

Focus Group - Vietnamese

Vietnamese focus group

11/18/2020

Comments and questions:

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

- I have looked at the map and think they are good enrollment and balancing recommendations.
- Due to COVID 19, distance learning is necessary, but it has not met the needs of many students, especially students of color. Is it possible to move the proposal timeline so we can focus on supporting teachers so they can support students more effectively? For example, delay the opening of Kellogg Middle School. I know PPS has worked hard to achieve its goals stated in the document; I think it is possible but difficult for PPS to focus on many priorities at the same time. Improving the quality of teaching/learning should be the focus at this time. I believe that the voters will understand if we delay Kellogg openings, but they won't agree to a makeshift education. I understand the importance of enrollment and program balancing but it is also important to discuss the priority of opening new school vs. focusing on curriculum & teaching/learning.
- What are specific supports (funding from Student Success Act) to ensure student success? Especially at Rose City Park. Can we get some specifics?
- In the process section of the website, it suggests that future phases in 2022 and onward will focus on schools in NE Portland. What is the likelihood that this rebalancing project in the future will impact the VDLI program at Rose City Park/Roseway Heights/Madison?
- One potential impact is students go to the same K-8 schools but have to attend different high schools. This will negatively impact students' social/emotional well-being. Due to distance learning, students can't hang out with their neighborhood friends now and later on when they can return to school they won't even go to the same school. How does the district plan on addressing this?
- Is there any discussion regarding negative (perceived or real) impacts of Bridger becoming a K-5 Chinese Immersion school? i.e. inequities, isolation, racial issues (how would the neighbors of school react if they have to send their kids to a different neighborhood school while Chinese students come to their neighborhood)
- This community engagement process (focus group and open house) is just an afterthought. We have not seen the map until today. Only one member of the SE Guiding Coalition is Vietnamese. I have many concerns regarding moving the Japanese DLI to Madison HS and I would have shared my concerns with the Coalition if I had known about this recommendation sooner. Madison will house 3 DLI programs. Since the Japanese DLI is well funded and one of the best DLI program in the district, inequities will be displayed and cause potential issues.
- Madison HS will house 3 DLI programs and potentially there will be an over-crowded issue. In three years, students from the Vietnamese DLI program will attend Madison HS. What will happen if the school reaches capacity before then?

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