

How to Use this Workbook:

This workbook is designed to generate reports for the Enrollment & Program Balancing: Final SE Proposal Survey. Each item on the survey has a corresponding report, linked below.

All charts created by closed-response items are dynamic, updated as new survey responses are submitted.

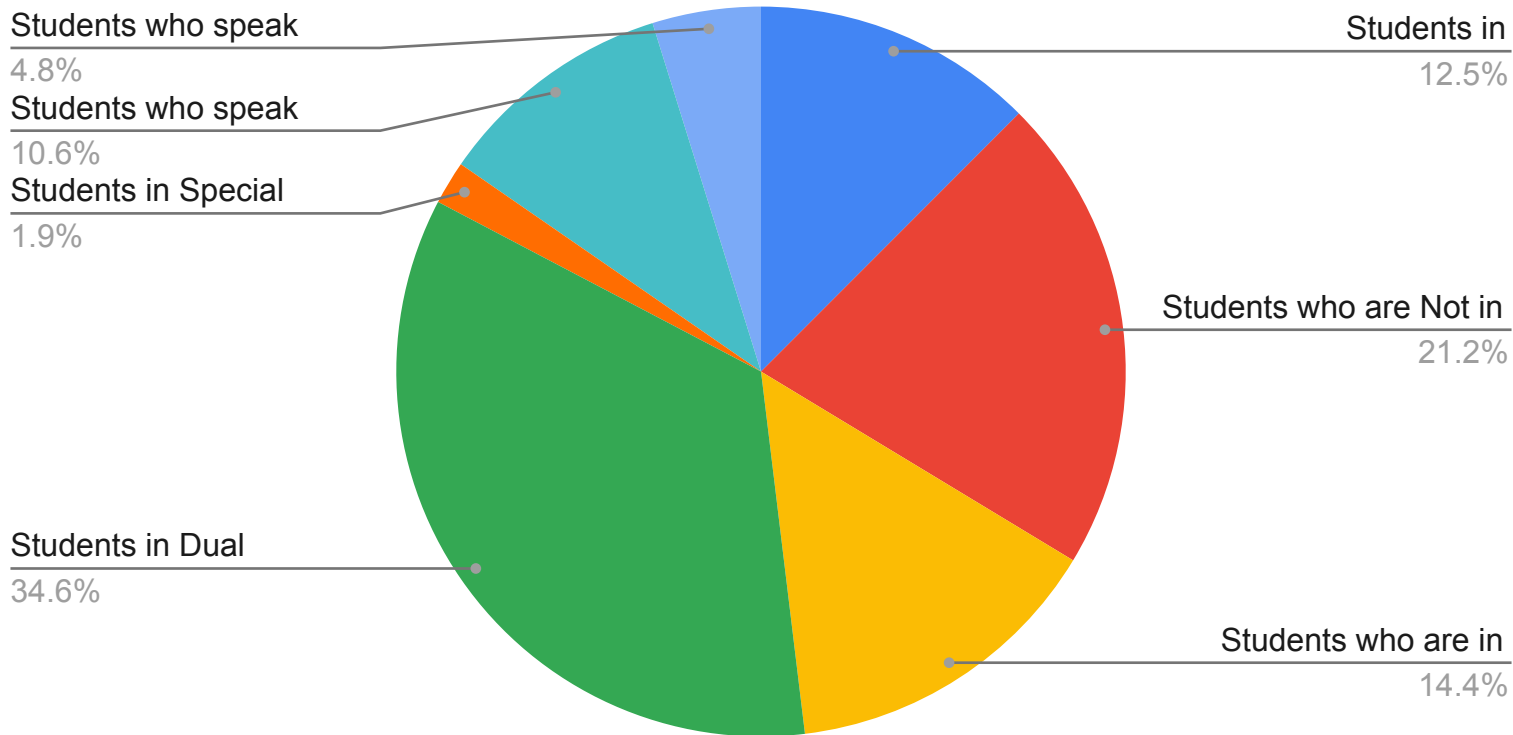
All qualitative tabs created by open-response items are not dynamic, they are coded and reported in two rounds:

- Data collected up to April 18th will be reported on April 25th
- Data collected between April 19th and May 13th will be reported on May 20th

For questions about how to use this Workbook, please contact [Dr Liz Gilkey](#), Manager of Research and Evaluation

Item:	Report:
Who might benefit MOST from the proposed changes? Please consider other school communities as well as your own school in your response.	Most Benefit (Chart)
Optional: Why do you feel these students may benefit MOST from these changes?	Qualitative Tables
Who might benefit LEAST from the proposed changes? Please consider other school communities as well as your own school in your response.	Most Benefit (Qual)
Optional: Why do you feel these students may benefit LEAST from these changes?	Least Benefit (Chart)
In your opinion, will these changes lead to improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?	Qualitative Tables
Optional: How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?	Least Benefit (Qual)
Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Improved Outcomes (Chart)
Please select which school you are affiliated with.	Qualitative Tables
Please choose specific program you are affiliated with	Improved Outcomes (Qual)
What is your race/ethnicity?	Qualitative Tables
Do you have additional feedback for PPS about this proposal or the process?	Transition (Qual)
	Schools & Programs
	Schools & Programs
	Race/ethnicity
	Qualitative Tables
	Additional Feedback (Qual)

Who might benefit MOST from the proposed changes? Please consider other school communities as well as your own school



Optional: Why do you feel these students may benefit MOST from these changes?

Theme	Count: Apr	Count: May
NA/Don't Know	5	10
No one benefits	4	6
White, higher income, more privileged kids benefit	16	19
Students in DLI programs benefit	12	16
Students in neighborhood programs benefit	7	9
All students benefit	--	1

Optional: Why do you feel these students may benefit LEAST from these changes?

Theme	Count: Apr	Count: May
NA/Don't Know	4	5
HU students benefit least	15	17
Students in neighborhood schools benefit least	29	36
Students in DLI programs benefit least	10	11
Students that must change schools benefit least	24	33
Students in Special Education benefit least	--	1

Optional: How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?

Theme	Count: Apr	Count: May
Don't Know/NA	6	6
Ask the community	5	7
Data (attendance, discipline, test scores)	12	19
Improved equity (racial, economic)	4	5
Other	11	11
We won't or can't or it won't	10	13

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?

Theme	Count: Apr	Count: May
Don't Know/NA	2	3
Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	36	47
Transportation	9	11
Don't make any changes	13	15
More support to schools	5	8
More support for students	5	7

More communication/ clarity/ information about the impacts of the changes	9	14
More support for families	3	5
Provide aftercare	--	1

Do you have additional feedback for PPS about this proposal or the process?

Theme	Count: Apr	Count: May
Don't know/NA	1	1
Income inequality	12	13
Better outreach to families, community, more transparency	21	25
Slow transition	1	3
Please reconsider, frustration	31	42
Breaking up neighborhoods, longer commute to school	18	26
Equity concerns	23	28
Other	10	11
Concerned that DLI programs are being impacted	--	1
Supportive of decision	--	5
Process concerns	--	21

Most Benefit (Qual)

Themes & Counts

	10	6	19	16	9
Optional: Why do you feel these students may benefit MOST from these changes?	NA/Don't Know	No one benefits	White, higher income, more privileged kids benefit	Students in DLI programs benefit	Students in neighborhood programs benefit
The proposal is pushing ethnic kids into low performance schools and shady neighborhoods (outer southeast) giving White kids the advantage to advance themselves in high performance schools located in inner south east.			1		
....And economic standing.. The wealthier and predominantly white neighborhoods of Sellwood and Duniway received the least changes and have maintained their traditional neighborhood schools. Hoping the newly relocated students can quickly establish a sense of community and that longer commutes for those relocated are not burdened.			1		1
Atkinson has the least change. They steamrolled the process. Their SEGC rep has a PHD in education and advocated for her best interest. Shame!					
Because I have no idea and have to answer this question.	1				
Because of the monolingual schools options					1
Because students who are Not in Historically Underrepresented racial or ethnic groups are majority in schools that were deliberately excluded from this process and hence immune to drastic changes to their schools and programs.			1		
Because the DLI and FO programs were centered in the process.				1	
Because they get to remain at their neighborhood schools within their communities.					1
Because they were given preference over neighborhood programs.				1	
Because they won't have to find transportation to a school far from their home					1
Bridger neighborhood students will be able to stay at their local school, and Lent neighborhood students will be able to attend Spanish immersion.					1
Combines these programs at single sites; e.g. putting all MS Spanish DLI at Kellogg; allowing for less neighborhood children to attend a MS that is blocks from their home.					
Creating "whole school" DLI programs has been prioritized over protecting space for students to attend their closest schools, if that is their preference.				1	
Helps the families that need it the most by having the immersion program be in their neighborhood. That way they do not have to travel to drop off or move out of the area to have their children benefit from the immersion program.				1	
I am being forced to answer the above question to submit my feedback, but I don't agree with anyone benefiting from this redistricting. I didn't see an option for N/A and I certainly haven't been given any data around the benefits of these shifts	1	1			
I don't think anyone benefits		1			
I feel my kids won't be in immersion if they change it to on Spanish I want my kids in diversity					

Optional: Why do you feel these students may benefit MOST from these changes?	NA/Don't Know	No one benefits	White, higher income, more privileged kids benefit	Students in DLI programs benefit	Students in neighborhood programs benefit
I feel that *only* students who are new to the community are benefitting while displacing existing neighborhood attendees.					
<p>for taking a minute to hear from us about the proposal recently voted on by the SEGC. We are writing in response to Enrollment and Program Balancing proposal selected by the SEGC (although many members were not happy with either option or did not vote at all). We know you are incredibly busy but would appreciate you taking a moment to hear our concerns as parents to three kids in the MIP program (currently Cleveland - 10th, Hosford 8th, Woodstock 5th).</p> <p>After three years of completely chaotic and stressful educational experience due to the pandemic, our children are finally starting to get into the groove of school and enjoying being with their friends. The thought of making our youngest son change schools a third of the way through middle school is not a viable option, and seems to set him up for even more disruption.</p> <p>Our high school kids, who struggled through online school and missed the social and emotional development of in-person school, are now seriously concerned about how this will impact them and if they will lose the MIP program at their high school or be forced to change schools after achieving stability at Cleveland.</p> <p>The pandemic has been incredibly hard for kids, their social emotional development has been stunted and student conduct has been challenging for all involved. Portland Public School students are struggling. Students are incredibly anxious and traumatized by the disruption to their schooling and communities. If you have tried to find a counselor or therapist for a child now, you will know they are all booked. It took us over 6 months to find a therapist with availability to talk with our teenager about the ongoing effects of online school and the pandemic. To take these teen and pre-teen kids out of the stability that they have craved for the last few years of the pandemic and make them switch middle schools after one year is detrimental to their social and emotional development.</p> <p>If our youngest son must change middle schools, he won't be on the same school track as his older siblings and he would be separated from his lifelong friends who are not in the MIP. We are not willing to take him away from his friends who he has just been able to reunite with, or out of the Hosford and Cleveland community his older siblings have led ahead of him. Please do not disrupt this program that has brought these kids so much stability and community, especially following the huge disruption all students have faced over the past few years.</p>					
I have no idea who benefits the most! How could anyone possibly know that in this mess of data and changes and crazy maps???	1				

Optional: Why do you feel these students may benefit MOST from these changes?	NA/Don't Know	No one benefits	White, higher income, more privileged kids benefit	Students in DLI programs benefit	Students in neighborhood programs benefit
<p>I honestly don't have any thoughts on who will benefit from this but wasn't allowed to leave it blank. It seems a bit curious that it is taken as a given that a larger middle school is a better middle school. It seems like large groups of young teens together are not necessarily a good thing. Although I do see the benefit of being able to offer more electives. It does seem a little like the system is just trying to improve lower performing schools by adding higher performing students rather than actually improving the school. On the other hand it doesn't seem like there is any truly good solution to the problems and I guess some changes need to be made, so hopefully this works out as the best option for the majority.</p>	1				
<p>It will help spread out student population to keep schools from over crowding.</p>					
<p>Lane is under enrolled. There are other issues about Lane that are not being addressed, though, such as students who have transferred out of Lane after being victimized through school violence, feeling racially targeted, and ongoing behavior issues. PPS needs to address the high teacher turn over rate, under reported acts of violence/hate speech. Students report offensive graffiti, administrators are constantly running to break up altercations, students are in the hallways disrupting classes seemingly without consequence, and it is difficult for some (not all) teachers to maintain control of their classrooms. New teachers are creating curriculum or buying lessons off of Teachers Pay Teachers, which does not serve our students who are in the most need.</p> <p>Pulling from other schools to increase numbers will most likely impact the demographics of the school and may pull in parents who would be more likely to revive the failed PTA. It will also add more resources. But, honestly, it is a fix from a white supremacy culture rather than addressing the real issues and engaging with educators in the building who see the systematic problems and crave real change every day.</p> <p>Until PPS addresses the internal leadership issues, addresses hiring staff members that have 5+ years experience rather than first year teachers, addresses the lack of curriculum and curriculum training - I am afraid there will be little improvement.</p>					
<p>Most of the conversation during the SEGC process has focused on DLI schools.</p>				1	
<p>No one benefits</p>		1			
<p>No students will benefit. This is a biased survey. It may as well ask "Why do you think this plan is so great?"</p>		1			
<p>One year after a global pandemic interrupted these kids in their normal routine and social circles you are going to take them out of the only thing that feels familiar and safe?</p>					
<p>Prioritizing programs like CSS and language immersion meant they bumped others and those in all other programs, and didn't honor neighborhoods.</p>				1	

Optional: Why do you feel these students may benefit MOST from these changes?	NA/Don't Know	No one benefits	White, higher income, more privileged kids benefit	Students in DLI programs benefit	Students in neighborhood programs benefit
Seems like decisions are being made with DLI and focus option students at the top priority, some to the detriment of other schools.				1	
So many reasons, I can't fit them here. As an example, the Mt. Tabor Middle School will have only Japanese immersion (which are primary english speakers at home) and only one feeder school. This benefits the most wealthy and privileged in our community. The least wealthy portion of our school district are shuffled off to a lower income school.				1	
Specifically affluent, who're families will benefit most because they are least affected. In fact, the whitest and most affluent schools in SE are not being affected at all.				1	
Students in original Woodstock neighborhood really gets a bad deal because most young families moving to Woodstock neighborhood now being redistrict is being forced to attend a low performing school for the young children rather than a well-rounded education that Woodstock elementary and Hosford middle school would offer.					
The children in the wealthiest neighborhoods are experiencing the fewest changes. SW and NW Portland are basically untouched.				1	
The decisions made are racist in nature. Pushing children of poverty and children of color out of their neighborhood school is unforgivable. Our kids have major trauma in their lives and this decision just added another trauma. It's clear the committee chose the population with the least voice and income to disrupt. Why is Atkinson keeping their neighborhoods kids? Please understand how blatant the racism is. Rich white parents always get their way in PPS. Please come to Lent and walk to Marysville. IT ISN'T SAFE!!!! Many of our children are late to school due to their living situation. How will they get to school if they miss the bus? Walk? I'm so angry that this is happening to our most marginalized and ignored community. PPS- Do Better.				1	
The demographic from where I live now and the change seem driven by socio-economics				1	
The DLI and neighborhood programs at Atkinson receive no change, despite a major focus being on eliminating single strand programs, yet bridger Spanish DLI moves to a new location. Another focus was eliminating k-8 programs, yet the creative science program who serves a lower portion of bipoc students compared to the rest of the district with a lower portion of free/reduced lunch eligibility will also get to remain a k-8. It seems that schools/programs with more affluent members are able to retain their current structure/preferences while lower income and more diverse programs face the majority of change.				1	
The emphasis was clearly on these programs when listening to the meetings.					

Optional: Why do you feel these students may benefit MOST from these changes?	NA/Don't Know	No one benefits	White, higher income, more privileged kids benefit	Students in DLI programs benefit	Students in neighborhood programs benefit
The students at historically wealthier and mostly white schools, like Sellwood and Duniway, are not at all affected by the proposed changes, making it difficult to see equity building as a driver for these changes.				1	
<p>The students who will benefit the most are students in inner southeast schools as only a small % of students are being disrupted and their schools will be wealthier with the movement of DLI programs from these schools. For example, Mt Tabor will be left a wealthier school with the movement of the lowest socioeconomic group (Spanish DLI).</p> <p>DLI programs, with mainly minority students are being shifted from wealthier schools with safer surrounding neighborhoods to schools with a higher % of poverty and to neighborhoods with a higher rate of crime. (Chinese DLI to Harrison Park, Mt tabor DLI to Kellogg and Bridger DLI to Lents).</p> <p>PPS has not proven that the consolidation of DLI where there is higher poverty will result in better outcome for students (i.e. Rigler). PPS has referenced research studies that “prove” why they think consolidation is optimal while ignoring the many other studies that show the consolidation of minority students to high poverty schools will adversely impact their academic outcome.</p>				1	
Their families are less likely to be impacted negatively from commuting to new school locations.					1
Their MS placement is being prioritized at the expense of neighborhood program students					
These students were prioritized in all decisions. They will experience the least disruption at middle school. Atkinson gets to maintain his colocated program.					
They will continue to take spots in neighborhood schools that pushes neighborhood kids out. Example, my neighborhood currently can walk to Mt Tabor Middle, the proposed changes causes these kids to have to drive to a school on the other side of Mt Tabor while the DLI program students will continue to travel from outside the neighborhood thus taking spots for neighborhood kids.				1	
This is an answer that would require a comprehensive understanding of demographics of ALL schools involved. So, it's very hard to answer. But seeing that DLI programs, which serve underrepresented minorities, it seems these changes would benefit those students. Which is a good thing since PPS has for too long not prioritize them (as demonstrated in student performance of Latinx students compared to their peers)				1	
This process significantly favored DLI programs over neighborhood programs.				1	

Optional: Why do you feel these students may benefit MOST from these changes?	NA/Don't Know	No one benefits	White, higher income, more privileged kids benefit	Students in DLI programs benefit	Students in neighborhood programs benefit
This proposal only potentially benefits white southeast Portland students who are not enrolled in a diverse language immersion program.			1		1
This question is too broad considering the large scope of schools, neighborhoods, programs affected. I would like to submit a don't know answer above.	1				
Those student get to stay together in their cohorts while 15 schools are being effected w/boundary changes, breaking up neighborhood cohorts. Also, the wealthiest neighborhood Ms did not have changes to their boundaries			1	1	
You consolidate white students in inner SE Middle and High Schools. You leave untouched the Japanese program which serves no economically disadvantaged students. You push economically disadvantaged groups outside the portland core.			1	1	
You had certain Schools that couldn't be touched. The rich/white schools are being left as is. This whole process was a sham. This was the most disingenuous process ever. Half the coalition members didn't even vote. My faith in pps is gone. This was never about equity. You took the poorest school and blew it up. You had a group of parents make this decision so you could take no responsibility. Shame on this entire process.			1		
Your moving the Chinese students of color away from there community and neighborhood at Woodstock elementary further East. This is not where our community resides, this destroys the community developed with these students within our neighborhood. Feels like your pushing the burden of balancing and enrollment on the Chinese community who has historically been marginalized and recently been an increased target of discrimination. Please do not send the Woodstock dual language to Harrison park. Many of us would not be able to continue the program. Please reconsider.			1		
Other groups MAY benefit but the one group that will be harmed the most is the students in the Dual Language Immersion programs especially the Mandarin program.	1				
Because they are getting the school they want with all programs together	1				
I believe the more affluent inner SE schools are least affected but that was not an option.			1		
I always thought that Lent was a full Dual Language Immersion school and was super surprised to find out it wasn't when enrolling my kindergartener who begins this year. This program would be an important addition for the growing Lents community, to have an exemplary and desired school program in our neighborhood. I think student success and outcomes will be better, too, as students will all be involved in the program and be able to practice their skills with all other students in the school, not just the small portion of students in the DLI program, if DLI is school-wide at Lents.				1	
All students					

Optional: Why do you feel these students may benefit MOST from these changes?	NA/Don't Know	No one benefits	White, higher income, more privileged kids benefit	Students in DLI programs benefit	Students in neighborhood programs benefit
It's a great program that challenges students.	1				
I don't believe any students will benefit from these changes. Additionally, the first question in this survey doesn't leave any room for alternative opinions and forces parents to choose between answering untruthfully or forgoing being able to submit feedback.		1			
Please read any of the many articles out now about the record high statistics for mental health with our youth post online school. Please do not disrupt these traumatized children by changing their schools at such a sensitive time. Those families with the most resources and privilege will be able to help their children struggle through the mental health crisis and uprooting schools more. https://katu.com/news/local/schools-and-health-professionals-look-at-new-solutions-in-youth-mental-health-crisis			1		
Dual language immersion programs have always been given priority.				1	
Your proposal theorizes that increasing student population for certain schools will lead to more positive outcomes, namely access to programs.	1				
It is hard to answer this because I do not feel that this is beneficial to the students that attend Atkinson Elementary. This takes kids from a neighborhood school that they can walk to, and suddenly has them reliant on parents driving or public transportation. In addition, the proposed change will now require students to cross one of the busiest thoroughfares in East Portland, 82nd St. I don't know how this is beneficial, and my child is not even affected so it is an objective comment.	1				
Phase 2 was built around the DLI placements. Neighborhoods were second thoughts.				1	
At the core, the focus on Harrison Park & the perspectives shared from both it's English-only and Mandarin DLI neighborhood program families all but guarantees it given that school's demographic makeup. Similarly, this plan also respects the perspectives of families at Kellogg, another school community comprised largely of historically underrepresented families. In these ways (and others) it seems to maintain the core integrity of pre-existing, large school communities of color at two major middle schools (HP & Kellogg), while also mostly doing so for a number of elementary school communities across SE. For many families in these communities their lives to this point have been filled with enough disruptions, so having some stability in the school environment seems like a significant win.				1	1
No one will. This change is a joke.		1			
It seems like less changes are happening at the schools with a greater representation of white families.			1		
Consolidation should improve programs. Seems these programs sometimes take priority over neighborhood kids/ schools.					1

1

All students benefit

All students
benefit

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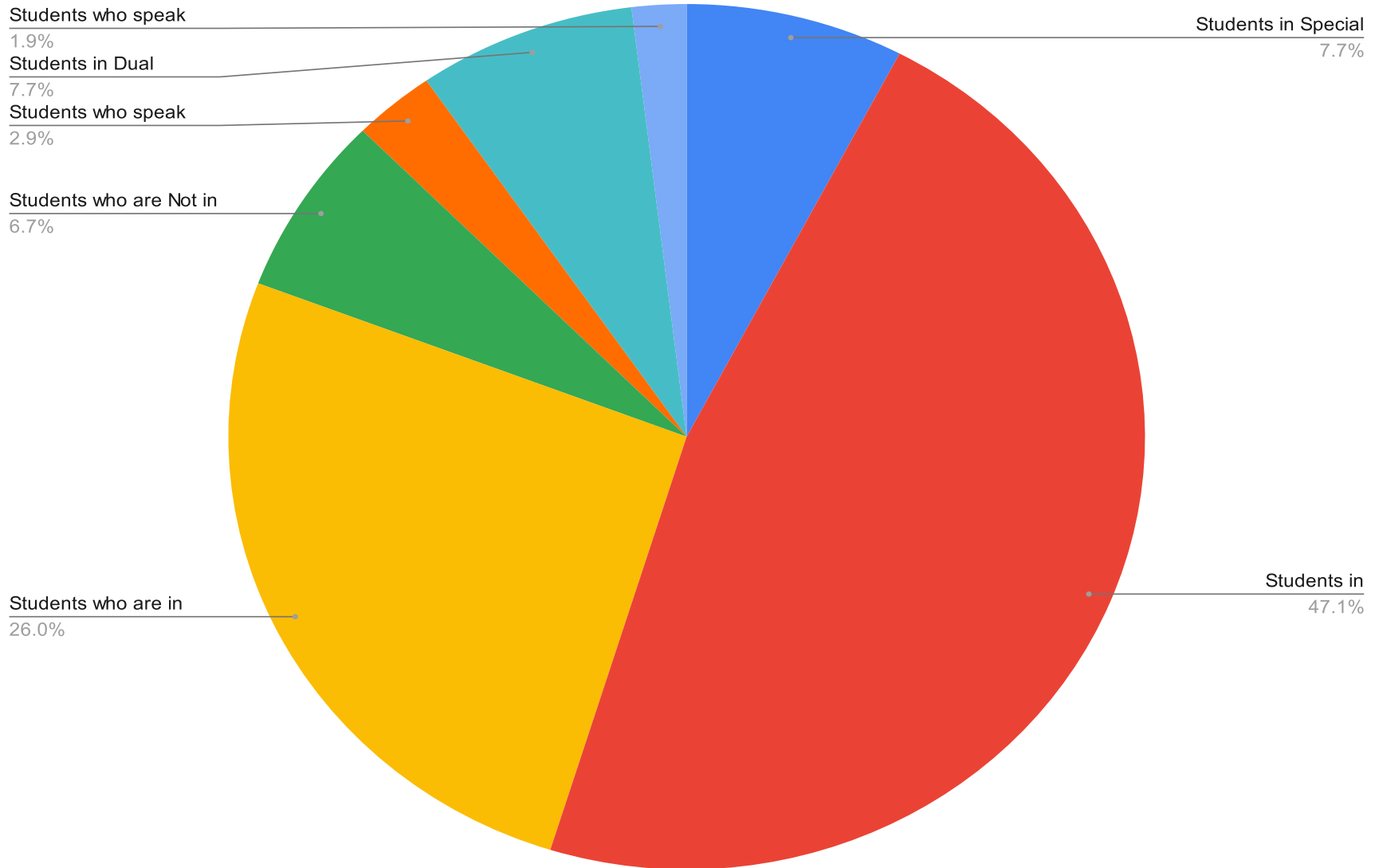
All students benefit

All students benefit

All students benefit
1

All students benefit

Count of Who might benefit LEAST from the proposed changes? Please consider other school communities as well as your own school in your response.



Least Benefit (Qual)

Themes & Counts

5 17 36 11 33 1

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
The most disruption has been in under represented neighborhoods. The immersion programs except mandarin elementary seem to be moving to the less privileged neighborhoods.		1		1		
After years of dealing with a pandemic and communities struggling to stay strong, changes now could negatively impact student's mental health. Be very careful about boundary changes because it changes communities.					1	
Again, how would I know that?? This survey is a joke.	1					
Because in many cases, regardless of race or SES, you can no longer attend the school closest to your home.			1			
Because they are being uprooted from what they know and thrown into a new place where they don't have a sense of community and will also have to figure out transportation to and from school as well as after school care. With gas prices, transportation might be a huge issue for lower income families		1			1	
Because you are moving these programs to worse schools so kids may move out of the program				1	1	
Boundary changes are hard on students that have spent years building a community.					1	
Disrupting a decades old Chinese Language Immersion Program does not add value.				1	1	
For example we are 4 blocks from our closest middle School we have walked to play in the fields at since buying our home and raising kids there. In the proposed changes we will have to bus to a school nearly 3 miles away			1			
Harrison Park, the school with the highest percentage of BIPOC students, was not centered in this process. As a result, Harrison Park is in danger of being severely underenrolled. Further, Harrison Park becomes a triple feeder to high school - disrupting communities.		1			1	
I noticed some dual language immersion programs are proposed to move to schools with higher % low income students.				1		
I think it is unfortunate that lower middle income families, who were able to get into higher income/better performing middle schools by living on the outskirts of middle income neighborhoods will now be shifted to lower income schools. This change will also negatively effect property value for these individuals. I'm thinking primarily of the Lewis families who will be shifted to schools to the east, as these are the ones I am familiar with. These changes might effect other neighborhoods similarly.		1	1			
I think it will gentrify the school.		1				
I would have liked an option of BIPOC students in neighborhood schools. They are the least served in the process. Especially black and native students that are in all of our schools, not just lower SES schools and are being displaced.		1	1			

Least Benefit (Qual)

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
I'm told that Harrison Park School, which has some of the most low income and BIPOC students, is going to have fewer students (in a bigger school), while Kellogg will be packed beyond what it was built for. The HP neighborhood students will suffer from the lack of funding, unless something is done to supplement school funding.		1	1			
If this change is not gradual (allowing students to finish out to top grade at their current school), it will have a HUGE social/emotional impact on these kids. This change affects many families who have created communities and special relationships within their current schools. To uproot this abruptly I fear will be really hard on the kids. I am hopeful that the board will consider this and allow kids to finish at their current schools.					1	
<p>It forces these kids to move WAY out of their neighborhoods. In particular, forcing kids who live a few blocks from Mt Tabor MS to go all the way to Harrison Park feels horrible for their well-being as well as the environment, given that kids will need to be driven or bused (let's face it they'll mostly be driven, adding to traffic and congestion in our city) when we expected to be able to walk to MS. I wish that there had been an option to select "The environment" under "Who might benefit LEAST." It seems to me that should be a factor.</p> <p>While I understand the motives for this move, is there some way to give consideration to specific addresses within zones rather than shifting people in gigantic chunks? Just looking at the map, the zone for Harrison Park is ridiculously large and seems to expect people to be able to easily jaunt across Mt. Tabor park.</p>			1		1	
It looks good for DLI students, but not for students that attend neighborhood schools and won't be close to their own homes.			1			
Lack of familiar structure. The kids are not alright. They need familiar, safe and predictable experiences after a jarring and stressful global pandemic!					1	
Many are getting moved from schools that are closest to them and some away from long time feeder patterns and connections.					1	
My children (2nd grade/4th grade) attend Atkinson Elementary. This change to Harrison Park does a grave disservice to them. We are within walking distance to Mt. Tabor and Kellogg Middle Schools. Driving out children to Harrison Park is a significant burden and moves my children AWAY from their perfectly good neighborhood middle schools. We are NOT in support of this change and will seek out any alternative possible to avoid sending our kids (as well as our neighbor's children) to Harrison Park. There is no school bus and public transit would put young children in a risky position across several busy streets. We are not comfortable with this change and, as taxpayers, will do everything we can to find an alternative.			1		1	

Least Benefit (Qual)

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
<p>Neighborhood schools serve the majority of students yet seem to be the lowest priority for PPS. As the changes proposed in this phase affect high school level changes, there seems to be little consideration for students who will no longer go to the schools closest to their homes. Gone will be the days of being able to walk to neighborhood schools. You're not even considering moving around the mostly non-minority and highly affluent kids in the Grant cluster. Ridiculous. Plus, you continue to offer a few lucky kids the option to go to focus schools like DaVinci while the rest of them get pitiful elective offerings. So much for "equity."</p>			1			
<p>Neighborhood students are not attending the school closest to their homes</p>			1			
<p>No solution should comprise neighborhood schools and force students to attend schools that are located much further away from their neighborhood (such as option F-3). It is not safe and it is bad for the environment .</p> <p>Adding 580 students instead of 500 to Harrison park at the expense of 80 Atkinson students having to attend a more distant school Makes no sense - especially since my tabor is under enrolled (below the 500 level).</p>			1			
<p>Outer SE is heavily impacted, wealthy inner SE bears no impacts. Inequitable.</p>		1				
<p>PPS policy direction to consolidate DLI should not have been part of the rebalancing committee's goals. By including this as a goal, the resulting proposal is nothing short of systemic racism and segregation. There are many studies that show the academic outcome for minority students is high correlated to the level of poverty at a school and their ability to stay safe / out-of-trouble is highly correlated with the level of crime in the neighborhood.</p> <p>Mt Tabor (Spanish DLI) has lower poverty and is in a lower crime area than Kellogg (across from homeless camps on Powell), Hosford (Chinese DLI) has lower poverty and is in a lower crime area than Harrison Park, Bridger (Spanish DLI) has lower poverty and is in a lower crime area than Lents.</p>		1				
<p>Proximity was given no priority. And kids living mere blocks from schools will be bussing miles away.</p>			1			
<p>Some families do not want the immersion experience and thus will be moved out of their neighborhood school due to the change.</p>			1			
<p>Some schools will have their neighborhood program, which contains the largest amount of BIPOC students in those school communities, move to different schools farther away from their community if they choose to not participate in an immersion program. That is not how you center the needs of Black and Brown children AND families.</p>		1	1			

Least Benefit (Qual)

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
Some students are being asked to switch to a school that is three miles away (Harrison Park) as opposed to a 1/2 mile away (Mt. Tabor). Students will NOT attend their neighborhood school in this case making it difficult for families logistically. Students will also be forced to break from their established school communities - creating instability yet again as we emerge from a pandemic.			1		1	
Students in neighborhood programs are being moved around to schools not in their neighborhood and pushed out of the middle school closet to them.			1			
Students in original Woodstock neighborhood really gets a bad deal because most young families moving to Woodstock neighborhood now being redistrict is being forced to attend a low performing school for the young children rather than a well-rounded education that Woodstock elementary and Hosford middle school would offer.			1			
Students in Spanish immersion will be pushed out farther from the city center and all located at Lent, then Kellogg. Chinese immersion middle schoolers will have to go farther from their elementary school than before. This might also put undocumented families at risk if ICE starts doing raids again.		1		1		
The adjustments in racial equity of these changes are marginal based on the charts/stats shared. Moving boundaries to bring wealthier neighborhoods into the equation would create more significant changes.		1				
The feeder pattern is THE reason we bought our home where we did			1			
The kids being displaced from their communities, friends, after care programs, etc.... After so many hardships during covid, moving kids around during this time seems irresponsible and unnecessary. Our kids need stability. Add in an already lower PPS enrollment. At the end of the day, one cannot force a family into a school they do not want to attend. So the "projected" enrollment for some of these under enrolled schools is inaccurate.					1	
<p>The Lent neighborhood is losing their school. All current students not in DLI will have to leave and need transportation to Marysville. All future students who are not in DLI for a variety of reasons will be separated from their entire community. It amazes me how people keep saying the word equity and how great the idea of whole school DLI at Lent is while ignoring what the Lent community says. They don't want it.</p> <p>And the Bridger community was misled into thinking they would "become part of CSS." Considering 2/3 of the school is in Spanish DLI and of the remaining 1/3, all the kids south of division are getting pushed into Arleta, how many current students will actually go to CSS- like 20%? So unethical. Arleta is not at all walkable for those families who were told they would be going to CSS. CSS getting Bridger and remaining K-8 also takes a lot of kids out of Harrison park.</p> <p>A lot of kids who are in the DLI programs are attending their neighborhood schools- a fact that has been ignored in all of this. All of those kids are surely not benefitting from any of this.</p>			1	1		

Least Benefit (Qual)

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
<p>The neighborhood schools are being completely disrupted and broken up. Atkinson students in particular will not go to their current funnel school of Mt Tabor, nor the next two closest middle schools. Instead they have to cross 82nd miles away. This makes absolutely NO SENSE at all and breaks up the neighborhood and community feel of having students attending a school in their actual area. This is not walkable, not bike friendly, and not environmentally conscious as buses will have to take almost everyone. Please please reconsider the Atkinson funnel to Harrison Park MS.</p>			1			
<p>The Woodstock/Hosford/Cleveland Mandarin Immersion cohorts include higher percentages of racial minorities than typical inner Southeast schools. Pushing their middle school so far east will take them away from their communities and resources. This will also dramatically affect the amount of students that will be able to continue in the Mandarin Immersion program through middle school and high school. This would be a terrible shame and a hardship to families who have invested so much in this highly esteemed and successful program.</p>		1		1		
<p>Their families will have to make accommodations to get to new school sites.</p>					1	
<p>There are a large number of students who have been attending schools close to home AND wish to continue in the traditional neighborhood school model AND have schools under a mile from their home but there is no space at those schools due to specialty programs so they are being bussed past those schools to more remote locations. This proposal fails those students who are not asking for anything special.</p>			1			
<p>These changes will result in lost community for the Woodstock Chinese program. The children will be moved away and forced to take on the burden for the relocation.</p>				1	1	
<p>These questions aren't written in a fashion that allows impacted parents and their children a say. I also feel the transparency around this initiative is incredibly lacking. But, my children stand to be severely impacted by this measure; they will be shifted from an elementary school that was successful to one that is clearly failing. We own our home and specifically bought it with the intention of having our kids futures in mind; this mirrors the sentiment of all our neighbors with young children. With a couple of shifts to the boundaries you have severely altered the future of my children's education and are trying to package it as a means to improve education for diverse students. Instead of trying to change the racial mix of students on a sinking ship, please please just put more of my tax dollars towards repairing the failing boats. I do know if this goes through that we, unlike some in our community, will have the option of selling and moving and at this point I can't say I envision a world where Multnomah county even makes sense for my family any longer. I think this would be the final straw in a long standing list on how this city is failing families. Maybe this will give some kids a better chance, but I certainly haven't seen any data around this. All I can say is this measure impacts the two people I love the most and my duty as their mom to give them the safest environment and best leg up in life. Please don't pass this or change the boundaries for Woodstock elementary.</p>					1	

Least Benefit (Qual)

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
These students have the least resources to advocate for their own needs and best interests. In the case of the Mandarin Immersion Program impacted by these changes most of the families who speak languages other than English at home have little or no idea about these changes or what they mean for their students.		1		1		
They are getting pushed out of their neighborhood school, one they can walk to currently. They will be required to travel to a new school that is no where near their neighborhood.			1			
They are getting the shaft. It's obvious why it's harmful to do this to our population. Let Atkinson house the program.				1		
They are now being forced to travel to areas well outside their neighborhood to attend a school. They have to cross 4 lane highways if walking/biking is even a safe option anymore. The 2 MS's near us for example are straight shots to school; in areas where our kids have been raised, near other children our students participate in activities with and whom we co-mingle. A small area of our neighborhood (us included) have now been annexed essentially to benefit other programs, like DLI, having a home base.			1		1	
They have to be driven in rush hour, further from their homes, increasing traffic, pollution, and automobile or even pedestrian accidents when they could walk or bike to school (which sounds a lot more healthy). They learn that safety and the quality of the environment don't matter. Why not invest more in schools that feel unequal rather than making things worse??			1			
This is a lot of shuffling around. Some of these boundary changes are tiny cut outs, which is very disruptive to a few families for no major impact.					1	
This is not the appropriate question. Please read our comments in the previous question.	1					
This question is too broad considering the large scope of schools, neighborhoods, programs affected. I would like to submit a don't know answer above. I chose students in neighborhood schools because PPS continues to prioritize focus and immersion options while leaving neighborhood programs as a second thought. while I feel Immersion programs for native speakers (non english) are important, I feel that the majority of people in these programs are english speakers who either use the program to become more elite (bilingual white english speakers), or by non white people who already speak english who are looking to go to school with people in their culture. Not sure that actually helps implement cultures and race merging together into their 'neighborhood school'. I feel it further perpetuates racism.	1					
Tough one and I know there are issues with neighborhood programs, but it's a shame people will be commuting more.			1			
Unsure, but I hear that these families feel pushed out of inner portland where schools tend to have more money and programming	1				1	
Way to much change happening right after the pandemic. Students have just started making connections and establishing relationships.					1	
We live in the neighborhood where these schools make walking/biking to school possible.			1			

Least Benefit (Qual)

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
Without including the entire quadrant in the balancing, neighborhood counts cannot be accurate, and boundaries can be shifted again. Especially with PPS enrollment numbers dropping. Bus service and before and after school care are major issues for neighborhood families where boundaries have changes from walkable or bikeable are no longer options. Difficult for working families to arrange and have to count in new transportation systems and networks (outside their communities) that have not been reliable. The process has prioritized Dual language over neighborhoods which seems like the wrong emphasis to build stronger, safer communities across SE Portland			1		1	
You are asking Bridger students to travel further away to Lent and leave Atkinson untouched and it's single DLI strand. That goes against the PPS argument of doing away with co-locating and it seems Atkinson is untouched because it is a higher socioeconomic class, confirming the inequity that exists in PPS. PPS is bringing segregation back and ignoring the inequities this process is creating		1	1		1	
You are ripping them away from the community they grew up in.					1	
You are taking the Lents neighborhood school. Tell me how this is fair. How about giving them the creative science school and letting Lents keep their single strand Spanish instead of Atkinson. Tell me how this was about equity?			1		1	
We attend our neighborhood school. Due to changes upstream in this project, we being redistricted out of our currently assigned elementary and middle schools to other schools. While I support the overall equity goals of the project, it is upsetting to have to change schools, given COVID and since we just started attending PPS, have a sibling on the way who will start attending PPS in 2023-2024 school year.					1	
See above	1					
These changes move us away from the neighborhood school model. Taking a bus to school unnecessarily when there is a school within walking distance. Placing students together for middle school who don't feed the same high school doesn't make any sense. It's breaks down the neighborhood concept			1			
The schools most disrupted are Lent, Harrison Park, and Bridger- the MOST diverse schools in SE. It's pretty obvious the lowest SES schools are bearing the burden of this process. Lent families not wanting DLI are losing their neighborhood school and Bridger families are losing their neighborhood school. Bridger families were misled into thinking they would get to go to CSS when only maybe 20% of existing kids would go there (2/3 SDLI are getting kicked out, and all kids south of Division are divided up). And how can Bridger go back to K-8? That school was so overcrowded as K-8. This makes no sense and provides special treatment for CSS. CSS should be K-5, then let the 6-8 graders go to Harrison Park to boost enrollment. Families living in the couple of blocks around Kellogg north of Powell will have their "neighborhood" school south of Division. This splits up the South Tabor community in such a ridiculous way.		1	1			

Least Benefit (Qual)

Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
The proposal creates north-south bands for certain schools, like Arleta, requiring children who walk/bike to school to cross multiple high-crash coordinators, such as Powell Blvd., Holgate, Foster and 82nd Ave.					1	
My wife and want our daughter to go to the schools in her neighborhood with the kids in her neighborhood and the community she has built. Not only would this transition be bad for our daughter but would significantly impact my families daily schedules adding additional travel time and undue burdens on getting our kids to and from school. What about parents who don't drive? We want to be able to walk to the schools in our neighborhood.			1		1	
<p data-bbox="48 461 1185 526">https://katu.com/news/local/schools-and-health-professionals-look-at-new-solutions-in-youth-mental-health-crisis</p> <p data-bbox="48 558 1185 659">Please read my comment above and please consider postponing any major moves on these children until they have had some time to come back to "normal" after a very traumatic past few years.</p>					1	
They have to shift around to accommodate dual language programs.			1			
<p data-bbox="48 691 1185 889">Increased exclusivity at the schools in the richest neighborhoods. The best tracked outcomes (assessments, college admittance, etc.) show that a student's chances increase by access to certain schools. This proposal includes moving students from their local school to a further distanced school with known lower outcomes that will negatively impact their future, on the *hope* that this increases access to programs in the new school. The proposal does not include any specifics on what PPS *will* do, just what is hoped.</p> <p data-bbox="48 922 1185 1057">Moving Spanish Immersion to a single location puts up barriers to those who want to be included in that program - either they move or significantly impact their schedules to accommodate it. If PPS wants to create an equitable experience for students, this is a step backwards.</p>		1		1		
This takes kids from a neighborhood school that they can walk to, and suddenly has them reliant on parents driving or public transportation. In addition, the proposed change will now require students to cross one of the busiest thoroughfares in East Portland, 82nd St. I don't know how this is beneficial, and my child is not even affected so it is an objective comment.			1			
From everything I've seen, it looks like there has been less regard for proximity of school to students' homes.			1			
Because they will be asked to go to schools farther away and won't be able to go to the closest school.					1	

Least Benefit (Qual)

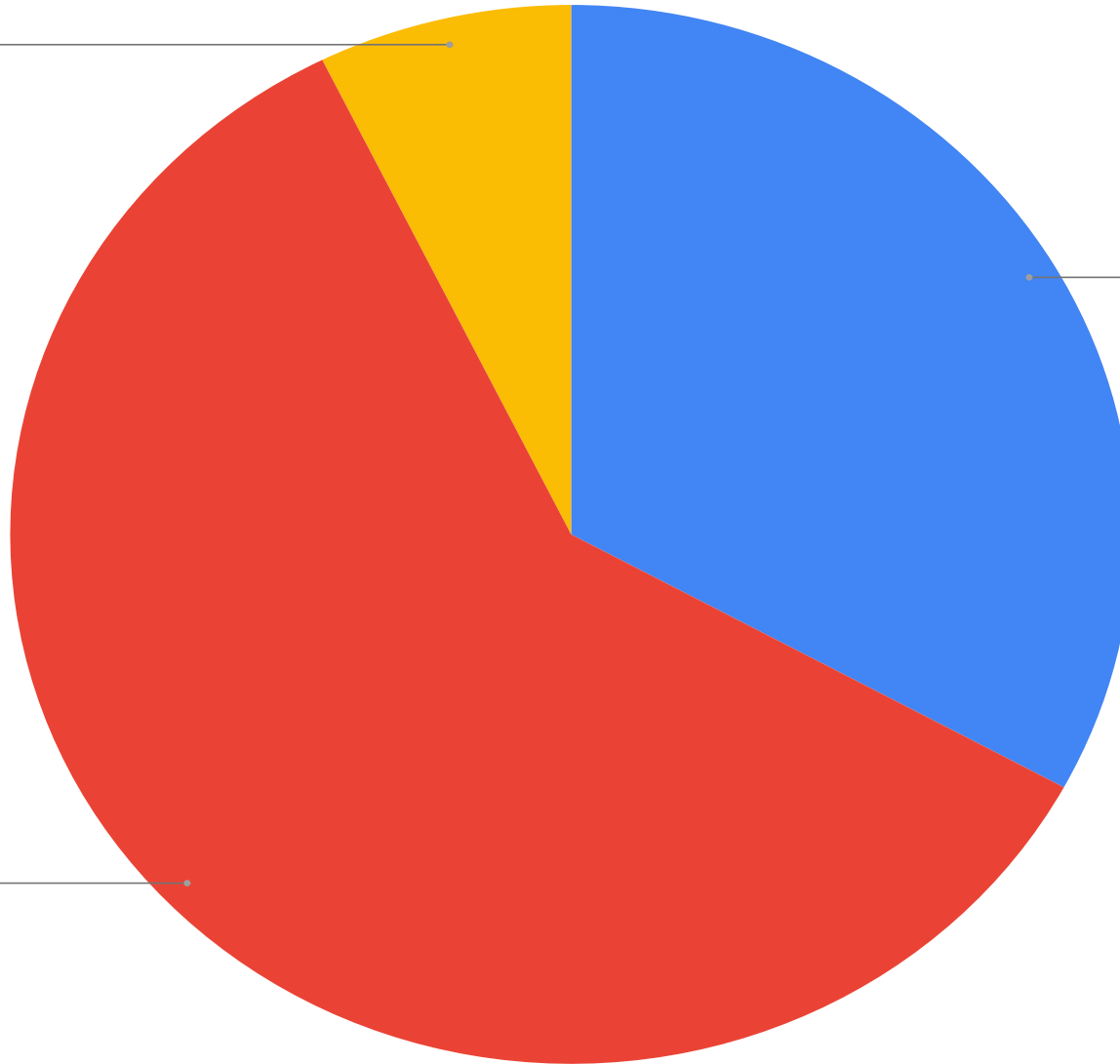
Optional: Why do you feel these students may benefit LEAST from these changes?	NA/Don't Know	HU students benefit least	Students in neighborhood schools benefit least	Students in DLI programs benefit least	Students that must change schools	Students in Special Education benefit least
I chose students in SPED programs based mainly on recent public testimony at PPS Board meetings. While the effects of the SEGC Phase II recommendation haven't been called out specifically in that public testimony, I'm thinking about the proposed staffing cuts that will affect the SPED community in PPS as well as some uncertainty expressed by at least one SPED parent who participated in the last few SEGC Phase II guiding coalition meetings. It feels like the SPED community feels like they may not have a clear idea of what "home" in the school context will look like over the next couple of years. In that sense, it's hard for me to tease out clarity on that as well, so that's why I chose that community as the one that seems to benefit the least from the recommended plan on the surface.						1
They will not be attending school with their neighbors who happen to be older.					1	
Students will no longer be able to attend schools that they live close to, some within walking distance. Commuting to a school outside of ones neighborhood reduces a chance to foster community in that neighborhood, reduces opportunities for parents to get involved in the school. Families who do not have the time due to work or resources to travel to their children's distant schools will now have less ability to participate in their education.			1		1	
the students and their teachers will get moved around more and community will be destroyed.					1	
While some schools are being realigned with nearby families, some families are seeing a move to schools outside of their neighborhood					1	

Count of In your opinion, will these changes lead to improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?

Yes
7.3%

Maybe
32.9%

No
59.8%



	Themes & Counts					
	6	7	19	5	11	13
	Don't Know/NA	Ask the community	Data (attendance, discipline, test scores)	Improved equity (racial, economic)	Other	We won't or can't or it won't
Optional: How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students? Ask every family to fill out a survey asking this exact question.		1				
Ask you community. The Woodstock community does not want these changes. Many of our families reside near Woodstock. Please don't push our kids to a different school far from our neighborhood. Please reconsider.		1				
Attendance numbers, family engagement, community involvement. No increase in suspensions or referrals for Black and Brown children.			1	1		
Better racial parity in student body AND attendance at all schools. Better socio-economic balancing of school populations and actual increases in MAPS and other performance based metrics of students within identified groups.			1	1		
Community response, long term outcomes		1	1			
Data gathered after years but I predict we will have to rebalance again,very soon.			1			
Data.			1			
Emerging bilingual students will probably drop from the program because it is so far away from current school. They will settle for neighborhood and won't advance as fast as if they were in DLI.					1	
good question	1					
Graduation rates, attendance rates			1			
I am not sure because it doesn't seem that they are being offered resources some are having to face a big change in location and community or being forced to start into an already on going Spanish program just because that is now closer to home	1					
I do not feel the evidence presented either way has been compelling enough to make a systemic change of this magnitude.					1	
I don't believe these programs will have an positive outcome. The data will be easy to compare. You can take a look at the academic outcome of Hosford Chinese DLI program, MT Tabors DLI program now which is impressive and compare it to the outcome in a few years after these programs are shifted to Harrison Park and Kellogg.			1			
I hope so but don't know... These are really complicated questions both short term and long term.	1					
Inner South east schools do have better resources, support and environment especially for Ethnic students.					1	
It not gonna do them good						1
It won't.						1

Optional: How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?	Don't Know/NA	Ask the community	Data (attendance, discipline, test scores)	Improved equity (racial, economic)	Other	We won't or can't or it won't
Please don't rely on using test scores to measure out comes. Need to look at school culture, staff morale, student morale and well being. Mental health/wellness needs to be measured.						1
PPS has asked this question before. This is for educational experts to determine. I am not an education expert. Maybe most admin staff at PPS aren't either and that's why you keep asking this question?	1					
Same answer as above. It seems that finally historically underrepresented students were prioritized in this proposal. Even though many students will need to move, it seem this proposal would work for these groups.					1	
Seeing kids from more disadvantaged neighborhoods bussed to distant schools put a great deal of pressure on economically disadvantaged families. While kids from the most affluent neighborhoods are biking blocks to school. It is very sad to see.					1	
Shouldn't you tell us this answer?	1					
Statistics will show that they remain in school and obtain a high school degree; they become active members of their high school and MS school-based activities.			1			
Surveys, assessment results, TRULY LISTENING to their voices. All I've seen in meetings is they're not feeling heard.		1	1			
Taking brown, bilingual students away from their elementary school community for a middle school will definitely not improve their student outcomes.						1
Target funding and resources into these schools, the schools that need it most. Smaller class sizes and targeted enrichment or STEM have been out of conversation. Increased enrollment is not only way to make changes in these schools. Stop allowing wealthy schools to fundraise for programming and staffing. That is the inequity. Change the rules so that programming and staffing can be targeted to schools that need it most. Smaller class sizes may also be important to help students achieve success. Look at shared services/options among schools that need the most help. Closing schools is another option as the enrollment numbers continue to decline. Seems there aren't enough student to make the scenarios pencil out for all.				1	1	
Test scores but that only works if they come to school and take the test. Scores will always be low if PPS keeps promoting kids to the next grade even though they haven't learned the curriculum of the previous grade. Right now at my school we have a 5th grader that is learning at a 3rd grade level. Mostly attendance issues, but he keeps getting promoted so obviously he will always cuz the 5th grade test scores to be lower, while if he was tested as a 3rd grader, his test scores would be sufficient.			1			

Improved Outcomes - Qual

Optional: How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?	Don't Know/NA	Ask the community	Data (attendance, discipline, test scores)	Improved equity (racial, economic)	Other	We won't or can't or it won't
test scores, parent and student morale and feedback, teacher input. I support higher teacher pay and funds for facility upgrades for schools serving higher percentages of minority and lower economic status student populations.		1	1			
That's your job					1	
The reason I say no is because all the young families that have means will move away from the district that is allocated to low performing elementary and middle schools while further increasing the concentration of low socioeconomic families that does not have the means to move away from the neighborhood. In the end the school might see even lower enrollment than before Redistricting. Families with money will always move in the best interest of the children and anyone would do that if they have the means there is no hiding it.					1	
They are already telling you that these proposals do not center their needs and not to expect improved student outcomes. PPS is not listening.					1	1
Through Oregon test scores			1			
Uncertain until the change has taken effect for a few years.	1					
We can only truly measure outcomes if the kids in these communities are given the same programming, opportunities, and funding as kids in more affluent parts of town.				1	1	
We won't be able to determine that.						1
We won't be able to measure this.						1
We won't. PPS will tell us it's a success regardless.						1
We won't. This is but one small factor in their lives.						1
You tell me!!					1	
You won't. This was never about kids of color						1
Enrollment and test scores			1			
I don't think these changes will lead to any improved outcomes in and of themselves. It's all about community involvement and the allocation of resources which historically favors higher SES schools. And of course, the highest SES schools were untouched in this process, perpetuating this fact. That in and of itself set this process up for failure and for the community to not support it.		1				1
You won't.						1

Optional: How will we know if these changes have improved student outcomes, especially for our Black, Native American, and Emerging Bilingual students?	Don't Know/NA	Ask the community	Data (attendance, discipline, test scores)	Improved equity (racial, economic)	Other	We won't or can't or it won't
This proposal tracks exclusively equity of opportunity and does not include any measures of success to ensure equity of outcome. The closest is alluded to is from parents who don't want to have to continually advocate for their needs of their kids. That is a very reasonable thing to want addressed (rightfully so) and shouldn't be required in the first place. To know if there is an improvement in outcomes, there needs to be a clear set of metrics (assessments? college records?) and the money pre-attached to support the students to get there.			1			
How will this change benefit these BIPOC students when the vast majority of them will not have any change because of this proposal given the demographics of the neighborhood affected? It does not send BIPOC students to higher ranking or historically better funded schools. If diversity is the intention, this plan still does not seem to address that directly.				1		
Only through careful, thorough, long-term data collecting (including surveying the families and students, not just grades)			1			
Time and testing.			1			
I would look to a combination of test scores in the absolute, changes in educational growth rates year over year, and also I would survey both students and parents to get their direct feedback on the intangible aspects of their school experience.			1			
You won't. You will have some data points that you will be able to brag about, but there will be no real change. Not until you put money into actually changing the communities themselves. Placing higher income children in a different neighborhood school won't make the neighborhood better. You're just juking the stats.						1
It depends what your measure of improved student outcomes is, and perhaps asking those specific families and students what they want would be the most appropriate, although there are many sources of data you could use such as test scores, attendance, HS graduation,, ELD reclassification (proficient) etc...		1	1			
Improved testing results and graduation rates for these groups			1			

	Themes & Counts								
	3	47	11	15	8	7	14	5	1
Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
1. Keep current policies on transfers. If you must make changes, at least retain transfer policies for 3rd grade and up. 2. Allow kids to change schools to new school in boundaries a year early if desired. 3. Make sure the transportation piece is in place for students affected by these changes who would like to stay in their current school, for at least a year or two. For example, I live in the Lewis/Sellwood boundary, and many of the kids slotted for moving to Lane are disadvantaged compared to the rest of the school. Retain bus routes at the edge of the boundary (in this case, 52nd, which is walkable for those students) and allow students who would like to finish at Sellwood to stay with easy bus access. Privileged families can drive their kids but these parents likely cannot, and having a child move in 7th or 8th grade from everyone they have grown up with is rather cruel and very disruptive at a sensitive age. 4. For Focus option schools moving, please provide some basic bus routes. They can have common stops, at say a grade school, to keep it simple for PPS/Bus system. Speaking of, why does Richmond, the most privileged school in the district have so much bussing but less privileged schools do not? This is ridiculous.			1						
Adopt a gradual phase-in. Be generous with hardship transfers for kids who want or need to attend schools close to home.		1						1	
Again, I think you need to look at other systems before adding 200 more students. If this change does not happen until the 2023-24 year, then PPS should step intensively into Lane. Host a listening session with teachers. Hire administrators with experience, not just move people up the line. Make Lane a desirable school from the inside out.				1	1				
Allow grandfathering. Or don't do anything at all. Don't make kids leave their support system and communities they are currently thriving in. Especially children who not deal well with change.		1		1		1			
Allow local children, such as those who attend Atkinson Elementary, to attend their original middle school - Mt. Tabor or Kellogg. Your current plan is untenable and puts our children at risk!		1							
Allow MIP program to remain in place and allow children already on a track to follow their older siblings schools to remain on that track.		1							
allow students that are about to finish (1 year) to stay in the current schools		1							

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
Allow students to attend their neighborhood school. If this isn't possible, reliable and consistent transportation needs to be available to assist families who have students unable to walk to school. Counselors need to be available to help students through this transition as well.		1	1			1			
Allow students to finish the highest grade at they school they are currently in, give preference to siblings. There will be families with students in two different middle schools.		1							
Allow students who want to stay in their previously assigned schools to finish out their time in them. Even better allow younger siblings to do the same thing since otherwise transportation becomes a bigger nightmare.		1	1						
Be aware that many families have not been tracking this process and are hearing about the changes for the first time after the decisions have been made. They may rightfully be angry or disappointed in the changes for their students and communities. Please make Harrison Park equivalent to a comprehensive middle school.								1	
Better transportation, more staffing and more resources/activities/classes for students.			1		1	1			
By not implemented drastic changes to students after a 3 year pandemic. Choose the well being of your students over constructing favorable data.				1		1			
By NOT moving forward with this plan. By co-location immersion and neighborhood programs so that everyone benefits from the school's rich and diverse community.				1					
Clarity on high school feeder patterns and how they are affected.							1		
Clarity on when and how the changes take effect, include transition plan when releasing final decision to the public. Include information about students who will already be in middle school during transition and whether they will finish at current school and whether they will go to different high school than in previous plan. Address questions of high school zones and placement immediately and with announcements of middle and elementary zone changes.							1		
Don't do it after a global pandemic.				1					
Don't make the proposed change. Move the DLI programs instead as those students predominantly already travel from outside the neighborhood. That cohort could remain intact while avoid making neighborhood kids travel and splitting apart groups that have been together for 6 years and live in the same neighborhood.				1					
Don't move forward with it				1					
Ensure stable staffing at schools affected - maintain at least two neighborhood strands at colocated schools, ensure middle school staffing at HP that is comparable to Kellogg's middle school offerings.					1				

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
Explain why Duniway isn't part of any of the sweeping changes.							1		
Families are so upset and angry, I'm not sure how to help or if PPS can succeed here. Has become too emotional and political. Networking, welcome activities, orientations, fun activities to engage students and parents. take care of school grounds, invest in new schools and building/facility improvements.					1	1	1	1	
Give transfer priority to other PPS schools for kids displaced by "equity" decisions		1							
Given the recent schooling disruptions brought by the pandemic, I hope that students will be given the opportunity to compete middle school where they start, rather than experiencing one more upheaval during these tumultuous years.		1							
Having open communication and trust from families. The program will continue to be successful if we work together. We can have sub committees to address all needs and help everyone buy into the positive outcomes. By having us unite we can make the program even stronger.							1		
I don't know.	1								
I don't see any easy transition.	1								
I will find another school for my kids				1					
I'm concerned that the proposed shifts will move students who are currently enrolled in a middle school, to a different middle school. The middle school years are tough and forcing one group of students to move away from their school and peers in the middle of a short, three-year school experience, would negatively impact them. Although the proposed changes seem ok, a phased transition could help this be less negatively impactful on students.		1							
It would be really great if students can finish out the school they are at and then move to a new place. I am concerned that my student who will be in 8th grade has to move to a new middle school their last year of middle school. If they can stay and finish out their middle school experience, that would be ideal. And I believe that for all 8th graders/5th graders. My child is an immersion student, so I know that makes it even more difficult, but it would be nice to finish where they started.		1							
Keep staff together with kids!!		1							
keep students who are already attending a school "grandfathered" in, as well as to follow their class to the school's designated middle school.		1							
Let displaced students have first option for alternative school choices. Lottery is not enough. Displaced students should get priority, regardless.		1							
Let kids stay at the school they have been going to IF THEY WANT TO		1							

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
Let legacy kids stay in their schools		1							
Let's families with kids that are grandfathered in with kids already in their present school districts stay in those districts. When the older siblings are already in a school, the younger siblings should be allowed to follow them.		1							
Maintaining the legacy policy and sibling preferences for families. Enrollment is going WAY down. There is no reason not to keep this. NO schools will be underenrolled - even the "emergency" high schools. BTW would be nice to see projections of 5-7 years as required by your AD on boundary change proposals. Data is only to 2025 which is 2 years after implementation. 2 years of projection doesn't really seem like a good way to make these decisions that effect so many.		1							
Make options for staying in current school boundaries.		1							
Maybe consider a phase in approach with middle school first.		1							
Modify option F -3 so that Atkinson neighbor hood students can attend my tabor instead of Harrison Park.		1							
No boundary changes				1					
Offer more reliable transportation every day and not have it cancelled one hour before pick up, offer gas cards to families having to commute further from home and there is no way to fix the sense of community that is being broken and torn apart.			1						
Offer regular communication updates in different formats and forums. Have welcoming events before the schools open.						1			
Phase it in for volunteering or new students only. Pls allow currently enrolled students to complete their elementary years at their current school.		1							
Please allow kids to finish the highest grade at their current school. Asking kids to change schools after Covid is just too much.		1							
Please allow students to be grandfathered in either because of sibling already at a school OR by allowing ease of transfer for students who are truly closer to the school they are moved away from		1							
Please don't abruptly pull our students from their current schools. This transition should happen smoothly over the course of the next few years as kids finish to the top grade in their current schools.		1							
Please support the Creston integration into Kellogg. Give Atkinson back to Mt. Tabor where they were happily enrolled.		1							

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
provide a cost estimate for the proposals (which you should have been doing all along for every proposal that was introduced in SEGC). Let parents know who is affected so you need to decide in the implementation plan before you expect parents to comment. You should be prioritizing (VIA PPS Climate Justice Policy) walking to students nearest school instead of keeping with the 'feeder school' idea and bussing kids to farther away schools. This proposal does not promote community within neighborhoods and further exasperates our climate issues by putting more busses on the streets, which costs PPS more, which then deteriorates the budget and takes away from funds that could go directly to the students in the schools for learning.				1			1		
Provide transportation to all DLI students affected. This seems difficult since there already is a shortage of bus drivers			1						
Retain legacy policy.		1							
Siblings/ students should be able to follow out the path. Changes should impact incoming students									
Stability in the decision will be helpful, there have a been a lot of delays, changed deadlines, changed plans in order to try to make the best plan, but once decisions are made there should be no additional changes. Would be helpful to know if staff is moving with students.							1		
Students must get school provided transportation to schools. PPS needs to provide extended care programs 6:00am to 6:00pm to address the lack of care options and provide equitable tiered pricing and living wages for staff.			1		1				
The funnel to middle school for Atkinson Neighborhood students should be immediately reconsidered and updated to one of the THREE closer middle schools. It is unbelievable that PPS would choose to send neighborhood students miles away from their actual neighborhood and not send them to the three closer schools. Please reconsider, this creates terrible outcomes for all Atkinson neighborhood programs without any notable benefit to the underrepresented communities.		1		1					
The transition plan should be equitable. I have heard that while neighborhood students will be able to age out of the school they are currently attending, DLI programs (mainly minority students) will have to be disrupted and change immediately.		1							
There will be no good way to ease the transition. Transportation, community, proximity to siblings' elementary school, etc. will all be destroyed if Woodstock elementary students are diverted away from Hosford Middle school.		1	1						

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
Transition is always hard, but will be easier if students are allowed to complete their time at their current school before transitioning. Additionally, I hope the district will very clearly share details with all impacted schools/families about alternative options, such as charter and magnet schools and lottery expectations, process and timeline for those families who feel very strongly that proposed changes will negatively impact their child/children. This information is on the PPS site(s) but it is not safe to assume that all families know how to search for and access the details.		1					1		
You can allow for grandfathering. Not allowing for grandfathering causes tremendous, tremendous harm and disruption for families who have often invested significant time, resources, and even love into their school community only to have it stripped away for reasons that are often unclear.		1							
You can't unless you let kids finish elementary school at their current school. That would be the right thing to do instead of kicking a bunch of kids out of their neighborhood schools.		1							
You can't. You are traumatizing a community. They have no voice. They can't access the info. I can't believe how transparent PPS has been in systematic racism and the harm done to schools that house the most fragile students.				1					
You have no chance. You can't even bus kids on a daily basis. This was a joke and you know it.			1	1					
You must give current students and families Legacy Status. Some will want it, others won't, but at least give them the power to make the choice to stay or go. Many parents buy houses based on the neighborhood schools and the housing market doesn't allow for adjustments to that. Empower families via Legacy Status if they want it.		1							
You should grandfather in the immersion programs in the schools they were originally projected to and start with kindergarten.		1							
Guarantee slots for aftercare with aftercare providers in schools where there are incoming new students who were impacted by school boundary changes. We love our aftercare program and are afraid that if we had to switch schools, we will be last in line and not be able to cover childcare after school ends, which is a problem for full time working parents. Also, allow siblings of students currently attending their school to be allowed to follow the legacy policy, so that families can stay together. As a household, we do not want to have 2 kids attending different elementary schools.		1							1
I feel there should be more input from the affected groups before any decision or transition is made or begins.				1					
Give the option to stay where they were supposed to go		1							

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
Letting all kids, including DLI, finish out their program at existing locations		1							
Lots of email communications + phone and text							1		
You could grandfather in students who have already started school elsewhere so that they can continue in their current school districts all the way through to high school.		1							
There is no way to help these children who or just now getting back to their established communities and known support systems after a traumatic pandemic experience by ripping them out and putting them in a whole new environment.	1					1			
Allow students to remain at their current middle school instead of changing during the middle.		1							
Tours of schools - for current & future students District Administration available on-site School Board - get out of the office and see the neighborhoods you're affecting Visit local outdoor events and make yourself available					1	1	1	1	
Provide student transportation if this is implemented. Reconsider if this proposed change is truly beneficial for all of the students affected, including those already zoned for their current respective middle schools.		1	1						
Provide clear communication in advance to all who could be impacted--the ripple effect of enrollment and balancing in one quadrant on neighboring quadrants has not been communicated to families, so many of us feel like we've been caught unaware and are two years behind a done deal. Communicating to families that it is NOT a done deal and what our options are, what the recourse is, how families can lottery into their (TRUE) neighborhood school might be valuable. Most people don't want the default option for their children to be that their children have to get on a bus and go to school miles away from where they live.		1	1				1		
Listening sessions with affected communities once decisions are final, to get their input on this question.							1		
Gratuitous application of hardship transfers and extra support for underenrolled schools.		1			1				

Optional: When a plan moves forward, how could we ease the transition for students, families, and staff?	Don't Know/NA	Allow students to stay in their current schools, slow transition, stay on track with MIP, siblings	Transportation	Don't make any changes	More support to schools	More support for students	More communication/ clarity/ information about the impacts of the changes	More support for families	Provide aftercare
1a) Develop a change/transition script for each major transition path (or journey)-- maybe in actual narrative form almost like a story of how the change will work, what the transition process and path will be like, etc. 1b) also consider shooting video of the process if possible to make it more easily accessible and engaging for kids, 2) TRANSLATE MATERIALS FOR THE AFFECTED COMMUNITIES, 3) Also work up a kind of onboarding/welcome path/welcome event for families at their new schools--- this might be a good thing to work with school PTAs to help out with, 4) collect more feedback from affected families about the kinds of services and supports that have helped the most, the ones their most afraid of losing, and then look for ways to transfer or replicate those services/supports at their new school.							1	1	
Make it optional. Then you won't have as many angry and upset families.		1							
Reducing the number of changes is the best way to lessen any issues that may come out of the transition. Also allowing families that are not in the PPS system but have kids that are almost school age to be grandfathered into the original schools they were zoned in.		1		1					
Staff all classrooms with full time teaching assistants and cap class sizes,					1				
Offer appeals so those right on a border can request to stay at their nearest school. Offer siblings to stay together. Offer transportation.		1							

<i>Please select which school you a</i>	Count
	0
Atkinson	9
Bridger	11
Community member- No-Specific sc	3
Creative Science	1
Creston	6
Glencoe	18
Harrison Park	1
Hosford	10
Kellogg	7
Lane	1
Lent	7
Lewis	4
Mt. Tabor	7
Sellwood	3
Woodstock	7
Grand Total	97

<i>Programs</i>	Count
Mt. Tabor Neighborhood	15
Bridger Spanish	10
Atkinson Neighborhood	10
Hosford Chinese	8
Woodstock Neighborhood	7
Lent Neighborhood	5
Kellogg Spanish	5
Woodstock Chinese	3
Mt. Tabor Spanish	2
Lent Spanish	2
Kellogg Neighborhood	2
Harrison Park Chinese	1
Bridger Neighborhood	1
	0
Grand Total	71

What is your race/ethnicity?	Count of race/ethnicity	
A	1	
Asian	6	
Black	1	1.1%
Brazilian	1	1.1%
Hispanic - Latin/x/a/o	11	12.4%
I'm white but my kids are mixed race		
Asian/White	1	1.1%
Multi-Racial	11	12.4%
Native American or Alaska Native	1	1.1%
Native Hawaiian or Other Pacific Islander	1	1.1%
White, non Hispanic - Latin/x/a/o	54	60.7%
Why?	1	1.1%
(blank)		
Grand Total	89	
Other	4	4.5%

Asian	6	6.7%
Black	1	1.1%
Hispanic - Latin/x/a/o	11	12.2%
Multi-Racial	11	12.2%
Native American or Alaska Native	1	1.1%
Native Hawaiian or Other Pacific Islander	1	1.1%
White, non Hispanic - Latin/x/a/o	54	60.0%
Other	4	4.4%
	90	100.0%

	Themes & Counts										
	1	13	25	3	42	26	28	11	1	5	21
Do you have additional feedback for PPS about this proposal or the process?	Don't know/NA	Income inequality	Better outreach to families, community, more transparency	Slow transition	Please reconsider, frustration	Breaking up neighborhoods, longer commute to school	Equity concerns	Other	Concerned that DLI programs are being impacted	Supportive	Process concerns
As you have heard, the exclusion of high SES schools is problematic. There just aren't enough students. The Elem are barely at target enrollment in outer SE with these changes. The changes at MS have created 3 wealthy, white MS and 3 diverse low income MS. The way that MTMS is left is completely counter to the goals of this process. High income, white, under-enrolled (keeping room for Laurelhurst?) GROSS! It's not a school I wish my kids attended. The section of Glencoe/MTMS boundary that is being moved to Vestal/HP is the lowest /most diverse families at Glencoe/MTMS. And, there has been zero outreach to those families about the changes. Not only that, MTMS will be 60% JDLI. The largest, whitest, DLI program in the city. Their ELL population is smaller than the neighborhood population at MTMS that gets zero special treatment like the wealthy JDLI community gets. Richmond JDLI should be shrunk in size to boost enrollment at neighborhood schools. It does not meet the goals of PPS DLI programs and of course was left untouched. CSS should have been moved to a K-5. I'd love for someone to explain the rational of keeping that program in tact. Their curriculum is the same that is now being taught at all elementary schools and pulls a huge amount of kids from Vestal (a very under-enrolled Elem). And, finally... follow your policies. 5-7 years of projected enrollment is required BEFORE a board vote. Transportation impact and plans BEFORE a board vote. Targeted community outreach BEFORE a board vote. Public comment BEFORE a board vote. If you want families to support this and be partners in the change, you must include them and you must		1	1		1		1			1	
Change has to happen but it should be slow based on many factors. Legacy families is the				1							
Creston was doomed from the beginning, and it is hard to tell why. Board members were hostile and quoted as saying "we would get what we deserved." Now kids in the Foster-Powell neighborhood are bussing out of their neighborhood and never meeting kids blocks behind them. The neighborhood is bound by two major thoroughfares meeting at a diagonal, and the bottom half is completely severed from the kids and businesses nearby, and bussing miles to Hosford. It makes no sense, and hurts these kids as well as hurts a small					1	1					
Do not your gonna mess up the bi racial student my kids are in immersion but I feel if you move the English kids out that my kids won't have interaction with diversity group of kids					1		1				
Don't disrupt neighborhood communities by moving students outside of their neighborhoods. Incorporate diversity by having multicultural and DLI programs at all schools.						1	1				
Frustration					1						

Additional Feedback- Qual

Have you pillows the general public that don't have kids in PPS? You should allow them into the process. They may be planning to start a family and be living in a specific boundary on purpose. They may be ready to sell their home and retire but their hoMe value can be affected if they can no longer attend the closest school. Both, won't get this survey but pay property taxes and have an interest in school boundaries. PPS has attempted to reimagine			1			1					1
I am a seventh grader at Kellogg middle school and for me having Kellogg at 89% capacity doesn't feel super full, it's definitely a step up from elementary but it doesn't feel over								1			
I am at 62nd and Davis and will be forced into three totally different schools. I came from a broken family and moved schools frequently. I didn't want that for my kids. They need familiar and predictable structure. Especially after a once in a lifetime pandemic. This couldn't be more poorly timed. My son is in therapy for anxiety presenting since pandemic. We have a friend with a daughter so anxious she hasn't left her home for 45 days straight, another who is presenting anorexia nervosa symptoms. The kids are not OK right now. More						1					
I dislike if you overlay the changes with economic income the poorest people in each district are the most affected. My kid will change from a middle school within 4 blocks to one 3 miles away. How does that make sense?			1			1		1			
I feel like PPS has not been transparent or fair in this proposed changed.			1								
I feel like this whole process has done nothing other than pay try to give the impression that the community was involved in the process. I think all of the work of the coalition is not really changing anything. How can you endorse a proposal that so many members did not even			1			1					1
I hope the kids social/emotional well being is being considered in this transition.								1			
I know you will never protect kids of color or poor kids. But keep pretending you care. I'm sure all the Richmond and dunaway parents are happy. Those are the people you care						1		1			
I learned about this proposal only recently and I wish there were more community			1								1
I think instead of moving things around where communities and bonds have been formed, resources and fixing some of these schools that are suffering should be the answer. Not creating hardships for families that are already in the lower income section of the city. The people in the higher income areas that can afford transportation and are able to cut out of			1			1					
I think moving Creative Science, while heart-rending for some, absolutely makes the most sense to help with the shifting of Harrison Park to a comprehensive Middle school and is the right choice.											
I'm concerned that high school feeder patterns aren't being addresses. Creston, for instance, being shifted to Hosford might make sense, but students living on the north and east corner of the Creston catchment attending Cleveland instead of Franklin makes zero sense. Will						1				1	

Additional Feedback- Qual

<p>I think the building utilization at Kellogg (89%) in this proposal is too high and you are going to have an issue with neighborhood programs not fitting in the building when population grows in the lower cost areas of Portland (Arleta, Marysville, Lent). I think the building utilization is too low at all the other middle schools so this proposal is not balancing anything. Its simply moving kids around to accommodate your DLI programs, instead of really looking at good cost measures. Opening Harrison Park at 66%, having Lane/Sellwood at 77/78%, (and Mt. Tabor/Roseway at 66/68% without a NE Balancing date or plan to fill those schools) is wreckless. I also never agreed with opening Harrison Park as a middle school. You should have looked at Arleta and left the low income students alone instead of giving HP all of this to have on their backs. Those kids shouldn't have been taken out of their school (k-5), the middle students should have fed to Kellogg, and Arleta should have fed to Lane to fill it with boundaries redrawn so Arleta students by Powell went to Creston.</p> <p>This is not a good plan, and it is rushed, and you are not doing anyone justice by forgetting that Phase 1 was a stepping stone, and not meant to be permanant. You backed the community and SEGC into a corner by rushing into opening Kellogg during a pandemic. Nows the time to step back, slow down, and correct the mistakes, instead of steamrolling</p>	1	1	1	1	1	1	1			
<p>I worry about overcrowding at Kellogg Middle School, which is at 89% utilization compared to other schools. I also worry about Harrison Park getting stuck with a smaller student population and less school funding for its primary BIPOC and low-income students. That will be exacerbated if Woodstock parents decide not to drive their kids all the way East to HP. At the least, I hope PPS can revisit the proposal if it looks like Harrison Park is not getting</p>	1			1			1			
<p>I would have liked to have Atkinson immersion program join us as well. Not sure why the proposal did not include them. Why do the upper class families have so much pull that they get to stay untouched from the changes. Hispanic students will benefit much more in an all immersion school. Was the decision made for the families that live in the area or the Hispanic families that live out of the area? Are Hispanic families not as vocal and are forced to push the upper class families agenda? Not sure if our Hispanic families were taken into account at Atkinson. If some of those families are not documented do they fear speaking up due to their status? For the immersion program to function for everyone we need as many native Spanish speakers. This will insure a richer experience for everyone. I wish we could have a zoom meeting specifically for the Spanish speaking families in the 3 immersion</p>	1	1		1			1			
<p>Inner SE schools should also be disrupted. It is unfair that lower SES and historically underserved communities are bearing the brunt of these changes while inner SE</p>	1						1			
<p>It is clear that PPS students mental health is very challenged now coming out of a pandemic. Please pause these proposals while you consider the social and emotional well-being of our kids. Unfortunately these disruptions to community will most negatively effect those children who do not have the most support and privilege. This will also dismantle the nationally recognized and incredibly successful MIP that has been in place at Woodstock, Hosford, and Cleveland for decades. Every family in the MIP that i have spoken to will pull their children out of the MIP if Harrison Park is chosen. For the sake of our children's mental health and to</p>					1	1	1			

Additional Feedback- Qual

It isn't fair to strip Bridger of it's DLI and not Atkinson that's less than a mile away. You take all or nothing. It's obvious from the vote it wasn't a clear majority and the SEGC members had great reservations about the process and the inequity of it all. I've never received any email back from the Bridger reps about my concerns and that of other families nor were any of the alternate proposals of native DLI parents put forth to discuss, further confirming the			1	1			1	1				1
It sounds like the SEGC process was a disaster. The final policy had lots of votes of "No Pref" and abstentions. I could be wrong, but it seems like PPS Administration and Board had policies they wanted, they knew that the neighborhoods wouldn't like it, so they positioned				1		1						1
It would be great to see some options for families who are directly impacted by a mid-school experience change as the proposal is finalized.				1								
It's not healthy for our vulnerable community.						1						
Its a bit ridiculous that you did not include the inner SE schools in this process. Just rip off the bandaid and do it all at once. Our local grade school Lewis has gone from 400 to 300 and is now losing more kids, and Duniway is crowded. Move the Lewis/Duniway line already to balance these schools before beloved teachers get cut. I'm sure there are similar numbers at Llewelyn and Abernathy. Its a very bad look to only be changing the schools that you are						1		1	1			
Listen to the smaller voices. Allocate more funding to sports/facilities and extra curricular programs especially for schools with larger minority populations.				1				1	1			
My student attended Woodstock Dual Immersion and continued with Middle school at Hosford and graduated high school at Cleveland in 2021, still in the DLI program. We loved the cultural and language diversity the program brought to Hosford and Cleveland. Why								1				
Need more feedback from public before any changes are passed. Many families bought their houses in a district where they wanted their kids to be able to attend the schools there. Now after they have built relationships and nurtured these schools where their kids are enrolled, you won't to disrupt that fellowship among their friends and peers. It doesn't seem fair. Seems like more incremental change could be sought mixed in with better teacher dispersement. School bonds should be on lottery system with no preferential treatment				1								
No	1											
Not the time to do this. Feels like some of these changes are very unnecessary.						1						
Please consider the environment and the burden on families who thought they'd be able to								1				
Please do not divide NE and SE in this process, it makes no sense and is utterly arbitrary, please take economics into account.						1		1				
Please do not move the chinese immersion to Harrison park.						1						
Please do not vote in the boundary changes in the ne quadrant of the Tabor neighborhood. Almost all impacted families are against this change.								1				
Please don't be rash in these decisions								1				
Please provide regular updates. Parents don't like surprises!				1								
Please reconsider the boundary change for Glencoe and Mt. Tabor.								1				

Additional Feedback- Qual

<p>Please review this survey conducted by several families in the Woodstock MIP -</p> <p>https://docs.google.com/forms/d/1ElmHtOWouApWQtZAI7tPb7hoO0eYVwBrarbB-hG0wX8/viewanalytics</p> <p>Over 60 responses - the clear answer is our community resides near Woodstock and we</p>		1	1		1	1	1	1		
<p>Process has been flawed from start. Largely under the radar and difficult to follow or know how to engage. You have a very small group of very loud voices and rest of us feel hopeless. Kids can't take it, causing so much additional stress and anxiety for families. They are already struggling. Not well thought out to target outer southeast (lowest ses) and keep wealthy southeast communities thriving with no changes, no hard transitions and disruption for the children in those neighborhoods. It's infuriating. You will have even more attrition from</p>		1	1							1
<p>So, so disappointed with PPS and this whole process.</p>					1					1

Additional Feedback- Qual

<p>rebuilding and reopening Kellogg, it never in a million years occurred to me the neighborhood program of Atkinson would not end up there. We are in the SE corner of the neighborhood so the situation is more glaring for us than some, but we are a handful of blocks down a quiet side street from Kellogg. To deprive kids in our part of South Tabor the ability to walk to school is not right, especially when Lane is under-enrolled and "neighborhood" kids are traveling north from as far south as Woodstock to attend the school we can see from our driveways that is left without room for us. I know that space is limited, but there has to be a better way. I implore you to consider a split feeder for Atkinson. The section of the Atkinson neighborhood south of Woodward should go to Kellogg, or at least have the option to go there; particularly the chunk between 62nd and 67th. A split feeder is a sacrifice, but I would prefer it 100% of the time to the transportation barriers posed by bypassing a walkable school.</p> <p>Walkability is so clearly an important RESJ issue. The burden of transportation is extreme especially on lower SES families, families who do not own cars, and families with two working parents. Bussing is an imperfect substitute for walkability. If there is one thing this year has shown us, it is that bussing cannot be relied upon. There is a bus at Mt. Tabor middle school that has been cancelled every single morning for the last two weeks. How are those kids getting to school? I guarantee some of them are missing part or all of the day due to transportation barriers. Even when bussing is working as designed, it's not optimal. Kids who miss their bus are left to scramble for alternate transportation and kids who rely on busses to get home are not able to participate in after school activities or even brief socializing after school with peers. Bussing is expensive, inconvenient, bad for the environment, and has frankly been devastating for our family this year.</p> <p>I have watched every minute of every SEGC meeting for the last two years so I know the RESJ priorities and the massive trade-offs involved in this process. I was terribly discouraged by the disingenuous switch PPS pulled on the SEGC when they very, very clearly stated that any assignments made in Phase 1 could be revised in Phase 2 if needed (in response to SEGC member's valid points that dividing Kellogg/HP into separate phases would have unforeseen consequences to the process of filling HP) and then not only</p>						1	1	1	1		
<p>The board needs to fin a win-win solution and modify option f-3 to ensure neighborhood students are able to attend nearby schools. In particular Atkinson students should be allowed</p>						1	1				
<p>The creators of this proposal, the SEGC, do not stand behind it and have said it is not good or equitable. They have said the process was bad. Loud voices drove decisions instead of what was best for students. That the exclusion of the most affluent, white, and overcrowded schools made equity unattainable. How can anyone be expected to support a proposal when</p>			1		1			1			1
<p>The whole process of putting parents against parents, neighborhoods against neighborhoods, and minorities against minorities to see who gets the scraps has been terribly demoralizing. Why haven't been affluent SE schools not been part of these re-arrangement process? The changes, uncertainties, threat of broken promises have completely eroded PPS credibility. Us Hispanic families have faced the brunt of PPS neglet</p>			1		1			1	1		1

Additional Feedback- Qual

There has been no our reach to the Glencoe Community about the changes to boundaries and how the out lying neighborhoods will be most effective. I feel like this process was more about increasing enrollment in outer SE schools then looking at the outer SE schools and asking why neighborhood students don't go to their neighborhood school. It should be about making schools better with resources then moving students to schools that aren't in their neighborhood. Example: our MS is changing, so instead of walking to school with kids in the neighborhood they will be bussed 3.5 miles away to a new neighborhood. They will not			1		1	1	1				1
This all should have been done together -- at the same time that Kellogg was assigned. And should have included the entire SE area of schools.								1			
This is a difficult effort and you have put in tremendous thought into the process. I don't like the decision to move successful immersion programs... I don't think you will get the results you want. That said, I respect whatever decision you come to and hope it works out for the city and pps. Thanks to all who have worked on this!							1	1			1
This process has been long and it doesn't feel as though the community was actually heard. There was great consensus that the Atkinson neighborhood program should not route to Harrison Park, but one of the THREE closer middle schools instead. This should be reconsidered immediately as it has such negative impacts on the community with no tangible			1					1			1
This process should not move forward when nearly half of team abstained, and the winning proposal is only the choice of a small portion of SEGC.					1						1

Additional Feedback- Qual

<p>flawed and problematic attempt to resolve issues in one area, the proposal being advanced will result in substantial harm in other areas by breaking up community relationships and trust that have taken decades to build. Promises made by PPS to be intentional with community building and for culturally specific resources to continue and follow students to new schools are hollow and can not possibly be fulfilled.</p> <p>The Woodstock, Hosford, Cleveland Mandarin Immersion Program has a long history of success in student outcomes and has been a strong incentive for families placing their students in Portland Public Schools. The proposal to break apart the community at Woodstock Elementary after 5th grade is heartbreaking and devastating. To then remove the Hosford Middle school MIP students out further east and away from their established resources and community connections shows an incredible lack of forward thinking to the program or consideration for what this program means to these schools and students. The proposals have not given adequate time to investigate the ramifications of changes to the MIP specifically and have deliberately ignored the concerns raised by these communities. It is even more concerning that these immense changes are being made to a DLI program without a Director of Dual Language Immersion Programs to oversee the equity, fairness, or academic foresight behind the decisions. The students at Woodstock Elementary and Hosford Middle School do not have a clear voice of advocacy for their interests and I have seen no evidence to show a benefit to the Mandarin academic program or the communities being impacted. Woodstock and Hosford MIP students are collateral damage in an inadequate solution to problems unrelated to their program. We can see that Cleveland is next, and there is absolutely no discussion or consideration of what that is going to mean for students who have spent their entire academic career dedicated to this Mandarin Immersion Program. I personally do not believe PPS has given any reflection whatsoever to how invested these students are to their DLI program and the communities it exists in.</p> <p>With the focus on enrollment numbers and data points, and the centering of attention on other community groups that rightfully deserve the attention, the impacts on the Mandarin Immersion program and students has been all but ignored entirely, treating these students' as data points in the enrollment numbers and "scraps of meat" to be vied for as one SEGC member put it.</p> <p>The diligent and hard working members of the SE Guiding Coalition have voiced their</p>					1		1			1
<p>This proposal I understand is meant to increase enrollment in under surf schools and bring in more diversity to these underserved schools. However again as I have said people with money will move to better neighborhoods further concentrating wealthy neighborhoods higher Roman schools and leaving behind these low enrollment schools. The current USA public school system gets funding from local taxation is very flawed resulting in poor neighborhood getting even worse schools and richer neighborhoods with better schools. The fundamental problem is that school funding should come from centrally and divided equally</p>		1		1	1	1	1			
<p>We are a BIPOC family located at 64th and Glisan. I am frustrated by feeding into a much further middle school (Harrison Park: 2.7 mi). I would like to know if this will be a set rule, or will there be consideration for my kids to attend Mt. Tabor MS given how close we are located to Mt. Tabor MS (0.5 mi). I work full time away from home. I am concerned about timely pick ups/drop offs once my oldest goes to a further middle school. I also feel displaced</p>			1			1	1			

Additional Feedback- Qual

Yes I am 4 blocks from Mnt tabor middle school - my kids a walk to school. Sending them on							1				
Yes. I fail to understand how you can estimate that losing 50+ students at Lewis will result in a change of only -5 in enrollment. Explain that.						1					
I am upset that Glencoe boundary changes affect only families that live in the most racially, income, renter diverse part of the neighborhood. It feels like Glencoe will become more white, more affluent with these boundary changes since it closes the northern boundary that currently includes North Tabor, especially North of Glisan street where we live. To me it doesn't feel inclusive or aligned with the greater equity goals of this project. I also don't understand the middle school switch outside of Mt Tabor. The proposed new middle school is super far away (2 miles!). Doesn't make sense to me why we'd be forced to go there given						1	1	1			
The dual language program have been incredibly successful for the students who have been involved in them. These programs already have equitable access. Why punish and destroy these DLI programs when they have proven to be successful in many ways over the years										1	
If you are concerned about enrollment and budgets it simply doesn't make sense to make these changes. Many people will not enroll at pps schools in the proposed plans and will either move or change to private schools. Why are we separating students from the same high school feeder for middle school? Why are we increasing bus usage when there is a						1	1				
I am in STRONG support of the proposed Spanish Immersion @Lent school-wide program. I have been a homeowner in Lents for the last ~7 years and this program is something to be proud of in our neighborhood, especially as we work to overcome the challenges of the last											1
This would benefit all students. Learning a second language gives students a valuable skill											1
It would be wonderful to give more students the opportunity to enroll in a dual enrollment											1
I'm very upset and troubled by the news of this transition. Yet another bad decision that contributes to the state of Oregon ranking near the bottom of schools in national rankings.						1					
Please consider the mental health of these children before taking them out of the communities and support systems they know. It is clear that children right now are truly suffering negative mental health effects since the pandemic and such a major change right now as they struggle to return to normal would be horrible for them. Those most negatively effected would be those very kids with the least support or privilege at home. Please pause this process while you consider the massive effect the pandemic has had on the student population and consider how this may need to pause major changes at the district level while					1	1		1			
The process was extremely complicated and hard to follow. I don't think high school placement should be based only on the middle school attended. I can see Franklin High School from my house, but according to the current model, will be zoned for Cleveland.						1	1				1

Additional Feedback- Qual

<p>Process: This process was designed to ensure the smallest group of people was included in the planning. The description of "why" is vague and lacks significant data to support the expected impact. While it might be based on a hypothesis, there appears to be no metrics that will be followed up on nor when they'll be looked at.</p>										
<p>Proposal: I will only speak to my directly affected student as other parents will speak for theirs. One of the reasons we live where we do is to ensure our child went to Glencoe. We couldn't afford to live close enough to be unaffected by this change, however. Our student is negatively impacted by this change - there will be less access to programs and PPS did not include a plan to address that problem. This change will impact the cost of living here in North Tabor and necessitate more transportation to support our student. The impact to neighborhoods near us (namely Mt. Tabor) is nothing but good, however - better immersion</p>			1	1	1	1				1
<p>Yes. I really want my children to go to the schools closest to our house. I have never understood why the "neighborhood school" isn't defined as the one a child could walk to/from. It seems to rend students from their communities. What do you propose to families who have limited transportation? I don't mean in terms of providing a bus for students to get to or from school (which we know has been unreliable with bus driver staffing shortages), but when a student becomes ill and needs to be picked up in the middle of the day? or a family emergency necessitates that they be picked up in the middle of the day? If the family doesn't have access to a car and the school to which they've been re-routed is much farther from the</p>				1	1					
<p>Maybe better communication to Lent about why it was selected for all-school SDLI - it seems like there is resistance there and maybe it would be helpful if the rationale that SEGC went through including the deep analysis on lent's strengths and weaknesses.</p>			1	1						1
<p>PPS knows this was not a public process. Ultimately the SEGC was a bunch of mostly white, mostly affluent people that pontificated to no end. Staff railroaded their consensus and still fell well short. Follow public meeting laws to the letter and realize that school boundaries affect more than students. They affect communities and tax payers that were fully unaware of this process until now- after all the deliberation. I am beside myself how staff can not be embarrassed by the outcome and how they can represent that the recommendation was to the Deputy Superintendent, therefore exempt from meeting law. Really- the Board set the</p>			1							1

Additional Feedback- Qual

<p>Please ensure that the Harrison Park building facilities are upgraded/repaired/refreshed. It's a great building and a great facility with huge potential that needs TLC after years of neglect. Also, it should probably have a historic designation like the Clark building has--HP is older, has more character, and has a number of spots with really cool acoustics: under the awning at the main entrance, the main courtyard, and most of all the auditorium has an awesome natural sound to it. On a related note, I know the PPS Board has been struggling with the decisions they face as well as the pressure to make trade-offs between cuts and tapping reserve funds. Having 15+ years in corporate finance and accounting I can say that I really do appreciate how hard the decisions are. Something to consider is that major companies like Intel typically invest in capacity and capability during downturns despite the risks so they are better positioned to compete when conditions improve. I've heard members of the PPS Board talk about needing to be responsible with public funds, which invariably leads them to focus on cost control. I would argue that making sound investments is being responsible with public funds because in the end what the public wants is to see better student performance, better student and family experiences. And I don't say that lightly because I know the types of cliffs and falls that can be avoided. At the same time, I keep wondering if the same type of risk management could be effectively engaged by making the necessary investments in schools, thereby making the PPS school district more attractive. If part of the reason for lower enrollment was due to families voting with the feet in search of "better" schools & school experiences, then it seems that the way to reverse that is by investing, not cutting. But even with that said I'll hold space for the likelihood that there are subtleties and nuances behind the scenes I'm not aware of.</p> <p>Lastly, I think that while the SEGC process wasn't to everyone's liking and in hindsight could have been better, I think that it was actually pretty good overall, especially under the</p>								1	1	1
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Additional Feedback- Qual

<p>The only changes seem to be in middle income areas. Locations where the demographic is wealthy enough to buy into a good primary school but not enough to send their children to a private school once the boundaries are changed after the fact, i.e. Duniway, Abernethy, and Sunnyside have no changes.</p> <p>My husband and I bought a home with a specific school in mind and now you are telling me that because my children are ONE YEAR younger than our neighbors they will not be able to attend the same school as them. They will not be able to have access to the same quality of education all because YOU chose to deny them that. I'm confused why this change is even needed. You are looking to bring increased enrollment to Woodmere? Then put your time and money into making that neighborhood a better place to raise a family. As someone who works at a Title 1 school I'm not interested in my children being used to pad your data while being thrown into a large kindergarten class. Per YOUR website, "Woodstock is the most balanced of co-located neighborhood/DLI schools in the region". Why does that need to change?</p> <p>I don't see any data on how this new change will affect home prices. Was that not included in your projections? I can guarantee that we would not have paid as much for our home had Woodmere been the home school. This change will not better Woodmere, it will only negatively affect the lives of those who you've chosen to upend for the sake of this experiment. There are so many better changes you could make with taxpayer dollars than</p>										
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Additional Feedback- Qual

<p>boundary. I have a daughter that is going to start school in Fall 2023 and a younger son. Before I get into my feedback on this proposal, I'd like to just share a little bit about myself. My parents and I came to this country as refugees with only our bags and zero prospects, my children are first generation Americans. My family and I recently bought our home specifically to be in the Glencoe school district. We wanted to decrease our commutes and really love what Glencoe has to offer. We worked really hard, saving our money to be able to buy our home, a true fixer upper in North Tabor. It was a big milestone because I am the first person in my family to own a home. If the home that we recently purchased was not in the Glencoe school district we would not have bought it. It is heartbreaking to have this decision taken away from us and our kids. We are not people that have means to turn around and move within the next year or send our children to private school.</p> <p>We currently live within walking distance to Mt. Tabor Middle School and within a mile of Glencoe. Our commute to both newly proposed schools would increase. For middle school instead of my kids being able to walk to school they would have to commute at least 2.5 miles across several major arteries (Burnside, Division and 82nd). I believe neighborhood schools are important, and being able to attend ones own neighborhood school not only provides for a healthier environment but it fosters community. Moving children out of neighborhood schools reduces opportunities for community involvement and relationship building. The closer a student lives to their school, the more access the parents have to the resources at that school. Families who do not have the time or resources to travel to their children's distant schools, will now have even less ability to participate in their education under this new proposal.</p> <p>I would also like to point out that I am one block away from the boundary cut off that is on 60th Ave. I live on 61st just north of Burnside. Our entire street, stretching from Burnside to Glisan is almost entirely apartments and multi-family units. The children living on our blocks are not from high income families. These are the children who will no longer have the opportunity to attend Glencoe. Our neighbors just across the new boundary zone in the wealthier part of Mount Tabor do get to remain in the Glencoe boundary. This seems to be directly in conflict with your goals of equity and inclusion.</p>										
<p>All the SE schools should have been involved in this. It's not too late, the process should include all of them. One or two in-person facilitated meetings, or series of meetings, planned ahead with high quality translation services, planned in a reasonable amount of time (no "emergency meetings") with a staff that can really listen to families would be better than</p>										

Additional Feedback- Qual

<p>With older kids, I am concerned about the impact on high schools from these changes. I am sad to see Creston kids leave Kellogg when the Creston parents contributed so much to the plans for that school, though I understand trying to keep nearby families there. Overall, this process does not seem to have gone very well (particularly with not including inner SE schools), so I don't have a lot of trust that wise plans will be made in the high school phase. For example, we live 5 blocks from Franklin (it is the closest PPS school of any level to our house), but with Creston's middle school being changed to Hosford I fear that will shift our kids to Cleveland for high school. This would have our kids travelling through areas I feel are unsafe due to open drug sales/ use, constant crime, and houselessness, rather than walking 5 minutes to Franklin. We may look outside of PPS if this change is made because we would no longer be attending the neighborhood school that we've been supporting, attending sports and performing arts events at, and looking forward to all of these years. I</p>											
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