



PORTLAND PUBLIC SCHOOLS

Deputy Superintendent of Business & Operations

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Date: May 17, 2022
To: School Board
From: Claire Hertz, Deputy Superintendent for Business and Operations
Subject: Responses to Board Questions: SE Enrollment and Program Balancing Phase 2

On May 10, 2022, the PPS Board of Directors received and discussed the SE Enrollment and Program Balancing Phase 2 recommendation. Below are answers to the questions posed by Directors at the meeting.

Question	Staff Response
<p>Number of students who would be eligible for busing based on mileage from school. Any other places where there has been a commitment to bus students. Want the total number and who is getting bused. By number and location ie: eastern part of Marysville boundary.</p>	<p>Approximately 750 students would be eligible for PPS bus service if the proposal is approved. See this sheet for details. Many areas already receiving transportation to the current schools, so there will be significant re-routing of current routes, in addition to making new routes</p>
<p>What supports are in place for Spanish DLI at Kellogg and what supports will be in place for Mandarin DLI at Harrison Park?</p>	<p>Kellogg was staffed to help Spanish immersion from the beginning. Two out of three building administrators are Latina, two out of three building administrators are bilingual, the front office staff is bilingual, the community agent is bilingual, the school climate specialist is bilingual, and many teachers not teaching DLI classes are bilingual. The Hosford Chinese Immersion program currently has 3 bilingual teachers (reducing to two teachers next year) and does not have any bilingual support staff. Harrison Park K-8 will have a .5 bilingual teacher for 6th grade Chinese Immersion next year, and has two bilingual EAs: a Mandarin speaker assigned to Kindergarten and a Cantonese speaker who supports ESL students and families. School leaders will continue to prioritize recruiting,</p>

	<p>hiring and retaining teachers and support staff who reflect the ethnicity, culture and languages of the students and families they serve.</p>
<p>There are a large number of schools without foundations, interested in FTE to support transitions. How will the staffing pool be allocated?</p>	<p>Staff is committed to using a RESJ lens to analyze what supports are needed for impacted schools and historically underserved communities. Set aside FTE is budgeted to address needs as they arise beginning in the 2022-23 school year. There is a recommendation that a staffing pool of 10 licensed FTE is equitably allocated as needed to help SE schools through the transition on an annual basis for schools with lower enrollment to maintain services to students and families, and to create bridges as students transition over a five year period. The Office of Instruction and School Communities manages the staffing process and will work in consultation with principals to support the needs of SE schools as we implement these enrollment and program balancing decisions.</p>
<p>How are we communicating with families on what to expect during implementation?</p>	<p>OSP leaders will direct the implementation process and ensure regular engagement with community members about the transitions.</p>
<p>Will next year’s Lent neighborhood kindergartners be offered the opportunity to start at Marysville?</p>	<p>Yes. All registered Lent K English Scholar students will be informed of their option to switch to Spanish Immersion or a multi-strand program at Marysville. Marysville and Lent leaders are open to hosting opportunities for families to learn more about their options before the end of the school year as well as in August.</p>
<p>Please provide a brief explanation of how we stayed true to having students at the center of this process..</p>	<p>We held sessions that were open to students of color in the Ideas and Input stage. During this stage the schools most impacted were Harrison Park, Lane, and Creative Science School. Student feedback suggested a value for access to Spanish Dual Language Immersion Programs, as well as improving middle school programs. In addition, schools led sessions with students and student-based groups that helped indicate support for DLI programs and co-located programs, including Lent and Atkinson.</p>
<p>How will students and community be engaged in the Harrison Park capital improvement plan?</p>	<p>Our Facilities team is holding an Open House on May 31 to discuss the proposed changes and get feedback from attendees. The future elementary feeder school students and families will be invited to attend this engagement session.</p>

<p>What school would be closed via school ID reporting? Creative Science or Bridger?</p>	<p>This is an excellent question. After the Board approves the proposal, the District will begin planning for implementation in Fall 2023. The Office of School Performance leaders working alongside school principals will bring the Bridger and Creative Science School communities together to collaborate on combining the two schools. We will need to have a School ID with the state for reporting purposes, and the decision of which school ID will be used, will be made later in the 2022-23 school year.</p>
<p>What is the cost in dollars of the financial impact of the SE Proposal?</p>	<p>The cost of two additional bus routes for 2023-24 would be \$180,000, and reimbursement for transportation at 70% would realize a 30% expense of \$54,000. The 10 licensed FTE pool for staffing would cost approximately \$1.2 million beginning in 2022-23.</p>

ATTACHMENTS

- A. [SEGC Transportation Recommendation Spreadsheet](#)