

Response

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| 1 | I noticed that in the pie charts showing race, FRL, and ELL data on pages 28-35 and 41-43, and on the enrollment trends on pages 8-13, that Creative Science focus option school was included, but not Richmond Japanese Immersion or Winterhaven. I would love to see the corresponding data for those SE lottery schools as well, and wondered why they were not included in those sections of the report? | We have added statistics for these schools to the Data 101 packet. They have not been included because their enrollment is balanced, there is no co-location, and they are physically distant from Kellogg MS. |
| 2 | Would the old Marshall campus be available to be repurposed as a middle school? | The current plans for Marshall are to move Benson there and then Cleveland while they are modernized. |
| 3 | This seems to impact Bridger quite a bit. I would like to know where Bridger families actually live in order to know how many people this will impact. | See the Bridger document |
| 4 | Why is there no change proposed for Creative Science School when it is located within the boundaries of Harrison Park, and could provide a location for K-5 students within these boundaries? | The springboard proposal is a starting draft for the guiding coalition to build on and improve. Assigning Harrison Park K-5 students to Vestal and Bridger helped improve utilization at those schools, but coalition members should provide other suggestions. |
| 5 | Where do Creative Science School students live? The families I know who have students at CS live quite far away, in North and NE. | See page 11 of this report: https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/207/Charters% 20and% 20Focus% 202019-20.pdf |
| 6 | -Is there funding available to improve the building facilities at Harrison Park in order for it to be equitable to send some middle school students to a | |

SE Guiding Coalition Q&A

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9	Currently, to my knowledge, a lot of higher needs SPED students go to specific programs at Tabor and Arleta, especially at 6th grade. Will this continue? I see an increase in SPED at both of those locations. Could this overload those teachers?	It is important to identify the potential opportunities and impact of enrollment and program balancing for students who receive special education services. All schools serve students who qualify for part-time special education support, and many SE schools also host classrooms for students who receive special education services for more than half of their school day. See page 41 of the baseline assessment (available in your dropbox account and on our website for more details about the location of special education focus classrooms. Enrollment and programming proposals assume that students in grade 6-8 special ed focus classrooms move with mainstream students to a new middle school. Once a new plan is approved by the School Board, the Special Ed department will make final decisions on program staffing and composition.
10	How is the "use of space" calculated? I teach at Lent and would describe our building as almost entirely full. Though we do have a staff room and leveled book room that could probably become teaching space if pushed to capacity, all classrooms are in use.	Please see the document, PPS School Utilization: Background and Methodology , for details on the 'Use of Space' calculation.
11	-Could you provide some background on the issues with divided programs and the reason for pulling things like Access or Language immersion to single sites. Pro's/cons kind of stuff. -I would like to hear more about the pros/cons between having K-8 versus K-5/MS structure for DLI programs, what does the data show? What has been the student/family experience at PPS schools or schools in other districts with these configurations?	Please see Opportunities and Challenges in Co-Located DLI Programs
12	I see the issues with utilization, but part of what I see are this year's 4th and 6th grade classes really off in enrollment, at least at our school and a couple middle schools. Has this been considered as a part of the rebalancing? I know it's a finite detail, but really seems to be the crux of the problem at our school, as far as class sizes.	For clarification, the concern is about unusual enrollment size at a K-5 school that can randomly occur at a grade level and cause very large class sizes for years. The example provided is of a grade level that consistently had about 60 students each year, which qualified for 2 teachers and meant students experienced class sizes of 30 for several years. The impact was particularly significant on the students who spent most of their day in Special Education focus classrooms, and then moved into very crowded mainstream classrooms for the remainder of their day. The rest of the grade levels had enrollment closer to 75 students. While little can be done to address anomalous grade level enrollment, boundary changes may be warranted if enrollment such as 60 per grade becomes a pattern across multiple grade levels.
13	The soft boundary focus was on the table at one point and seems to have fallen off the conversation. Is this still a discussion issue? I personally found it interesting because we live equal distance to three incredible schools, and would have been happy with any of them.	The soft neighborhood model (SNM) was originally proposed by community members in 2015. While it's an intriguing idea, the model has not been fully fleshed out or tested and appears to have some significant difficulty in responding to a whole array of issues (logistical and otherwise) beyond simple enrollment balancing that make it difficult to consider at

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18	<p>where do the DLI and with 2nd language families live in what neighborhoods.</p> <p>Where do the families that currently send their students to DLI outside their neighborhood live - for example, the families at Bridger for DLI - where do they live currently. That info would be helpful.</p>	<p>See answer to question 6, as well as the heat map series on pages 36-39 of the Data 101 packet and pages 36-40 of the Baseline Data Assessment. Both documents are available in DropBox and at https://www.pps.net/Page/13615</p>
19	<p>How electives for specific middle schools selected? Do all middle schools offer the same elective classes? Why or why not?</p>	<p>Electives are based on district priorities and requirements (for example, offering arts, music, world language), and then on student/community interest and what staff at that school are able to/interested in teaching.</p>
20	<p>How does PPS allocate resources to schools to address these kinds of</p>	

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25	Will FLO be providing more information about our SpEd population at an upcoming meeting? I would like to have a similar understanding not only of where programs are currently located but where they are proposed to be located in the new configuration. Finally it would be helpful to also know how many classrooms each SpEd program has at each school so that we can propose shuffling if needed.	The District-wide Baseline Assessment (pg. 40-41) and the Data 101 packet (pg. 45) include maps showing the location of special education focus classrooms. We are also sharing the facility utilization model that lists the number of special education classrooms per school.
26	What is the impact on racial segregation when DLI programs are condensed in fewer schools/locations?	Current racial data will be included with each scenario so the Guiding Coalition can see and react to potential changes in racial balance and isolation at the school and program level.
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30	On the PPS Dual Language Immersion Programs Update September 2020, are there estimated projections for Entering K DLI Students identified as English Learners to increase? If so by how much?	English-Language Learners (ELL) have the highest priority for DLI placement, and recent program expansion has helped to ensure there are enough seats to support more ELLs. At the same time, the rate of ELL students has declined district-wide, due to gentrification and other population factors, making it challenging to predict future rates.
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36	What does "9-12 change area" mean? What did you change to - it's not on the map.	The "9-12 Change Area" label indicates that the school attendance area for grades 9-12 has changed. There are two such areas in the first draft springboard proposal: (1) the Sunnyside K-8 neighborhood, where grade 9-12 students would attend Cleveland HS instead of Franklin HS, and (2) parts of the Bridger K-8 neighborhood, where grade 9-12 student would attend Madison HS instead of Franklin HS.
37	If a child does not go to a DLI school, does that mean their neighborhood school is less diverse?	While Dual Language Immersion programs are designed to serve students from different races, ethnicities, abilities and backgrounds, housing patterns and school boundaries are greater indicators of whether a school's enrollment will be diverse.
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