

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.

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
<p>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.</p> <p>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.</p> <p>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.</p>			
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
<p>My main concern is that staff will only think of their job/their schools and the next 2-3 years, not long term.</p> <p>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)</p> <p>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.</p>	Equity	Negative Response	
<p>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).</p>	Segregation	Negative Response	
<p>I'm concerned that CSS is the only focus option on the block</p>	Equity	Negative Response	

Like about proposal	Theme	Positive or Negative Response	Notes
<p>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?</p> <p>Two asides that might explain things and make my thinking full of errors:</p> <p>* 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.</p> <p>* 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.</p> <p>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.</p> <p>In considering that Clark is currently at 89% functional capacity, the question becomes might it make sense to consider the following proposal:</p> <p>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).</p> <p>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.</p> <p>Then, there would only be 33 students left to account for.</p> <p>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.</p>	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 supremacists 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 Division 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 willing 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	
<p>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.</p> <p>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.</p> <p>Learn from past mistakes and resolve to do better this time.</p>	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	