destabilized already. Taking away and segregating our community.	Segregation		
Yes, Larkin & Piper			
I am a parent of a student who attends Lent. I think that having more teachers at each grade level will create a stronger program for the whole DLI. it is unfortunate that it would mean that students will have to be shifted in order to strengthen programs across the district.	Co-location		
Agree with Skye, these shuffling of schools does nothing to fix the overcrowding at Franklin.	Utilization		
We have one child at Glencoe and one at Mt. Tabor and anticipated both of our children would attend Franklin. Based on an anticipated return to brick and mortar school we have planned for childcare and transportation based on Franklin. If they were moved to Madison this becomes a virtual impossibility, and creates a HUGE disadvantage to our family, and we strongly oppose these decisions, and are gravely disappointed at the lack of proactive communication about these proposed changes that have significant impact on our family.	Transportation and Safety		
I was under the impression Kinder enrollment is as soon as Feb 2021. What does this mean for Kinder enrollment? This is too rushed, especially in this traumatic, confusing time, for sure! Additionally, I wouldn't want this to be happening (again) and pull kids out of their known school a few years down the line...	Timing		
I want to know how to best have my voice heard, and while I appreciate this discussion, I want to assure my concerns are directed to the appropriate deciding body, who can I direct my concerns to?	Engagement		
There are nearly 500 families at CSS. Instead of possibly putting it in a terrible situation, is there a way to grow the amazing program to take on neighborhood kids too. Possibly k-4 at Clark and 5-8 at Harrison Park?	Proposal		

I am a parent of 2 from Atkinson's & my daughter is in Spanish immersion. My son is in 4th grade & used to be.We feel it is segregration to transfer all of Spanish immersion to lents. We also fear that Atkinsons will be less diverse & my son will be one of the few Latinx child left. Gentrification already caused us not to live in our old neighborhood. We at least want our children to go to school there. We applied for school choice to do Atkinsons, to Mt Tabor to Franklin. We already commute far from Cully to attend Atkinsons and Lents would be a farther commute for us. Also it will cause two commutes for our family & cause sibling seperation. I'll have to commute farther & commute to two different schools to drop mg 2 kids off. Also our current neighborhood is low-income like Lents & so that defeats the purpose of school choice. Thats taking Spanish immmersion to lower income & thats segregration of classes, language, & race & that's not equitable.	Segregation		
so we have phase 1 then in a year phase 2 will change everything again?	Timing		
Segregating DLI programs into a single location is not equity focused. Having multiple geographic locations for DLI programs makes it more likely they can serve native language speakers around the SE. If they need more Spanish DLI capacity around Lent elementary, PPS should add strands. They should not remove existing and successful programs.	Segregation		
FYI. Has anyone else had trouble accessing the survey? I have clicked on the link multiple times without success. It keeps asking me to sign in, but I’m unable to do that.			
Agreed Jamie!			
I also am very curious/concerned as Franklin was just completely refurbished, and it appears from these discussions it is still inadequate to serve the current population that will attend the school? I continue to vote for school bonds, but it makes me concerned how these funds are being allocated and utilized.	Utilization		
As a Rigler parent who sends my children to other Portland quadrants to school, I really feel that this plan needs to coordinate NE and SE so out historically underserved students don’t have to be moved multiple time	Timing		
I agree with the comment about the longer term planning to make these kinds of big decisions. My family has made many big life decisions based on what schools we thought our children were going to be attending through their Japanese immersion program. This will have a big impact to my middle school and high school children if the JMP program is moved from Grant to Madison.	Timing		
Do teachers and parents favor the 1 location model? Have you surveyed teachers? What are their thoughts on this?	Engagement		
Just go to the Coalition link on the PPS website and you'll see the survey on the top right.			
Excuse me who is “them”?			
I know there is an urgency to open Kellog in 2021 but if things are slowed down to or expanded to give time to include North and North East in planning and giving everything is a wholistic look worth slowing down the opening of Kellog?	Timing		
Yes Jamie!			

Also concerns about connecting with FUTURE families, thought with young children. These changes have a huge impact.	Timing		
great question			
The HS remodels are priarmily targeted at 1700-1800 student schools, purposely "limiting" the number, but with things only partially done across the district it has resulted in overcrowding at each completed so far.	Utilization		
This is a great idea, Shawn V. “There are nearly 500 families at CSS. Instead of possibly putting it in a terrible situation, is there a way to grow the amazing program to take on neighborhood kids too. Possibly k-4 at Clark and 5-8 at Harrison Park?”	Proposal		
I don't think my Mic is working. I am a Chinese American with a kid in Woodstock already, and another incoming the next school year. I grew up in Chicago and have witnessed the effects of segregation. its taking decades, and the feel of segregation is still present. This is very frustrating to me. what you are proposing is essentially pushing all the minority programs outside of the 82nd. This is the beginning of segregation, and if not stopped can lead to some serious problems in the future of Portland.	Segregation		
How many people received a phone call? I don’t know anyone who has received a phone call.			
Will the SpEd ISC/Focused Class programs follow the strands as well? In all of these proposed strands? They too should be considered in the right to stay in their school community throughout their years of education.			Yes
At Bridger, I am under the impression that grade level teachers meet regardless if they are DLI or Neighborhood. My impression is that there is unity regardless of language.	Co-location	Positive Response	
I’m a parent to two kids in Bridger DLI. I agree the process seems rushed and narrow. These changes have huge effects. Related, the two phases seem to obfuscate outcomes - how do we evaluate the program changes if PPS changes school boundaries the year after? These decisions appear to be inseparable if we’re goig to achieve the 3 goals. My family is happy to make changes like get another car IF the results for our communities are good and these goals around crowding, transport and equity are met.	Timing		
Yes & taking all LatinX communities out of a nice neighborhood & away from a nice Mt Tabor area away from neigborhood English is not equitable it's segregation.	Segregation		
There are several coalition members in this and each chat. We are here and listening.			
@ Jackie - there is.			
Once Madison reopens and is finished being remodeled the enrollment should rise based on the increase of enrollment experienced at Franklin when it was finished being remodeled.	Utilization		
I just wanted to weigh in on the chat about Creston. My son is a 7th grader and has been with his small community since kindergarten. I’d like to ask how the proposal ensures students keep their social supports and connections especially during this challenging time. Historically, Creston has fed to Kellogg and Franklin. This is what we have been expecting and hope PPS will uphold its commitment to this historic feeder pattern.	Community		
Some of the schools that are being discussed are in NE, but not all NE schools are being considered. That doesn't sound like balance.	Timing		

In addition, I'm very concerned that consolidating DLI programs into a single school and removing neighborhood tracks could make those schools targets for racially motivated hate crimes.	Single Strand DLI		
all the parents I talked to at woodstock , no one has received such phone called			
I agree, Jamie H. “Segregating DLI programs into a single location is not equity focused. Having multiple geographic locations for DLI programs makes it more likely they can serve native language speakers around the SE. If they need more Spanish DLI capacity around Lent elementary, PPS should add strands. They should not remove existing and successful programs.”	Segregation		
@adampearlman this is not the right time	Timing		
Yes Jamie!			
Yes Jamie.			
PPS is committed to opening Kellogg Fall 2021.	Timing		
Re building utilization: Overall there is actually excess capacity at all grade levels, but the current school boundaries are not correctly filling the schools	Utilization		
Latin X commubity opinion			
Concerns over moving away from neighborhood schools (including neighboring DLI): Portland is a very walkable city with neighborhoods. There are efforts for Safe Routes to Schools. Moving students by bus/commute goes against ecological efforts, pedestrian infrastructure. and safety. HUGE concerns for students.	Transportation and Safety		
LatinX community opinion am a parent of 2 from Atkinson's & my daughter is in Spanish immersion. My son is in 4th grade & used to be.We feel it is segregration to transfer all of Spanish immersion to lents. We also fear that Atkinsons will be less diverse & my son will be one of the few Latinx child left. Gentrification already caused us not to live in our old neighborhood. We at least want our children to go to school there. We applied for school choice to do Atkinsons, to Mt Tabor to Franklin. We already commute far from Cully to attend Atkinsons and Lents would be a farther commute for us. Also it will cause two commutes for our family & cause sibling seperation. I'll have to commute farther & commute to two different schools to drop mg 2 kids off. Also our current neighborhood is low-income like Lents & so that defeats the purpose of school choice. Thats taking Spanish immmersion to lower income & thats segregration of classes, language, & race & that's not equitable.	Segregation		
Will the SpEd ISC/Focused Class programs follow the strands as well? In all of these proposed strands? They too should be considered in the right to stay in their school community throughout their years of education. I agree Kristy!	Community		
This feels a bit inevitable, thanks for asking that question Jamie			
agree @ larkin & piper.			
Are there plans to update Harrison Park? How will that happen and what will that look like if middle school student would begin there in 2022?			
@Eileen HP will be updated during the 2021-22 year			

Yes - there was money in the Kellogg bond to make improvements at Harrison Park prior to it's opening			
I agree Larkin & Piper, “Concerns over moving away from neighborhood schools (including neighboring DLI): Portland is a very walkable city with neighborhoods. There are efforts for Safe Routes to Schools. Moving students by bus/commute goes against ecological efforts, pedestrian infrastructure. and safety. HUGE concerns for students."	Transportation and Safety		
Both Spanish DLI and Chinese DLI programs would be stuck with Portables	Utilization		
Latin X community opinion....segregration	Segregation		
Thanks for raising this, Julia			
That is an immense problem that needs to be addressed			
@rkrill will there still be students there during that time?			
this process is stressful and less that ideal. But the parents in this group are awesome. Thanks for being here.			
Just a reminder that the chat will be public record posted on our website.			
Yes Julia! Thank you!			
Thank you Julia!			
Thank you for addressing this, Julia. I have also heard that clearly from Atkinson's Latinx community and from the Spanish language focus group yesterday.			
CSS has been a program since 1998 and has a long history. I’d still like to push for more information on what happens with CSS. It seems like poor planning to not have a plan and to push it off to the next phase.	Timing		
Thank you Julia for advocating for us			
Thank you @Woodstock Elementary for speaking to that component			
agreed			
thank you Julia- I am hearing similar feedback from Native speaking families. I also don’t understand how PPS is so behind in translating meetings and information. The priorities motivating this process seem to largely be PPS priorities, not the priorities of families.	Engagement		
00:43:41 lesliebarnardbooth: I hope this message is coming across as a major theme: segregation.	Segregation		
Exactly - not the priorities of families.			
Yes.			
Yes!			
Yes			
Why segregate?	Segregation		
Totally agree that these proposals to move and concentrate language-specific programs to where native speakers live is more a step towards segregation versus integration of communities and cultures.	Segregation		

Can folks not speaking please mute their audio? some background noise making it tough to hear			
Can Marily be muted by the organizer? Or mute themselves?			
Latin X community opinion...segregration & sibling seperation. & I would have to commute to two schools! & commute farther. We live in Cully a marginalized community due to gentrification & applied for school choice to attend our old nerighborhood...why would we go to another...marginalized community Lents!	Segregation		
YES, we don't want to segregate language programs. What about expanding them to more schools?	Segregation		
Right! Good point Rachel			
Latin X community opinion...segregration & sibling seperation. & I would have to commute to two schools! & commute farther. We live in Cully a marginalized community due to gentrification & applied for school choice to attend our old nerighborhood...why would we go to another...marginalized community Lents!	Segregation		
Expand them to more schools and support their educators/admin!! Make it a districtwide "team" for collaboration and support (also called PLCs)	Timing		
I believe the phone calls (surveys) were only for middle school parents…			
Yes Maren! Now that would be an exciting change!			
Yes @Maren! Support the DLI programs don't just push them all together	Multiple Location DLI		
Overcrowded classrooms are not acceptable	Utilization		
Well said Heather!			
Logistics would be tough, but it is possible, and district can make time and figure it out!			
The results of the phone interviews reported echo these concerns about the lack of engagement, and non-english speaking families not being aware of these changes.	Engagement		
well said			
Maximum classroom sizes I thought were standard throughout the district?	Utilization		
In terms of the Woodstock DLI though, classrooms are equal. So sending it off makes no sense. It is trying to solve a problem which does not exist for Woodstock	Utilization		
lesliebarnardbooth: Yes agreed Jordan			
LatinX opinion & my son transfered out of Spanish immersion because of learning disabilities & Atkinsons could be underenrolled & he could lose support & it will be less diverse for him & his sister in immersion would be seperated from him. We would have to commute to two schools & farther.	Equity		
Thanks Jordan			
agreed			
Latin X community opinion...segregration & sibling seperation. & I would have to commute to two schools! & commute farther. We live in Cully a marginalized community due to gentrification & applied for school choice to attend our old nerighborhood...why would we go to another...marginalized community Lents!	Equity		
Agree - thank you Jordan			

Thanks Jordan agreed as another Atkinson parent			
I feel like the number of ELD is only going to rise. Every school will need strands for their language learners, so putting home all into single schools is short sighted.	Multiple Location DLI		
The rationale for moving Mt. Tabor to Madison was that it is located closer to Madison than Harrison Park is, and HP families have transportation and economic barriers to traveling farther to school. This was a recommendation the coalition made based on the racial equity and social justice lens.	Proposal	Positive Response	
Homes are advertised/promoted with the schools in the neighborhood. A big pull for buyers who's kids are now being moved/uprooted to schools farther away...	Transportation and Safety		
Agreed Shawn, especially since both of the DLI facilities will be overcrowded from day one			
I am a Vietnamese woman my kids are mixed race (Viet and White) at Atkinson + Mt Tabor. It's important to our family's sense of safety to see diversity and walkability / bike ability. I feel a sense of emotional anxiety to hear the word SEGREGATION and to see evidence that this is being overlooked by concentrating DLI programs and separating from neighborhood—is EXTREMELY concerning. And not Okay. I also want to express that the lack of transparency, community dialogue, False Urgency, confusing information during an already stressful pandemic feels like bullying tactics meant to cause overwhelm. I am not okay with this.	Segregation		
Yes, Jordan. MTMS here too, my son's friend will be the only one going to Franklin under the latest proposal while his 4 best friends go to Madison. Pretty heart breaking for that child.	Community		
With only 3 meetings planned before making a recommendation, all of these "taste tests" feel ridiculously rushed and inconsiderate … not the coalition's issue that they've been given so little time, but now their responsibility.	Timing		
Marisa can we talk more about the timeline for the Mt Tabor to Madison change?	Timing		
Thanks for listening to the community's perspectives.			
Thank you Van Cooley.			
@van I feel the same as a parent of mixed kids at woodstock. thanks for sharing!			
Is there clarification regarding when this would take place for students who are currently in Mandarin Immersion at Cleveland High School? Students who have made this commitment are stressed about whether they may need to abandon it midway through high school. Would they be allowed to complete their (often) IB diploma work AND their DIL commitment?	Timing		
Sorry y'all, Madison is a cool school that is awesomely diverse, has great teachers, and will have brand new facilities. I think some of y'all are afraid of 82nd Avenue		Positive Response	
agreed			
Shanice, you're taking this like a champ!			
Also the prospect of children going to Franklin for the first year and then going to a different school sophomore year seems very disruptive.	Community		
Trusting analytics instead of people in the neighborhoods	Data		

Another aspect that I haven't heard addressed is the breakup of Atkinson students to Kellog and Mt. Tabor. It felt like a carving knife was taken to our neighborhood where our friends just houses away will now be at different schools.	Community		
To make such sweeping and rushed changes in the midst of a pandemic that will have huge impacts on students — academic, mental health, social/emotional — this is impossible to get behind	Timing		
100% agree with Amelia Abreu			
I think If you begin at Franklin, you get to stay there. Anyone?			
Yes Shannon completely agree			
@Amelia Abreu Thanks for sharing that!			
I would also like to express concern about the decision-making process. At the last SE Coalition meeting, decisions were made by a simple majority vote. Is this how decisions will be made going forward? If so, the District needs to reconsider the representation in the Coalition. It does not have adequate representation from communities of color, and also lacks DLI representation from Lent and Harrison Park. It also does not include representation from DLI teachers.	Engagement - SEGC	Negative Response	
It should be unacceptable that there is this level of dissatisfaction with only 3 meetings left	Timing		
I feel like moving neighborhood K-8 back to K-5 - to a Kellogg Middle School is not even the topic of conversation. The DLI issue and HS should be a separate topic…	K-8 to K-5		
Rachel: yes			
Thank you Anne			
Great points Jamie.			
I saw Teresas comment my mic is showing muted. I had it muted upon entering & checked it a couple other times. Not sure what happened.			
Yes Marisa, I understand the rationale for why we are considering moving to Madison from Mt. Tabor. However, Franklin HS is the same (familiar) neighborhood as Atkinson Elem for us. It's a very different consideration to go to Madison, which is so far away. It's not our neighborhood school, and that is very frustrating for us. We would have to drive her to school, rather than her independently riding her bike. She would also not know anyone at Madison. It would break her up from her entire community. That would be very difficult, especially when not by choice. -Jamie B.	Transportation and Safety		
My question is just if kids will start at Franklin then go to Madison for sophomore year? Honestly I'd rather just have kids start at one school and stay there than start at Franklin then go to Madison… I don't have a problem w Madison and several of our friends are happy to have our kids go to Madison … I'm happy to go wherever if my kid is with their MTMS community	Community		
Thank you, Anne. This has not been presented as a "Taste Test".			
Regarding questions about the timeline of changes and whether the PPS policy of finishing at your current school up to the highest grade level— those decisions will be made by the school board, not the coalition.			

yeah Christine!			
I am in South Tabor and scenario 10 splits our neighborhood up into four different elementary schools, two middle schools, and displaces creative science- is that same level or shake up happening in every neighborhood?	Timing		
(DLI specific moves aside)			
Thank you for the equity reminder Christine.			
I completely appreciate your perspective here.			
Madison was great at the open house yesterday. Besides the 45 minute commute, I think it could be great, but one year at Franklin and then moving to Madison is suboptimal.	Community		
Those voices are also saying these things though			
I think we need to look at elementary school and high school a little separately. In the sense that HS have broader/large catchman areas and that HS kids can take city transportation to any school. I'd be fine with my kid going to a different HS. It is specifically elementary, and to a certain degree middle school, that becomes an issue.	Timing		
Thanks a million to Shanice Clark for facilitating! Have to leave now but thanks for all of the input everyone! Hope you and your families stay healthy and well.			
Christine-- I appreciate what you are saying. Madison is and will be a great school.			
agree			
Shanice- I appreciate your facilitation role tonight.			
Yes beatrix. It's patronizing			
If you haven't watched or read about all the meetings so far, everyone should know that all these concerns have been raised by great principals and parent members for weeks. Thousands of kids and families will be uprooted.	Community		
As someone who is in all of the meetings with Chinese speakers I highly disagree			
Shanice, I appreciate your role too			
Yes, Beatrix			
I agree Beatrix!			
thank you beatrix,			
Not just about DLI…neighborhood schools count and we are ignored. You can't adjust HS without engaging elementary.	Engagement		
Janine Shockley: Thank you Beatrix			
Do our Analytics separate Cantonese or Mandarin speakers, or is it just "Chinese"?			
Thank you Mishel			

One thing I would like to point out is that even in the *best possible scenario* this process privileges affluent homeowners who have the resources to be squeaky wheels. The current situation exacerbates this problem, and it is troubling that this planning process is moving forward this way.	Equity		
Thank you Mishel. Such an important point			
Thank you Mishel! (and others who continue to speak for marginalized communities that feel left behind)			
Thank you Mishel			
Examination of DLI programs should be a separate process that centers of the voices of those most impacted.	Engagement		
I guess what I mean is that the decisions for Japanese or Chinese or Russian or Spanish DLI programs have impacts far beyond those communities. Particularly families struggling socioeconomically, or Black and indigenous populations, for whom there are no DLI programs.	Engagement		
Thank you for making their voice heard			
Thank you Laura.			
Thank you Laura			
so not new			
If we want to make a transparent and equitable decision, there must be a clear and objective criteria-based process. I want to ask PPS to clarify exactly what is the final decision-making process. This is essential to de-centering privileged voices.	Engagement		Yes
Hi Johanna!!!			
Yes Jamie, I feel as though this process is not fully transparent.	Engagement		
Yes, thank you Shanice.			
Thx Fon Zhang and Mishel			
Thanks @Woodstock Elementary for speaking out for us (Chinese group). I am one those parents of kids who are in Chinese learning program and attended the meeting on Tuesday night. I feel that all of us are worried about all these segregation, racism, physical and social emotional effects. The most important thing is that we (All Mandarin immersion program parents) worry rather PPS school district is hearing our concerns.	Segregation		
I'm not sure I have heard this addressed much- but this plan seems to bring huge transportation issues. How is that a goal if we are uprooting communities and presuming that students will now trek outside their neighborhoods	Transportation and Safety		
Thank you Shanice for facilitating this. I hope we have many more opportunities to chat.			
If there isn't transparency how would we know it isn't about segregation and racism?	Segregation		
Will there be more session like this?			

I fret that all of these concerns are going to be ignored and this absurdity will continue to be pushed forward hastily...at the expense of our children. From what I hear, the coalition themselves, did not have much of a say...	Timing		
Janine, I share this concern.			
Thank you Shanice for facilitating! You have been an amazing listener!			
Thank you, Shanice			
Appreciate that, Shanice.			
Yes, thanks Shanice. I know this is hard, long work.			
Thabk you Shanice Clark for your facilitation and listening.			
Thank you Shanice for leading a productive session, it is very applciated			
Thank you Shanice			
Thank you, Shanice			
Thank you so much for your work, Shanice			
Thank you, Shanice			
Thank you, Ms. Clarke, for facilitating and listening and everyone for sharing your input.			
thanks ms clarke			
Shanice Clarke: https://www.ppsenrollmentbalancing.com/#StayInvolved			
THAMKS			
I ma concerned that even though there are so many important concerns the brakes won't be put on the process to address them and things will just keep rolling ahead.	Timing		
Eileen, agreed			
Yes agreed Brian! Thank you!			
What else can we do aside from filling out the survey and spreading the word?			
Yes! I have huge concerns about transportation and safety	Transportation and Safety		
The proposal to move Lent to full-class Spanish immersion is a great and I think that's a proposal that should move forward. Thank you PPS!	Proposal		
Yes Brian. Crossing I-84.	Transportation and Safety		
yes			
Yes Brian!			
And those littles from Harrison Park having to cross 82nd	Transportation and Safety		
to get to atkinson			
Agreed Brian!			

yes, yes, yes!!! if you have a school 4 blocks from your home, your kids should go to that school. pretty simple formula	Community		
Well stated Brian.			
And littles from Atkinson having to cross Powell and Foster to get to Arleta			
Yes @buenoh			
And asking Bridger kids to go across 82nd too.			
Harrison Park littles are already crossing Division to get to school			
agreed, Atkinson kids should not have to cross 82nd to go to middle school when Kellogg is right here	Transportation and Safety		
It is my understanding that a bus must be provided to elementary and middle school neighborhood schools are more than 1.5 miles from families.	Transportation and Safety		
Crossing Powell to get to Creston for littles seems very unsafe.			
As a parent of two young kids a Creative Science School my question is where is CSS going to go? Having the label in this scenario “Creative Science-new location established in Phase 2” is concerning. It does not seem like there is a lot of space for 480 kids anywhere. There have been reassurances that the goal is not to disband CSS but it seems it could be a casualty in all of this and that is unacceptable and does not feel like a priority at all.	Timing		
Eileen— Division and Powell. The Harrison Park boundary goes down to Holgate and these students are sent to Madison.			
Does anyone know if a child starts at a high school, will they be able to finish at the same school?			
Thanks again for letting me speak. I just want to reiterate here in the chat that kids in neighborhoods where a Middle School exists (i.e. Kellogg) should be able to attend that school via walking and biking. It goes against District policy to ask kids to drive/bus to middle school when a walking/biking option exists safely, less than 1/4 mile from the student's home. Again, boundaries are imperfect, but this feels like an obvious miss from the current proposal.	Transportation and Safety		
Yes!			
Thanks!			
Thank you Brian for addressing			
This integration issue really reminds me of the 1960’s when school systems thought it would be good to place all kids with learning disabilities in a single class or school vs mainstreaming. I think we need to look at lessons learned back then.	Segregation		
boundaries will be adjusted in phase 2 starting in January.	Timing		
MusikHaus: https://www.softneighborhoodmodel.org			
Are there thoughts for updating Marshall? There are 2 HS in SE and 5 HS in NE.			
We agree that South Tabor is getting broken apart	Community		

Creston students currently have to cross Powell, C Chavez, 52nd and Foster. Safety is hugely important, but a lot of schools are already dealing with this!	Transportation and Safety		
Thank you, Brian from another South Tabor parent!			
Marshall is occupied for the next 10+ years to accommodate other high school renovations.			
Marshall is "in use" for location of other programs through the next 6 (possibly longer, I'd have to look it up) years			
MusikHaus: the soft neighborhood model came up quite a bit during NE enrolllmeny balancing conversation - it's an alternative to get around hard boundaries	Timing		
MusikHaus: https://www.softneighborhoodmodel.org			
Lots of children all over Portland successfully manage to cross major roads. For example, there are children east of 82nd who attend Marysville or kids from south of Powell who attend Harrison Park. Vestal students cross 82nd. There's no good way to make sure no child avoids crossing every major street.	Transportation and Safety		
I think all families will have to be surveyed to see if they plan to stay with their program if it moves.	Engagement		
As a CSS parent I am also concerned about the displacement or having to have the school colocated with another elementary school nada middles school. Where will a school to hold all of CSS be found. My gear is that CSS would end up being co located with K-5 and 6-7 in separate schools. Part of why CSS is such an important program is it gives a small middle school option for kids who may struggle with larger school.	Timing		
When there are easy alternatives it seems an unneeded hardship			
6 years? yikes.			
Thanks for pointing out those problems, Nick. Pretty good argument for not repeating that issue when it's clearly not necessary.			
Schools being farther away from homes reduces parent involvement and weakens the academic community.	Community		
It is a problem for kids to cross those major/dangerous roads when the neighborhood school is down the street.	Transportation and Safety		
We made a commitment to getting our kids to school, but the schools specified at the time are much closer (within walking distance) and that was a decision point when deciding to enroll or not.	Transportation and Safety		
Like kids crossing to Creston when Richmond is down the street.			
Larken and Piper- agreed with all you have said in the chat this eve. Thanks!			
L&P - you literally live across from Bridger.			
@Rachel Chang, I agree that probably there will be people leaving DLI for many reasons with this proposal.	Proposal	Negative Response	
https://www.ppsenrollmentbalancing.com/#StayInvolved			
Thank you Shanice			
Good point about people leaving DLI if programs move, Rachel.			

Wanted to get this on the chat, but I am a Glencoe parent and we are not happy with the possible change of Mt. Tabor to Madison. We specifically moved to our neighborhood so our kids would go to Glencoe, Tabor and then Franklin HS Its frustrating that such a sweeping change would be made that we never expected when we moved to our neighborhood	Community		
What is our next step as parents?			
Thank you Shanice			
thank you so much, shanice			
Scarce@pps.net			
We did not commit to a DLI… but a neighborhood school and now that is going to be completely changed. So I'm annoyed about the emphasis on the DLI. We didn't "sign up" for anything other than a robust neighborhood school school.	Community		
sclarke@pps.net			
We were talking about neighborhood programs. DLI is a choice, but if the neighborhood school is more than 1.5 miles away, PPS has provided bus service. But PPS cannot hire enough bus drivers with the current boundaries. These splits are moving neighborhoods even farther away.	Community		
Yes Nancy!			
Take good care, and thank you.			
Please consider slowing down and spacing out the Coalition meetings. There is no way to revise proposals, provide enough time for Coalition member review, and TRANSLATE information with only one week between meetings.	Timing		
That voice is important			
It would be great to see a presentation from PPS addressing why / how this proposal addresses issues of equity in the school district. I think that would be really useful and helpful.	Equity		
Why was a school torn down and a new one built without a plan in place? This feels like a mad scramble now. I agree it also feels like you are segregating non-English speaking communities	Timing		
Thank you, Shanice!			
Thanks Shanice and folks in the advisory coalition for your work			
Thanks again Shanice!			
Thanks all			
Thank you			

PPS – Enrollment & Program Balancing Focus Group

Session Notes

1. At the beginning of the session, the interpreters discussed the division of responsibilities which was extremely helpful. I was assigned to mainly help with the Cantonese speakers if needed.
2. All the parents expressed deep concern about the move from Woodstock. The main reasons were:
    a. The Woodstock School has been doing the program for around 20 years and it has been highly successful.
    b. Some parents that have children prepared to enter the Mandarin Immersion Program have purchased houses in that neighborhood for that purpose.
    c. They were concerned that the proposed relocation would make their children more isolated and not gain the benefits of a more diverse neighborhood and culture.
    d. There was also concerns about the transportation aspect of the move.
    e. Also, there was dissatisfaction in that the school administration did not first communicate with native Chinese speaking families prior to the announcement of this proposed move.
3. Ms. Dai, the facilitator suggested that the parents attend the meeting in English this Thursday night.
4. Overall, it was very useful and informative meeting.

Feedback on the enrollment and program balancing proposals from different Chinese participants:

- We do not understand the proposals.
- This is new to us. We are not aware there are going to be changes. Please keep things the way it is.
- Not sure how PPS came up with the proposals. I wish more Chinese families would have a chance to participate through, for example, a survey.
- It is not a good idea to consolidate the Chinese Immersion program to Bridger. It is too far away from the Chinese population. Longer commute time and more transportation cost.
- A lot of families we talked to agree that it would be best to have half Chinese and half Caucasian and other races than just centralized classes in Bridger.
- Now there are 2 classes in Woodstock and 1 class in Harrison. An easy solution is to add another class in Harrison.
- Most of the families we know in Woodstock said they are happy about the classes right now. If they are forced to go to Bridger, they would much rather forgo the Chinese Immersion Program and just take regular classes.
- After collecting parents' opinions from Woodstock, most everyone thinks it is fine to go to Kellogg Middle School after Elementary School.
- We oppose to closing Woodstock's Dual Language Immersion Program in Chinese and moving it to Bridger's mobile classrooms.
- Most parents report that they do not living near Bridger or Harrison Park School.
- According to the annual PPS Head start application for Kindergarten data survey, 60% of families live between SE Duke & Holgate, meaning, in general: Most families live closer to Woodstock School.
- The learning environment is to be considered. The Dual Language Immersion Program in Chinese and English is good but it is not only about learning the language. More importantly, the mutual immersion of Chinese and English, letting the Chinese to assimilate into the American culture.
- It would be advantageous to allow children from Chinese and American families to interact and learn from one another.
- If the Chinese Immersion Program is to be moved to Bridger School, it is equivalent to sending your child to Chinatown to learn Chinese in a closed environment.

- We should encourage a learning environment where Chinese and English are immersed in each other, otherwise, the Immersion Program will be meaningless.
- Moving the children to the mobile classrooms of Bridger School promotes racial discrimination because all the Chinese will be segregated. Chinese kids should be able to interact with classmates from other cultures too.
- Mobile classroom is not as good as regular classrooms. It is not very convenient for children to study, eat lunch, go to the restroom, etc. For school age children 5-8 years old to adapt to those mobile classrooms is extremely challenging.
- Because of the language barrier, with no translated publications or flyers, we as parents, or as new Chinese immigrants would not understand what is going on about the school like what we were just told about the proposed changes.
- We just heard about this zoom meeting from each other not fully understand what's going on about the proposed changes.

Focus Group Notes – 11/18/20 – Russian (group 1)

Participants: host, two stenographers and 8 guests

Introduced: Ekaterina G. from Kelly and Robert G., Natalia G., Olga B., Ruslana Z., Lyudmila P., Alex S. from Harrison Park and Michele (a teacher from Harrison Park)

Lyudmila: Do I need to register?

Presenter: You've already here

Alexey: I want to say right away that it is very good in Harrison Park!

Presenter: How familiar are you with the changes?

All were silent and the presenter began the presentation.

The presenter at the end asked: What positive do you see and what are the potential difficulties?

Lyudmila: We have already gathered with other parents and we want to be heard. We strongly disagree with the dissolution of K-8 schools and the relocation of our children to different schools, I will have three different schools for my children, and it is hard for parents. Our school has many ethnic groups, and we live in harmony. We have never had any conflicts and we are very happy with the teachers, the principal, and the fact that we have an international school. We want to leave everything as it is now, as there is one school for all. However, if we fail to save the school, this is stressful for us and for the children morally and psychologically. Older children take care of the younger ones and there will be an additional burden for us. We would like our ethnic Slavic group, together with teachers, to move to the one school, the former Clark on 92nd Street. Since our older children were there before, and it is very close to our neighborhood where we live. Moving our kids past 82 is unthinkable, This is very dangerous for the little ones and it's a lot of stress for the kids We'd love to be back in Clark.

Presenter: This issue is related to the boundaries of schools, and you need to look at the map. You have to ask Enrollment and Transfer Center.

Alexei: I will speak in English. I agree with Lyudmila. I have 7 kids. We want to have the same place for every child. It is important safety. This school is a family school. Please do not do changes. We have big families. Safety and helping each other are very important for us, and to be together as a Slavic community.

Natalia: We recently arrived, and I saw how my children were really suffering at school in another district, but when the children started going to Harrison Park everything changed. It is horror if our school is disconnected. It is a big difference when I see how my children look like when they come from school, happy or not.

Robert: I have several children. This is very convenient one school, and the younger ones are still here. I am analyzing; there are many programs here at Harrison Park. Children went to the museum before pandemic, and only a few times I heard about the clashes, mostly very positively feedback. Please do not divide our school, but if it is necessary do not divide the team so that the children do not worry about it. They are under the stress. The task of the school is to give knowledge and educate to be a good citizen, and I would like the whole team to stay together because the microclimate in the school is very important, this school has a homely atmosphere.

Ruslana: We have not regretted a single day that we are here.

Lyudmila: We know that in other schools there is a bad attitude towards us, towards our ethnic group. However, the previous principal (Mr. Walden) and the current one in Harrison Park are amazing. After all, the attitude is visible. Teachers, such as Michelle, in Harrison Park are very good. The district thinks probably that we are not active and hears us a little because we learn everything at school. We care, we just discuss everything with our principalб and we have an interpreter, Natasha, who helps us

Presenter: Chinese program carried over from Woodstock

Lyudmila: So Harrison Park will have Chinese programs for middle classes. What part of the school will be studying Chinese? Why do not leave the program at Woodstock?

Presenter: More Chinese families are living in this area

Ludimla: Proposal: transfer the Chinese program to Bridger and us, our ethnic group,

To former Clark

Ruslana: I am from Moldova, have 5 children. i find it hard to be torn between schools.

Lyudmila: I take the eldest daughter to Clackamas and it is very difficult. The elder childrent can take the younger ones to former Clark to help me.

When is the meeting tomorrow and how to find a link so that tomorrow you can also tell about our request?

I gave my phone number in case they will have more questions in the future.

Focus Group Notes – 11/18/20 – Russian (group 2)

After a warm welcome to 14 participants a presenter introduced herself and informed everyone that participants can choose to have their camera on or off, she also stated that the session was recorded.
A presenter explained the format of the focus group and the agenda: a short presentation and time for asking questions, sharing ideas and concerns.
Participants were offered a chance to introduce themselves and share something pleasant and positive about this week.
The parents introduced themselves:
a mother of a student from Kelly Elementary,
a mother of several students from Harrison Park (HP),
a father of several students from HP,
a mother of several students from HP,
a mother of several students from HP,
a father of several students from HP,
and an English Speaking teacher from HP.

A comment from a father “the fact that we are meeting today is already a positive fact, and we will be able to accomplish something positive”.

A presenter reminded that everyone will have a chance to ask questions and all questions will be recorded and passed to PPS district.

First question from a presenter: how familia are you with the site about Enrollment and Program Balancing?
The website in Russian was displayed on Zoom.

A presenter reviewed information posted on PPS website, pointing out the goals, the phases, and the time frame of the process, details of the proposed changes.
Then a presenter asked if anyone had questions.

1. A mother of several students from Harrison Park:
“We met with other parents from our school, and we all have the same request.
We have an opinion and want the district to hear what we have to say, especially regarding the changes to our school. When the school will be changed from K-8 to 5-8, that will lead to a challenge for us, for example I will have to take children to 3 different schools. Please understand that it is very difficult for many parents. That’s the first point. Next, we have so many ethnic groups in our school, and we never had any issues or conflicts between our ethnic groups or anything of that sort. And we are very happy that our school is so international. And we are very happy with our teachers and our principal, and how wise is the leadership; it is a big school but I don't think it's overcrowded. And what **we would like most** is for **our school to remain as it is**, because we are very satisfied with the way it is. We have children in different grades, upper grades, lower grades, and it's very convenient that all the kids go to one school. The other point is, if it is not possible to save our school, though we really want that, here is what to consider: we have many working parents, and older children are helping

to look after little ones. They pick up younger kids from class and they all go home together. And if the school gets divided, then again it's an extra stress on the parents. It is a great stress for us that the school is getting divided, and for children the stress is even greater. Plus new teachers, new everything, very stressful for kids, which also effects their grades, their emotional state and everything. So in case there is no way going back and keeping our school as it is, **then we would like all our teachers and our ethnic group to be moved together to 92nd St** (it used to be Clark school, now it's Creative Science school), all the students and teachers as one group move together. **If that's at all possible, that is what we ask for.** It is in our neighborhood. That would work for us because these two schools are close to each other and their are both in our neighborhood. Imagine if our little ones will have to move further away on the other side of 82nd, it's challenging: that is a very busy road, not safe for little ones to cross, please understand our concerns. Please consider all of these points."

A presenter thanked a parent for sharing specific and clear ideas.
A presenter confirmed that the parents is concerned about major roads and streets separating school from the area where little children live.

2. A father of 7 children from Harrison Park spoke in English: "We would like to avoid any changes, thinking about the safety of the kids just like the previous mother said. This school is like a family school for us. Keep in mind more kids from Slavic families are coming to school, which each a positive thing. **We have a good team supporting Slavic community.** Thanks you."

3. Another mother stated: "When we first came to this area, our children went to a regular school and it was hard for my kids emotionally, when my kids started to go to K-8 it was just so wonderful. Great difference. I would really **want our school remain the way it is**, and I think all the parents want the same thing."

4. A father with several children: "All of our children went to Harrison Park, very convenient, staying in the same school. We still have little ones in this school. Talking with other parents and comparing with other schools, our Harrison Park offers many programs and activities, field trips before COVID. I also wish the school remains undivided. But of course if it is not at all possible, perhaps the whole teaching staff could move together because many personal connections were build which will help kids not to be so stressed with changes and not to affect their grades and emotional well being. School's primary goal is to educate and raise good citizens, if emotional and educational stability is considered and provided that will only be a plus for all. If it is not possible not to split the school, then **keep all the teachers and staff and kids as a group** continue being together."

A presenter confirmed that all the parents express same idea that the school community is important and keeping the community together is everyone's wish.

5. A mother stated: “We are in this school already for 10 years, and never had a regret that we moved to this school. On the contrary I am very grateful that we moved specifically to this area and had a chance to go to this school”.

6. The mother who spoke first added: “And we have been in this school for 18 years. We lived in a different district, and the attitude to our Russian kids in that middle school was not so good, and after Harrison School opened everything changed, We had a principle Mr. Walden, an exceptional person, and all other teachers, like this teacher Miss Michelle who is here today are caring and such a difference for our children. I’ll give you an example: in Clark school the principle never acknowledged our presence, never said “HI”. As I said we had Mr. Walden and now Miss D, simply wonderful. And all the rest of our teachers are the best. And we would never want to exchange our teachers for any other teachers, or our school for any other school”.

7. “**Sometimes our voice is not heard** perhaps because when we need something we go to school, to go to counselors, **we address all out questions to the principle**, and they always help and answer. So we never address anything to the district, may be that’s why they think that we don’t care. Bu we simply go straight to our principle and use interpreter to communicate with her and she always helps with all our needs and questions. And we have Natasha, an interpreter, working at our school, we never have difficulties with anything. Our school is really very good, and the staff is excellent. And it’s hard for us to hear about splitting our school”.

8. A mother added: “ I would like to mention that **we want to avoid driving all around town to gather all of our kids** because it is very hard, and hopefully they could move our school to the one that is close to us on 92nd.”

A presenter asked if there were any other questions.

A brief discussion about Chinese Immersion program to clarify where will it move and if it affect Harrison Park.
A presenter pointed out that the move of a Chinese Immersion Program is based on the greater number of Chinese speaking families in the area and the need for that program at this location.

9. The mother who spoke first added: “Why not **move all the existing different ethnic communities including our to the Clark school**? We live in this neighborhood, so even if they can’t keep K-8 school then at least they can keep us her in our area on 92 St.”

10. A mother who stated that she does not speak Russian very well because she is from Moldova: “We are asking to **keep our kids in Harrison Park and Clark**, I have 5 children and having them all in one school is better”.

A presenter stated that if there are no other questions, the meeting can end for today, but tomorrow there will be another open house for all parents, and thanked all for coming. Participants thanked the organizers and interpreters.

The meeting was very orderly, all the speakers were respectful, thoughtful, polite, expressed their opinions in a suggestive manner using words like “please consider, please keep in mind, we would like, if at all possible”. There were no demands or controversies, rather the desire to be heard and understood.

Open House Focus Group Meeting- Somali Parents

Facilitator: Salaad O'Barrow

Notetaker: Riyaleh Said

Date: 11/18/20

Time: 6:00 -7:00 pm

Agenda: Enrollment and Balancing Program

Somali parents were aware of the meeting and eager to hear more about district proposal details. They had mixed feelings of concern and were enthusiastic to be part of the discussion and contribute their inputs. They also indicated their reservation from one another and boundary changes too.

The following is the inputs and concerns summary from families want to share with the district:

1) Parents in the meeting mostly they have school children attend in Harrison Park.
2) The have an average from 2 kids to 5 kids attend in Harrison Park with different grade levels.

The challenges district need to know:

1) They underscored that they want to keep their students at their neighborhood school. Separation children would not serve their best interest and they said, we need our children to be together at the same building in order for siblings to help one another.
2) **IF** the district approved the new proposal to split Harrison Park into two different schools they want from the district to address the transportation piece.
3) ** One unique family stated that she has a kindergarten student who attends an immersion program and two other kids. She said, if this proposal is implemented I have to take them to three different schools and at the same time I have to go to work which is not going to be possible for me.

Focus Group Notes – 11/18/20 – Spanish

Transcripts and translation from notes taken during **SEGC** Zoom meeting on **11/18**.

(**Spanish Room**. 68 participants)

1- Mishel Gutierrez: - Is this process happening for all schools, or only for the schools in SE Portland?
2- Constance San Juan: - It's more important to have diverse programs for students in elementary schools.
3- Tencent: - In Europe people speak more than one language. We should encourage more teaching Spanish in the US.
4- Alberto: - The district states these actions are taken to promote equity and inclusion. How has this worked in the past? How the district knows it's going to work now?
5- Stefania Ramirez (Lent 2nd. grade teacher): - This is a big change and it's happening too fast.
6- Cruz Alfonso (Atkinson parent): - Families picked this school and now is going to be too hard to change.
7- Maria Chavez (mother, Bridger school): - I care about the curriculum that will be offered. There are rumors about the reputation of other schools. We would like to receive information about the educational programs of those schools.
8- Maria (mother from Marysville): - I want a change that is good for the children. What kind of help are you planning to offer to the students having in mind their specific needs? Marysville have good programs and diversity.
9- Dulce Sosa: - We need more time to think about this decision. We need to have more meetings.
10- Ivette: - Why not to open more immersion schools? How this change occurred? What "a better use of resources" mean?
11- Sonya: - Why is this done so fast and during the pandemic? No enough time to debate before taking our comments to the Board. Have you asked the teacher? How are you going to do the hiring? The district should reconsider this!
12- Andreina Velasco (Lents Dual Immersion. Mother and teacher): - Are you planning to do these focus groups in other schools? Within the schools we also have segregation between the Dual Immersion programs and the neighborhood school.
13- Maria (daughter will go to Kellogg next year): - How are you going to select the students that will go to these schools?
14- Pedro Anglada (daughter in Bridger): - I am worry about segregation. 80% of the teacher are white.
15- Flora Gonzalez (Marysville. Mother of 2 students): - I like Marysville! I like their "Mindfulness program." It's good teaching for children. It teaches respect for others. They are going to miss what they have learned here. It's going to be difficult because they are used to this routine. It's a big change! How are they going to allocate the students? Are Hispanic children going to be placed in one school? What kind of programs are they going to offer?
16- Ricardo Varela (Creston parent): - I am opposed to this change. This is the continuation of systemic racism. PPS don't support colored students. This will take away opportunities for all. The schedule for this transition is too quick. Is there any plan to support the families during this transition?
17- Giacomo (Atkinson father): - The restructuring of programs will isolate a cultural group.

18- Janeth Hernandez Solis (Bridger/Atkinson parent): - I am frustrated because they are doing this during COVID. I feel this segregates the Hispanic to one area. Why not to wait?
19- Adriana (Evelyn) (Bridger): - Now elementary school students are exposed to behaviors of older children from middle school, but I disagree with separating dual immersion students as a group. They won't be exposed to other cultures.
20- Josefina Bayona (Atkinson mother of 2 students): - Focus on the children. How this is going to affect the children? They will fell segregated. I am opposed!
21- Liz (Bridger): - I'll be a shock for students to go back to a different school after distance learning. I personally believe the decision on this issue had already been taken.

Focus Group - Vietnamese

Vietnamese focus group

11/18/2020

Comments and questions:

The group expressed the desire for more time to study the materials posted on the web and requested a copy of the comments and questions mentioned at the meeting tonight be sent to them for further additions and clarifications.

- I have looked at the map and think they are good enrollment and balancing recommendations.
- Due to COVID 19, distance learning is necessary, but it has not met the needs of many students, especially students of color. Is it possible to move the proposal timeline so we can focus on supporting teachers so they can support students more effectively? For example, delay the opening of Kellogg Middle School. I know PPS has worked hard to achieve its goals stated in the document; I think it is possible but difficult for PPS to focus on many priorities at the same time. Improving the quality of teaching/learning should be the focus at this time. I believe that the voters will understand if we delay Kellogg openings, but they won't agree to a makeshift education. I understand the importance of enrollment and program balancing but it is also important to discuss the priority of opening new school vs. focusing on curriculum & teaching/learning.
- What are specific supports (funding from Student Success Act) to ensure student success? Especially at Rose City Park. Can we get some specifics?
- In the process section of the website, it suggests that future phases in 2022 and onward will focus on schools in NE Portland. What is the likelihood that this rebalancing project in the future will impact the VDLI program at Rose City Park/Roseway Heights/Madison?
- One potential impact is students go to the same K-8 schools but have to attend different high schools. This will negatively impact students' social/emotional well-being. Due to distance learning, students can't hang out with their neighborhood friends now and later on when they can return to school they won't even go to the same school. How does the district plan on addressing this?

- Is there any discussion regarding negative (perceived or real) impacts of Bridger becoming a K-5 Chinese Immersion school? i.e. inequities, isolation, racial issues (how would the neighbors of school react if they have to send their kids to a different neighborhood school while Chinese students come to their neighborhood)
- This community engagement process (focus group and open house) is just an afterthought. We have not seen the map until today. Only one member of the SE Guiding Coalition is Vietnamese. I have many concerns regarding moving the Japanese DLI to Madison HS and I would have shared my concerns with the Coalition if I had known about this recommendation sooner. Madison will house 3 DLI programs. Since the Japanese DLI is well funded and one of the best DLI program in the district, inequities will be displayed and cause potential issues.
- Madison HS will house 3 DLI programs and potentially there will be an over-crowded issue. In three years, students from the Vietnamese DLI program will attend Madison HS. What will happen if the school reaches capacity before then?

- Who do parents contact if they have specific questions regarding how these changes will directly impact their children?
- Is there a before and after map? How can we access this information?
- Vietnamese engagement and participation is an area that has been neglected by PPS. This process seems like an after thought process. Vietnamese students represent the third largest minority group, yet there is only one person representing this group in the coalition. What can be done differently?
- There's been a lot of discussions about balancing enrollment and equity over the years but neither could be addressed without a plan that clearly defines how resources will be prioritized. Do we have a plan this time? What is it? When do we get to see it?

- Meeting host Ms.Dai welcomed all 20 parents to the open house meeting. She mentioned the meeting will be recorded and she will later pass all questions/concerns to school district. This is the first time having small community meetings to gather comments then pass on to the PPS board.
- The host first mentioned the purpose of the meeting is to balance programs and gather comments from parents.
- The host started going through PPS slides while YouTube session displayed on Zoom.
- Some parents mentioned they have received negative comments from local American families, saying the Asian community are causing problems by saying no to the new changes.
- Parents are very upset about the possibility of changing school district. They moved to the current location for the school programs. They feel like their voices aren't being heard.
- There will be 3 other meetings in Dec, all on Thursday. Final decision will be made in January.
- Parents want to start a petition instead of attending further meetings due to lack of the feedback from school. Also wonder if the school district will take their petition seriously?
- Parents are concerned about combining schools/programs would decrease diversity.
- Parents are not willing to commit to the new school.
- Parents raised safety concerns on portable classrooms.
- One parent said they have a really great, supportive Chinese community, they won't have such strong support once they're forced to be moved to somewhere else.
- Parents don't understand the sudden change and don't think the move would benefit children, instead it would only put more stress on parents (ex: families with multiple children will have to make many stops at drop off/pickup)
- One parent asked if the school district will give the families some time to try the new plan, to see if it's even doable? If not, can school provide buses from Woodstock – Bridger?
- Parents are worried Asian students will spend more time on adjusting new environment instead of actual learning. They feel like school district only focus on saving money but not on the students.
- Parents ask the school to consider children's' feelings on the subject.
- All parents are asking the school board to keep Woodstock. They're very pleased with the current teachers and programs.
- The host asked if parents have any other questions or concerns. She also mentioned today is the last open house meeting, and she's been gathering notes from parents since Tuesday and she made sure will pass them to the school.
- The host also mentioned the change will affect all communities instead of just Chinese families.
- School board will make the final call in January.

- The meeting felt pretty one-sided. Most parents were upset with the upcoming changes, although they were glad to have the chance to speak up even if the results might not be in their favor.

Language Specific Open House - Spanish

Transcripts and translation from notes taken during **SEGC** Zoom meeting on **11/19**.

(**Spanish Room**. 28 participants)

1- Leticia: - It is a sudden during a pandemic. It is something that is going to have a big impact. How are we planning to help these students deal with emotional distress?
2- Isabel Toledo (Atkinson): - I have been in PPS for 15 years and I have previous experience with restructuring schools' boundaries. The opening of Kellogg school will bring changes. It is concerning the fact that DLI will be in only one school (Lent). Latino students are not only in this area. There will be not access for neighborhood students. We are limiting the access to students from the neighborhood. It is contrary to experts' recommendations about what is healthy for children. Walking to school is healthy for students. This plan is segregating students from the neighborhood. We should review this next year. Only one school for DLI is not enough.
3- Pedro Anglada: - The emotional impact on the students will be huge! Not all neighborhoods have the privilege to opt for immersion programs. It is a lottery. It is a barrier. I will like to advocate for a system where everybody who wants to opt for the immersion program can get it.
4- Emilia (Atkinson. Teacher and parent DLI): - These changes are big and abrupt. It is abrupt for students and families. This will result in Hispanic families losing the immersion program. It will nice to do this with more time.
5- Ellie Baumgarten: - I am concerned about children with disability and speak other languages. I can appreciate the positives of both arguments. My question is: Which professionals have been consulted about the impact this change will have on the children? Psychologists agree that children will face difficulties with adaptation upon return after the distance learning. Children with disabilities suffer the most. I will suggest which specialists to consult.
6- Emilia Schwing: - It is a good thing that K-8 schools become K-5. This benefits the students. Families need to have more immersion schools in their communities.
7- Isabel Toledo: - What can we do to provide socio-economic stability without creating so much disruption. Children should be able to go to their neighborhood schools.
8- Rufina Vazquez (mother): - I am concerned about children with disabilities. My child goes to Atkinson. This change may have a negative impact. I disagree with theses changes.
9- Jose Aguilar (Bridger parent): - They are dividing the community in groups according to the language they speak. I feel there is so much division. What if the Hispanic community do some kind of boycott to protest.
10- Giacomo: - We are all in disagreement. This are times of economic and social uncertainty. We better wait until we have more stability to return to this issue.
11- Belen Xitlali: I propose to rebuilt (renovate) Bridger. This is not the time to make changes. Our children are taking virtual classes, and later they are going to go to a different school? It is a very radical change. It seems this decision is already taken. Why not to change Lent to Bridger instead? We are labeling a community according to the neighborhood where they live.
12- Monica Caravia: Why are learning about this now, when we are in the last steps of the proposal?
13- Emilia: Isn't this a fact already? How possible is for these scenarios to change?
14- Isabel: I propose to have more than one immersion school in the southeast neighborhoods.
15- Roberta (Atkinson mother): - I think is too abrupt. One of my daughters has never been in a classroom. It is hard for all parents of Atkinson to take our kids to Lent.

16- Liz (mother of 2): - I disagree. If I could vote, I would do it against. Children are going to suffer emotionally, having new classmates, new teacher, etc.

(3 comments on the chat. All against.)

17- Leticia (teacher): - To change the classes of students who are suffering a trauma now will be detrimental to the mental health of the students.
18- Oscar: - What PPS is going to do to support the students after these changes take place?
19- Dulce Sosa (mother of 2 students in immersion): I think this is too fast. I propose to support the 3 schools with immersion programs. Teachers work hard. Communities will be displaced. What benefits these changes bring?
20- Marco Lopez (chat): - No changes now.
21- Wesme Pila (Lent. Teacher and parent): How valid is what we are doing here? It seems to me the decision is already taken and this is only bureaucracy. The situation for parent with children in elementary school will be critical. Students in middle school take home their brothers and sisters in elementary in K-8 school.
22- Isabel: - is sad to see the Spanish program at Atkinson go to Lent. Why not to extend it and support it?
23- Giacomo: - I just saw the PPS website now. I think you are trying to implement a model that already exist in other states. Divisions can't be solved with more divisions.
24- Oscar: There is not trust in PPS! I have not heard how they are going to support the new programs. Who is going to be here in 15 years to see if these changes work? Guadalupe? How are we going to make sure our voice is heard by those who are taking these decisions?

Open House – Vietnamese Group

November 19, 2020

Comments and Questions

- How does the process Balancing Enrollment and Program contribute to/improve student success? We are more concerned about the quality of school and teaching/learning than anything else.
- One of the slides of the PowerPoint Presentation mentions: More DLI offerings near native speakers. The VDLI program at Rose City Park is not centrally located in the Vietnamese community. Since there are more Vietnamese families living in SE Portland than in NE, the timing is right to revisit the location of the Vietnamese DLI program, whether relocation or add another site in SE Portland. Transportation is a huge barrier for many Vietnamese who live in SE to enroll their children in NE school. This is one way to increase students in the VDL and improve the program.
- Many parents appreciate PPS hosting language specific focus groups. The recommendation is for PPS to continue having these focus groups; especially when there are important changes, so parents feel comfortable participating in the decision-making process. It is also recommended that PPS invites parents to participate at the very beginning of the process.
- Then the conversation changed from community engagement to communication. Many parents shared that individual schools sent out information daily and sometimes messages regarding incidents happened at school to parents without going through PPS central office for quality control but rather using Google Translate. The communication often confused parents. They understand that schools wanted to send out information immediately, but this action also sent a wrong impression. Parents feel disrespected and think school doesn't care. Some parents don't bother to read materials sent from schools and they miss out on important information. Therefore, they are reluctant to participate in school activities.

SE GUIDING COALITION ENROLLMENT AND PROGRAM BALANCING

STUDENT SURVEY

November 2020

What school do you attend?	Middle School and Dual Language Immersion Input [Dedicating Harrison Park to a 6-8 middle school]	Middle School and Dual Language Immersion Input [Dedicating an entire school to Spanish Language Immersion programs (to Lent)]	Further Input	Ideas for Harrison Park [Harrison Park graduates attending Franklin]	Ideas for Mt. Tabor [Mt. Tabor graduates attending Madison]
Bridger	Okay	Okay		Good	
Arleta	Okay	Good		Good	
	Bad	Bad		Okay	
Mt Tabor Middle School	Okay	Okay	I currently attend Mt. Tabor		Bad
Arleta	Okay	Okay		Okay	
Mt tabor middle school	Good	Okay	I currently attend Mt. Tabor		Okay
Mt. Tabor Middle	Okay	Okay	I currently attend Mt. Tabor		Bad
Atkinsons	Bad	Bad	I attend another school	Good	
Atkinsons	Bad	Bad	I attend another school	Good	
Mount Tabor Middle School	Okay	Okay	I currently attend Mt. Tabor		Bad
Mt.Tabor Middle School	Good	Okay	I currently attend Mt. Tabor		Okay
Harrison Park K-8	Good	Okay	I currently attend Harrison Park	Good	
arleta	Okay	Bad	I attend another school	Good	
Creston	Bad	Bad	I attend another school	Bad	
mt tabor	Good	Good	I currently attend Mt. Tabor		Bad
Mount Tabor Middle	Okay	Okay	I currently attend Mt. Tabor		Okay
Bridger	Okay	Bad	I attend another school	Bad	
Mt. Tabor Middle School	Good	Good	I currently attend Mt. Tabor		Bad
mount tabor	Okay	Bad	I currently attend Mt. Tabor		Okay

What school do you attend?	Middle School and Dual Language Immersion Input [Dedicating Harrison Park to a 6-8 middle school]	Middle School and Dual Language Immersion Input [Dedicating an entire school to Spanish Language Immersion programs (to Lent)]	Further Input	Ideas for Harrison Park [Harrison Park graduates attending Franklin]	Ideas for Mt. Tabor [Mt. Tabor graduates attending Madison]
Mt. Tabor Middle School	Bad	Bad	I currently attend Mt. Tabor		Bad
arleta	Good	Okay	I attend another school	Good	
I currently attend Mt. Tabor	Okay	Okay	I currently attend Mt. Tabor		Bad
Lane middle school	Okay	Bad	I attend another school	Bad	
Lane ms	Okay	Bad	I attend another school	Bad	
Mt. Tabor Middle School	Good	Good	I currently attend Mt. Tabor		Okay
Mt. Tabor middle school	Good	Good	I currently attend Mt. Tabor		Bad
Bridger elementary	Bad	Good	I attend another school	Good	
Atkinson	Okay	Bad	I attend another school	Bad	
lent elementary	Good	Okay	I attend another school	Good	
Creston	Okay	Okay	I attend another school	Okay	
atkinson elmentary	Good	Good	I currently attend Mt. Tabor		Good
Arleta K-8	Okay	Good	I attend another school	Okay	
	Good	Good	I currently attend Harrison Park	Good	
Arleta K-8	Okay	Good	I attend another school	Okay	
Mt Tabor (MTMS)	Okay	Okay	I attend another school	Okay	
jim bridger middle school	Good	Okay	I attend another school	Good	
harrison park	Good	Good	I currently attend Harrison Park	Good	
Mt. Tabor	Good	Okay	I currently attend Mt. Tabor		Good
Arleta Elementary	Okay	Good	I attend another school	Good	

What school do you attend?	Middle School and Dual Language Immersion Input [Dedicating Harrison Park to a 6-8 middle school]	Middle School and Dual Language Immersion Input [Dedicating an entire school to Spanish Language Immersion programs (to Lent)]	Further Input	Ideas for Harrison Park [Harrison Park graduates attending Franklin]	Ideas for Mt. Tabor [Mt. Tabor graduates attending Madison]
MTMS	Bad	Good	I currently attend Mt. Tabor		Bad
mt tabor	Okay	Bad	I currently attend Mt. Tabor		Okay
Arleta	Good	Good	I attend another school	Good	
mount tabor middle school	Good	Good	I currently attend Mt. Tabor		Good
mt. tabor middle school	Okay	Okay	I currently attend Mt. Tabor		Okay
Mount tabor middle school.	Bad	Bad	I currently attend Mt. Tabor		Bad
Atkinson	Bad	Bad	I attend another school	Good	
Jim Bridger K-8	Okay	Bad	I attend another school	Okay	
Mt. Tabor Middle school	Okay	Good	I currently attend Mt. Tabor		Bad
Creston	Okay	Okay	I attend another school	Bad	
Mount Tabor Middle School	Okay	Good	I currently attend Mt. Tabor		Bad
harrison park	Good	Bad	I currently attend Harrison Park	Good	
Mt. Tabor Middle School	Good	Okay	I currently attend Mt. Tabor		Bad
	Bad	Bad	I currently attend Mt. Tabor		Bad
Creston k-8	Okay	Okay	I attend another school	Good	
Mt. Tabor Middle School	Okay	Okay	I currently attend Mt. Tabor		Bad
Bridger K-8	Okay	Bad	I attend another school	Good	
Atkinson	Okay	Okay	I attend another school	Good	

What school do you attend?	Middle School and Dual Language Immersion Input [Dedicating Harrison Park to a 6-8 middle school]	Middle School and Dual Language Immersion Input [Dedicating an entire school to Spanish Language Immersion programs (to Lent)]	Further Input	Ideas for Harrison Park [Harrison Park graduates attending Franklin]	Ideas for Mt. Tabor [Mt. Tabor graduates attending Madison]
Mt.Tabor Middle School	Okay	Good	I currently attend Mt. Tabor		Bad
Bridger	Good	Bad	I attend another school	Good	
Atkinson	Okay	Bad	I attend another school	Okay	
Bridger	Good	Good	I attend another school	Good	
Arleta	Okay	Good	I attend another school	Okay	
Creston K-8	Okay	Good	I attend another school	Good	
Mt. Tabor	Okay	Okay	I currently attend Mt. Tabor		Okay

SE GUIDING COALITION ENROLLMENT AND PROGRAM BALANCING

TEACHER SURVEY

THEME KEY

Theme Umbrella	Topics
Transportation and Safety	Location, distance to travel, biking, walking
Equity	Diversity
Single Strand DLI	
Multiple Location DLI	
Timing	Why now, Why our School, Phase 1 or Phase 2, In person engagement, Speed and timing
Covid 19	pandemic
Community	Neighborhood schools, community, continuity
Segregation	gentrification
Co-location	Choose if it is positive or negative
Utilization	Underenrollment, lack of funding
Engagement	Community engagement, outreach
Socio-emotional health	PTSD, Trauma etc.

November 2020

Like about proposal	Theme	Positive or Negative Response	Notes
I like that the Chinese DLI program is moving further East, closer to a higher concentration of our native Chinese speakers.	Transportation and Location	Positive Response	
Seems well thought out!	Engagement	Positive Response	
Lent MS students going to a stand alone middle school	Utilization	Positive Response	
I like that Harrison Park K-5 could go back to Clark Elementary . That is a suitable size and still in walking distance for our very diverse neighborhood	Transportation and Location	Positive Response	
I like the language focus schools	Utilization	Positive Response	
Keeping HP elementary students in a neighborhood school, closer to current boundaries.	Transportation and Location	Positive Response	
More equity among the immersion programs...	Equity	Positive Response	
The effort to operate with a racial equity lens. Making schools operate at more manageable enrollment levels.	Equity		
That HP will have a close neighborhood school.	Utilization		
I like the combined DLI school in one location	Single Strand DLI	Positive Response	
I like the idea of DLI schools being fully DLI as far as having a more robust and balanced program. I'm relieved that the K-5 programs aren't changing until 2022/23. I had thought this was ALL happening next year. Thank you!	Single Strand DLI	Positive Response	
Moving the K-5 grades from Harrison Park back to Clark Elementary. Consolidating the DLI programs so that the DLI students get the full school immersion experience.	Utilization		
Bridger is overcrowded and something needs to be done. DLI and neighborhood being housed in the same building can cause stresses when there is different curricula/needs during PLC. Teachers work better when they have more of a team. The environment in an all DLI school would be a stronger cultural experience. Lent is the area on the map where there is the largest latino population so that makes sense in that regard.	Single Strand DLI		
I like the idea of being at a school that's all Spanish immersion. Students will be truly immersed in the language and culture. Middle school students need their own space so I'm happy to see k-8s going away.	Single Strand DLI	Positive Response	
Little to none. There is too much movement and too much being done in the "name of equity" that does not feel representative of true equity work. Also, the speed at which it is being completed makes no sense, especially when in reality the main goal should just be to populate Kellogg for now. (May I also present that equity work acknowledges the nuance of most situations and will take them into account, but not in an urgent manner that will leave those most in need and most impacted by these decisions out of the picture?) So far there seems to be several more obvious negatives than positives to this plan. Positives - potential for making a single school program a reality is nice from a workload perspective, especially since the district does not currently have all instructional materials ready for language of instruction in a timely manner, but that's kind of it.	Timing	Negative Response	

Like about proposal	Theme	Positive or Negative Response	Notes
As a solo neighborhood teacher, I agree that single strand programs are difficult. Over the last three years, I have had 18, then 32, now 16 students. The difference in number of students compared to my colleagues who are generally at 24, is just one of our struggles. I truly enjoy my team, but we often feel like we are working with two different schools of kids. Having a larger team of of teachers to work with creates synergy, and the collective efficacy of teachers has a large effect size on student outcomes. While teachers can still be effective across languages, my team and I still have considerable work loads due to availability of materials in languages, different requirements for content areas. I think the proposal addresses the future of the DLI program and makes it more of a concentrated effort. The heat maps indicate that the locations would make them accessible to families. It also addresses the need for a second SE middle school that can offer significant programming.			
I think it's good to get class sizes down and closer to home	Transportation and Location	Positive Response	
The proposal begins to address the racial inequities in our district	Equity	Positive Response	
N/A			
I like the consolidation of resources for DLI students. It seems that this would be a solid way to provide more equal access to needed materials, etc. Also, it would allow the buildings to be more culturally responsive as a whole.	Equity	Positive Response	
I like having a fully immersive DLI experience at the K-5 nd middle school level.	Engagement	Positive Response	
full DLI school sounds powerful for students in many ways	Engagement	Positive Response	
I understand the need for opening new buildings and supporting change, and I know buildings that are over capacity need to alleviate their building stress.	Utilization		
Kellogg will be opening	Utilization		
Nothing. It doesn't make sense to displace many to accommodate some. There aren't any available buildings and it does not feel communal as a school, a K-8 focus option school, to be broken up into a K-5 and then MS and be placed into a neighborhood school because they will have low capacity for their buildings. WE should be staying together because we are a school and worked very hard to become a school, a K-8 focus option school, just like Sunnyside. Breaking up our school community will be devastating to our families and students. We are not a program like a DLI program, we are a school!	Equity	Negative Response	
I like going back to K-5	Utilization	Positive Response	
Getting HP an appropriate school building is important. Some schools are very over crowded and students deserve to go to schools that have the right amount of students in them. Students deserve to go to great neighborhood schools. Middle schoolers deserve to have equitable offerings.	Equity		
?			
I like that you seem to be honoring what teachers in DLI have been asking for. They want more equity and they want to have support with the curriculum. Having only 1 strand in a school does not allow teachers to help each other, it makes the workload seem so much bigger.	Single Strand DLI	Negative Response	

Like about proposal	Theme	Positive or Negative Response	Notes
It addresses some equity issues. Helps support the needs of neighborhood communities	Community	Positive Response	
I like that we are looking at balancing enrollment and it addresses some equity issues. I want to support meeting the needs of the neighborhood communities.	Community	Positive Response	
I like that we are looking at balancing enrollment and addressing inequalities. I hope we can find a solution that works well for everyone in our PPS community.	Equity	Positive Response	
CONCERNS ABOUT PROPOSAL			
What concerns do you have about this proposal?			
I am really concerned about under-enrollment at Creston/Woodstock/Arleta etc once the changes are made.	Transportation and Location	Negative Response	
None			
Building a strong new student body at Kellogg, bringing together different communities, learning from past experiences with new/reopened middle schools	Engagement	Negative Response	
We would miss not having the DLI Mandarin program, but I understand that is complicated.	Single Strand DLI	Negative Response	
What do the parents of students of color in DLI programs want?	Equity	Negative Response	
Will transportation be provided for students crossing busy streets such as 82nd or Powell?	Transportation and Location	Negative Response	
This proposal does not seem to value or address racial equity since its so focused on DLI programs, when most of our BIPOC students are in neighborhood programs. This is a big concern for me since its supposed to be kind of the point of the boundary changes. I'm just baffled that all of the conversation seems to be about DLI, even coming from a school with a DLI program.	Equity	Negative Response	
Possible conflict among staff due to undesirable changes. Are we ensuring that lower SES students have the same opportunities as those of higher SES?	Equity	Negative Response	
That hp families of color will not have a loud voice compared to the white families at creative science.	Equity	Negative Response	
I do have a concern about the 2021-22 school year for many schools in SE. If we are aware of boundary changes or building closures coming Fall 2022, it may makes 2021-22 an awkward year for community building as students know they won't be a community any longer after that year (2021-22). I am also concerned about staffing and reductions happening at schools losing half of their students and therefore losing specialist staff. I hope PPS will have a plan to help teachers find somewhere to land that works for the district and the teacher rather than just laying off staff.	Community	Negative Response	
The idea that neighborhood schools will no longer have the diversity of language in them and also that it does gentrify schools, moving them further out SE. That's a problem.	Equity	Negative Response	
I am concerned, still, about the gulf in facilities and tech access between the new Kellogg and the needs-to-be-ungraded Harrison Park buildings. Also, it sounds like there is a full year where Creston/Arleta/Marysville might operate at super-low capacity for a year. How will staffing be handled that year? It will be very disruptive and, I think, unfair, to educators working at schools involved in the SE Boundary changes to be unassigned from the area for one year and have to apply for these "new" assignments when those positions open up the following year if they want to continue working in SE.	Utilization	Negative Response	

Like about proposal	Theme	Positive or Negative Response	Notes
I share the concerns other brought up at the meeting around parents being able to transport students to DLI programs that have moved further away. I was unaware until tonight that some DLI programs do provide some transportation, and hope that this can be expanded in a way that prioritizes low-income and BIPOC families who need transportation for their students to participate in DLI.	Transportation and Location	Negative Response	
Creating a higher SES student population at the immersion schools. Many white middle class families seek out the immersion programs. Immersion classrooms from my first hand experience tend to be higher SES. I am not sure what the numbers are exactly, but I worry that we are possibly creating another Creative Science or magnet situation where families with means will flock to DLI.	Equity	Negative Response	
I don't like that my own child, a Spanish immersion student at Bridger, will not be within walking distance to her school. I enjoy the cultural diversity that our neighborhood and DLI programs bring to Bridger and we will lose that at an all DLI school. I am concerned about how all of these transitions will affect the communities returning to school after a pandemic (students and staff moving in 2021). I wonder how community-building will look when Bridger's neighborhood classes will be ripped apart and sent to different schools. I'm also concerned about how community building will look for staff and students from three schools merging together into one school. The community building must be thoughtfully planned out.	Community	Negative Response	
All of them. The biggest being equity. How is this work being done WITH community instead of FOR?	Equity	Negative Response	
Are schools actually being allowed to participate in this process? Is that feedback being heard? Saviorism is deciding on behalf of our communities, not with them. I know parents and admin are present, but how many of those present on the guiding coalition are allowed to share their voice and what intersection of the community do they represent? Are immigrant voices heard, especially in consideration with the fact most bilingual programs are populated with this population of community? What is the impact of consolidating these schools into one area when families who are currently attending multiple school sites (not multiple schools serving the same grand band students within a family, but many different families accessing different schools across SE) when our population is more WIDELY distributed, especially when considering Spanish immersion? A more radical approach would actually be allowing communities to directly vote on this matter, instead of a school board which can only be appointed by those with documented resident status and those who are registered to vote, meaning older than 18, meanwhile this does affect a lot of kids and they should be allowed to articulate their thoughts, or at least have their parents' voices guaranteed as part of this process.	Engagement	Negative Response	
Another question about that is why is the goal to not have collocated programs in elementary, but then collocating language programs in the same high schools? This doesn't make sense. Lastly, any plan that does not look at the intersection of ISC/B rooms/other focus classrooms and their potential to be included in immersion schools will lead to access inequity and inequality for students of similar language and cultural backgrounds (in these classrooms in a greater school communities with these partner language programs,) to peers, support staff, and teachers from their language background. These relationships are important to a school building and students in ISC/B rooms/other programs deserve to have these opportunities. Any plan that does not look at these intersections is not serving in the name of equity, it is serving in the name easing the burden on the district to adequately respond to the needs of DLI teachers.	Equity	Negative Response	

Like about proposal	Theme	Positive or Negative Response	Notes
My main concern is that staff will only think of their job/their schools and the next 2-3 years, not long term. There is not a mention of how ACCESS fits into this model, as they are currently using space at Lane and Vestal, but would like to be reunified. It seems like that would change the numbers at certain places (for 2022) Without having done a deep dive- why do Sunnyside and Creative Science need to remain focus option schools when PPS has adopted a new GVC with a focus on racial equity and social justice? Their student populations are 73/74% White, while PPS on the whole is 57% White. Shouldn't all neighborhood (and DLI) schools be receiving the same rigorous curriculum at all levels, K-5 and MS. It makes sense to have MS focus option schools, but if the goal is to reduce K-8, why do those schools get to remain. They can/should be included in the redrawing of boundaries with their students returning to the neighborhood programs.	Equity	Negative Response	
Consolidating programs like Spanish immersion into one school where it can be somewhat segregated, especially when isolated to a site like Lent which is farther removed from other parts of town also making it more of a target for hate related crimes - especially if considered having pushed out a neighborhood school. Related to that point - the amount of distance in between Lent and other schools with physical barriers (I-205, 92nd and 82nd) would create some real difficulties for families who are in the Lent neighborhood but do not wish to be in a Spanish immersion program. Any plan that does not fix Franklin's high school numbers while lowering Cleveland's in that process, as Cleveland is a school that serves more wealthy and white neighborhoods, leads to greater inequities amongst the district. Also there is no sense in consolidating all language programs (Spanish, Chinese, and Russian) into an overpopulated high school as that yields to students of more diverse language, cultural backgrounds, race, and immigrant status to be underserved in a school that's stretched to its seams. Any plan that moves forward should make sure to utilize Cleveland as much for any program that potentially fits into the Cleveland neighborhood (which Chinese is already a member of it).	Segregation	Negative Response	
I’m concerned that CSS is the only focus option on the block	Equity	Negative Response	

Like about proposal	Theme	Positive or Negative Response	Notes
The more I dig into the numbers, the more things don't "add up" for me. The Utilization Rate continues to drop as the years progress for both Atkinson and Vestal - 34% Utilization Rate at Atkinson and 41-47% Utilization Rate at Vestal by the 2024 school year. Something is off here as that wouldn't be fiscally responsible. What am I missing? Two asides that might explain things and make my thinking full of errors: * In the attached spreadsheet created by PPS, there is no mention of K-5 Access remaining at Vestal so please note I did not factor that into my numbers. * Also, I know Vestal is not at this time considered a neighborhood school in the Harrison Park conversation but given it's proximity to Harrison Park - 5 minutes (Atkinson is 6 minutes) I looked at it as a potential location. Therefore, if both Atkinson and Vestal were put at 80% functional capacity, they could take 194 Atkinson + 96 Vestal = 290 of the 370 students. That would leave 80 students to account for. In considering that Clark is currently at 89% functional capacity, the question becomes might it make sense to consider the following proposal: For fall of 2021 and again, for fall of 2022, CSS could ensure half of all kindergarten spots go to kindergartners who live in the neighborhood - or more if there are not enough sibling preference families to fill the spots. During the fall of 2019 school year, that was 12 students so doing so would open an additional 13 spots (as kindergarten typically caps at 25 students per class). During the fall of 2019, 35 1st-7th grade spots were offered at CSS. Moving forward, if CSS held those spots for only neighborhood students, that would ensure 48 more spots (12 + 35 = 48) without increasing CSS' overall student body number. Then, there would only be 33 students left to account for. Conversely, if both Atkinson and Vestal were put at 84% functional capacity, they could take 216 Atkinson + 114 Vestal = 330 of the 370 students. That would leave 40 students to account for which would be more than covered by the CSS' new student plan detailed above.	Utilization	Negative Response	
It is crucial that BIPOC families are being personally invited to give input and be active participants in the process and decision (personalized phone calls, personalized meetings). Is this happening?	Engagement	Negative Response	
Segregation of students, flawed assumptions, not good for families, teachers, or students	Segregation	Negative Response	

Like about proposal	Theme	Positive or Negative Response	Notes
With all of the new staffs being built, it will be very important to have leadership that is strong with building community and creating vision.	Community	Positive Response	
I have lots and lots of questions. I wonder how the impacted families will handle these various transitions. Many of our families really like going to Tabor and Franklin, and will not like changing to a new middle school. I also wonder about staffing in the short and long term. If Atkinson has reduced enrollment for a year, what does that mean for specials, counseling, etc.	Utilization	Negative Response	
low numbers at Atkinson means teacher unassignments,	Utilization	Negative Response	
Transportation of students to and from school, cost of transportation, long distance some students will be required to travel, disruption of neighbor schools for many students - even students in an immersion program now being required to travel long distances to school. Also putting so many latino students together in one school makes them a greater potential target for white supremicists and other such groups. Making these decisions during a pandemic limits who can be involved and give input. The people most likely to be able to attend the meetings are people of color and people without the technology and know-how.	Transportation and Location	Negative Response	
I am concerned about the potential for moving Creative Science School due to our high numbers. I am not sure there is another building that could accommodate our school.	Utilization	Negative Response	
I have many concerns about this proposal. This proposal involves massive disruption to many communities across SE, and was created in a way that did not involve the communities it would most affect. While the emphasis on equity as a goal is encouraging, the impacts on communities of color do not appear to work out equitably. Spanish DLI programs do deserve more support and resources.	Community	Negative Response	
However, moving all of those programs to one siloed location and requiring a commute from their students is not the support that will improve outcomes. Transportation will be a nightmare, as thousands of students will be sent to schools further than the ones they currently attend, disproportionately impacting students of color.	Transportation and Location	Negative Response	
While it is exciting that Kellogg is opening, the rest of this process is so opaque and disorganized and so necessitates greater community input that I think it would be foolish to proceed until after the pandemic, when information flow to impacted communities will be much improved.	Community	Negative Response	
I don't want to move buildings way across town. I can not afford a long commute to work due to family constraints. And my concerns above.	Transportation and Location	Negative Response	
We would lose our building. I don't honestly believe that one will be available. I think the numbers need to be reexamined for the elementary enrollment in neighboring schools.	Utilization	Negative Response	
That it is incomplete, if there are students in the end without schools to go to, then it should not be proposed at all. If a group of students will be displaced from their school then they need to have a plan to get them moved somewhere else. Not a far off plan to get that done in the next phase. It is inappropriate and unprofessional to put a school community through that kind of anxiety.	Socio-Emotional health	Negative Response	
I am concerned that equity isn't central to the proposal. When I asked the PPS presenters at the PAT listening session I wasn't given direct answer to -How this proposal will address the current harmful equity disparities in PPS. Beyond the elimination of portables, single strand DLI programs, and that neighborhood kids that are current displaced by DLI programs will no longer be. Instead I was told that everyone has a different opinion about what's equitable. PPS needs to be bold, center equity, and walk the walk when it comes to their equity statements.	Equity	Negative Response	

Like about proposal	Theme	Positive or Negative Response	Notes
I also have concerns around the transition year. Having a phased approach is going to create years of anxiety and destabilization. Our parents and families do not like change but they dislike the unknown even more than the change that will come after the unknown. I fear we will have families leave DLI as well as PPS all together.	Socio-Emotional health	Negative Response	
Equity is also a big concern. Moving the DLI program to Lents could very well put our most diverse populations in an unsafe situation, not to mention in a school that has a history of leadership issues and program issues. Did PPS consider moving DLI into Atkinson and moving the Atkinson neighborhood program to Lents?	Equity	Negative Response	
Transportation is also a concern. We need our DLI programs to be mostly accessible by our native Spanish speakers and transportation can be an obstacle they cannot overcome. This may mean that those students leave the program all together because it will take more transfers on tri-met or a lengthier commute via tri-met. We need to make the DLI programs easier to access for our native Spanish speakers, not harder.	Transportation and Location	Negative Response	
Will the native Spanish speakers in Lents currently still be able to access the DLI program or will they be pushed out because there won't be enough room for them? At Atkinson we struggle to get enough native Spanish speakers and the program suffers because of it. We need to make sure the DLI program benefits our native Spanish speaker NOT just the white English speaking families.	Single Strand DLI	Negative Response	
This is TOO fast. You are asking for input but you don't have time to process all of the input and actually use the input to guide your decision let alone your program options.	Engagement	Negative Response	
I would like to see Creative Science remain at the Clark location.	Transportation and Location	Negative Response	
It requires that CSS move out of Clark but does not address where it would be. I would hope CSS would stay in SE or NE where most of or families live. Also, that the new location has the capacity for CSS to maintain two classes at each grade level.	Utilization	Negative Response	
This proposal requires moving Creative Science School to a different location but does not identify that location.	Transportation and Location	Negative Response	
This proposal calls for moving Creative Science School to a new location, but doesn't identify a location. I hope that a new location for C.S.S. would be in SE Portland, where most of our community lives. Also, I hope that the new location has the capacity for C.S.S. to maintain 2 classes at each grade level.	Transportation and Location	Negative Response	
Getting rid of the K-8 model, which has many benefits to students of all grade levels . Where does CSS go? I am concerned that there is nowhere for our school to go and stay intact as a K-8.	Utilization	Negative Response	
SHARE WITH SEGC			
What else would you like to share with the Guiding Coalition?			
I am also on the coalition.			
Choose a path that makes the most sense for all and takes careful consideration of all involved.	Socio-Emotional health	Positive Response	
Please stay with you focus on racial equity and social justice. At Harrison Park 65% of our families are not native English speakers and are mostly non-white.	Equity	Negative Response	

Like about proposal	Theme	Positive or Negative Response	Notes
Kellogg - I am concerned about this middle school not really serving the local community. I live a few blocks away from the school and I want to see the Atkinson kids between Powell and Divisioin attend Kellogg. Is the boundary going to change?	Transportation and Location	Negative Response	
Please see above about a lack of a focus on our neighborhood students and racial equity.	Equity	Negative Response	
Thanks for all your work.	Engagement	Positive Response	
Thank you	Engagement	Positive Response	
Thank you for the time and commitment to our students and figuring this all out.	Engagement	Positive Response	
Please consider the neighborhood programs in all of this. Moving students out of their neighborhood to a school farther away is a concern about community "health" and cohesion.	Community	Negative Response	
Also, take a hard look at the issues of mostly white neighborhood schools becoming whiter and racially diverse neighborhood schools becoming more racially diverse in this process.	Equity	Negative Response	
How can we remove barriers so that all students and families have access to DLI and it is not so much of a privilege for those who get in?	Equity	Negative Response	
Mostly that any program that feels like everyone involved is losing isn't a great option. Also that a lot of trust goes into building immersion schools from families of the partner language background as they also tend to be immigrant families. These families need to feel trust with their school community. Any plan that does not go through with overwhelming consent from these families, will likely lead to the further marginalization of said voices, as well as reinforce any negative relationships families may already feel with the district and potentially completely destroy certain relationships with different families. Some of these programs right now survive because of generations of trust that families have built in these schools, as many of them return even with gaps of 10-20 years in between their students or their children's children and pride themselves on attending the same school as their parents or much older siblings.	Community	Negative Response	
I appreciate the use of data and a focus on what is best for the future students of SE Portland in the long term. Most schools have strong communities that want to stay together- how can we help people acknowledge their current community while also look forward to creating a strong community for the future that supports all learners. it can be hard for individuals who are so invested in their community to pull back far enough to look at the whole of SE, and look to the future.	Community	Negative Response	
As DLI was a primary force in the decision making patterns, what lessons does PPS have from reconfiguring Scott and Rigler? What lessons are learned from having Richmond as a DLI only school? Is more education needed on the purpose of the DLI program and who it serves- and what their opinions are regarding the relocation of the programs (specifically Spanish DLI to Lent).	Single Strand DLI	Negative Response	
As a mid level staff member we are willlling to move but we want to move as a team	Engagement	Positive Response	
To better racially balance schools, have you considered having Sunnyside Environmental feed to Jefferson HS instead of Cleveland HS? Have you thought of moving the Spanish DLI program from Franklin to Cleveland? What about Mt. Tabor keeping the Spanish DLI but moving the Japanese DLI from Mt. Tabor to Kellogg MS?	Utilization	Positive Response	
Teachers were largely left out of the process. There needs to be more transparency.	Engagement	Negative Response	

Like about proposal	Theme	Positive or Negative Response	Notes
There are many factors to consider and perhaps the leaders of this are considering one factor while not paying attention to several other important factors. It seems they are interested in having immersion programs all together in one building (no neighborhood program with them) for the benefits it would bring their program without seriously looking at the drawbacks that would come with this change.	Multiple Location DLI	Negative Response	
Students would have to be somehow transported longer distances, not go to a more local school in their neighborhood causing disruption to the family and community. A lot of upheaval would be created in existing immersion and neighborhood schools that are working well. Whenever you change one thing for a specific purpose, it affects many other factors and in the end may not be as overall positive as you might imagine. You also have to think about what you would be giving up.	Transportation and Location	Negative Response	
Thank you for all the work you have been doing to provide an equitable education platform for kids across the district.	Equity	Positive Response	
This process needs to be paused until there is a vaccine, and properly translated meetings can be held to involve impacted communities.	Engagement	Negative Response	
We have gone through this process several times throughout the years and it gets tiring to have to worry about losing our building or our focus over and over again. It's like a rollercoaster ride and its hard on a community, teachers and families.	Socio-Emotional health	Negative Response	
It sounds like filling Kellog is the primary objective. I would challenge ya'll to center your own language as you make decisions. "What are the harmful disparities that PPS is hoping to address [with this proposal]" "How [does this proposal] expand the opportunities for racial equity and social justice?" Does this proposal address barriers to equitable outcomes? Don't take the path of least resistance. Be guided by doing what's right by our students and families of color and folks of other marginalized communities within our school district. Reach out the the PAT Racial Equity Committee. There is a wealth of knowledge and experience of folks who have ties to community. Folks who likely have knowledge of where PPS has made mistakes in the past when redoing enrollment and redrawing boundaries. Learn from past mistakes and resolve to do better this time.	Equity	Positive Response	
Please honor the teacher voices you will hear. Take time to listen, and truly think through the options you have set forth to the board. PPS teachers do not trust this process, it does not feel transparent. I appreciate that you are asking for our voice, please listen to it, and think through the proposals after you have gathered and looked at your feedback.	Engagement	Negative Response	
I hope that a new location for CSS would be in SE/NE as this is where most of the community lives. Also, I hope that a new location for CSS would have the capacity to maintain two classes at each grade level.	Utilization	Positive Response	