Pittsburgh Public Schools | EXCELLENCE FOR ALL

The Pathway to the Promise.

Appendix C

COMMUNITY ENGAGEMENT

November 2, 2009

Pittsburgh CAPA 6-12

Pittsburgh Linden K-5

Pittsburgh Allderdice High School

DeJONG

Kimball ARCHITECTURE

Acknowledgements

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Steering Committee

We take this opportunity to acknowledge the District-Wide Steering Committee for helping to guide the planning process. We thank them for their commitment to this process that resulted in the development of this facility plan for Pittsburgh Public Schools.

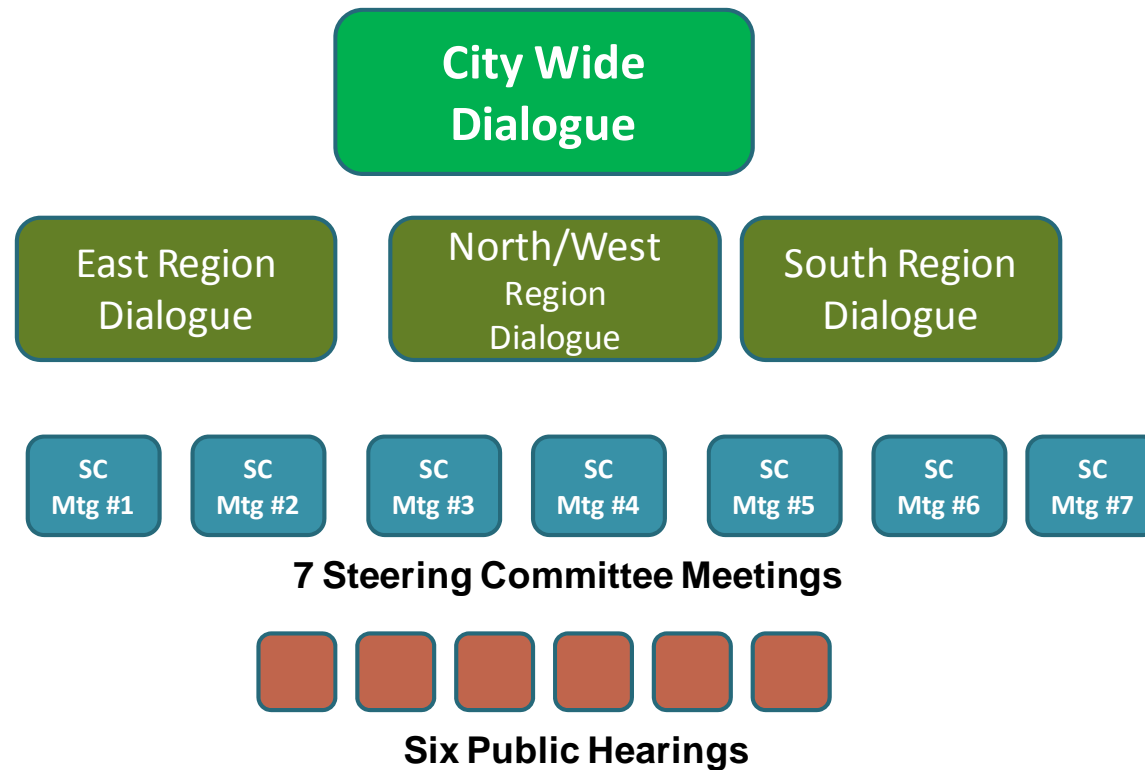|	
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Table of Contents

Introduction

The information that follows provide documentation of the community engagement aspect of the Building Excellence: Blueprint for the Future Planning Process.   An illustration of all community engagement activities is provided.   In addition, a summary of the results as well as the results of the City Wide Community Dialogue and Regional Dialogues are included.   Through these outreach efforts, input was gathered in a meaningful way and factored in the final decision-making process.

Please note that the original final City Wide Community Dialogue Results and Regional Dialogues' Reports are included as they were created. Therefore, the page numbers appear as they did in the final version of each document.

Community Engagement

The community engagement aspect of the **Building Excellence: Blueprint for the Future** Planning Process provided opportunities for broad based input into the decision-making process. The information gathering began with a City-wide Dialogue on March 30, 2009 and ended with a 7th Steering Committee Meeting on June 11, 2009. Input gathered involved the completion of questionnaires where results were tallied and analyzed and served as one of the factors in developing this facility plan. The Board of Public Education also provided six opportunities for hearing community input. The illustration that follows lists the various and repeated opportunities given to the community to participate in the planning process.

City Wide Dialogue

East Region Dialogue	North/West Region Dialogue	South Region Dialogue

SC Mtg #1	SC Mtg #2	SC Mtg #3	SC Mtg #4	SC Mtg #5	SC Mtg #6	SC Mtg #7

7 Steering Committee Meetings

Six Public Hearings

City-Wide Community Dialogue Results

On March 30, 2009, a City-Wide Community Dialogue was held at IBEW Circuit Center to gain input on facility and academic topics for Pittsburgh Public Schools. Questions focused on student travel time, school enrollment, high schools, and career and technical education among other topics. Approximately 175 parents, students, District staff and administrators, and community members were in attendance.

The Community Dialogue was facilitated by DeJONG and began with a welcome by District officials. After a presentation by DeJONG staff, attendees were tasked with responding to a series of questions individually. After completion of this task, attendees worked in small groups to respond to the exact same questions.

To maximize the opportunity for broad based input, questionnaires were provided to each school site. In addition, an exact online version of the questionnaire was made available.

A total of 576 questionnaires were completed. Of this total, 150 were completed individually and 28 in small groups at the City-Wide Community Dialogue while 398 were completed online or at school sites.

The following is a summary of the results from the City-Wide Dialogue, individual school sites, and online questionnaire.

Factors for selecting a school to attend

Over ninety percent of respondents completing individual and group questionnaires indicated academic quality of the program as their number one reason for selecting a school to attend. Comparatively, eighty-five percent of online respondents expressed academic quality of the program as their number one choice for selecting a school. The 2nd and 3rd most selected choices included proximity to home and community location.

Student Travel Time

Several questions were asked about the length of travel time for students. Questions addressed travel time as it relates to diversity, specialized programs such a magnet or career and technical education, and geographic area of the District. Each choice was asked for elementary, middle, and high school grade levels. Respondents favored a fifteen-minute travel time for elementary students. Comparatively, results revealed a willingness to have middle and high school students' travel thirty minutes. The overarching factor relative to travel time for respondents was academic strength of a school or program.

School Enrollment

Respondents expressed a desire for neighborhood school boundaries (feeder patterns) to be adjusted to ensure that schools are filled, as opposed to raising property taxes to maintain empty seats. This was expressed through as strongly agree to agree responses for elementary, middle, and high school grade levels.

Under Enrolled Schools

As a follow-up question, respondents were asked their preference for what action should be taken for schools that are under enrolled. Over fifty percent of individual, group, and online respondents disagreed/strongly disagreed with operating buildings that are under enrolled even if they cost more. Comparatively, over seventy percent of respondents expressed strongly agree/agree for redistricting school boundaries (feeder patterns) to better utilize facilities.

A second question, asked by grade level, was what action should be taken if a school's enrollment becomes smaller than its ideal size. More than fifty percent of individual, group, and online respondents favored transporting students to where the ideal sized schools are as opposed to students remaining at neighborhood schools but receiving less offerings than adequately sized schools for all grade levels.

High Schools and Career & Technical Programs

More than seventy percent of individual, group, and online respondents strongly agreed/agreed with having fewer high schools in order to have one or more schools focused on career and technical programs.

Neighborhood (feeder patterns) schools and Magnet/ Themed Based Options

Individual, group, and online respondent results were divided between agree and disagree on whether the number of neighborhood (feeder pattern) elementary schools should be reduced for more magnet/theme based options or duplicating successful magnet/theme based programs. Likewise, a clear preference was reflected for middle and high school grade levels. More than sixty-five percent of individual, group, and online respondents prefer to reduce the number of neighborhood (feeder pattern) middle and high schools for more magnet/theme based options or duplicating successful magnet/theme based programs.

Partnerships

More than sixty percent of individual, group, and online respondents supported Pittsburgh Public Schools entering into partnerships to expand learning and training opportunities for students. These partnerships would be with colleges and universities, technical colleges, trade unions, and local business/industry.

Share Facility

Over seventy percent of individual, group, and online respondents strongly agreed/agreed with the community and/or non-profit organizations sharing a facility with a school so long as the organization pays its fair share of capital, operating/maintenance costs, and appropriate safety measures are in place.

Renovate versus Build New

Over fifty percent of individual, group, and online respondents indicated a desire for Pittsburgh Public Schools to pursue the more cost effective option when determining whether to build new or renovate a facility.

Regional Dialogue Results

On Wednesday, May 13th and Thursday, May 14, 2009, Regional Dialogues were held at high schools in three regions of Pittsburgh Public Schools – Northwest, East, and South. The purpose of these Regional Dialogues was to gain broad-based input on academic and facility topics that would help develop criteria and standards from which facility recommendations could be developed. More than 100 parents, students, District officials, administrators and staff, community and business representatives among other educational stakeholders and supporters were in attendance.

The Regional Dialogues were facilitated by DeJONG and began with a welcome by District officials. After a presentation by DeJONG Staff, attendees were tasked with responding to a series of questions individually. After completion of this task, attendees worked in small groups to respond to the exact same questions.

To maximize the opportunity for broad based input, questionnaires were provided to school sites upon request. In addition, an exact online version of the questionnaire was made available.

A total of 484 questionnaires were completed. Of this total, 104 were completed individually and 19 in small groups at Regional Dialogues while 361 were completed online or at school sites.

The following is a summary of the results from the Regional Dialogues, individual school sites, and online questionnaire. Please note that individual and online respondents' results were combined. Group results remain as independent results.

Considerations for Addressing Under-Enrolled High Schools
Respondents were asked to prioritize considerations for addressing high schools that may be under-enrolled based on the number of students compared to the actual student capacity of the facility. The choices were expanding grades to a 6-12 arrangement as a way to fully utilize available space and combining existing high schools. More than fifty-five percent of respondents identified combining existing high schools as their choice. Comparatively, more than forty percent of respondents expressed a preference for expanding grades to a 6-12 arrangement as a way to fully utilize available space.

High School Options
Four potential high school options were presented to respondents for consideration. They included the following:
1. A combination of three comprehensive high schools ranging in sizes from 900 – 1,200 and four thematic high schools ranging in size from 500 – 700 students each.
2. A combination of smaller comprehensive high schools ranging in size from 600 to 700 students and four thematic high schools ranging in size from 500 to 700 students each.
3. Nine thematic high schools ranging from 500 to 700 students each.
4. A combination of comprehensive and thematic high schools containing grades six to twelve and nine to twelve. The comprehensive high schools would range in sizes from 900 to 1,200 students each while the thematic high schools would range in sizes of 700 to 900 students each.

The results from this question were too varied to reach a definitive direction based on respondents' response.

Rank High School Choices
A follow-up question was asked in hopes of understanding respondents preferences for high school considerations. Respondents were asked to rank options on a scale of 1 to 4 where 1 represents their 1st choice while 4 indicated their last choice. Results were too inconclusive for a clear direction to be determined based on respondents answering the question.

Career and Technical Education Options
Four career and technical education options were presented to respondents for consideration. These included the following:
1. A single career technical education facility that would combine all programs at a single site.
2. Career and Technical Education as part of comprehensive high schools.
3. All themed based schools.
4. A combination of a single site as well as part of comprehensive high schools.
5. Transporting Pittsburgh Public Schools students to non-District facilities for career and technical education. Academics would be provided by Pittsburgh Public Schools.

Respondents were divided between a single location for career and technical education as well as a single location and at comprehensive high schools.

Rank Career and Technical Education Choices
A follow-up question was asked as a way to understand respondents' preferences for career and technical education considerations. Respondents were asked to rank options on a scale of 1 to 5 where 1 represents their 1st choice while 5 indicated their last choice. As with the first career and technical education questions, respondents indicated a split desire for a single location as well as a combination of a single site and offering at comprehensive high schools.

Pre-Kindergarten
The question was posed to respondents asking how should Pre-Kindergarten be offered? The choices included at every school, in separate early childhood centers, or combination of the two. Over forty percent of individual and online respondents as well as more than fifty-five percent of group respondents favored providing Pre-Kindergarten at every school. Comparatively, forty percent of individual and online respondents as well as thirty-eight percent of group respondents expressed a desire for a combination of offerings at individual schools and at early childhood centers.

Type of Elementary, Middle, and Pre-Kindergarten through Grade 8 Schools
Respondents were asked whether elementary, middle, and Pre-Kindergarten through Grade 8 schools should be neighborhood schools (feeder pattern), magnet/theme based schools, and combination of neighborhood and magnet/theme based schools. Individual, online, and group respondents expressed a desire for neighborhood schools at the elementary grade level, magnet/theme based at the middle school grade level, and a combination of neighborhood and magnet/theme based schools for Pre-Kindergarten through Grade 8.

Elementary (Pre-Kindergarten - Grade 5) School Size
Respondents were presented with three different size ranges for elementary schools from which to choose. They were 300 through 400, 400 through 500, and 500 through 600 students each. Individual, online, and group respondents favored elementary schools of 300 of 500 each.

Middle School Size
Respondents were given three different middle school size ranges for consideration. They were 450 through 600, 600 through 750, and 750 through 900 students each. Individual, online, and group respondents expressed a desire for middle school of 450 through 600 students each.

Pre-Kindergarten through Grade 8 School Size
Respondents were given three different Pre-Kindergarten through Grade 8 size ranges for consideration. They were 450 through

600, 600 through 750, and 750 through 900 students each. Individual, online, and group respondents expressed a desire for middle school of 450 through 600 students each.

A series of open-ended questions were posed to respondents as a means of gaining additional input. The responses to the questions were numerous. Responses to the questions are not included this summary.

Building Excellence: Blueprint for the Future

Community Dialogue #1 Results

March 30, 2009

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Introduction

On Monday, March 30, 2009, a Community Dialogue was held at IBEW Circuit Center to gain input on diversity, student travel time, school enrollment, high school, career tech, as well as other academic and facility topics. There were almost 175 parents, students, staff administrators, and community members in attendance.

Attendees completed a questionnaire individually and responded to the exact same questionnaire in small groups. The same questionnaire was posted online for two weeks following (until May 13, 2008) to gain more broad based community input. Questionnaires were also provided at all school sites to ensure opportunity for participation throughout the entire District.

This document represents the results of 576 questionnaires completed.   Of the 576 questionnaires, 150 were completed individually while 28 in small groups and 398 via the web or at schools. Comments appear as written by respondents. Some percentages may not total 100% due to rounding. Question #6, #7, #8, #9 and #12 provide the number of respondents for the "Other" responses instead of percentage values.
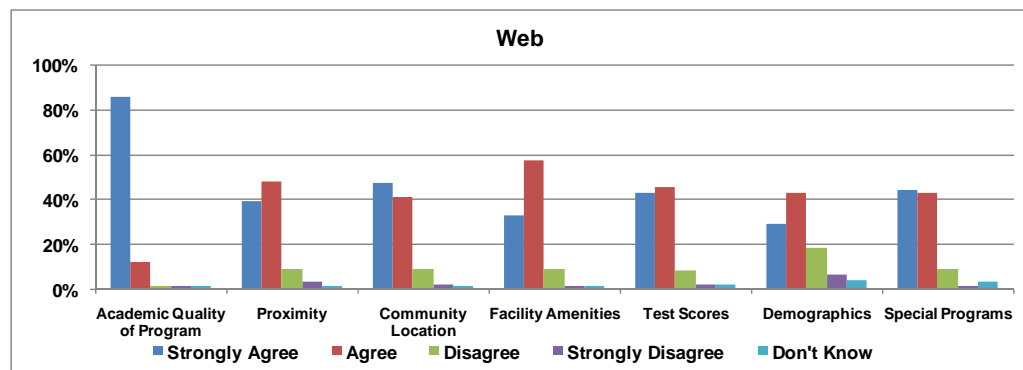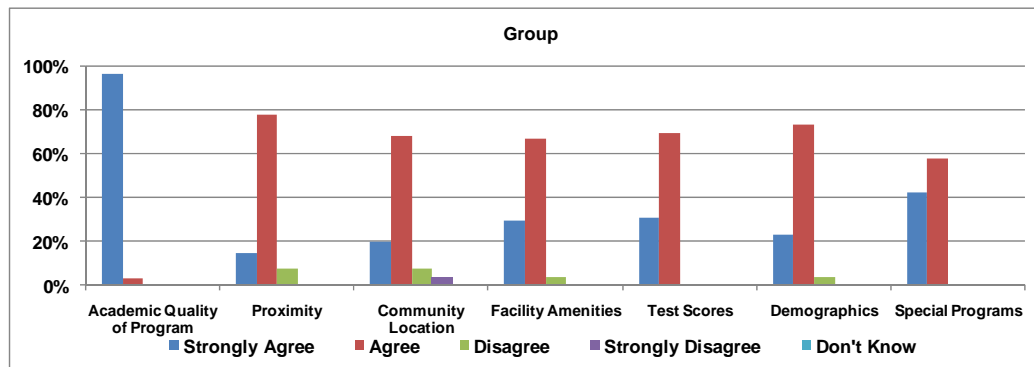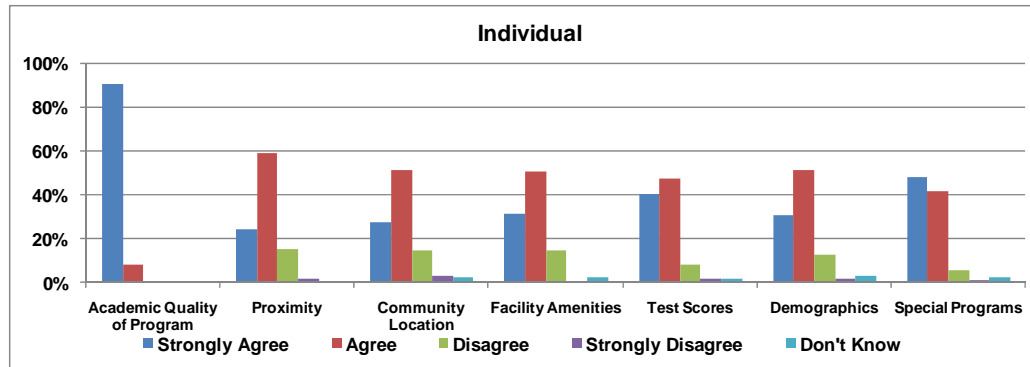
1. I believe the following factors are a consideration for selecting a school to attend.

Individual Responses - Percentage of Respondents					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
A. The academic quality of the program	91%	9%	1%	0%	0%
B. Proximity to your home	25%	59%	15%	2%	1%
C. Your perception of the community where it is located	28%	51%	15%	3%	3%
D. The amenities in the facility (gym, swimming pool, etc.)	32%	51%	15%	1%	3%
E. The test scores of students in the school	41%	47%	9%	2%	2%
F. Diverse student demographic make-up (race, socioeconomic, neighborhood, etc.)	31%	51%	13%	2%	3%
G. Availability of specialized programs (magnet, special education, etc.)	48%	42%	6%	1%	3%

Group Responses - Percentage of Respondents					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
A. The academic quality of the program	96%	4%	0%	0%	0%
B. Proximity to your home	15%	78%	7%	0%	0%
C. Your perception of the community where it is located	20%	68%	8%	4%	0%
D. The amenities in the facility (gym, swimming pool, etc.)	30%	67%	4%	0%	0%
E. The test scores of students in the school	31%	69%	0%	0%	0%
F. Diverse student demographic make-up (race, socioeconomic, neighborhood, etc.)	23%	73%	4%	0%	0%
G. Availability of specialized programs (magnet, special education, etc.)	42%	58%	0%	0%	0%

Web Responses - Percentage of Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
A. The academic quality of the program	85%	12%	1%	1%	1%
B. Proximity to your home	39%	48%	9%	3%	1%
C. Your perception of the community where it is located	47%	41%	9%	2%	1%
D. The amenities in the facility (gym, swimming pool, etc.)	33%	57%	9%	1%	1%
E. The test scores of students in the school	43%	45%	8%	2%	2%
F. Diverse student demographic make-up (race, socioeconomic, neighborhood, etc.)	29%	43%	18%	6%	4%
G. Availability of specialized programs (magnet, special education, etc.)	44%	43%	9%	1%	3%

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Individual

Strongly Agree · Agree · Disagree · Strongly Disagree · Don't Know

Categories: Academic Quality of Program, Proximity, Community Location, Facility Amenities, Test Scores, Demographics, Special Programs

Group

Strongly Agree · Agree · Disagree · Strongly Disagree · Don't Know

Web

Strongly Agree · Agree · Disagree · Strongly Disagree · Don't Know

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GROUP COMMENTS

- Safe and orderly learning environment.
- Teaching style.
- G - Separate arts - 1 strongly agree, 2 agree.
- 1D - 3 agree, 2 disagree.
- 1F - 3 strongly agree, 2 agree.
- B- A is key but not too far from home (transportation).
- C - most agree, 1 disagree.
- E - split agree/disagree.
- F - split agree/strongly disagree.
- G – split.
- This is about academic & extra offerings such as PE, Art, Music, Careers. High school students can travel long distances, but not elementary.
- It's up to the parent whether or not this child travels. Diversity does not matter but equity does. Services should be available to all students in all schools.
- B - But needs to be weighed with fact.
- C - More money into marketing for school perception so some seem better than others.
- G - The quality of the teachers.
- Where you live in the city and schools in your area factor in. For some, proximity is a factor but if they don't like where home is located they don't want their children to go there.
- If you do not think school is safe, perception is reality.
- Had problem with wording of "C" (perception). Perception is different than reality. Felt that there should have broken up to high school/elementary/middle school.
- Group had more problems funding consensus on B, C, & D than the others.
- Don't link magnet and special ed classes.
- B - one disagreement - public transportation not a big issue.
- F - wide range of opinion two strongly agree, one strongly disagree.
- F - could not achieve a consensus.
- People's perceptions are sometimes wrong. District should not base policy on people's perception. Arts & Tech are also very important.
- Age to 1B - difficult due to age.

INDIVIDUAL COMMENTS

- Montessori is very different from every other program in the city.
- I equate the academic quality of the program to the quality of teachers & school leadership.
- If schools run for a longer period in the day. It matches parents' time slots. (work hours.)
- Proximity is important, but the other questions trump location for me.
- Good kitchen facilities would make me reconsider school choices.
- We should live in the neighborhood of our choice. A child should be able to walk to the school from home. The buses are dangerous and cause pollution which is a detriment to our population, especially young children who suffer from asthma.
- B. Schools should be an anchor in a community. C. Policy decisions should not be made on perceptions. D. Art & technology are important.
- School safety is a key issue not mentioned. Also sports & extracurricular activities.
- #1 priority is a safe, orderly learning environment.
- Academic quality of the program outweighs all others. However, some students need to excel in non-academic areas too.
- (D) The facilities that we require are directly related to the interests of the child who would attend. We pick the right school for the child. No safety option - this is a huge consideration.
- I believe everybody should have a chance to get in these programs, but not by color or creed.
- Strongly desire quality neighborhood school of equal educational valve.
- Pittsburgh is a very segregated city. How do we achieve diversity and location factors for educating our children?
- Not separated facilities that house only special education students. Must be inclusive. Not a facility with only gifted and talented kids. Diversity.
- A. This is a ridiculous question--Of course the academic program is paramount; B. Proximity is important but not tantamount; C. Safety is an issue; D. Of course; F. This is why I choose to live in the city; G. Yes
- F & G = I don't want segregation of people with specialized interests or needs. Magnets & special ed not the same.
- It would be great if we could rank the above items. Magnets & special education should not be linked together because one needs to exist within the other.
- Since we know we do not have excellence for all, this question begs another question - why are there unequal schools.
- Magnet schools should have an elementary, middle and high school. In the North, South, Ease and West with highly qualified teachers, administration and staff and have the best of the best are all a student needs, such as sports, air conditioning academic programs etc.
- I think it's always good to have good programs and test scores, regardless of the area or different ethnics.
- I disagree with E because if the class of 2009 has bad test scores and then the class of 2010 may have good test scores, and then that shows it's not the school or the teachers and the students and they can improve.
- Proximity - for elementary - very important / for high school - not important.
- Diversity doesn't matter.
- Location of a school is not that important, as long as they are performing the High Academic Standard and have choices for my child.

- I am currently a student at Peabody high so I feel my opinion is important. I am a senior and I hope positive changes will occur soon so the Pittsburgh Public Schools committee can continue to pave the way for us students.
- Asking for one answer does not address some other social issue within many Pittsburgh communities. I would have said that both the academic quality of programs and school proximity is important in the selection of the school.
- Perception is a tricky issue. My biggest issue in terms of location relates to safety of my kids to and from school. Also being a place where my kids can walk to community institutions is a plus.
- Should include Arts as a separate factor.
- A school whose population is representative of the larger (Pittsburgh) population.
- Quality academic programming should exist in any system that claims excellence for all.
- A - This shouldn't be an issue if our motto is "Excellence for ALL"
- C - That shouldn't be an issue, either.
- Depends upon the specialized program and the need for it.
- Make choice an option for families, but provide quality programming in all schools.
- The success of the school is very important. Students and families must be on one accord.
- Safety, sports are essential.
- My kids matter to my family. My activities, my magnet choice, my needs. School safety is missing.
- Opportunities to have encounters with excellence are important.
- The quality of the program is what matters the most.
- Teaching style is also important to me. I'd like to see students learning real life info & skills, not just learning what's on the standardized tests.
- Academic quality, diversity, and programs are most important to me. I'd send my child to a rough neighborhood for a diverse school with a safe environment and great program.

WEB COMMENTS
- I think B is the most important.
- Proximity to home or work is very important. I don't want my kids to be on the bus for more than 30 minutes.
- a) shows school is already working or not.
- b) your neighborhood is where your child should be (at least for elementary), you live in your neighborhood.
- c) perception may be a reality, for better or worse.
- d) the whole student is taken into consideration, body and mind, OVT should be encouraged more aggressively
- e) if your child is inclined toward a particular interest or need.
- Academics are important although I believe in neighborhood schools. The less time spent on a bus the better. Too much trouble happens on the bus. Kids should be in their neighborhood unless they are going to a magnet school.

- All schools should have the same rules. Why should magnets be able to limit the number of students they enroll when comprehensive schools have to take everyone, leading to overcrowding?   All schools should have art and music.
- Because we can't answer these questions favorably here, we home school our child.
- Carmalt Academy is an amazing place, providing personalized, prescriptive support and instruction for every type of student.
- For some, proximity to home is important, regardless of the amenities, test scores, etc. For some, neighborhood is important, regardless of where it is. People used magnets not for the program but to get their kids out of neighborhoods. Your forced busing program killed the city when people were told they had to send their children where they would not normally take them on a bright sunny day. You created a totally inequitable system with the magnet program -- making those students the most special, precious and important students. Non magnet schools got what ever was left over once you took care of the important magnet programs.
- Good teachers.
- I do not agree with standardized testing. Some students do well in their regular classwork tests, but do not do well on standardized tests. I do not think that is a good way to judge a student's knowledge.
- I feel it is more important to judge the school by what is happening inside, not always.
- How it looks on the outside. Don't judge a book by its cover.
- I think behavior of students and perception of whether or not students are safe at school is a huge factor for parents in deciding where to send their children.
- I want the best academic focused environment free from as much distraction as possible. It must also be diverse in all respects...race, religion, gender, sexual orientation, culture, political affiliation, etc. I want my kid exposed to all types/ways of thinking and learning.
- I want to feel confident that my child is safe not only in the school, but on the playground, on the sidewalk in front of school, etc.
- I would send my child clear across town to keep her in the program she is in at Schenley. Now I am extremely concerned with the behavior of the students at Peabody and the danger that my child is in every time she attends play practice at that school. Something needs to be done about this. We should have left our children at Schenley and out of harms way.
- If the school is too big, has too many students (in my opinion) then that is a negative factor in the consideration of that school. Teachers do not take such good care of watching over the students. Neither does the security of the school. This I know for a fact.
- It is very important to have a well rounded child.
- Location, location, location.   Most city schools are located in far-flung neighborhoods that are inconvenient to get to, along bus routes that pass through deplorable neighborhoods in our opinion (parents of multiple magnet school students). We are fed up with the magnet system and no longer tolerate the "Forced Diversity" of its core value. It does not work in the long run.
- Often, in low performing schools, the lack of concern with these areas helps to nurture students with poor expectations regarding school and education in general.
- Proximity and quality are main considerations.
- Proximity to home is extremely important for choice of an elementary school.
- Question F is part of question C; question G is part of question A.
-

- Should not matter if there are more black, white, etc. in a school. Schools should be based on where you live, grades and behavior.
- Smaller neighborhood schools are most appealing.
- Somewhat agree. Could be put in the middle. Proximity to home and perception of community - relative to a person's own needs.
- The accessibility of the school for individuals with physical disabilities is a strong consideration when selecting a school for a student with a disability. Sadly, the accessibility of a school is not determined by the presence of an elevator but by whether the principal allows students on the elevator. This is a practice that is in violation of ADA and when applicable, IDEA, and needs to end. There is no reason why principals cannot find an acceptable compromise to allow students with physical disabilities to use the elevator when needed without having to go up steps to the main office to get the key, particularly when it is in the IEP.
- The learning opportunities and ability of the school to meet my child's needs is the most important criteria by far.
- The number one issue is school safety. If I perceive the school is unable I will find an alternative.
- The overall school climate is important. This includes the perception and reality of the level of safety and discipline in the school. This is the most important, as learning will not take place without a safe and orderly school. Also, students will not feel secure. which is critical to their learning and success.
- The transportation system in our city, secondary to the hills, tunnels, and bridges, makes easy access difficult. Student access to programs across the city will be hampered. It can easily take 1 1/2 hours of solid travel time to go from Squirrel Hill to Carrick. This must be considered. Students may sign up for programs, and have the best of intentions, but the reality of travel time will affect their ability to stay in the program
- There should be comprehensive strong quality schools for each neighborhood (feeder area).
- Every high school should offer interesting electives, extracurricular activities and clubs.
- This is my most important factor. I do, however, believe that the gifted children in Elementary and Middle School are not challenged enough in their home school. One day a week at the Gifted Centers does not create enough of a challenge to excel in their home school environment. In most cases, the home schools do not have accelerated classes with students being challenged to think and learn beyond what the classroom teacher is doing - since we mainstream. We have Magnet Programs for so many things and parents choose to send their children there. Why not have an Elementary and Middle Magnet specifically for the gifted children? Are we giving them the best education possible?   We do so with the other spectrum of Special Education - the mentally and physically handicapped. Why not the gifted?
- What about all school having a safe environment, updated technology, a strong support staff, and materials?
- Need for teacher/students high levels of performance and mastery?
- What exactly do you mean by availability of specialized programs? Special Education is the law so why wouldn't it be available in any school?
- When it comes to proximity to your home, I think it makes sense to send a child to a feeder school closer to their home rather than sending them further away just to make a school more diverse. If the child is attending a school for a magnet or special program then proximity isn't as big a factor.
- When you buy a house the saying is "Location" (i.e. school district).

- While some parents know to look for certain things in a school, most just go to their neighborhood school. All of these things should be in place for all the students.
- You did not ask about whether the building is handicap accessible. It is something that I strongly believe is a consideration for selecting a school if a family member (student or parent/guardian) requires accessibility. It is important that buildings are handicap accessible. Students, staff, and parents/guardians who are handicapped should not find limitations in the buildings that prevent them from accessing all areas. Some of the buildings in the district are not currently accessible by handicap people.
- You should have a "neutral" category.
- I would feel safer if my child was close to home.
- A child should not have to travel a long distance to school.
- a) No travel time. Neighborhood schools for elementary. Once you see the student through elementary the family would probably keep them in Middle and High School. I do not believe that it is the District's responsibility for diversity social engineering and Middle and High schools will be mixed with student from all backgrounds because the number of schools available to them will be less.
- b) 15 minute school bus ride; because of cost to tax payer and availability of programs. Not because of diversity.
- c) Same reasons as (b), student is now a young adult (cross your fingers) so a longer school bus ride or port authority is now possible.
- Actually the real answer is no time at all. When you say diversity you mean inculcating in children abhorrent beliefs totally contrary to many parents value system. Again, location is the key. Our children have become commuters. Valuable time in their day is being wasted on commuting when they should be playing. Again, in the name of politically correct managed diversity our kids have suffered increasingly aggressive bullying from other racial groups. The bus ride is the bane of our existence.

2. **When you think about the value of diversity, what amount of time would you be willing to have a child travel in order to attend a school with students from different races and backgrounds?**

Individual Responses				
	15 minutes	30 minutes	45 minutes	1 hour
A. Elementary School Student (K-5)	69%	30%	1%	1%
B. Middle School Student (6-8)	32%	63%	6%	1%
C. High School Student (9-12)	17%	58%	21%	4%

Group Responses				
	15 minutes	30 minutes	45 minutes	1 hour
A. Elementary School Student (K-5)	82%	18%	0%	0%
B. Middle School Student (6-8)	11%	81%	7%	0%
C. High School Student (9-12)	4%	70%	22%	4%

Web Responses				
	15 minutes	30 minutes	45 minutes	1 hour
A. Elementary School Student (K-5)	73%	25%	1%	1%
B. Middle School Student (6-8)	49%	45%	5%	1%
C. High School Student (9-12)	39%	45%	11%	5%

Individual

Group

Web
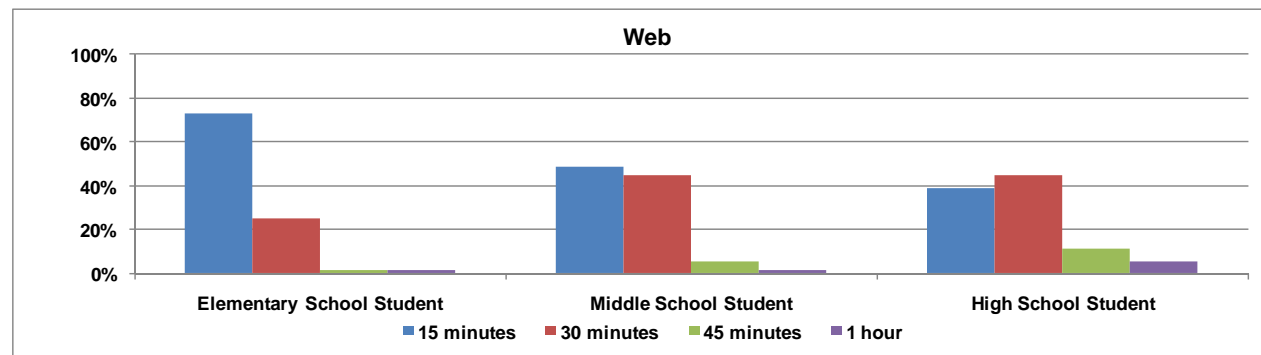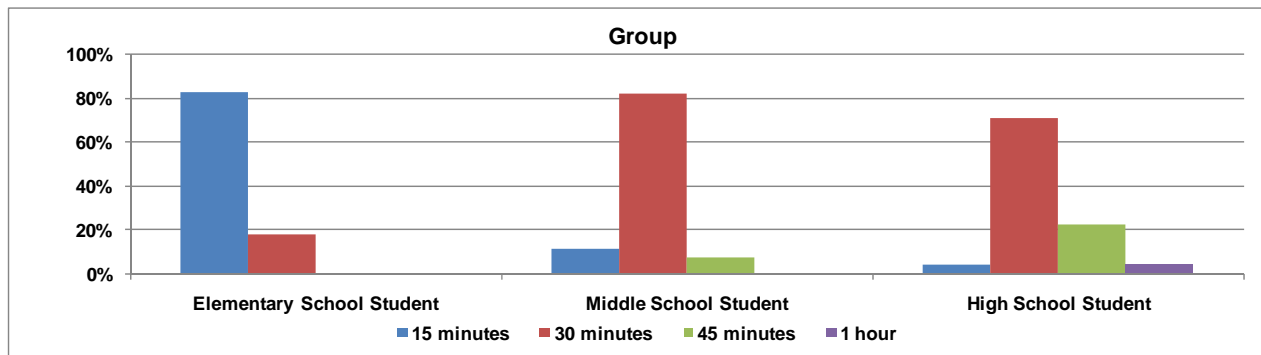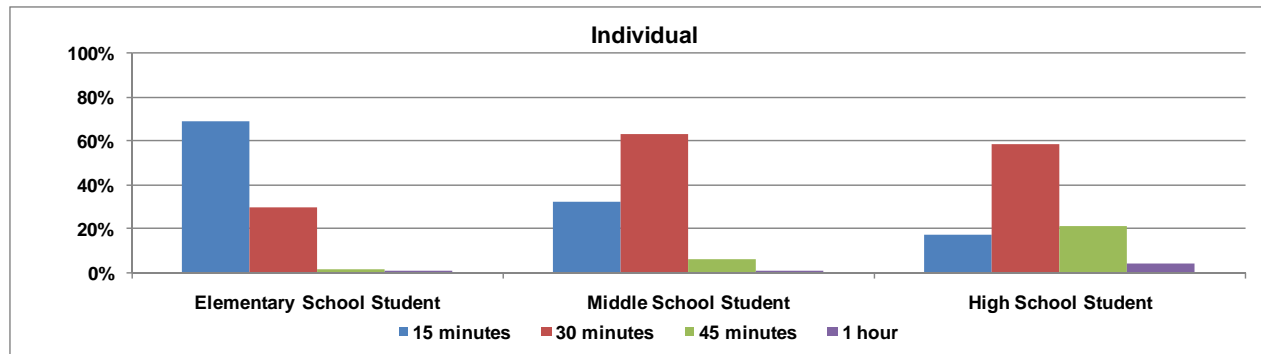
GROUP COMMENTS

- Interested in diversity but could redistrict boundaries and still not have to travel.
- Parent involvement goes up the closer it is to a school.
- It's not about diversity - it's about how long it takes to get to school.
- Generally is 9 but some 30/45.
- Travel for the best education if transportation is provided.
- The question could be viewed as walking versus bus.
- 15 or less.
- More time for travel the older kids get.
- 15 - 30 for all. 30 min. max.

INDIVIDUAL COMMENTS

- I think there are other ways for students to mingle. I do not feel children should be bussed.
- Elementary students should not be travelling at all.
- Diversity in schools should reflect the diversity in life.
- A. My daughter was bused into a housing project because we knew the schools. B. My daughter went to middle school in Oakland. C. My daughter loved going to high school in Oakland--now that she is not there we are more than dissatisfied.
- A student of any age should not have to travel any more than 15 minutes because when you remove students from their communities you remove parent involvement and student's abilities to participate in school activities.
- I believe in neighborhood schools. They should be able to stay close to home.
- My children are multi-racial. I am all for diversity. Open the schools to all children regardless of race, ethnicity, religion or national origin; but busing is causing a great deal of negative outcomes in our district, such as disruptions, high cost, pollution, behavior issues on the buses and more.
- Why set people's interest in diversity against their interest in a short travel time. The district should attempt to place programs and design feeder patterns in a way that will create diverse schools.
- Because kids are racist in one fashion or another no matter what we teach them.
- I think if you would give the neighborhood schools the same as you do special magnet schools, you would have better school enrollment.
- Equally as important to diversity is the culture of diversity within the school - not different kids for the sake of difference isn't as valuable as differences that are respected & cultivated.
- 15 min to 30 min at the most. My most and foremost thing is safety for my child. I think programs need to be created to teach our children about the full extent of the law because it seems black males are affected the most. Education is not important if our children aren't safe.
- Honestly, I don't think anyone should have to travel an hour to get to school.

- Younger students shouldn't travel very far to get to school. Anything can happen to them. As students get older they get more responsible and can travel farther distance.
- A child or my child?
- We could care less for diversity.
- This is not an important factor. However, I don't want my child to travel far at all.
- Elementary and middle school students need to be as close to home as possible.
- I'd rather live in a diverse community than travel to one.
- Irrelevant in a diverse city.
- I would appreciate busing when having kids travel to schools. Including high school students. Safety to and from school and time unsupervised is an issue for my teenage children.
- High School kids need to be able to get to school on their own.
- No student should have to travel more than 15 minutes to attend school.
- I don't think students should have to travel very far to experience diversity. Especially if it means they'd have to get up & out even earlier to go to school.
- That is a safety & convenience concern for me.
- I hope to live in a diverse community so I hope I wouldn't have to have my student travel more than 30 minutes.

WEB COMMENTS
- An elementary student should not be 15 minutes from home. The school should be closer than that.
- At this time, there are no middle schools in which I would send my child if I had a middle schooler. The behavior problems are too great. Even with superior teachers and administrators, the several students need to be placed out of the "regular" school to get the help they need so the teachers can teach and the students can learn. This is not being addressed.
- Being on a bus over 30 minutes is too long and tires children, especially elementary age.
- Diversity does not matter to me: safety and quality of learning do.
- Diversity is critical. We cannot expect the culture, country or world to change if students never have a chance to interact with people who are different than they are.
- Diversity is not a concern. There is not much diversity in the schools, anyway, outside of black/white.
- Diversity is very important. However, spending a lot of time on the bus gets in the way of doing other, more productive activities.
- I believe in neighborhood schools. No traveling.
- I believe that all Pittsburgh schools should serve their immediate neighborhoods and busing should be discontinued. Saves cost of gas, maintenance costs, liability insurance and cleaner air in the city.
- I can't imagine it would take longer that 30 min for any PPS student to get to a school with diverse students. If it took longer, because of rush hour or some other factor, I'd certainly be willing to consider it, but I really can't imagine how it would.

- I do not think race and diversity should be an issue. I will pick a school that is all black or white if it is the best school. Race should not be an issue when selecting students that can go to your school.
- I do not think this is important.
- I do not want my child bused to achieve diversity. I believe diversity already exists in the neighborhoods. Bring back neighborhood schools.
- I don't care about diversity in the classroom. I care about behavior and discipline of the children in the classrooms. Any student can learn if their behavior is on point.
- I don't mind the time it takes to travel to school.
- I don't think diversity is so important that it should be a deciding factor where a child attends school - all schools should give a quality education.
- I feel it should be an equally diverse population.
- I feel the value of "diversity" is overrated.
- I see no real value in diversity. Combining different cultures confuses and makes for gangs inside the school.
- I think if a child chooses to go to a school that fits them they should be able to go to that school, no matter where you live.
- I think it is import for elementary children to attend what would be considered a neighborhood school (not to be on a bus for more than about 20 minutes).
- I think this question is unfair. If I want my child to have access to these things they should be available in every school. Travel is not available for all parents and parents should not have to make such a choice. Community schools should be able to have diversity among its student population and teachers.
- I want my child in a high performing school no matter what the racial make-up is; even if my student is the only member of an ethic group attending the school.
- I would be willing to have them travel further but then I would also figure in safety concerns with the mode of transportation and the age of the child. I think diversity at school is critical at younger ages but if the mode of transportation was not as safe I would probably err on less diversity.
- In a compact city like Pittsburgh, a commute of more than a half hour is unnecessary.
- Lack of options in neighborhood, make it necessary to bus across town as a viable option.
- Living within the city I would hope that my child could attend a diverse school (my own child is mixed race) and not have to travel more than 15 minutes. You can get pretty far in this city in 15 minutes.
- No one should have to travel more than 30 minutes to go to any school.
- Our focus should be on student achievement. It is much easier for parents to be involved when they are closer to their child's school.
- Please note the older students have a longer school day, so the additional time in transportation makes it even longer.
- Students should spend no more than 20 to 30 minutes traveling one way to school by bus or car.
- The diversity of a school (races and social economic status) also can determine how accepting a student body is of students with disabilities. However, the above times I assume are "nonstop" and a school 30 minutes away might take an hour bus ride when accounting for stops to pick up students along the way. Factor in rush hour and weather conditions to increase this time even more.
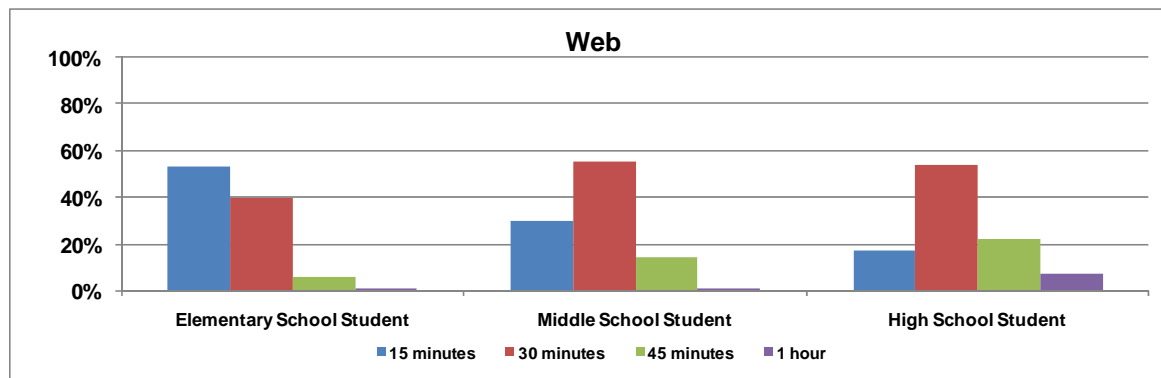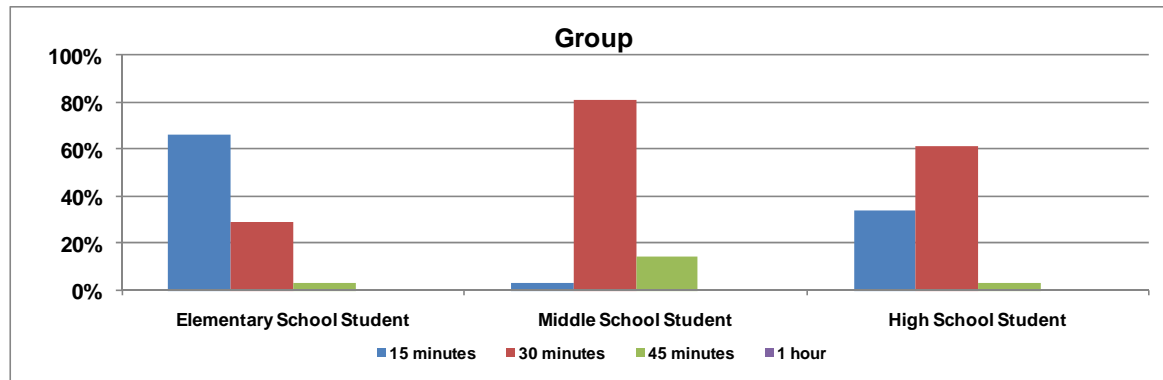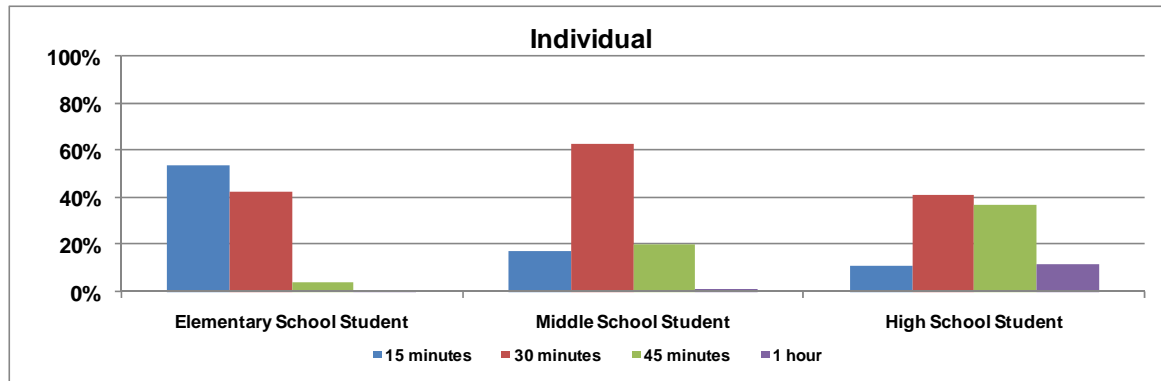
- The students must know how to relate to all people groups.
- There would be no need for so many snow days and there would be more parent involvement if schools were in the community to accommodate the community children. Teachers would know the students and community better. Dangers and security for our children and teachers should be a concern; I can't imagine trying to get home or to my children a half a city away if there were an emergency.
- This is not important to me.
- Time for traveling shouldn't be a factor when it comes to quality education.
- Travel should always be minimal, no matter what grade level of the students.
- Travel time equals loss of instruction. Young children should not have to travel.
- Urban living should mean little commute time for workers and students.
- We travel over an hour for my kid to get to school now but the education she is getting is way beyond what we are currently providing in PPS. I would prefer for her to be educated free in PPS or in the district I am living but the same education I am willing to pay out of pocket isn't available in either district.
- Young students should always be kept close to home. Travel is expensive and is not done well in the Pittsburgh Public School District. Children are put at risk each day because with the exception of High School, busing is a key area of bullying in the district. If busing is going to increase to expose children to diversity we must pay for monitors on each bus and protect our children. Just as teachers should not have to play the role of parents, bus drivers should not have to manage diverse behavior on the bus.
- Zero minutes. The district's goal is academic and personal achievement. Safety for all is extremely important. If we do not address the above, we will have almost no diversity, as middle class parents (both black and white) and their children leave the district.

3. What amount of time would you be willing to have a child travel in order to attend a school with a specialized program such as a magnet or career technical education?

Individual Responses				
	15 minutes	**30 minutes**	**45 minutes**	**1 hour**
A. Elementary School Student (K-5)	53%	42%	4%	1%
B. Middle School Student (6-8)	17%	62%	20%	1%
C. High School Student (9-12)	11%	41%	37%	12%

Group Responses				
	15 minutes	**30 minutes**	**45 minutes**	**1 hour**
A. Elementary School Student (K-5)	67%	30%	4%	0%
B. Middle School Student (6-8)	4%	81%	15%	0%
C. High School Student (9-12)	35%	62%	4%	0%

Web Responses				
	15 minutes	**30 minutes**	**45 minutes**	**1 hour**
A. Elementary School Student (K-5)	53%	40%	6%	1%
B. Middle School Student (6-8)	30%	55%	14%	1%
C. High School Student (9-12)	17%	54%	22%	7%

Individual

Legend: 15 minutes | 30 minutes | 45 minutes | 1 hour

(Elementary School Student, Middle School Student, High School Student)

Group

Legend: 15 minutes | 30 minutes | 45 minutes | 1 hour

(Elementary School Student, Middle School Student, High School Student)

Web

Legend: 15 minutes | 30 minutes | 45 minutes | 1 hour

(Elementary School Student, Middle School Student, High School Student)

GROUP COMMENTS

- Up to 30.
- Duplicate programs to serve 2 areas.
- If students passion/desire are exceptional consensus is to travel longer.
- It's about how long it takes to get there.
- Trended higher for older/no consensus.
- Or less.
- 15 - 30 for all. 30 min. max.

INDIVIDUAL COMMENTS

- Elementary students should not be traveling at all.
- My daughter was bused into a housing project because we knew the schools. B. My daughter went to middle school in Oakland. C. Central location is very important.
- When you want something special sometimes you have to travel for it.
- I am not a fan of magnets. Technical school for high school grades is not only a good idea, it is imperative, especially in light of our economic situation.
- This would depend on what my neighborhood alternative was.
- Location that is centrally located and accessible by public transportation is very important to urban dwellers like myself and others.
- Only if diverse as well - not segregated.
- Honestly, I don't think anyone should have to travel an hour to get to school from a student's eyes.
- For High School if my child was involved in a magnet, I would be willing to send them anywhere.
- Depending on students' previous academic success.
- The school still must be close enough for students/parents to feel as though they're a part of the community.
- I had ESL students and their bus ride was more than an hour. I think that was way too long for elementary and middle school students.
- Do 2 for popular programs, east & west.
- No student should have to travel more than 15 minutes to attend school.
- I realize that every program can't be in every school, so travel may be necessary, but still shouldn't be incredibly far.

WEB COMMENTS

- 1. There needs to be local quality elementary schools for each neighborhood. 2. There needs to be comprehensive high schools that are well staffed and offer all types of classes, electives, extra-curricular, clubs, etc. 3. Renovate these old beautiful school buildings using green technology. Be an example for the rest of the USA. Redevelop progressively rather than tearing down. 4. Spend money on staffing teachers, student services, clerical who work at the schools. You need staff to run quality schools.
- A neighborhood school is/should be a neighborhood's identity.
- A solid plan for the Schenley building is needed. It's a shame to have that building sitting there vacant.
- Academic Issues - Discipline problems need to be addressed.
- Accessibility for all. Storage. Updated technology equipment. Safe environment. Diversity training on-going supply of classroom assistants or assistant teachers in oversize classrooms. Take schools back to K-6, 7-9 and 10-12. Reduce class sizes and raise taxes if you think it is necessary or have those who are against raising taxes find another way to contribute to the education of our youth.
- Adequate kitchens, food service and quality foods are crucial to our children's success.
- Again, we need to consider the safety and security of the students in our buildings first. We need to spend the money effectively to ensure that our buildings are truly safe and orderly.
- Any new construction and/or renovation should be done in line with LEED principles to ensure that kids are educated in a safe, healthy environment.
- As I previously mentioned, there should be a school for the strong academic student. The curriculum has been so watered down to accommodate the low performing students that even the COS & AP programs are not nearly as challenging as they were in their inception. Educate the Special Ed. students but acknowledge that it is the "best & the brightest" who might stop the decline of this country. The lack of vocational schools is an incredible injustice to so many students. Not everyone should go to college, but everyone should have an opportunity to train in something that will enable them to earn a decent living.
- Athletic facilities are enormously important. For example, at the new Science and Technology Magnet in Oakland (Frick School), how will you provide field space, etc. for high school students. The current field appears small to me, but perhaps it could be expanded if parking was moved elsewhere. Be creative in this respect. Studies show that math scores go up if kids get recess or other physical activity. This is important to academic achievement, not just an "extra".
- Bring back the vocational high schools. Teaching the trades (carpentry, plumbing, etc.) is very important. Not every student wants to attend college. Develop partnerships with trade unions to establish internships upon successful completing of a vocational program.
- Build 4 new high schools. One in the east, west, north, and south ends of the city.
- Build a brand new high school instead of changing the names/programs of existing schools and dumping money into stupid moves in the summer. Schenley should've been kept in operation while a new building was being built to replace it. Busing kids all day long from Reizenstein to Peabody all day long is ridiculous.
- Build and create schools that are conducive to learning and what is going on today's society for example the economy and how it works. Need more computer technology, in addition to trade schools of the past that help build this city and country.
- Build with future costs in mind. We don't have to be LEED certified but at least use some common sense.

- Buildings such as Greenway and Reizenstein should be utilized for students because of the fine facilities that they have for the students. It is a shame that we turn student friendly environments into adult use.
- Children learn better in smaller schools.
- Cleanliness of building.
- Closing or renovations (i.e. cameras)in school buildings that are unsafe in design; for example doors that are not constantly monitored and kinds of windows.
- Conflicts among and between neighborhoods should be considered before changing feeder patterns that result in students who are in conflict with each other outside of school being forced to go to school together. This also includes considering parents from those conflicting communities having to interact with each other in the school setting.
- Consider previous renovations to current buildings before closing. A lot of money was spent renovating Westinghouse High School.
- Consider the impact of staffing concerns on logistics of using two sites for one school facility. Close the schools that cannot accommodate all the students in one building and put them into a building that can do just that.
- Could my kids just go to any school at the high school level? Why do we still concern ourselves with feeder patterns at this level? Also you did not ask questions about the Gifted Center. This is the only PPS my kids have attended and is the chief basis for my support of the district.
- Culture of the schools, performance of the schools.
- Curriculum - Too many curriculum changes. Special Education is being left out. You need to remember that the Special Ed numbers are growing by the months. Special Ed needs a curriculum developed just like mainstream and materials.
- Curriculum & resources provided to special needs students. Do the PSE classrooms have access to adapted materials and technology comparable to the mainstream courses?
- Discipline - not all neighborhoods get along. And, if you want parents to be involved -keep as many neighborhood schools as possible.
- Discipline is usually better in neighborhood schools.
- Do not allow schools to transfer into inadequate buildings if they do not meet the needs of all programs.
- Do not close schools, cut staff, or cut programs simply to cut costs. I have 3 children, 2 currently enrolled in Beechwood Elementary (the third will be once she's old enough) and my family maintains a 6 figure income. We are precisely the demographic the Pittsburgh Public Schools needs to focus upon. I can tell you that further reductions in schools and offerings will greatly influence my decision to remain in the city. My wife and I are very troubled when, for example, we hear of schools that have been forced to cut their art programs or do not have librarians. Likewise, I will not tolerate my children being bused across the city so as to save the district money. I am outraged when I see the athletic and extracurricular opportunities that other districts offer and the city either doesn't have or has cut. I will take my tax dollars, as well as my children, elsewhere if this trend continues.
- Don't close schools that are working…Instead redistrict more kids to that particular location.
- Economic demographics need to be considered more than race. Packing buildings wth low income children only does not give communities opportunities to work together.

- Elevators must be accessible to students, families, and members of the community with disabilities. This includes all activities before, during, and after school such as PTO meetings, before and after school child care, etc. Telling an individual that they must use the steps to get the key from the main office (which is unmanned before and after school) is in violation of ADA and (when applicable) IDEA laws, and defies common sense and decency. No one would accept barring access to bathrooms, in spite of the vandalism, smoking, drug dealing, etc. that occur inside, yet principals give lame excuses for barring accessibility to elevators which makes the school inaccessible to individuals who cannot use the stairs. Taxpayers pay millions of dollars to install elevators across the district. Principals should not be given authority to bar access to them to those individuals who genuinely rely on them. Principals are abusing this privilege out of fear and to passively deny students with disabilities equal opportunity. Further, a change in principal leadership can then mean a disabled student all of a sudden has to change schools, make new friends and deal with a traumatic transition. I speak from my own unfortunate experience.
- Energy efficiency should be number one. Also, teachers should be included when schools are designed. Too many schools have rest rooms at complete opposite of each other but the school expects the teachers to take the kids to the restroom and keep an eye on everyone.(especially in elementary) How? They are only one person. Gyms should not have drop ceilings that break because kids kick a ball up and break them, that is absurd. Lunch rooms that have the right equipment to keep food warm or cold until served. Full time music, art & physical education to educate the whole child not just being able to read & count. There's more to life than those two subjects. Too many students are missing out on the basics that are taught in these critical subjects. Not every student will go to college, but some may become artists, dancers, fitness instructors, musicians, etc.
- Ensure that no matter where a student attends school that that facility has all of the options, resources (gym, music, supplies, money for field trips etc), teachers, admin, etc as any other school in the district. Right now there is not equity in those items throughout the district.
- Every child should have the opportunity for an excellent education.
- Facilities need to be looked at from all angles. You don't close buildings that have pools and gymnasiums and then build a gymnasium at another building and you don't put people in a building for two years - do major renovations and then move them out. If moves are going to be made - make them once. More money is spent around here doing temporary moves than probably necessary. I would also suggest that since projects are sometimes approved a couple years in advance before their actual start, that before the work is scheduled to begin, one last good look is given to make sure that particular project is still viable. As a taxpayer, as an employee and as a life long city resident - it seems to me, construction and renovation costs have become out of control.
- Facilities should be updated to accommodate the best practices that teachers are expected to use.
- Facility- What are we going to do with all the empty school buildings throughout the city? I think we should think of this first.
- Get input from the kids. They are the most affected by these decisions.
- Get trade unions involved with middle and high school students. They need to see that there is some place to go.
- "Handicap accessibility for students, staff, and family members.
- Access to public transportation for families without their own transportation so they can get to the school.
- Heating and cooling systems -- many buildings are sweat boxes year round. Money is literally going out the window since windows need to be opened even in the winter. At the beginning and end of the school year, the ability to keep the classrooms from sweltering temperature wise is important to the learning process.

- Having consequences/alternatives available for students who disrupt the learning environment. Let's find pathways to engage those students who are at risk of failure.
- How can we improve on what is currently in place - without making any building changes?
- How do the facilities and/or academic concerns benefit the majority of the school district students and staff, and the many areas that the district encompass'.
- How many of our inner city parents really care about the facilities for their kids? I'd be curious to see what percentage of our families actually respond to this questionnaire. That's the real crux of the problem, not our facilities.
- I believe that accommodations need to be made for student who are unidentified special ed. As well as those who's parents refuse to have their child tested. These children struggle to keep up with their class and pull down the scores for the schools they attend It is a lose lose situation. Programs need to be developed that target these children.
- I have not seen anything positive come out of buildings returning to K-8. I feel as an educator of 31 years that this was not thought out considering Pittsburgh families. Although "studies show" that this works in some urban areas, it does not work well in Pittsburgh. I believe that the 6-12 school that will be in Oakland will do well if you keep the middle school students in a totally separate area away from high school students.
- I really do believe that the quality of air needs to be addressed in the older buildings. Even with the addition of ceiling fans the temperatures in some rooms in older building gets to be over 90 degrees at the beginning and end of the school year. This is definitely unhealthy for all who are in this situation. Also, I believe that air conditioning needs to be installed into the older buildings computer labs. As stated above the temperature, especially in a computer lab, rises to a dangerous level.
- I strongly feel that recess is a time for elementary students that needs to be valued as a learning opportunity by this district. Schools should not just put children in the auditorium and show movies all winter because they lack the space or personnel to monitor a structured free-play time. Recess is the only opportunity that students have to practice social skills, learn how to problem solve and communicate appropriately with peers, and burn off the pent up energy that many have from sitting for long portions of the day. Additionally, while I realize it is important to focus on children who are at the basic and below levels, not enough is being done to challenge those who are at proficient and advanced, especially in the younger grades. Although the Pittsburgh Promise is attractive and has made me consider remaining in this district, I will not do it at the expense of my children receiving the academic enrichment that they should be getting on a daily basis.
- I think families need to think about what is best for their children, in terms of academic success, not neighborhood boundaries. My children both attended Magnet programs - I was thrilled for them to be in a school with diversity, and excellent education. One of the saddest things about Pittsburgh is the fear of crossing neighborhood boundaries.
- "I think that all of these statements are very general. Each building in each area of the city is different and each situation is different. I would need more information to make a sound judgment on a lot of these statements in the survey. It depends on the whole situation. I think one should look at every aspect that would affect a decision before it is made.
- As far as academic issues, I think that partnerships should be allowed in the schools. I also think that children with problems; such as family, emotional, psychological, or whatever, should be identified and dealt with accordingly while in grades K-3, so that these don't become bigger

problems to deal with in the middle schools. I am a teacher and I have filled out the correct paperwork for these students, called CYF to file a complaint, talked with parents, psychologists, whatever avenue I believe would be the most help in a situation only to hit a brick wall. The problem isn't solved and the child moves on only to have to deal with the same or more issues down the line.

- I think we should make every neighborhood high school a K-8th grade and create about 4 Pittsburgh High School campuses. By making the neighborhood high schools K-8 it may keep the bus rides about 30 minutes or under and you could still promote that we are keeping the neighborhood schools while giving the High School Students a pre-college atmosphere. Keep CAPA as is.

- I work at McNaugher. My classroom for the last three years has been freezing. The heat situation has never been successfully fixed. There are days where it has been 54 degrees in my classroom the entire day. It is typically 62 degrees in my class during the winter months. I don't know how they expect students to learn in an environment such as this. I believe it would be best if our program was moved to another building. As a parent, I don't expect to have to send my child to school wearing long underwear so they can be comfortable. Basic needs need to be met before higher order needs can be met and the comfort of my students needs to be considered. This is not only a problem in just my classroom alone either.

- If neighborhoods/school populations are merged, the "merger" can't stop with facility and program offerings. Students, parents and PPS staff need and deserve training and intense support being exposed to and developing knowledge about each other in terms of race, ethnicity, socio-economic situation, neighborhood, education, special interests and talents, etc. We as a learning community must surface our biases in order to deal with them and move on from them.

- If Pittsburgh Public Schools continues to have a stand-alone Professional Development Facility it should be as centrally located as possible.

- In all options, consider diversity -- racial, economic, gender, and any other one can think of.

- Incorporate mediation training for all students so they can learn how to deal with differences. Neighborhood schools are good for communities- however we should look at the district as 'one' neighborhood instead of many. I believe this approach of neighborhood schools contributes to the turf issues throughout the district. If the students and parents could look at the Pittsburgh schools for what each school has to offer academically instead of where the school is located it would be best for all. We live in a wide world and we need to expand our children's world beyond neighborhoods.

- Increase physical activity, i.e. gym/ recess, especially for elementary kids. I think students would increase academic progress if given more time to be kids, play, run, and actually eat lunch rather then shoveling down one taste of a sandwich, then being herded out of the lunch room for the next shift to have a go.

- Individual ethnic/racial make-up of specific neighborhoods.

- Inequity of facilities (lunch, technology, building amenities, etc.), expert teachers & academic rigor.

- Language Programs - Spanish, French, Latin, Computer Courses, ,more related arts - to allow children to explore the arts and music. More P.E. classes to prevent childhood obesity, diabetes, and heart disease. I think variety throughout the school day makes for a well-rounded child, helping more children succeed in high school and college. It would also help prepare children for college.

- Learning/ meeting student needs should take priority over all other factors.

- Make sure that there are enough classroom spaces to accommodate the number of students there.

- More buildings should be k-5 or k-6 and have 7-12 grade schools additions should be put on buildings instead of building a new building.

- More can be done to make sure our middle school and high school students are receiving social services, extracurricular, and academic programs they need to prepare for their future. The elementary students need to receive strong academic services in a safe and orderly environment absent of the many issues brought by middle school students. Principals need assistance in larger school populations with vice principals and security officers. Principals also need to be able to focus on setting the tone with time to deal with discipline first to ensure the safe and orderly learning environment. Learning will and can take place if teachers and students feel their principal is there to handle the disruptive students immediately and consistently. Principals need the support to do this as the top priority and the utilization of certified ITL's, reading and math specialists, department supervisors, teachers, etc. can follow through as his/her support for academics.

- Most of these kids are really smart but they just act up. I think we need better teachers and more fun stuff to make kids want to come to school.

- Need to address safety of students and behavior of students. In my opinion poor and disruptive/disrespectful behavior is the major reason parents are not sending their students to PPS. Parents do not want their children missing out on education/time on task because of disruptions of poorly behaved students. They also do not want their students to be exposed to poor behavior exhibited by some students. Plans should be in place for dealing with disruptive students.

- Neighborhood issues. Some do not mix well.

- Neighborhood schools need to receive fair treatment and funding. Right now magnet schools receive preferential treatment. They don't have to deal with behavior problems because they are allowed to send the students back to neighborhood schools. Also, they don't have to deal with transient students. Both make a huge impact on student achievement and school climate.   Many neighborhood schools become dumping grounds through no fault of their own.

- Neighborhood small elementary that are working i.e. good scores, should be left alone.

- On the job training, teaching our children about what is needed in today's job market and in our city, so that our children can remain residents in our city.

- Our children need every opportunity and experience possible...Never say never, be open minded and flexible...Community service, volunteering, hands on field trips, theater, and any partnership with any of the wonderful businesses, non-profits, trade school and/or universities Pittsburgh has to offer.

- Physical location and environment of the school. I would keep a school located in an urban green space as opposed to a facility located with concrete as its view. Again, research based.

- Please do not combine neighborhoods. We will continue to have Allderdice situations over and over again. It happened in Milliones, it happened in Faison Intermediate, etc. This makes for a dangerous learning environment for everyone. We need to re-look at the security in our buildings. Cameras are only good for viewing what has already happened. They don't prevent the inevitable things that happen in schools. Security, by walking around the buildings, prevents bad things from happening but not by having 1 security guard walking through 3-5 floors.

- Please look at all of the factors when considering building capacity/student enrollment. Pre-kindergarten classrooms continue to grow and there should be space for them in every elementary school. They are a possible entry for students into a school community. "Extras" like the art, music, and therapies/title one support/nurse need to have designated spaces in which to work. If you want "Excellence for All" then

their work spaces should reflect an atmosphere that promotes learning. No hallway or boiler room areas should need to be used for these support services. Every school should have a library and computers to use. Schools should be inviting and cheerful places for children and faculty. At the very least, they should be clean and safe environments. Maintenance issues are seen at many schools. Some are far from having curb appeal while others look nice outside but have disorganized and cluttered interiors. There is much to do to ensure that our schools are places that reflect a belief that we are an excellent school district and attract residents to enroll their children.

- Please look at the whole picture when making facility decisions. Please be sure the existing facility has available space. Our program was relocated after elevator installation to a building that is not handicapped accessible. Our program was relocated again into a better neighborhood, however, we decreased in space greatly. We have moved three times because they did not consider long term needs.
- PPS needs a Career and Technical Education Building that offers a variety of trades.
- Providing more academic support for students via paraprofessionals and smaller class sizes.
- Providing safe environments for our students to be successful. Putting all of these high school students together in one community was the worst decision that could have been made.
- Racially balanced schools attract more people.
- Raise academic standards: build a staff of effective teachers who engage their students. Especially raise standards in elementary grades. In every school.
- Rather than completely discontinue a program (example Carrick's carpentry program) let the students who have already invested their time, an alternate means to continue their education. Rather than shutting down the program without any notification.
- Re-instituting Vocational Education for those students who are not interested in going to college but need to be trained in some skill in order to survive. Too many students drop out because school simply does not meet their needs. In some cases students may find that they enjoy school later and then decide to go to college, not everyone is ready to go to college as soon as they graduate.
- Relocate the administrative staff in Oakland to one of the vacant school buildings. This would provide free parking, more space, etc, etc.
- Research demonstrates that students learn better in smaller classes. Therefore, I think class sizes should be reduced to 15-18 students per classroom.
- Restoring Schenley High School.
- Safer environments. More parental involvement to impact academics. Improved technology for all.
- "Safety in the schools. Create entrances to the schools that lead into the main office so people can't bypass the office once in the building. This will remove dangerous situations for the students and staff. Do yearly audits by an outside agency to evaluate the safety and security in the buildings. Example: do all the doors lock properly when the doors are closed? Are any doors broken or in need of repair for security reason? If the door can't be fixed it should be replaced. They could also create a clear lock down procedure. Are the teachers able to lock their classroom doors with key from the inside if a dangerous person is in the building?
- Safety issues should be considered while developing the plan.
- Safety of the children. Especially when it comes to relocating high school students to different rivalry neighborhoods. Sometimes these moves can cause more harm than good.
- Sell the main office in Oakland. Go back to neighborhood schools for elementary and middle school.

- Save the schools with academic excellence no matter what the cost. Close the low-achieving schools.
- Say what you mean and mean what you say.
- School safety is always an issue. Money is always overspent in this school district, so don't compromise safety and services to try to save money.
- Sell old not used buildings instead of having them rot away and decrease in value. Keep up maintainance in current buildings so that repair not taken care does not result in a domino effect causing other needed repairs. (ex. roof needs repaired for years you patch with little to no success then due to leaking roof you now have electrical and other equipment repairs. Additionally the appearance to the students, staff and families who attend or tour the facility. Nothing like having a hall of garbage cans collecting water in the halls and water markings down the walls to discourage a potential family.
- Selling the Board of Education building and moving the Administration Offices into school buildings. Personnel at the Board need to be more visible and involved in the schools. Other districts do this and so should the Board of Education.
- Small classes. People development, support & training. A probationary period where teachers who can't cut it are removed before they get tenure. Higher pay for teachers, to attract more of the best & brightest.
- Smaller class sizes so students can get more attention so they can excel academically.
- Some areas of the school district are "bulging at the seams". They need more monies available to sustain standards for student excellence.
- Some of the spaces used for teaching in current buildings is inappropriate. Some sharing of specific places within buildings is not working well and does not necessarily provide a positive educational environment.
- Spend money on new technologies and state of the art classrooms. LCD projectors mounted in ceiling for each room, air conditioning, ergonomic desks and work spaces for classrooms, and re-open technical schools or partner with schools (ie. Bidwell or ITT) that offer technical training. Or maybe duel enrollment with technical schools that exist with colleges and universities.
- Stop going to outside sources to get information, do studies and complete projects. Surely there are companies in Pittsburgh who can perform the same services. Stop taking the lowest bid on projects. Everyone knows the work will be shoddy and repairs will be necessary long before they should have been. Start taking bids from companies in this area. Take the middle bidder who lives and works here and who has a stake in the quality of our PPS.
- Student Enrollment, cost, quality of existing programs.
- Student ratio, cost to board/people (taxes), additional buses and cost, appropriate space and staffing of learning and emotional support students.
- Students should not be forced into 6-12 configurations unless there is a campus-like facility that can completely separate the grade levels. To do otherwise is to risk the safety of younger students.
- Success rates of other schools in area. Other school districts with similar situations.
- Successful programs with high enrollment and/or waiting lists should be allowed to expand or replicate their programs, even if it means expanding facilities to accommodate them.
- Teach good old fashioned math skills instead of things like lattice work. Too many students without basic math, history, geography skills.

- Teachers should actually teach and not give students a program and tell them just do it. Like 10th grade math at Brashear H.S. School days should be at least 7 hrs long with homework from what you learned that day. The classroom should have no more than 20 children in it. There should be mandatory after school classes for children who are having a hard time doing the work. Parents should be required to attend all meetings and volunteer at least once during the school year. Extra classes for students to continue their education and skip a grade during the summer. Air conditioners in each room. Each school building should have ample parking for visitors. There should be at least two ways to get onto the school property. In case of fire. Let businesses adopt a school and have a board of directors.
- Teacher-to-student ratio.
- The buildings that are standing vacant are better suited to house students than some of the current buildings that are open.
- The Classical Magnet programs need to be retained.
- The equipment and the reputation.
- The health and safety of the kids. I taught in an ala that had mold all over the classroom walls. I think it would have been smarter to have located this ala at a neighboring larger facility which is newer and larger. It is key to keep middle school students functioning apart from the elementary.
- The importance for a community to have a school.
- The importance of recognizing programs that are doing well (magnet schools) versus programs that are just not successful (ALAs).
- The level of local community support for the schools.
- The local Community college should accept excelling 12 grade students to get college credit free of charge. This would feed into the Pittsburgh promise.
- The main issue in education is the ratio of students to faculty/counselor. Personalization is the key, the more staff to students--which makes class sizes smaller--will help students to learn better.
- The number and qualifications of the maintenance and custodial staff. Right now our buildings are poorly maintained and not adequately cleaned in order to cut costs. Our buildings are only truly clean at the start of each school year. After that, it is only a superficial cleaning. This increases the number of student and staff absences. If our buildings were cleaned properly and were kept in great working condition, they would promote themselves in addition to test scores.
- The only problem that some schools need is a fresh coat of paint on the inside. Some color schemes in some schools are truly awful. They need to be updated to make the schools brighter and more aesthetically appealing.
- The PPS technology is so far behind other districts. I should be able to connect to my school via the web and see my kid's homework, chat with the teachers, pay my lunch bill, see the status of my kid's grades, discuss PTO/PSSA issues.
- The restroom stalls are always too small/narrow and there are never enough in the girls restrooms. I never understood this. Children are larger and need more room to move around. Sometimes adults use these facilities also (esp. in elementary schools) and some of these elementary schools are being turned into high schools and it is very noticeable there.
- The school district needs to consider the benefits of learning and developing in a smaller school.

- The school district's property in Oakland in which the PBE offices are located must be very valuable. Why not sell the building, and relocate to one of the many empty or under-used buildings that are owned by the district. The profit should assist with the Blueprint for the Future costs.
- The students needs. They should be able to provide input as well.
- There should be updated materials- texts, computer technology, building supplies for all classrooms and teachers monies should be evenly distributed and allocated properly for each department. The curriculum needs to be chosen wisely and then given a chance to work instead of changing every one or two years. Superintendents and Board Members should be required to spend more time in the schools, such as a week at a time rather than a quick 2 hr. visit. Also Board members should spend time at all the schools, so they understand the reasoning behind the votes and frustrations of each different member.
- There should never be more than 25 students in a classroom. Some school buildings are using closets and small classrooms to accommodate large numbers of students. There are way too many inequities in this district.
- There were some buildings that were closed that would have made better choices to use. The reasons for closing some buildings in some neighborhoods because the neighborhood parents don't want their children in places that are not safe. Again, the district needs to work with the city to develop more safe neighborhoods. The city needs to have good and safe schools in order to promote the city. Therefore, everyone should work together.
- They should all have adequate athletic facilities including swimming pools, outdoor playgrounds, and sports fields. Adequate space in auditoriums. Adequate computer labs, libraries, cafeterias, and science labs.
- This has already been covered, but I feel very strongly that all students' needs are not being met in our district. Not every student is college bound, even though many would like to believe this; this is not a reality. There is a portion that will go to trade schools.
- To continue to move forward. The closing of schools and opening some of the ALA's to me has promoted segregated schools.
- Transportation. Unless you are willing to transport students, via school buses, to their magnet locations, it is my opinion that they will not succeed in the long run. Leaving home at 6:00 every morning to ensure a 7:30 arrival is ridiculous. Some other arrangements will have to be made. The Public Transportation system in Pittsburgh is slow. That is the nature of our problem. We can not change our topography. A later start time would be better, but PAT does not want the students on the buses during rush hour. Please think this through before you dismantle full service high schools that service a community, in favor of a magnet system.
- Try whenever possible to restore/save iconic buildings, and actively work to find positives uses for empty spaces.
- Use the best physical plant possible at the lowest cost. On the academic side; there is a lot wrong. Discipline and the lack of parent responsibility and control, also parents respect for institution of learning does not resonate, and does not seem to correlate with their child's future well-being as far I can tell. This may well be because of the majority of the student populations social and economic situation? Wealth or lack of; should not repulse someone from education. But should endear them as a way up. It's is not the Teachers or Staff or the programs every new Superintendent brings, even though they have their faults. Special schools are needed with sweeping powers, to educate incorrigible children. McNaughers adult to student ratio is not sustainable in larger populations. The kids at the lower end have their needs meet Title 1, and at the other end kids are CAS or international baccalaureate programs and want to learn. It's the kids in the vast middle that may have a chance, but it's being stolen by the ever increasing amount of disciplinarian problems. It a disservice to the children

not to educate them and the tax payer cannot build prisons forever or pay endless social programs. I am not in education, but I am knowledgeable about the District (32 yrs.). As a tax payer and parent of two P.P.S. graduates I believe that my assessment is true and correct and if things do not start to change with the District(and City) my house of 27 years may be going up for sale. I personally know people that moved because of the District.

- We must have more racially balanced schools. Do whatever it takes to make this happen.
- We need to see numbers and get an idea of what is the best balance b/w the numerous desires of all parties and also get an idea of the max people would be willing to spend for restructuring before taxes are raised.
- What about neighborhood issues? They should be considered. How about parents and families? That is what is never considered.
- What is happening to electives, why are they being cut? Why are middle schools losing swimming programs? Why is the Science and Technology school going into a building with no outdoor space and a very small gym? What funding sources are being pursued to cover renovations? Educating children is not a business. Its goal is not to make money. We are shortchanging the children in favor of the bottom line. If money is important the district ought to rent out its empty buildings or lease them to developers, instead of selling them for a pittance.
- While it is important to have buildings utilized to their fullest capacity, it is equally important to make sure the buildings are not overcrowded. The elementary level especially needs to ensure that teacher-pupil ratio is appropriate for the best learning environment.
- Whole day, 5 day a week Gifted Program for Elementary and Middle school as a Magnet program and continue perhaps even to High school if the feeder High school does not offer many CAS classes.
- Windows and campuses with more freedom. Schools should not look like or feel like prisons. Remember to include music and Latin.
- You must keep recess, gym, music, art and library resources in your plans. Recess and Gym are extremely important on a daily basis. If you can't afford art and music maybe you could incorporate them together with recess and gym where the children would get to move around freely. This would cut down on fidgeting in class.
- You need to make sure that all schools are considered valuable. Why do you have magnet sign up early? Because they are important. It is important for you to know how many students are enrolled so you can make sure you have enough resources to provide a quality education to them. Feeder schools--those kids they have to be there and they will get there eventually. Why do you not have sign-up for all schools making all schools important; making parents believe that it is important that even if their kids are not one of the "special magnet kids" just an ordinary replaceable feeder kid, that the administration and board of education wants to make sure that everything is in place for the beginning of the school year.
- Young students should have the opportunity to go to school in their own neighborhood.
- A child should not have to travel a long distance to school.
- Again, I believe that elementary students should attend school close to home, and that each building have small class size and offer excellent reading, math, science, social studies, computer, and the arts.
- All of our schools should have high quality programs (including languages, financial instruction, computers, art, music, etc.) As the child reaches high school, technical options should come into play. The district cannot financially support sending elementary and middle school children all over the city-give parents what they want-good schools as close as possible.
- Although I feel every school should have at least one specialized program, there is not that feeling among school administrators.

- As I said in question # 1 - a Gifted Magnet 5 days a week is definitely long overdue for Elementary and Middle Schools. High Schools have CAS programs for them but we do not do justice to our younger children by offering just a one day a week program.
- As with some of the schools that are currently open that have students from all over the city 30 minutes to 45 minutes should be sufficient for students to attend career and tech programs.
- Give students' trade school training. Not everyone desires or qualifies for college.
- I am most worried about student discipline.
- I believe in neighborhood schools. No traveling.
- I believe the less time a child is on a bus the better, especially K-8.
- If the school is run well, the scores are high, and the magnet is good I would send my kid to that school even if it took one hour.
- Magnet programs are unfair; they provide specialized education that can be used by all but is denied to most so that a few can excel. By having a magnet program in a building you are forcing people living close by to send their children away. IF you have to have them they should only occur in high school. In the past, magnets got extra money denied to regular schools, they did not have the same teacher student ratio (one school had a fifth grade class which had a large proportion of student bussed in) with regular 5th grade classrooms of 35 students or more while the Spanish Magnet in the school had 5 students in it. The reason there were so few was that students who did not fit in were "sent back" (dumped back to their home school, the principal called it being counseled back to a more appropriate setting.) Magnet programs are terrible for the many and great for the few who get in. If magnet schools are so great whey doesn't Upper St. Clair have magnets?
- No one should have to travel more than 30 minutes to go to any school.
- Since students and families are not forced to attend CTE or magnet programs, they should be willing to take more time in travel. Also, city wide programs are difficult to keep in locations convenient for all people.
- The elementary school curriculum should be fairly standard citywide. All our students should be exposed to the arts and languages. All high schools should offer strong academic or career technical education.
- The Pittsburgh Promise is a wonderful program for those students going on to college. However,a large population of children were left behind when the technical/vocational schools were closed.
- The student must have the skills necessary in order to compete with the world.
- Those schools should be offered in every neighborhood.
- Time for traveling shouldn't be a factor when it comes to quality education.
- Too much time traveling causes loss of instructional time.

4. What amount of time would you be willing to have a child travel in order to attend a school in a specific geographic area of the District?

Individual Responses

	15 minutes	30 minutes	45 minutes	1 hour
A. Elementary School Student (K-5)	71%	26%	2%	1%
B. Middle School Student (6-8)	42%	49%	8%	1%
C. High School Student (9-12)	32%	44%	18%	6%

Group Responses

	15 minutes	30 minutes	45 minutes	1 hour
A. Elementary School Student (K-5)	84%	16%	0%	0%
B. Middle School Student (6-8)	31%	65%	4%	0%
C. High School Student (9-12)	20%	56%	24%	0%

Web Responses

	15 minutes	30 minutes	45 minutes	1 hour
A. Elementary School Student (K-5)	67%	31%	1%	1%
B. Middle School Student (6-8)	46%	46%	6%	1%
C. High School Student (9-12)	39%	45%	12%	4%

Individual

Group

Web

www.pittsburghbuildingexcellence.com
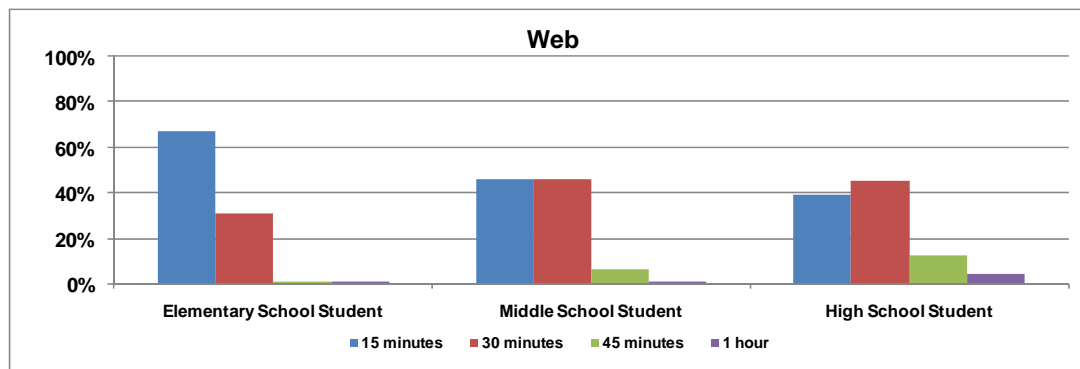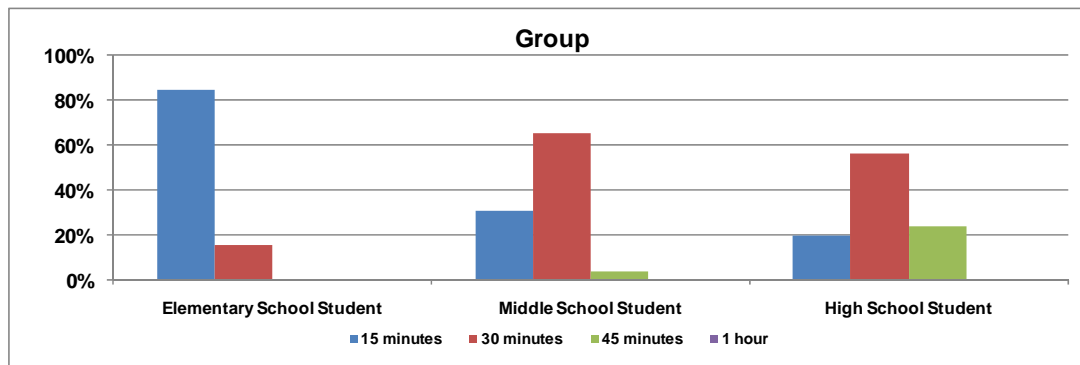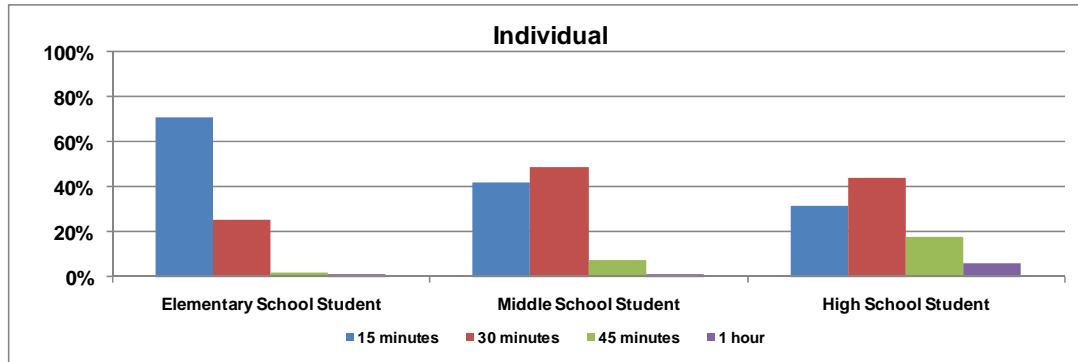
GROUP COMMENTS

- Not an issue.
- It's about how long it takes to get to school.
- Little ones should stay close to home - safety issue.
- Better explanation why this is important.
- Difficult to answer/understand.
- 15 - 30 for all. 30 min. max.

INDIVIDUAL COMMENTS

- Elementary students should not be traveling at all.
- Geographic area of the district isn't relevant to what goes on in the school.
- Should have to travel too far.
- Makes no sense to me, why?
- Area isn't a major concern, program, diversity and test scores are.
- What are we getting at here?
- This question doesn't really make sense - parents may avoid a particular area but tend to choose a program or a school not a location.
- Geographic area is the least important to me if all other factors are considered like academic program, diverse culture, etc.
- Geographic area wouldn't necessarily matter.
- Irrelevant question.
- Attending a school in a specific geographic area is not of importance to me.
- This should have been more specific to Pittsburgh - ie. Do you want to cross rivers? Do you want to go to another?
- From a student's eyes.
- Geography doesn't concern me. What concerns me is that education is provided and the safety.
- I feel that a geographic area of Pittsburgh increase the opportunities provided within the school.
- I don't think this matters.
- I don't understand this question.
- Irrelevant question.
- City is not ever more than 30 min. from end to end, really bogus question, mostly.
- No student should have to travel more than 15 minutes to attend school.
- Oakland - District amenities?
- This is not important to me.

WEB COMMENTS

- Travel time is important as well however it's not a big factor. The education is more important.
- We looked at CAPA for next year but because we do not live in the city she would not be eligible for Pittsburg Promise. PPS will lose a gifted student with a 4.0 GPA in a private school because she wanted to attend CAPA to get the Promise but now can't simply because we don't qualify.
- A child should not have to travel a long distance to school.
- A,B,C, Whatever it takes to get from a failing school to a school that is achieving success. The District's big problem is discipline and parental responsibility.
- Actually, no time at all, but no more than 15 minutes. It cost money to have gas. If you give a high school student a bus pass and the port authority goes on strike, how do they get to school? I have seen little babies--they look like they are in kindergarten waiting on sidewalks on busy streets at 7:30 am waiting for a bus. If a parent makes the decision to send his child to a private school outside of the Pittsburgh Public School District they should have to make their own arrangements for transportation. If it is inside the district but out of the neighborhood, they should not ride on the bus more than 15 minutes; otherwise the parent of the child makes the arrangements for school.
- Elementary students should attend a school close to home.
- Geographic area doesn't mean anything to me without knowing about the quality of the academic program.
- Geographic area is not of importance to me, except that the school should be located in a safe area. Academic quality and unique educational programs are of highest importance.
- Geography is not a factor. We are more interested in diversity and academic excellence.
- I believe in neighborhood schools. No traveling.
- I don't really understand this question. Also, why is there not an option for "I wouldn't want my child to travel for this reason"?
- I personally don't care about geography, just what happens in the school. But I also live in a safe neighborhood, so I can see how it might be a consideration for a parent who wanted to get their students into a different neighborhood for school.
- I think that it depends on the purpose/reasons for going into a specific geographic area.
- I would not have a child travel just for geographical reasons.
- I wouldn't have them attend based on a specific geographical area.
- If it takes my kid 45 minutes to attend a good school I would certainly send my child there as opposed to a school down the street if it is out of control.
- If the school is run well, the scores are high, and the magnet is good I would send my kid to that school even if it took one hour.
- Kids should have valuable programs offered to them in the community in which they live.
- No one should have to travel more than 30 min to go to any school.
- Not sure if you mean close to home or just based on geographic area even if it's not your home area.
- Save the district money. Transportation costs are expensive.
- There isn't a selection for less than 15 minutes or other or else I would have selected one of those because sending a student to a specific geographic location is of little importance to me.

- These questions are not parent friendly and will not be answered by the parents who will have to suffer the most. If you truly want parent involvement forcing parents to send their children outside of their reach does not promote parent involvement environments.
- Time for traveling shouldn't be a factor when it comes to quality education.
- Traveling is a waste of time and money. The closer to the school the better. There is no question that children would have an easier time of learning and keeping friends that are close to home. Staying after school for extra help is not readily available to those who bus it. Teachers do not stay after either as their day ends when the bell rings.
- Unless the school offers a specific specialized program in a certain specific geographic area, the district does not have the money to transport students at random. Put this money into teachers and books.
- You should have a column stating not applicable or not important.
- Zero for elementary and middle. Again, where is the district coming up with the money for transportation and what is the rationale behind this?
- A full school does not necessarily satisfy the quality level of learning; "No child left behind" should mean that class sizes should accommodate students and teachers to not feel overwhelmed and a problem or situation academically or behaviorally would more likely not get out of hand if class size is not a factor.
- Adjusting feeder patterns isn't always the answer b/c of neighborhood rivalries that often interfere with learning & school safety. Of course property tax increases is a costly alternative which isn't welcomed either; it puts us in a position of losing even more city residents.
- And save on the cost of busing.
- This makes the most sense for students, parents, the community and distribution of resources.
- This makes sense.
- High school students may benefit from travel to a centralized location with many content/skill areas offered.
- How much higher would taxes be?

5. I would rather adjust neighborhood school boundaries (feeder patterns) to ensure that school buildings have enough students attending to fill the school, rather than raise property taxes to maintain schools with empty seats.

Individual Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Elementary	37%	40%	14%	7%	3%
Middle	40%	45%	8%	3%	3%
High	46%	40%	6%	4%	5%

Group Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Elementary	20%	68%	8%	4%	0%
Middle	33%	67%	0%	0%	0%
High	36%	60%	4%	0%	0%

Web Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Elementary	44%	28%	14%	10%	4%
Middle	45%	30%	12%	8%	5%
High	45%	31%	13%	7%	6%

Individual

Group

Web
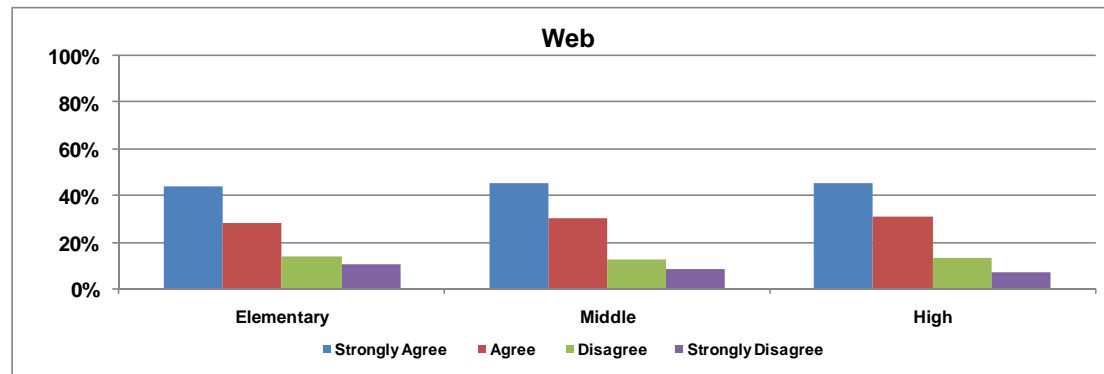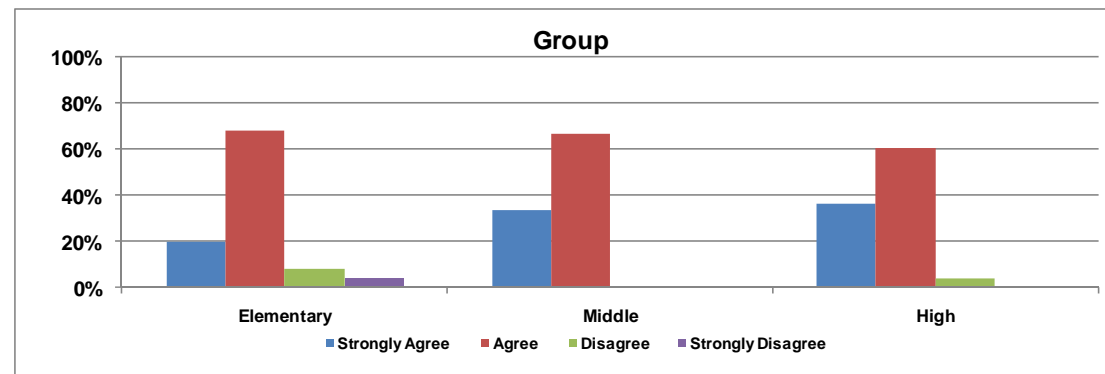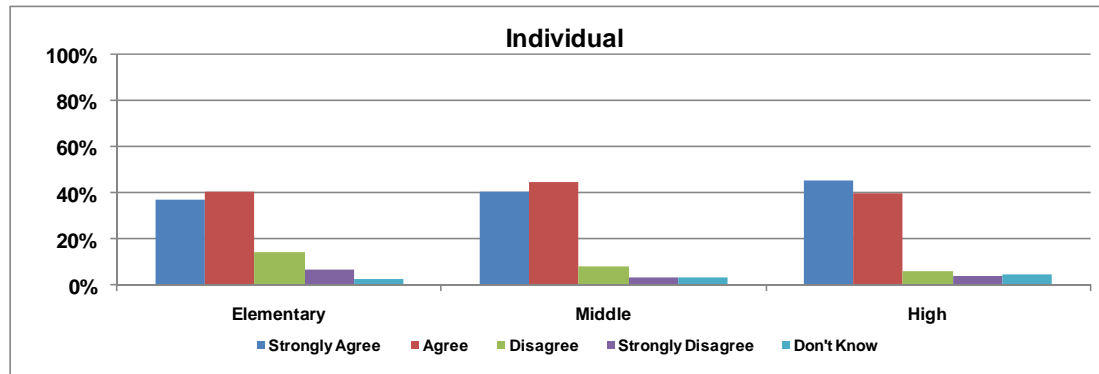
GROUP COMMENTS

- Raise property taxes and will cause more people to leave the city.
- But should consider the effect on the community.
- Taxes are high enough.
- Money saved invested in transportation.
- Elementary - 1 disagree, 2 agree.
- Leading question.
- Safety first and more choice (lesser reliance on feeder patterns.
- Too expensive to run less than full buildings.
- Pittsburgh is one of the highest cost per pupil districts and not serving all students to high levels.
- Doesn't address quality - leading question.
- Decline is elevated over time.
- Factor - how many empty seats, and would one school balance another.
- Adjust feeder patterns to max. school diversity.

INDIVIDUAL COMMENTS

- Keep neighborhood schools and make improvements within.
- Rather another opinion: district inside magnet program--all students must choose a program--no school is filled by merely neighborhood.
- I love neighborhood schools.
- Strongly agree on the condition that changing feeders doesn't drive more kids out, causing building environment to fall.
- Let us have excellent programs that ensure diverse students that are academically ready. Students that are not--let us have a good mix of students at plan B--Schools. Please do not mix elementary students with middle school.
- Cannot be continually adjusting feeder patterns.
- Is this a way to close more buildings? Feeder patterns should reflect max diversity.
- I think there are other ways schools should consider to raise revenue that would benefit both the schools and the community. For example, space for community meetings, afterschool / before school programs, social services.
- Cannot answer without considering the effect a school closing would have on the community the school is in, and more information about the number of empty seats. Also it only gives the option of raising taxes, not cutting things like administration costs.
- Adjusting feeder patterns may not be enough. I don't think that those 2 options are absolute.
- Watch areas where students have busing. Let's adjust equal adjustments.
- Safety is very important as a parent. However in certain communities with gang territory is an issue. For me as a parent until they address these issues a child's education would be at risk.

- Problems need to be addressed & solved - not delayed by increasing spending.
- Younger children should not have to travel far to get to school, since they usually can't do it on their own.
- I would be wary of how property taxes in low income communities.
- It appears you know the outcome you want by the questions you ask.
- There are other dynamics that come into play when combining neighborhood schools, number 1 of which is safety.
- In Pittsburgh, certain neighborhoods are rivals and it wouldn't be feasible to combine schools (ie Westinghouse and Peabody should not be combined strictly from a safety standpoint.)
- School quality is very important. This Question should have been asked another way with a more creative approach or with more choices.
- From a student's eyes.
- Yes, change feeder patterns.
- I wouldn't want to be moved into the feeder pattern of a failing school.
- It depends on the quality of the programs - assuming quality is good, the efficiency argument makes some sense.
- I think it's important to minimize travel time for elementary ages.
- Feeder pattern adjustments that promote ethnic and academic diversity would be most desired.
- Adjusting feeder patterns is also a way to make schools more diverse without busing kids to achieve that.
- The facilities must have equality.
- Don't raise taxes - try to attract more students with attractive options or other creative approach.
- I think elementary students should stay close to home.
- Elementary kids should go to school close to home.
- Taxes are high enough.
- I think adjusting boundaries could be great for this city. It's so exact in its neighborhood ways. It's a much better option than raising taxes.

WEB COMMENTS

- I believe that elementary school students should be somewhat close to home. The middle and high school students could travel a little further within reason. Depending upon the school facility and neighborhood, filling schools to capacity is not really a good thing.
- I disagree because when the schools change feeder patterns bad students come into good schools and make good schools into bad school. Also the district is always trying to do the 50 / 50 thing. Who goes to a school should be based on grades, test scores, and behavior.
- I do not like the way this question has been phrased. The one does not necessarily follow the other, at least not in as direct a way as this question if phrased.
- I don't have a problem with raising taxes if it improves student learning, and small class sizes can be helpful for this if teachers take advantage of being able to teach differently. However, paying extra just to have a school a litle closer to my house doesn't make sense, and can compromise the value of diversity.

- I feel strongly that elementary students should attend a school as close as possible to their neighborhood. Middle and high school is soon enough to branch out into other areas of the city. Raising taxes is a bit of a scare tactic and when empty buildings are still being maintained by custodial staff and the utilities are still connected, it makes taxpayers wonder about the transparency of the Board. Perhaps the Board should look into other uses for buildings before they are closed--such as moving the Board offices into several sites; providing permanent sites for staff training, parent volunteers, community meetings, etc.; or canvassing local businesses, schools or organizations about purchasing or renting the building before communities are torn apart and we lose even more students to other districts or charter schools.

- I think we should make every neighborhood high school a K-8th grade and create about 4 Pittsburgh High School campuses. By making the neighborhood high schools K-8 it may keep the bus rides about 30 minutes or under and you could still promote that we are keeping the neighborhood schools while giving the High School Students a pre-college atmosphere. I do feel that school busses should be used to take the kids to the high schools not PAT busses. I am not sure how much it may cost but if you close all the elementary schools and middle schools it may work, maybe the city should look into having their own busses. That way you could also keep a better eye on the bus drivers and make sure they have all their clearances. Keep CAPA as is.

- I would rather adjust feeder patterns and increase taxes to ensure that class sizes are no more than 20 students per class.

- I would rather have less students in elementary schools to ensure that the foundations of education are strong (reading basic math and character education) and I would not mind if my increase in tax dollars went to elementary schools.

- I would want to know more about current feeder patterns for that school and how successful that school has been academically and why it was under enrolled prior to adjusting boundaries and/or raising taxes.

- If we change the feeder schools at the elementary level and roll the change out then there may be less issues at the high school level because the students have been attending school together for several years at that point, instead of changing during high school when neighborhood rivals are strong and forcing them together.

- I'm not so sure about adjusting boundaries at the middle and high school levels because of safety concerns. If a child's safety can be assured when combining neighborhoods that are sometimes extremely violent rivals (e.g. Peabody and Westinghouse)then I would agree with adjusting neighborhood boundaries.

- It depends upon whether it negatively affects a school's climate regarding the population. For example, there are schools where there are rival groups of students, which doesn't seem to have been considered. If this is done, then there should be additional security and programs in place to account for these possible situations.

- Just filling schools is not a good idea if you are going to have extremely large class sizes. There are so many different levels of learning going on in each classroom. One teacher is expected to handle students with discipline problems, learning disabilities, special needs, below-basic students, proficient students, and everything in between, sometimes for 30 individuals.

- Renovations to existing schools also need to be considered. Money does not need to be spent if there are existing buildings that can accommodate students.

- Scaring people with the raising of property taxes is a feeble attempt to adjust feeder patterns to suit the school districts practice of closing good schools and herding all students into one or two schools instead of letting them stay where they are. With all the money the district wastes, you could have opened all the schools and taught.

- Small class size and high academic standards are a major priority.
- Smaller class sizes allow for more one-on-one instruction. Also adjusting boundaries may include neighborhoods that people are trying to get away from.
- Stop wasteful spending and taxes would not have to be raised.
- Strongly agree.
- Students in high school should be mature enough to learn anywhere and get along with one another.
- Taxes are high enough.
- The district should adjust feeder patterns to minimize transporting students. Magnet students should not displace neighborhood students for local building space. Magnet parents chose a program and should send their children where the program can be run most economically.
- There is nothing wrong with the neighborhood schools that the Pittsburgh Public Schools already have. They just need to be renovated or updated to fit the needs of all students.
- There are also other options, like more magnets or closing schools.
- This is a tough one.
- This is kind of a loaded question. I don't mind raising property taxes to improve schools. If it was determined that keep more schools open with less students (hey, higher teacher student ratio.) was better then I'd be all for it. In fact, I think this is obviously a public relations question, so the district can say, "well 90% of survey participants were in favor of closing schools...." If you asked this a different way it could totally up-end the results. This is like a push poll.
- We cannot even think of raising property taxes in this economic climate and expect people to stay in the City of Pittsburgh.
- We should be able to maintain effective and efficient school in each community without closing schools.
- What does fill mean? Does Fill mean the same thing for feeder schools and magnets or do magnets have a different/smaller number of students needed to be considered filled. I believe you will go with the lower number for magnets; that is the Pittsburgh Public School. In addition, if it is decided to have a magnet within a school, the magnet should have the same student/teacher ratio as the feeder school as opposed to the example given on the previous page where 35 (or more) students were in the fourth grade feed classes and the magnet had 5 students.
- When you change the feeder pattern of a school though, and people are no longer happy with their school of assignment, they will try to find another school to attend instead of the one they are assigned to by feeder pattern.
- Yes and no. I think many of the neighborhood schools are underemployed and could be maintained better by their local communities rather than under-managed by district. However, some are in deplorable condition and need attention I don't want brand new mega schools on the other hand or far away schools. It's a tough question.
- Yes- obviously.
- Local schools are very important - they are worth paying for.
- Adjust program options across district then assess closings.

6. Some District schools are under enrolled. I would prefer…

Individual Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Operate buildings that are under enrolled even if they cost more	8%	14%	48%	25%	7%
Redistrict school boundaries (feeder patters) to better utilize facilities	29%	58%	7%	3%	5%
Other (45 Respondents)					

Group Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Operate buildings that are under enrolled even if they cost more	0%	8%	65%	19%	12%
Redistrict school boundaries (feeder patters) to better utilize facilities	23%	65%	8%	0%	4%
Other (5 Respondents)					

Web Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Operate buildings that are under enrolled even if they cost more	9%	27%	40%	17%	6%
Redistrict school boundaries (feeder patters) to better utilize facilities	30%	47%	14%	5%	4%
Other (110 Respondents)					

Individual

Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know

Group

Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know

Web

Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know
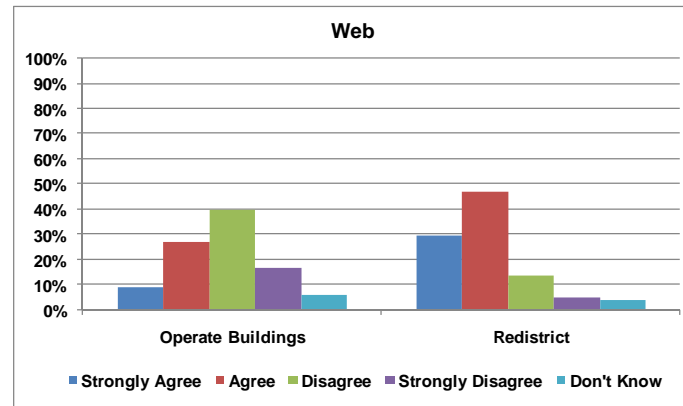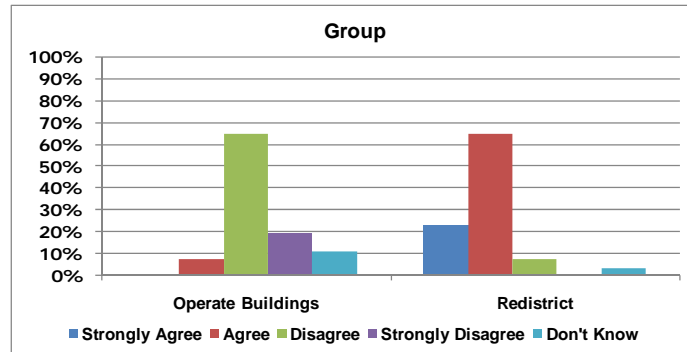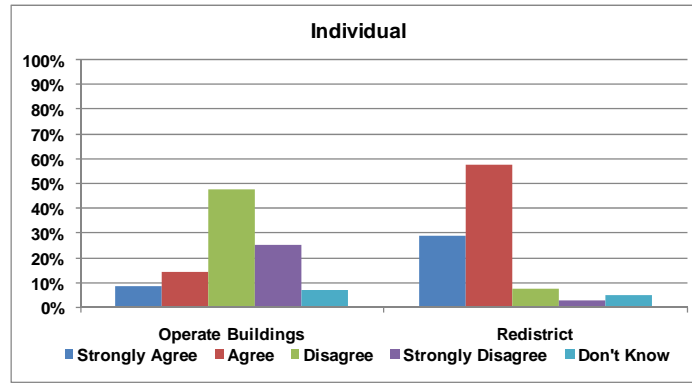
GROUP COMMENTS

- Complete better with charter and private schools.
- Bring back dropouts by providing special facilities for those kids.
- Improve school to draw students back to district.
- Make all schools magnet or total choice and duplicate themed schools.
- Class size becomes a factor.
- Over packed schools.
- Opportunities to cut costs.
- Mixed use facilities.
- Put attractive and quality programs into schools to bring students to the building. Also, administrators that work with staff present healthier, desirable schools.
- 1 split - depends on impact on community and program.
- 2 split - depends on impact.
- Elementary students must remain close with minimal travel time.
- Some schools have great needs and students have great needs they may require more resources.
- Should be broken down to high school / middle school / elementary school.
- What is the threshold for under enrolled?
- Quality/Readerships should be part of problem.
- Suggestion: Try to keep numbers balanced for the schools that are available.
- Other - taxpayers at the table agree.
- This question is too vague.
- Utilize buildings for other resources.
- Look more at successful programs and add additional programs to fill space ECC or outside groups.
- Must maximize diversity.

INDIVIDUAL COMMENTS

- I think schools that may be under -enrolled, but have greater needs(academically, socially, financially, etc.) should be allowed to remain open even though they may cost more.
- Add programs. IE: Early childhood to fill spaces.
- I would look more closely at schools that have been successful academically and diverse socially.
- Let families choose the school their kids attend and close schools no one chooses or re-invent schools no one chooses.
- Depends on the distance and time my children would have to travel and safety of the area.
- Realign schools within feeder pattern to accommodate the decrease in population.

- Is the building LEED certified?
- Dependent on how under-enrolled.
- Question too vague. I think it's important to consider how under-enrolled the school is, its performance (test score) levels, and quality of building.
- Question is too vague.
- Close schools and spend savings on academic quality.
- Study populations, (numbers of school-age children) in each neighborhood, open schools to accommodate these children.
- Compete better with charter and private schools. Bring back drop-outs.
- Do a combination of both -- Elementary should be the least affected.
- Explore ways to utilize space that may generate revenue, benefit the schools, and benefit the community.
- Need more context for these questions. What about other options like improving or putting attractive programs into the under enrolled schools? Would have made sense to have us choose one of the above.
- Within limits.
- Make all schools some type of magnet and make them all a choice.
- Use the empty space in low enrollment and lease the space to other educational companies & receive income from them to help finance educational costs.
- Schools that have better and lower cost facilities.
- Raise taxes. Use magnet programs.
- Use empty space efficiently by expanding grade levels at a school opening space to be leased by community organizations, consolidate within feeder patterns. There are more than just the 2 options mentioned.
- Lease out portions of buildings to youth - senior citizen organizations & groups, after school programs & arts programs.
- It truly depends on the school. i.e. Schenley and its historical significance.
- School buildings with the best physical facilities should be maintained.
- If the quality of education is very good and we have a fair and well rounded education for our children then leave school open.
- Per pupil cost needs to be controlled.
- Coming from an under enrolled school myself, I feel my school is just as effective as any other.
- As long as feeder pattern still means school in the local community in which the child lives for low income parents especially who can't provide transportation.
- The redistricting depends on the impact to a community.
- Combine programs so that larger facilities could be used to capacity.
- If attractive programming and quality staff is placed under-enrolled schools more parents will be inclined to enroll their kids there.
- Depends on how far under enrolled.
- What is the quality of school? Consolidate neighboring facilities/schools. What is the level of under enrollment?

- Provide specific school with educational supports even if the school has low enrollment. The focus should be to increase achievement, decrease dropout rates, and encourage productive students to become productive citizens.
- It depends on quality of the program. I would not like to be redistricted into a poor quality program. Good schools that are under enrolled could be kept open if not too inefficient.
- Redistrict feeder patterns, but give options to families who may be affected (ie - families who strongly consider a locale based on the reputation of the neighborhood school.
- Consider other school assignment options such as full choice; regional choice, etc.
- Better interschool collaboration. Example, Peabody does not have band.
- Get other "tenants" to fill the building.
- It's a combination of appropriate redistricting and maximization of buildings that are fit to move forward.
- Mixed-use facilities.
- Special/magnet school should not compromise their enrollment - only accept students who qualify not because of NCLB transfer policy.
- Should allow open enrollment mid-year for magnets where appropriate level ability.
- One issue - increase academic options at under-utilized schools - otherwise, you plan for long term failure.
- Stop cramming all the problem kids into over-crowded schools and leaving "good kids" with benefits of nice neighborhoods, better programs and smaller class-sizes.
- Redistrict so it is equal to all students. Perhaps erasing bad to good will influence good to all students.
- Under enrollment is less of a factor versus. under achievement. Close broken schools where kids don't learn.
- Class size matters too. Do not over pack the schools. Always ask if kids are learning.
- Class size becomes a factor. Whether or not kids are succeeding is a factor.
- Is enrollment the only factor? I would like to see the district investigate means to use parts of school buildings (renting, etc…) as a means to keeping schools viable.
- Close some schools. We have a better chance of succeeding if we focus on specific programs and align our resources with our size.
- Try to have same number of students in each school.

WEB COMMENTS

- After going through one redistricting and experiencing the direct impact it had on my school, I am not in favor of altering feeder patterns once again. The influx of new students had a detrimental affect on the climate of our building. The population change was so great that many of our own families and students left due to the increase in class size, disruptions, and problem behaviors.
- Again, this question is loaded. Are these the only two options? And isn't there the possibility of situational considerations changing this equation? Like if you had a neighborhood school in a community that generally under-performs (maybe because of socio-economic factors) but the kids in that elementary school were doing well, I think it would be a smarter investment to keep it open and nurture those children, than close it. We as a society (and probably as a school district) would face higher costs further down the line due to the school closing.
- As stated in question #5, I feel elementary schools should be available to children in their own neighborhoods, or as close to that as possible. The days of bussing students past several neighborhood schools to "balance" a school on the other side of town should be over. Middle and high schools could be redistricted, but the rising cost of transportation should also be an important factor to consider--just not shifting numbers around to fill a school.
- Both. Under enroll elementary schools but increase accountability at those levels also. Educators should be able to do lots of work with 10 or 12:1 ratios and make the appropriate referrals if it's not working. At the middle and high school level students should be able to perform with slightly larger classes with opportunities for remediation and again make appropriate referrals if necessary.
- Close buildings that are not able to offer students a quality program.
- Close small schools and centrally locate them where bussing is available and parking conditions can accommodate that demand.
- Combine schools that may be under enrolled but not put students into harms way, mixing students from neighborhoods that feud.
- Combining schools in the area might be the answer.
- Continue magnet/special programs to attract students and fill seats.
- Create buildings with unique programs to attract new students. (unique programs - programs that suburban schools don't have.) Programs that prepare students for college.
- Create schools that work, no matter where they are.
- Dig deeper. Why are those neighborhoods under-enrolled? What's going on in the community to contribute to that decline in size? Who in the community can spearhead a movement to clean up their act in that neighborhood and how can others help revitalize that section of the city?
- District is top heavy - spending too much money on administration and the board and not enough in the deteriorating schools.
- Do not merge middle schools with high schools. It is dangerous.
- Elementary should stay neighborhood schools. High schools should be redistricted. Middle schools should travel, but limit as much as possible.
- Elementary students should be in a neighborhood school with small class size - 18-22, primary and no more than 28, intermediate.
- For elementary, I believe smaller class sizes are key to student progress or 2 adults per 1 class to really better the students.
- I disagree because when the schools change feeder patterns bad students come into good schools and make good schools into bad schools. Also the district is always trying to do the 50 / 50 thing. Who goes to a school should be based on grades, test scores, and behavior.

- I do not support overcrowding schools and possibly creating neighborhood disputes in the name of saving money.
- I personally want my child protected from a negative atmosphere so I believe that is why families are moving out of Pittsburgh and not sending their kids to school. I will never send my child to an unsafe neighborhood where there is a lot of police activity.
- I think it would be best if we did have a smaller student to teacher ratio. This provides students with an opportunity for the students to develop a relationship with their teachers which I feel would be a help in helping to control behavior and increase student retention of information taught. I know the cost would be more.
- I think that rather than to just close or combine schools the district should make the under enrolled schools more attractive to parents by implementing quality programming with quality staff to match. If this is done then parents will be more inclined to send their children there.
- I work in a building where we have lost hundreds of students because the city has torn down most of the Garfield Heights Housing. What is going to happen to our school? When the housing is done some families will return but is it enough to keep our school open? This is my job that I may be losing. I would like to know where we will go.
- I would keep under-enrolled schools open if they are high-performing.
- I would want the term under enrolled to be defined. Some schools are now so tightly enrolled that learning has to be conducted in the hallways due to lack of extra classroom space and there are not areas available for extra support people (such as therapists and tutors). In some schools, rooms are being utilized for several purposes which can overlap and lead to a less than desirable learning situation.
- If the feeder patterns are designed to best utilize space, the school district should make sure the schools have the best working staff in place to create a safe and welcoming environment. They should also work with the city to make sure the neighborhood that surrounds the schools are also safe and welcoming.
- If you are going to operate buildings with low enrollment, make sure that class sizes are small. The emphasis should always be on improving learning. Westinghouse is a low performing school with classes close to 30. Why not take this opportunity to reduce class size and enable teachers to really work with these struggling students to affect their education?
- Improving the schools so students get a quality education regardless of school.
- It depends on how under enrolled a school is. If they are operating with one grade level per class they need to go someplace else. We all know that smaller class sizes make for better learning opportunities.
- It depends on the level of the school; whether parents are making a decision to send the child there or are being forced to send the child there (feeder). The school district has a terrible reputation of not doing things in the best interest of kids. How great a percent are you talking about when you indicate under-enrolled? What kind of "redistricting" are you talking about--Pittsburgher's have this thing with crossing bridges and going through tunnels. Redistricting Beechview, for example by sending the kids to the Hill District (or sending Hill District Kids to Beechview) so that a school in the Hill District school/Beechview School can be fully enrolled will not work. Since the last redistricting I don't know where the Knoxville kids go to school, but I do know that there are fewer kids in that neighborhood now. You have a bigger problem then filling up buildings you have a problem with people trusting that you are in any way able to do what is right for kids.
- It really depends on how under enrolled they are and how much travel time it would be. The younger students, i.e. elementary ages, should not have to travel very far. It would be reasonable to expect the older children to do so.

- It should not matter where a student lives. All students should be exposed to diversity, the best school facilities, and a more cultural setting to learn in.
- I would keep it open and increase the enrollment so that it would justify keeping it open. I would also think of ways to utilize the schools in neighborhoods, for after hours activities or rentals, for night classes for extra college credits, recreation centers, there are so many things we could do to create job opportunities, and make an extra income on our schools down times.
- Let the parents who want the school to stay open have fundraisers and see where the money goes. Let local businesses help also. Do not think you are the only people who take our money and spend it. Let the schools' administrators have a hand. Let a business or many adopt a school and keep it running. Turn it into a charter school. You are not the only people who can run a school.
- Look at schools that are over enrolled (and there are some) and at least consider one best practice which is smaller class sizes.
- Make sure there are programs in the various areas of the city that will meet the needs of all students (technical courses), that meet the needs of the area, for example, construction trades.
- Many people move to a certain neighborhood because they like the area and the people there and there is a neighborhood elementary school nearby. I know people in Morningside who pulled their kids out & put them in Catholic school because Morningside Elementary was closed and they didn't like where their kids were going to go.
- More creative solutions must be presented.
- Open enrollment.
- Open magnet programs in those schools to try to attract new students and increase enrollment in that building.
- Redistrict only with short bus rides and emphasis on maintaining community ties.
- Redistricting has not been done in a long time. This is an opportunity to really put an effort in to try to desegregate schools in the City of Pittsburgh. I sincerely hope that this survey reaches as many families as possible, even those without computers or email. A text message survey may have been a nice option.
- Redistrict, yet still consider strong academic programming and racial diversity.
- Redistricting school boundaries should not mean the closing of schools in the black neighborhoods. In the past, when the district changes the feeder patterns it has always affected the black communities. All students.
- Revitalize the under enrolled schools.
- Shut down schools that are under enrolled if you can't get them filled. My neighborhood had all of its schools shut down already.

7. When a school's enrollment becomes too low, it can no longer offer a variety of programs and services in a cost effective manner or in a comparable way to larger sized schools. If an ELEMENTARY (K-5) school student enrollment becomes smaller than its ideal size, I would prefer…

Individual Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students be transported to where the ideal size schools are	18%	41%	26%	8%	7%
Students remain at neighborhood school but receive less offerings than adequately sized elementary schools	3%	19%	46%	26%	7%
Other (38 Respondents)					

Group Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students be transported to where the ideal size schools are	15%	41%	41%	0%	4%
Students remain at neighborhood school but receive less offerings than adequately sized elementary schools	0%	20%	60%	16%	4%
Other (6 Respondents)					

Web Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students be transported to where the ideal size schools are	16%	42%	25%	11%	5%
Students remain at neighborhood school but receive less offerings than adequately sized elementary schools	7%	27%	40%	20%	6%
Other (94 Respondents)					

Individual

Group

Web
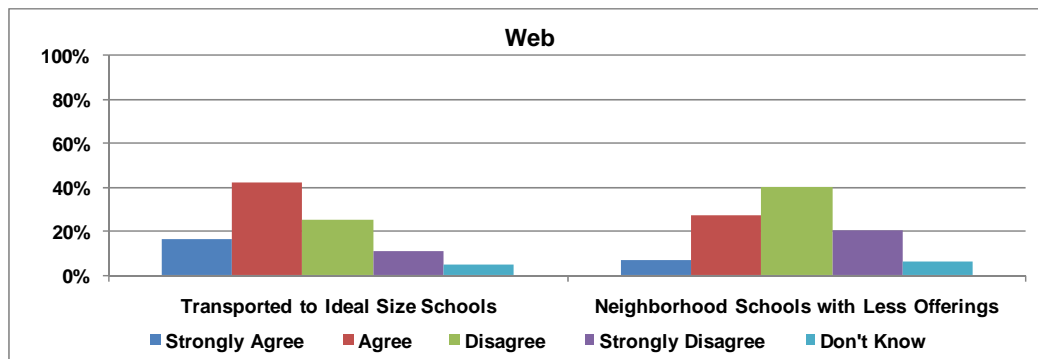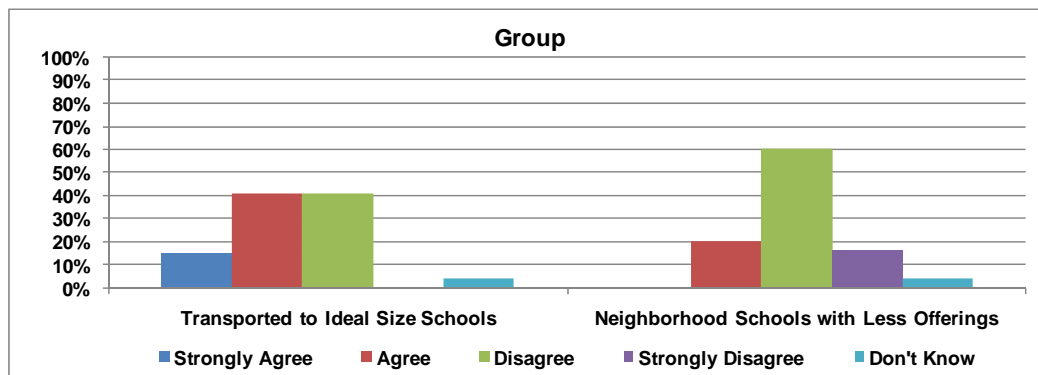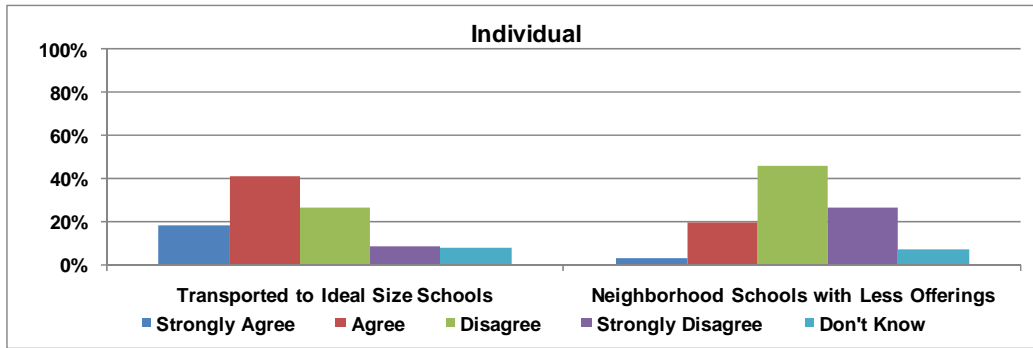
GROUP COMMENTS

- Offer better programs to draw back students.
- Safety - make better use of road entries.
- No student should have less than another student at another school.
- Ideal size is vague - what is "ideal"?
- As long as school is within 30 minutes.
- Contact parents to determine reasons for not attending neighborhood school.
- Mixed use facilities with social services & cultural organizations.
- Group not willing to concede closing neighborhood schools. Some worried about safety if neighborhoods combined.
- No consensus - discussion on choices revealed dissatisfaction with the either/or set up.
- Stay close but still have some offerings.
- Second part - depends on what offerings are cut.
- Either maintain neighborhood schools with current offering or send to centralized schools with similar programs.
- For part A, group felt as though they could agree as long as the length of time for transportation would be 15 minutes or less for elementary students.
- What offerings do you mean?
- So long as schools are within reasonable (15 min) distance.
- Young (elementary) children should stay closer to home. Older children could travel.
- Restructure feeder patterns, other partners that can pay for facilities.
- Not ideal to transport students.

INDIVIDUAL COMMENTS

- Not so quick to close schools based on a one year pattern. Current offerings--or central locations.
- All students of PPS should receive the same amount of offerings in each school. If it is not, then there should be some considered better than the ones that do not offer all.
- Utilize 1/2 day arrangements to fill void / lack of programs.
- Budget.
- Redistrict the feeder pattern, but keep the school open.
- Redistrict school boundaries.
- Change program to attract more students.
- This is tough to answer. I really like neighborhood schools for elementary, but understand budget problems.
- Realign schools within feeder pattern to accommodate the decrease in population.

- I think it's important to consider how under-enrolled the school is, it's performance (test scores) levels, and quality of building.
- This answer should vary depending on the distance the child had to be transported.
- Not appropriate to expect neighborhood schools. School sizes should be maximized to be cost effective--Diversity & equality & high expectations for all.
- It must be a comfortable fit for child. Combine K to 5 with middle school like the parochial schools. The "experience" is the most important part.
- Restructure feeder patterns.
- Bring in community groups, social services, can generate revenue and benefit everyone.
- It doesn't seem like large elementary schools offer many more services than small schools.
- Restructure feeder patterns.
- Students should be left alone to the schools they are at. Closing schools and moving students cause over population.
- Define "ideal" size.
- Combine some programs across multiple schools (sports teams, band).
- Receiving less offerings at smaller than ideal sized schools if unrealistic. Free appropriate public education at no cost to parent.
- There are many factors that would affect my decision making. It's not an either / or choice.
- Art teachers are important.
- RE "less offerings" - What is the definition of this? Is this during the school day? (P.E., Art, Band) or post school (clubs, intramurals).
- Equity of school programs, services and other such offering must be maintained. If all schools receive the same levels of support or unequal support to make student outcomes and the level of services equal, I don't believe we will experience unequal student outcomes.
- Looking at school who offers a well rounded education, music, social studies, science, along with math, reading, gym 3 times a week and computer lab 2 times a week. If students are given what they need then I would be willing to let my child travel as long as safety is not an issue.
- Students should be given a variety of learning opportunities.
- I don't want kids to "get less" but I think it is important for why kids go to school in their communities.
- Elementary schools should not be big.
- Again, combine programs so that amenities / programs could be offered.
- Again, students can't just be transported into a new school and be expected to perform. There are so many factors that come into play.
- Change boundaries if possible to increase enrollment for what changes or offerings are cut.
- The schools all should have equitable resources regardless of where they attend school.
- I think students need to have the best education provided where ever the need to be.
- Seek support from the many community organizations and funders.
- Think of better alternatives such as offer smaller schools a one-time choice to go to 2 or 3 other places. Only one time choice.
- Elementary school is very critical. If the school is of good quality (within reason) the school could stay open. If quality an issue, closing is ok.
- Maintain neighborhood schools with current offerings or send to centralized school with similar programs.
- Either have centralized schools & offer programs OR neighborhood and meet their needs.

- This is an innocuous question.
- It depends on the quality of ideal schools; A small school with less offerings may be ok if its high quality education.
- Get other "tenants" to fill the building.
- We're already experiencing option #2…students are suffering due to lack of "special subject" classes.
- Providing they are not too far from their homes.
- Mixed -use facilities with social services and cultural organizations. Depends where and how far transport.
- I think they should try to make equal before the transport.
- Contact parents to see why they are not utilizing that school.
- Close the school and move the students to where another successful program is working. Not from one "ghetto" to another. Peabody to Westinghouse for ex.
- Schools are for learning. Not bunching bananas. What is ideal to you. Ideal may not be uniform.
- No student should have to receive fewer offerings. There should be other funding options explored, as well as considering outside options to supply services.
- Define reduced programs & let neighborhoods determine priorities within the basic requirements of academic standards.

WEB COMMENTS

- Small schools are nice because there are opportunities for students to get more attention - especially in troubled neighborhoods. Many parents might get angry if you change feeder patterns and make their child attend a school in an under-utilized, but dangerous neighborhood. But need to keep electives, extra-curricular.
- Some schools need smaller class sizes. Some schools have community problems that spill over into the schools. Until these community problems are addressed, it remains important that the class sizes are small. Students in these schools need more attention than students in communities that are not experiencing an inordinate amount of problems.
- Sometimes in the long run, closing buildings causes parents and their tax dollars to leave the city, causing a further decline in enrollment. It is a difficult balance.
- Strengthening the district would take care of the problem of low enrollment...neighborhood schools are very important.
- Students in elementary schools may feel safer being close to home and will be able to stay for after school activities giving parents a shorter and more accessible drive to the school.
- The district has to take into account the number of parents who would leave the district, along with their tax dollars if their neighborhood school (especially those that are high performing) should close. It is a fine balance between building costs versus transportation costs to redistrict, and a permanent loss of students to surrounding districts.
- The student/teacher ratios should be closer than they are now.
- The younger the child, the more acceptable under-enrolled buildings are. Redistricting middle and high schools is much more acceptable.

- This is also a tough one. Brainstorming thought: House two or more "schools" in one building (is being done). Sell existing buildings, use money to build new ones. Sell Board of Ed. to Pitt, move offices to another location (like South HS). You have to keep at least elementary schools "neighborhood schools" as best you can. As students get older they are more apt to riding a bus.
- This issue surely relates to the quality of education being provided: improve teaching and student performance and the schools will be filled.
- Match the school facilities to the type of teaching to encourage higher enrollment - e.g., if you have a school that is outfitted with superior lab facilities, then focus the school on science curriculum; if a school has superior art/music space, then focus the school on arts.
- To what extent will closing facilities that are under-enrolled tax schools and resources that remain open?
- Under enrolled schools should be looked at as to why their enrollment is low. If the facility is sound, steps should be taken to enhance its curriculum offerings in order to attract enrollment. Student population should be spread out not concentrated by the research regarding campus size and student achievement. We talk about smaller class sizes, but when they do decrease in size, they are eliminated or combined.
- What does under enrolled mean? What does world-wide research suggest is the ideal student/teacher ratio? My answers are within that context.
- What is wrong with smaller schools? I believe that smaller schools yield less problems. I would pay any amount of money to have my child attend a school that is small, safe, and orderly.
- When redistricting or merging schools/programs, you need to pay attention to the groups being forced together. Unfortunately some neighborhood and gang rivalries require this groundwork.
- Will redistricting hurt already poor areas of the city?
- You need to consider the number of pre K students in an area to make sure you don't eliminate an elementary school because a couple of years the census is low, when it may spike dramatically soon afterward. Also consider if new housing is planned (near a school) that is geared at young families.
- You will loose students with both of these options. What will attract students to the district? Look how fast the FRICK environmental charter school filled up. Location, Location, Location.
- Your definition of "under enrolled" may be different than mine...I believe that a better student/teacher ratio of 18/1 will be more effective for better learning and test scores than a ratio of 27/1. I do not believe that classrooms with 18 students are "under enrolled". Smaller class sizes produce better results (research based). However, I believe you could get more for your money by updating buildings to make them more energy efficient and investing in more teachers to help with differentiated instruction and more vice principals to help with discipline issues in K-8 schools.
- 7a. Depending on how far away from home.
- A combo of both options-recycle buildings as much as possible.
- After school programs can accommodate these offerings with volunteers, college students, etc. Money should never be an issue. A student can learn in the park if necessary.
- Again - who determines "ideal size"? What services are dependent upon an "ideal size"? I would want my child to at least have basic academics plus art, music, library, and computer access.

- Again the district should take efforts to increase enrollment. Past practices show that combining school can have the opposite effect as parents are sometimes more likely to pull their children from a school that was forced to consolidate. There are a number of students who live in the city who don't attend PPS. The solution should revolve around getting these children enrolled back in PPS.
- Again, all schools, regardless of size, especially at the elementary levels, should have similar   programs. Students do not need all the bells and whistles to be successful. Strong parental involvement is important. The district should be fair and offer the comprehensive schools the same amenities as the magnets (limited total enrollments, option to expel students who misbehave).
- All services should be provided in well equipped, staffed neighborhood schools.
- As long as children are continuing to be taught a full curriculum, are achieving and exceeding standards for reading and math, etc, I think there is a lot of value in keeping a community's children in their community. Parents, neighbors, and community organizations like libraries or local businesses are more invested in a neighborhood school.
- As long as you do not merge fighting neighborhoods.
- Ask the families in the feeder pattern for their preference, with the caveat that only one decision will be made for everyone. Make sure the families are informed of the pros and cons of each option before they are polled on their preferred solution (transport or less offerings).
- Be careful about defining 'Ideal size'. For some students, having the same teacher all day in a small classroom environment could be the best thing. However, the way that the school is operated needs to be adjusted accordingly.
- Be transported to schools that are as close to home as possible.
- Bon Air was a tiny school with almost no services. The people loved it; the children excelled. So you closed it and sent the kids to Brookline and now to Roosevelt. Are those children still doing as well. The district is so fixated on razzle and dazzle they lose site of the basics and that it is the parents' job to really provide their children's education. Guess what, every middle school kid does not have to belong to a sports team. It is extra and maybe we can't afford it. In the option of ideal size--you did not mention the quality of the school--it is all about numbers not kids.
- Bring in programs and services on a part-time basis so that students can still benefit from them.
- Each case is specific, can't establish absolute rule for this.
- Educate parents about magnet programs. Shift boundaries so that classrooms are not over or under enrolled.
- Elementary is for building blocks so, art on a cart is fine, same with music and physical education.
- Elementary K - 8 High 9-12.
- Elementary schools should be smaller in size. Teachers need to have smaller classes in order to address students needs. Enrollment should not impact the amount of programs at a school. The District should look at the building on Bellefield Avenue and the waste of space and personnel there before closing any more schools.
- Enhance the school's identity. Make it highly desirable for students to enroll.
- Fewer offerings, not less.
- Find other ways to use the space in the schools: add a daycare, senior program, public library branch, community center. School buildings should be multi-use. The Humberwood Centre in Toronto includes two schools, a library, a daycare, and a community-recreation centre within a single, integrated building.

- For that particular program or service, it can be had by sending the program from the big school to the small school for one day a week. It is called sharing and you already do it with the music and instrumental class. Different services can also be shared as it is also done now.
- Give the choices back to the individual families; If a school in the neighborhood does not have adequate sizes to offer certain programs then allow that community to come up with funds or programs or allow them to attend to programs or activities in other areas as per their interest.
- Go to a magnet.
- Could this poll be any more of a push poll? This isn't a survey to decide what to do, this is a survey to create the appearance of public input and support for a plan that is already conceived.
- How about easy the overcrowding and allowing families to send kids to the smaller schools rather than force them to attend a school with larger class sizes and less attention from teachers. It is a strain on teachers as well to overcrowded classrooms, demand excessive data analysis and a tremendous amount of paper work.
- How low is "too low"?
- I agree but in the same area of the school district.
- I do not believe it is in the interests of young children to have to travel far: it does not facilitate learning. At this level what would be sacrificed, since they are still at the age of learning the basics. I feel there's more to this question than appears.
- I don't think elementary students should travel too far. How much can these ideal schools offer? I'm sure they will get the three R's, plus an introduction to the arts and physical education. How much do they need? All everybody cares about are the passed tests. I'm sure they will cover that.
- I feel that the programs should remain at the current building, but the district should figure out a way to bring more students back to that building and/or transport them to a facility that will supply all of those needs.
- I insist that my elementary students remain in their neighborhood school and not sacrifice offerings.
- I like small schools. I think they are very important. At some point there is a trade-off.
- I think all schools, no matter what the enrollment, should offer an equal amount of programs so that all students may become involved if they choose. The number of student enrollment should not decide whether or not a school closes, or receives less funding. Plus, a smaller enrollment could potentially mean smaller class sizes - and if I were a parent that would be one of the first things I would look at.
- I would like to see the design and make up of the new schools. Will this put the students' safety at risk?
- I would move before sending my child across town to a school outside of my neighborhood.
- I would rather have my child in a smaller class of 15 to 20 students than in a large class of 25 to 30 students. I feel that a smaller class size is the best for achievement in test scores and overall citizenship.
- If a school's enrollment becomes too low, I feel there is more effective teaching going on because class sizes are smaller. There are always ways around activities. It's called fundraising.
- If the school has a low enrollment, I think it would be better to put the students into a school as close to their homes as possible. Why would any parent or teacher want to be at a school with less than adequate offerings? Aren't we striving for "Excellence for All"?
- If you would be more specific as to what an example of an offering is I would be better able to answer the question.
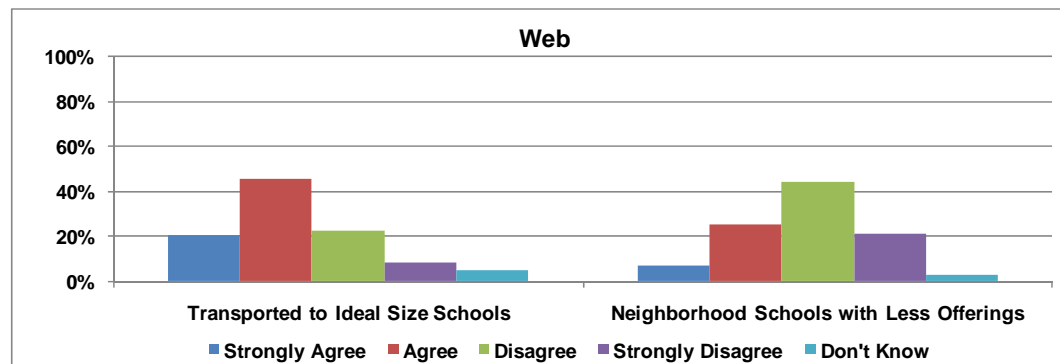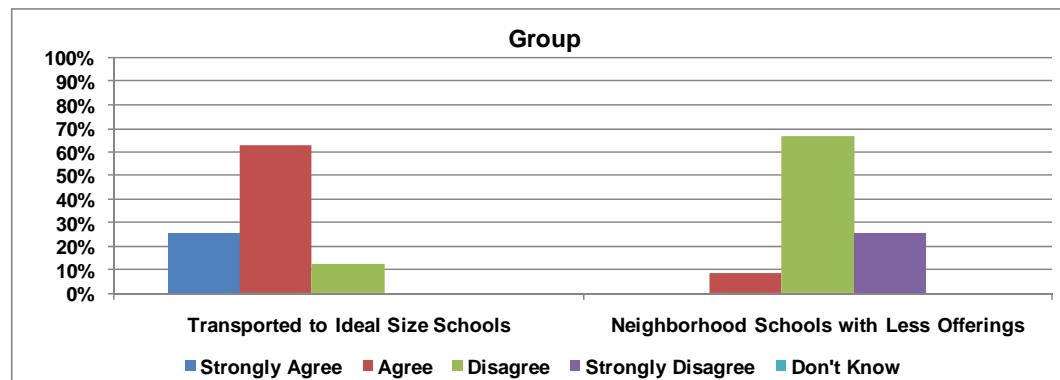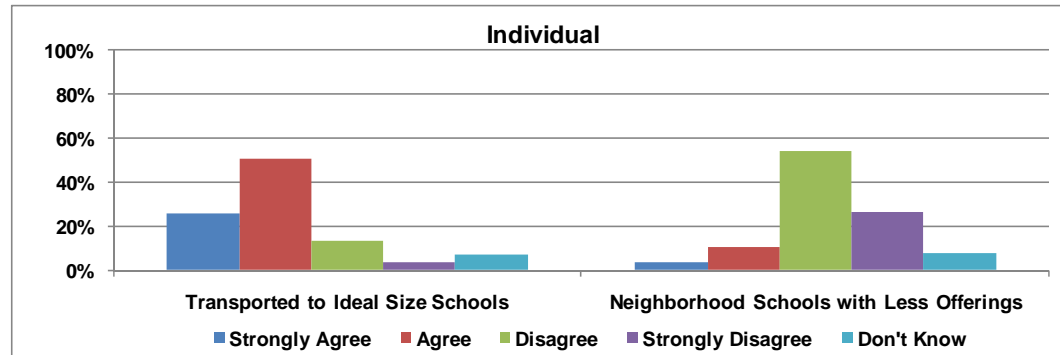
- It would depend on what programs are going to be eliminated. Emphasis in the elementary schools needs to be reading and math so that they are prepared in middle school where more programs may be offered.
- Just what is the ideal size school? Who determined what was the ideal size? Teachers? Students? Parents? Administration? Are class sizes 15-20 students? In an ideal size school will all the students be attended to or will teachers continue to teach to the middle and above?
- Little kids shouldn't be bused for a long time, nor distance--keep the neighborhood school going, maybe once a week bring in or take them to a place for those programs/services.
- Look at the teacher to student ratio at the high schools.
- Look, we (the district) need to get our house in order so people quit moving out of the city so we don't have this problem.
- Move out of district.
- Redistricting to expand the schools reach. Schools should be closed based on more than size. If a low enrolled school is performing well then things should be put in place to increase the schools enrollment.
- Remember Your History- Separate but equal education. Why should one school have something and the other doesn't. Are you for real?
- Roving programs could rotate through the smaller schools during the year. Perhaps each quarter could offer music, art, health, keyboarding to strong but small neighborhood schools. It is extremely important for elementary students to be close to home.
- Schools share resources with other undersized schools to make them affordable.
- Shut down the schools with low enrollment.
- Stop spending dollars on bussing - it creates turf wars.
- Stop wasting money on bad programs and start spending it on staffing and personnel for the schools - even the smaller ones.
- Students can be transported to other schools or the program could visit the school of lesser population. The program could also be offered on line with scheduled visits from instructors.
- Students remain at neighborhood schools, and District make arrangements for equivalent offerings to be given - bring teachers in part-time from other schools, paraprofessionals, etc.

8. **When a school's enrollment becomes too low, it can no longer offer a variety of programs and services in a cost effective manner or in a comparable way to larger sized schools. If a MIDDLE (6-8) school student enrollment becomes smaller than its ideal size, I would prefer…**

Individual Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students be transported to where the ideal size schools are	26%	51%	13%	4%	7%
Students remain at neighborhood school but receive less offerings than adequately sized middle schools	4%	10%	54%	26%	7%
Other (37 Respondents)					

Group Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students be transported to where the ideal size schools are	25%	63%	13%	0%	0%
Students remain at neighborhood school but receive less offerings than adequately sized middle schools	0%	8%	67%	25%	0%
Other (6 Respondents)					

Web Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students be transported to where the ideal size schools are	20%	45%	22%	8%	5%
Students remain at neighborhood school but receive less offerings than adequately sized middle schools	7%	25%	44%	21%	3%
Other (99 Respondents)					

Individual

Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

Group

Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

Web

Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

GROUP COMMENTS

- Make neighborhood schools better with more offerings and safe environments.
- Contact parents to determine reasons for not attending neighborhood school.
- Magnet/special offering - provide students especially far from homes.
- Programs cut - fewer students to feed into high school programs.
- No consensus - discussion on choices revealed dissatisfaction with the either/or set up.
- Second part - depends on what offerings are cut.
- Either maintain neighborhood schools with current offering or send to centralized schools with similar programs.
- Restructure feeder patterns, utilize buildings for partners that can.
- Agree if "ideal size" is defined.

INDIVIDUAL COMMENTS

- Offer same selections or centralized programs.
- Utilize 1/2 day arrangements to fill void / lack of programs.
- Redistrict the feeder pattern.
- Redistrict school boundaries.
- Change program to attract more students.
- Again safety and distance matter more to me. I don't want my kids to spend an extra 2 hours a day for school because of travel.
- Realign schools within feeder pattern to accommodate the decrease in population.
- I think it's important to consider how under-enrolled the school is, it's performance (test scores) levels, and quality of building.
- This answer varies also but I feel as though the distance could be greater as the child ages.
- Restructure feeder patterns.
- Bring in community groups, social services, can generate revenue and benefit everyone.
- How cost effective is busing and how safe?
- The question ignores alternatives like offering programs attractive enough to lure students away from charter schools or keep them in school rather than dropping out.
- Students should be left alone to the schools they are at. Closing schools and moving students cause over population.
- Combine some programs across multiple schools (sports teams, band).
- A student should have a choice to be transported or remain at the school.
- Receiving fewer offerings at smaller than ideal sized schools if unrealistic. Free appropriate public education at no cost to parent.
- There are many factors that would affect my decision making. It's not an either / or choice.

- Equity of school programs, services and other such offering must be maintained. If all schools receive the same levels of support or unequal support to make student outcomes and the level of services equal, I don't believe we will experience unequal student outcomes.
- ALA model doesn't work for our children. 6,7,8 graders should be left in a middle school model. First 3 years of the ALA was to teach to the best, but others were taken out like music, gym once a week, computer lab. This is not real rounded education for our children.
- Change boundaries if possible to increase enrollment for what changes or offerings are cut.
- There must be a way to subsidize the schools so all of them are equitable.
- If enrollment becomes too low, I would prefer that they condense and provide quality academics & extra activities.
- Seek community support from organizations and funders.
- Think of better alternatives such as offer smaller schools a one-time choice to go to 2 or 3 other places. Only one time choice.
- Assume schools/education are good quality.
- If you are making changes, do it so it is done & not revamped every year.
- Again, this depends on the quality of other school options.
- Get other "tenants" to fill the building.
- Providing the students are not unreasonable far from their homes.
- Magnet/special offerings.
- Case by case basis - what is best for students and community.
- Contact parents to see why the facility is not being utilized.
- Make schools safer.
- People can and should vote with their feet. Bad schools should close. The PPS District is shrinking.
- No student should have to receive less offerings. There should be other funding options explored, as well as considering outside options to supply services.
- Define reduced programs & let neighborhoods determine priorities within the basic requirements of academic standards.

WEB COMMENTS
- That depends on the specific programs and services.
- The distance and time of transportation are a consideration, especially for very young children. Supervision and accountability (staffing) also needed to make sure this goes safely.
- The options seem so cut and dry but they are not...The wording leaves much to be desired... Sounds like you only have two choices and of course people want to save money and be economical but, there are other ways...Is there really an ideal size school? Could teachers not travel to offer better programs to so called undersized schools... Is that not what we call 1/2 time teachers... Such as art, music and foreign language...Be flexible and creative, there are many ways and options.
- The students at a school where there are less students enrolled will have a better teacher to student ratio which I believe is more important than extra programs. Learning should be primary. Magnet schools are available for students who want extra stimulation.

- There is absolutely no excuse to deny services to students in need. If the enrollment is small, then recruit. Use the Parent Engagement Specialists ... they know the needs and how to get people in the school.
- There needs to be strong academic programming across the district for all students.
- This is a tough one. Neighborhood schools are always the goal for so many reasons. Busing sucks. I pulled my kids out of the PPS 15 years ago because of busing and dangerous schools.
- This is difficult to answer. There needs to be a look at the parenting concerns in a given area and opportunities available to get certain offerings if the school doesn't offer it. I.E. no pool or art, but a partnership with the local Y or Manchester craftsman's Guild. They can be transported within reason i.e. distance and cost to district might equal that of operating the building they are leaving. Is transportation cheaper than operating a building? If a school is under-enrolled can parents have a choice between bussing and less offerings.
- Transport within reason --- shipping kids across the city where hours are spent riding a bus does not effectively work. Students leave in the morning in the dark and return home in the dark -- makes morale bad and there is no ownership of the buildings. This has been proven in the past.
- Until the loss of offerings are not offset by student achievement.
- What is "ideal size"?
- When the schools change feeder patterns bad students come into good school and make good schools into bad schools. Also the district is always trying to do the 50 / 50 thing. Who goes to a school should be based on grades, test scores, and behavior.
- Why are some schools "ideal" and others are not? Are these buildings newer? Do they house more bodies for less? Could it be that some Board members' neighborhood schools have received more money and ""frills"" even though other schools are achieving higher scores despite having to "make do"" with a smaller budget? What is ""ideal"" and how is that judgment being made?
- What is the ideal size? What are the cost effective programs that you are referring to in this report?
- Again the district should take efforts to increase enrollment. Past practices show that combining schools can have the opposite effect as parents are sometimes more likely to pull their children from a school that was forced to consolidate. There are a number of students who live in the city who don't attend PPS. The solution should revolve around efforts to get these children enrolled back in PPS.
- Again, fewer offerings not less.
- Again, not a simple question. Not happy that these questions are on this questionnaire like this.
- Again, what is "ideal size"?
- Again, within reason. Making 'super schools' is not the answer. Students function well in neighborhood schools with average class sizes. Creating larger schools just to say we offer whatever and to constantly focus on tests scores --- students are not learning. You need to talk to parents who are struggling with doing homework booklets that are sent home for students to do because class tme is spent on teaching test information. Students are not learning.
- All students should have the same opportunities regardless of where they attend school.
- As long as you do not merge fighting neighborhoods.
- As with the elementary school question, share services and programs that the larger school has.

- Ask the families in the feeder pattern for their preference, with the caveat that only one decision will be made for everyone. Make sure the families are informed of the pro's and con's of each option before they are polled on their preferred solution (transport or less offerings). A small school may not be able to offer as many academic opportunities. In the middle school grades, offerings such as sports teams become more important. A small school may not be able to field as many teams or support as many sports. Likewise, the site-base budget may prohibit offering a larger selection of arts and music classes.
- Be creative. Find a way to make it work.
- Bring in programs and services (and staff) on a part-time basis so that students won't go without those services.
- Bring in the program on a rotating basis--or send kids out once in a while.
- But this would depend on which of the two choices is more sound fiscally.
- Close the schools with low enrollment.
- Combine with local reduced enrollment elementary to make more local K-8 schools.
- Combo.
- Could smaller schools partner with close larger schools to share the facilities? Our K-8 does not have a pool or other offerings for the middle school so we lose enrollment to bigger middle schools, despite a good program.
- Depending on how far a child has to travel.
- Enhance the school's identity. Make it a highly desirable school for students to enroll in.
- History.
- I agree, but the question of numbers is important too. How many children would be in a middle school? How would a school housing over 500 maintain control of behavior and achievement while making sure students with learning and social problems get the help they need while not allowing them to change the tone of the school into one of fear and disruption? When will we balance the needs of the budget with the actual needs of our students?
- I am concerned about the safety of the students when the school becomes too large. When you mix students from different communities problems are created.. These fights/problems take time away from teaching and learning.
- I believe small student to teacher ratio is more important for learning than extra activities.
- I feel that the programs should remain at the current building, but the district should figure out a way to bring more students back to that building and/or transport them to a facility that will supply all of those needs.
- I feel the same way about middle schools. I do not however want to see these children moved into a school with 9-12th graders just to fill up a building.
- I refer back to all my other comments, but in particular, I think this needs to be considered on a case by case basis.
- I think the students need different offerings. At this age, they are aware of their limitations and need more options to minimize behaviors that arise due to academics limitations.
- If we can spend $25 million on transportation, we should be able to provide all our students with the same quality education, no matter where the student is located.
- It all depends on the safety issue/offering issues. These questions are worded very interesting.

- Middle school is the most volatile academic setting. Transporting students to neighboring or other middle schools increases neighborhood rivalries, and more than likely increased violence and behavioral problems.
- Middle school K-8 or 6-9.
- Middle School Students need offerings that will prepare them for their future and this might be achieved by creating more 6-12 schools or 7-12 schools.
- Move out of district.
- My response is the same as for the previous question with the added information that I would like to avoid a large middle school for my child. I would prefer an elementary preK-8 program with 2 classes per grade. If each class averaged around 25, this would put school enrollment at around 500 students which would be as large a school as I would be comfortable with for my child.
- Not offering sports and the Arts denies a child the right to a well rounded education. Creativity and strong self esteem is valued more than ever in today's world and will be even more so in the future. Middle school students need a lot of extra attention and support through these difficult years. Creative and physical outlets help them discover who they are. Smaller class sizes and a wide variety of offerings is essential for these kids.
- Please consider sharing instructors for art, music, gym, foreign language so these programs do not have to be cut completely in some schools.
- If all else fails, transporting older students seems more acceptable.
- Same as 7 unless a student is looking toward a particular track/ based on career exploration or college bound where certain pre-requisites would be very helpful.
- Same as my answer to # 7. You did not mention if the ideal size school is any good. What good is it to send a middle school student to a school with a giant gym and sports teams, swimming pool, weight room, etc., if the academic performance is terrible. What do kids really need? You have made all these extras available and people think they need them. What they need is for the kids to get basic education in math, reading, science, social science and humanities. Physical education is also important, but from what I understand, that program is not that good in most schools.
- Should be "fewer" not "less".
- Sometimes bigger is not always better. With the current economic and social concerns, a smaller or "right-sized" school may keep fewer students from being "lost" in the school system.
- Spend money more wisely. There has been too much money wasted on programs that don't work. Spend the money on staffing the school, with teachers and other school personnel. I don't buy it that there is no money. There seems to be plenty of money for admin. salaries and people not in the schools.
- Students can also attend activities in other building that offer effective programs.
- Students should be provided services in their neighborhoods.
- Students should remain in their home schools and not lose offerings.
- The question is what is the "ideal" size?

- The students can be transported to that school for that program, or the program could visit the student's school. The program could also be on line with scheduled visits from instructors that could be transported.
- There needs to be a manageable school size and strong academic programming for all children.
- This would only work if there were a definite hands on teaching of diversity. Neighborhoods have too much 'we hate' this neighborhood and fights between neighborhoods which carry into the schools.
- Until the academic offerings can no longer be afforded.
- When the schools change feeder patterns bad students come into good schools and make good schools into bad schools. Also the district is always trying to do the 50 / 50 thing. Who goes to a school should be based on grades, test scores, and behavior.
- Adding students to that building might help including other grade levels.
- Again, again within reason. Busing students all over the city does not make the school or the students better learners. Look at past history --- it does not work. Behavior problems start cropping up where there were none. Consolidation - yes -- but not to the exclusion of some areas where there will be no more schools. Buildings have to be looked at too. Also use the buildings with the better facilities. You do not close buildings that have gymnasiums and pools. Leave open buildings that you need to build new gymnasiums at or add classrooms.
- Again, high school students should be mature enough to travel and learn in a variety of settings.
- Again, I think that kids in HS should be offered classes that were once found at South. Especially for the special ed kids. They need more hands on classes offered. Their academics skills are so limited that they need to be introduced to skills that they may be able to do in the work force.
- Again, these questions are misleading, leading, unhelpful.
- Again, what is the "ideal" size?
- Again, when does it begin to matter that too many students in a building will not enhance the quality of their education, only the "bottom line". Many districts are wrestling with the same budget and aging buildings problems, but they are also admitting that smaller classes, and smaller populations are the key to student achievement--especially in urban districts where the students have so many more problems and needs. Are we losing sight of what our goal is for our children?
- Allow the school to focus on working more closely with students. Advertise the low class size as a plus - turn it into a bonus.
- As long as you do not merge fighting neighborhoods.
- Ask the families in the feeder pattern for their preference, with the caveat that only one decision will be made for everyone. Make sure the families are informed of the pros and cons of each option before they are polled on their preferred solution (transport or less offerings). A small school may not be able to offer as many academic opportunities. As students require advance classes or desire to take advance placement classes, this issue becomes much larger since a small school just cannot staff classes across a wide spectrum. In the high school grades, offerings such as sports teams become more important. A small school may not be able to field as many teams or support as many sports. Likewise, the site-base budget may prohibit offering a larger selection of electives that may interest our young adult students and may open their eyes to other career paths they may not otherwise consider.

9. **When a school's enrollment becomes too low, it can no longer offer a variety of programs and services in a cost effective manner or in a comparable way to larger sized schools. If a HIGH (9-12) school student enrollment becomes smaller than its ideal size, I would prefer…**

Individual Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students be transported to where the ideal size schools are	43%	37%	11%	3%	7%
Students remain at neighborhood school but receive less offerings than adequately sized high schools	4%	7%	43%	42%	5%
Other (39 Respondents)					

Group Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students be transported to where the ideal size schools are	37%	52%	12%	0%	0%
Students remain at neighborhood school but receive less offerings than adequately sized high schools	0%	4%	50%	46%	0%
Other (5 Respondents)					

Web Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students be transported to where the ideal size schools are	28%	45%	17%	7%	3%
Students remain at neighborhood school but receive less offerings than adequately sized high schools	6%	21%	44%	26%	3%
Other (105 Respondents)					
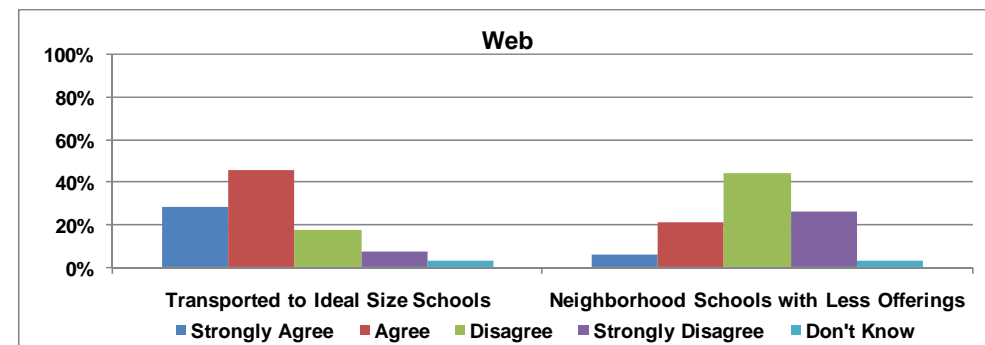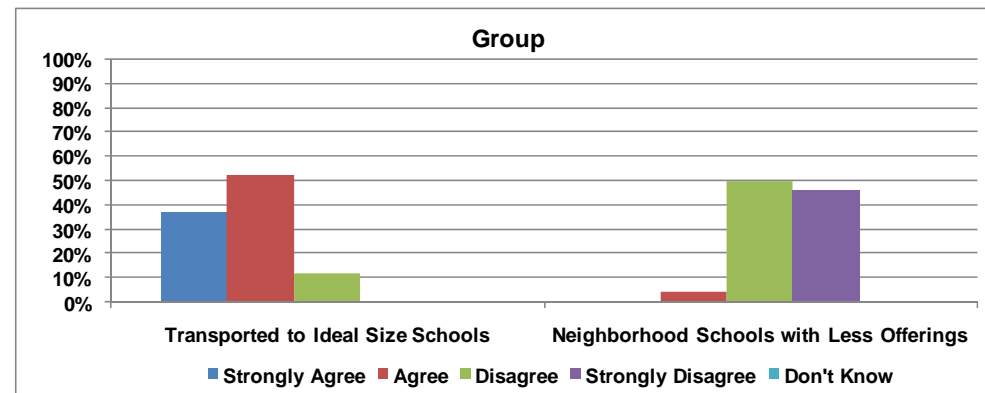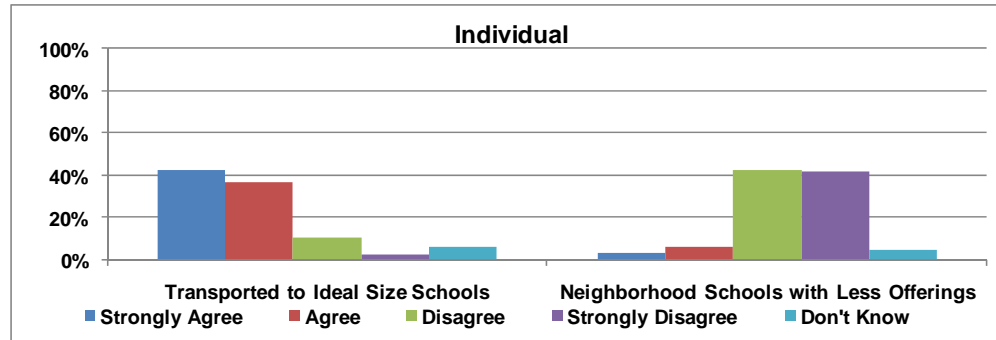
Individual

Group

Web

GROUP COMMENTS

- Make neighborhood schools better with more offerings and safe environments.
- High school - 6-12 (Peabody).
- Contact parents to determine reasons for not attending neighborhood school.
- Keep Peabody students at Peabody and add I,B or Scheiling.
- Magnet/special offering - provide students especially far from homes.
- No consensus - discussion on choices revealed dissatisfaction with the either/or set up.
- How far below enrollment? Assuming quality schools to be moved to local territorial issues (needs to be addressed at early age) what offerings?
- Either maintain neighborhood schools with current offering or send to centralized schools with similar programs.
- Restructure feeder patterns, utilize buildings for partners that can.

INDIVIDUAL COMMENTS

- Offer same selections or centralized programs.
- Utilize 1/2 day arrangements to fill void / lack of programs.
- Redistrict school boundaries.
- Travel time and safety apply here.
- Realign schools within feeder pattern to accommodate the decrease in population.
- I think it's important to consider how under-enrolled the school is, it's performance (test scores) levels, and quality of building.
- Equity, equity, equity. Find a way to evenly distribute monies. If the Diocese of Pittsburgh. can do it - so can we.
- School sizes should be maximized to be cost effective--Diversity, equality & high expectations for all.
- Depends on geographic & socio economic conditions. Would that change the comfort level of student?
- Restructure feeder patterns.
- Bring in community groups, social services, can generate revenue and benefit everyone.
- The question ignores alternatives like offering programs attractive enough to lure students away from charter schools or keep them in school rather than dropping out.
- Transporting high school students to different schools causes a lot of problems like overpopulating and gang and territorial problems.
- Within limits. There is no "one size fits all". Students have different needs.
- I think a High School student should stay or choose to be transported to the school they want to go to.
- Receiving less offerings at smaller than ideal sized schools if unrealistic. Free appropriate public education at no cost to parent.
- There are many factors that would affect my decision making. It's not an either / or choice.
- There are other options. Your line of questioning gives participants a narrow view of what can happen.

- Our school needs to offer vo-tech school training with hands on thing so children who don't want to go to college could get what they need 2 year program.
- There has got to be a better option.
- Utilize various CTE programs to fill schools.
- Change boundaries if possible to increase enrollment for what changes or offerings are cut.
- In the past a student had to move from school to school instead of moving the professionals.
- Transport students and give them every opportunity they deserve.
- Seek community support from organizations and funders.
- Think of better alternatives such as offer smaller schools a one-time choice to go to 2 or 3 other places. Only one time choice.
- Quality is the issue - my answers assume schools are of good quality.
- Again, it depends on the quality of ideal safe schools.
- Get other "tenants" to fill the building.
- Special theme schools/magnets/mixed use with employers.
- Bring strong Voc Ed programs into district - badly lacking in high schools.
- Find out why they are going elsewhere and what would bring them back.
- Close the school and move the students to where another successful program is working. Not from one "ghetto" to another. Peabody to Westinghouse for ex.
- High Schools are 6-12? Not 9-12. Do not fix schools by putting in extra grades. No 6-12 HS please
- No student should have to receive less offerings. There should be other funding options explored, as well as considering outside options to supply services.
- Define reduced programs & let neighborhoods determine priorities within the basic requirements of academic standards.

WEB COMMENTS
- Based on college or career.
- Bring in programs and services on a part-time basis.
- But, you will have to deal with crossing gang lines. Extra safety will have to be discussed.
- Close the low enrollment schools.
- Combo.
- Depending on how far a child has to travel.
- Enhance the school's identity. Create the conditions in the school that attract students. Create a marketing plan.
- Fewer offerings, not less.
- For High school, my ideal would be around 800 students with about 200 students per grade.

- High school is a little different-the students are more mature and there should be more technical career training available. If the student is interested in a specialty program, it makes sense to be transported. Again, all schools should play by the same rules and have similar class sizes, expenditures, safety and a strong academic core.
- I believe that a small staff to student ratio is more important than having more offerings. That's where the lure of magnet schools comes into play.
- I feel that the programs should remain at the current building, but the district should figure out a way to bring more students back to that building and/or transport them to a facility that will supply all of those needs.
- I guess you have to do what you have to do to save money.
- I think it should be a two way transportation in and out of different neighborhoods.
- I would like to see some high school reform. Not all high school students are going to make it to college and I am not referring to financial reasons. I would like to see programs in the high schools that offer plumbing, nursing assistant, electronics, mechanics, clerical positions, etc. for students who might not be able to make it in college. I believe these high students should also have the opportunity to take college prep classes as well as college level classes. I am not sure how this can be done but many of the high school students quit school because there is nothing there for them. Another concern is the matter of where students would go if their neighborhood high school is closed. There is so much gang activity going on in our city that many of these students do not feel safe moving to another school. I have watched several fights happen this school year in East Liberty at the busway where girls from Peabody lie in wait for other girls to come up from the busway or walk down from Schenley.
- If there were programs that meant something to the students more people would cross boundaries to attend. If you paid for transportation in and out of the neighborhoods you would definitely get better participation. A lot of our nation's schools such as NY, Washington DC, etc are using the academy model. Pittsburgh does a lot of talk about it but is so far behind others. We do have the transportation factor here to worry about. We don't have subways that take us to school in a few minutes.
- Move out of district.
- No No No-- Our history.
- Redistricting.
- Schools with lower enrollment should not be penalized. Smaller schools may benefit some students, especially when many students need the extra attention.
- Students be offered an opportunity to attend part-time at a vocational school and receive core subjects at home school (like South Vocational used to do).
- Students should be educated in their neighborhoods. There is too much conflict between different neighborhoods in the city.
- Students should have the same opportunities regardless of where they live and what school they attend.
- Students should remain in their home schools and there should be no reduction in offerings.
- The high school level is the one area where I feel that combining schools can work, so long as safety of students can be guaranteed. The demographics do not support the city having 8 or so neighborhood high schools. I think that the city should build four new campuses, one each on the North Side, East End, West End/South Side/South Hills, and Central Pittsburgh (Downtown, Hill, or Oakland). These schools should have an abundance of program offerings for each student. And then these schools could be supplemented by the full magnets (i.e. IB, Sci Tech, U Prep, CTE, etc.).
- The students can be transported to that school for that program, or the program could visit the students' school. The program could also be on line with scheduled visits from instructors who could be transported.
- There are enough high schools that these things can be shared among each one.
- There must be an analysis done to offer a strong academic program for all students no matter what level.

- There seems to be money for everything else, so come up with the money to pay for more teachers and staff to run quality comprehensive high schools. There is so much money wasted on the latest programs which are then replaced by the next latest program. Spend all this money on well-rounded comprehensive neighborhood high schools.
- This would only work if there were a definite hands on teaching of diversity. Neighborhoods have too much 'we hate' this neighborhood and fights between neighborhoods which carry into the schools.
- Until academics are effected.
- Westinghouse is very under populated even though millions of dollars were put into the building a few years ago. Don't let the Homewood kids go to magnet schools to keep the population up in the "House" and get the discipline under control while you're at it. Especially make the parents more responsible for their children.
- When the schools change feeder patterns bad students come into good schools and make good schools into bad schools. Also the district is always trying to do the 50 / 50 thing. Who goes to a school should be based on grades, test scores, and behavior.
- There is a desperate need for vocational schools that would accommodate students who are being pushed into academic tracks where they do not belong. Career and technical programs will enable students to become self sufficient and productive in ways that a liberal arts degree from a mediocre college will not.
- We need our local schools.
- 60% of the jobs are in technical areas versus 20% college and directly to work students. Those statistics have not changed in years, yet everyone is pushed into college.
- Absolutely and these schools should not be a catch all for lower achieving students. They should have high academic standards as well as provisions for special education students (IE may not have skills for Dr. but also offer instruction in courses that may be related fields.)
- All High Schools need these programs within each High School. Once you start merging High Schools you open the environment to neighborhood wars which always detract from the learning environment.
- As long as there was a focus on discipline. I think we need to continue to separate the kids who see school as a place to deal drugs, cause chaos and disrupt the learning of others and the kids who truly want a good education. If we want to see true changes in test scores we need to let the students with "wings" fly and not let them get held back by distractions.
- Career Education classes should be offered in every high school, not all students are college bound.
- Combining neighborhoods could be a bad thing. I would rather see 6-12 buildings keeping the neighborhoods together as opposed to combining high schools and neighborhoods.
- Does few high schools mean larger classes and less teachers? Then no.
- Each high school should have either career or tech programs or both.
- Fewer schools mean less diversity in education. You want to have schools that are college preparatory, but not huge structures.
- I am concerned about neighborhood rivals that already cause friction and fighting in schools because students from different neighborhoods are brought together.
- I believe schools should offer a high quality liberal arts education with opportunities for advanced placement and dual enrollment at area colleges, and less focus on careers.
- I believe that we should have the current number of high schools and have schools focused upon technical/career programs.
- I do agree because if there were less high schools then they would be crowded.
- I think all high schools should have as part of their curriculum some career and technical programs.

- I think that a career and technical program school is very important and that we should support this with the same respect that we give to college prep programs. In fact we could probably use 2 such high schools to ensure that all interested students are able to attend. Learning a skill/trade can be helpful to students not going on to college as well as a way to be able to attend college. I know of students who attended Forbes Trail and completed the secretarial/beautician's programs as well as basic high school diploma and then went on to use those skills by working their way through college. It doesn't have to be an either/or decision.
- I think that it is vital to have a career/tech high school. The emphasis on higher-level courses, such as AP courses, is great. However, the strengths of many students are in the hands-on fields, like carpentry or auto repair. These fields provide excellent careers that are in high demand and cannot be outsourced.
- I wish I could use a magic wand and make all our school buildings smaller. If you haven't noticed I'm for neighborhood schools. There are many small schools that succeed. Parents, community, etc. pick up the slack.
- New York City's Stuyvesant that offers a rigorous academic program to the more gifted students. This would probably draw people back into the city and away from private schools. There is also a need for vocational schools.
- I would like to see Connelly and their various programs reopen. However, I believe we have closed enough schools.
- I would prefer having a career tech high school and sufficient high schools to best support our students. The real question is what can change in schools to make them more effective?
- If there is a need for this and if it will make the non-career /technical schools have higher academic standards, then absolutely.
- It depends on how many high school students are in one building.
- Not enough options are provided for high school students regarding post-secondary education. We still need plumbers, barbers, chefs, etc.
- One CTE school - centrally located would be sufficient.
- Only if our district would once again offer vocational training school programs.
- Pittsburgh, Pennsylvania, and this entire nation need to put much more money into education.
- I am afraid of having "mega high schools" that are overcrowded and with students who really have problems with other students from neighborhood rivals, which will affect school safety. If fewer high schools will be the result, then there needs to be greater security in these buildings. We must not simply rely on the false sense of security in these buildings, and data of suspensions, and referrals to determine the need for school security. Too many buildings do not have adequate security. The security guards do not seem well-trained, and there are way too many doors that can easily be opened to let in non-students, and former students, etc.
- The city is large enough and transportation costs high enough to offset any consolidation cost savings.

10. I would support having fewer high schools in order to have one or more schools focused on career and technical programs.

Individual Responses

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
41%	38%	10%	7%	5%

Group Responses

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
41%	44%	11%	0%	4%

Web Responses

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
28%	42%	17%	7%	7%

Individual

Group

Web
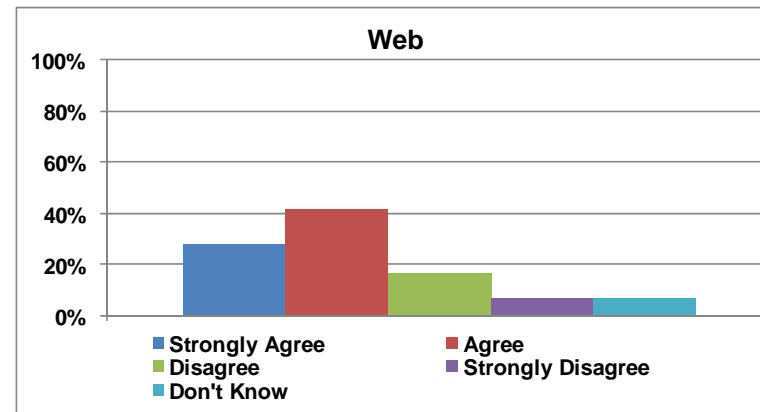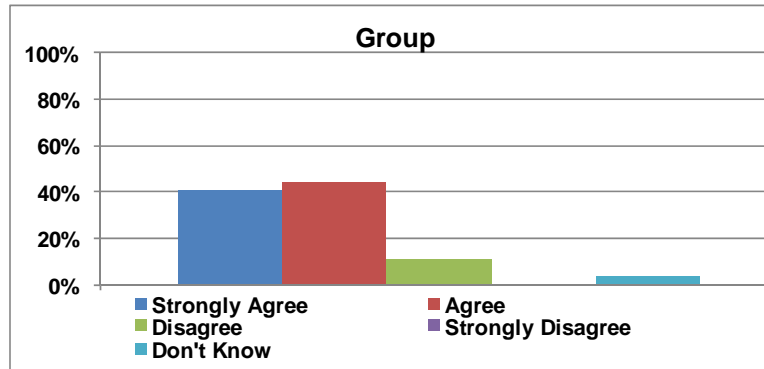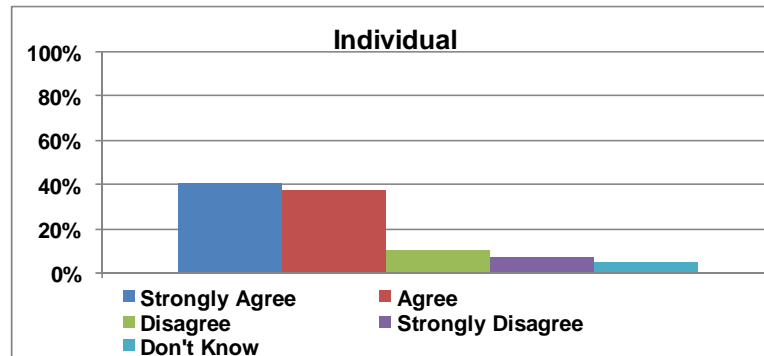
GROUP COMMENTS

- CTE within several schools.
- Vo-tech is needed.
- How many fewer high schools?
- All schools should have CTE.
- G-Canada - don't lower academics.
- Saves money – economical.
- Support for CTE but not necessarily at 1 school.
- Feel that having strong programs (CTE) very important. We just don't want kids to have to choose between strong academics and CTE.
- This answer was strongly agree because it was high schools. If younger students it would depend on the program.
- Component in all schools.
- Or place in comprehensive high.

INDIVIDUAL COMMENTS

- Success stories like CAPA need to be duplicated.
- Do not lower academics.
- I want High Schools large enough to provide adequate educational offerings--even if it means less High Schools.
- Need to improve all higher classes with lots of options.
- Let us have a mix yet school must be able to match the current and future corporation careers & technical levels.   Like green tech jobs.
- That would make our high schools too large. I am in favor of adding one or more schools focused on career & technical programs.
- Partner with neighboring schools. Quality programs exist in the county.
- If the tech school is in my community.
- What do I need to give up?
- Yes.
- This question ignores one alternative of placing CTs within comprehensive schools.
- As long as displace students can get into a school / program of choice. Is there going to be a centralized comprehensive option?
- I don't have enough information to answer correctly.
- Diverse Curriculum.
- I would prefer to see a career & tech education program component in all schools.

- What about special ed? This focus should be in all schools. This is only good for those who know what they would like to do. Kids not integrating & knowing kids with other interests is bad.
- It needs to be balanced with the needs of special ed students to ensure that they are not left out..
- This question is far too simplistic. Before should be asked this question, one must be familiar with the geographical, cultural, and social facts that impact all students.
- Because the high school kids need something to do after school.
- Not everyone is going into anything technical. What about the people who don't know what they want.
- What about kids that do not get into the competitive theme schools? Where are they going to go? I don't think that it is fair to segregate the high academic achievers from those students who might need more assistance.
- The numbers suggest that high schools should be combined to save money.
- I would support a larger high school if it offered a quality program. The behavior would have to be conclusive to a large environment.
- This can be remedied if teachers are sensitive.
- From a students eyes I would say that you should not close the school.
- I believe they should have more career and technical schools for our high school which would prepare them for the future of our world.
- Depending.
- Just don't track kids into Vo-tech careers. Allow kids to make decisions about their future in college or career vo-tech.
- Must be quality, diversity, conscious, and equally placed throughout the district.
- There is no context for answering this question.
- Schools must be placed equally around the district.
- All schools should have career options.
- Consider gangs.
- Fewer comprehensive schools - carve out 1 or 2 schools to concentrate on career and tech. Peabody is ideally suited.
- Closing South Vo-tech was foolish.
- Pittsburgh needs a Vo-tech school.
- I think a career and technical program is important but having less high schools is not as important as having schools that fit adequately into building even if they score. We do not need less high schools.

WEB COMMENTS
- The career and technical fields are just as important as the academics. All students should be pointed to their strengths.
- The high school level is the one area where I feel that combining schools can work, so long as safety of students can be guaranteed. The demographics do not support the city having 8 or so neighborhood high schools. I think that the city should build four new campuses, one each on the North Side, East End, West End/South Side/South Hills, and Central Pittsburgh (Downtown, Hill, or Oakland). These schools

should have an abundance of program offerings for each student. And then these schools could be supplemented by the full magnets (i.e. IB, Sci Tech, U Prep, CTE, etc.).

- The problem is how such a change affects students currently in CTE programs who are involved in their current high schools. These students must be allowed to complete high school in their current buildings.
- The problem is the PPS is not reliable. You take away a high school to make a technical school; a couple of years down the line you close the technical school. What do you mean by technical? Can the district contract with technical schools similar to the way Keystone Oaks and other districts do? Why can't the programs be run in current high schools?
- Theoretically yes, but I'd need to see an overall plan to really make that determination.
- There are too many neighborhood issues. Our children are unsafe when they are forced to share buildings with students who do not want them there. High School is stressful enough without the added pressure of being treated badly by students.
- There should probably be 4 large high schools like in the Harrisburg area. One in the south, north east and west.
- This is especially needed for our students in special education. Their transitional needs are not being met with the programs that are currently available.
- This is the biggest issue that faces our youth today. There are plenty of good paying jobs that students can get out of high school if they are trained in a trade. We need trade schools.
- Upon entering high school I'm not sure that most students know what they want to concentrate on. Perhaps one school focused on vo-tech careers for those who know they do not want to attend college. (i.e. South Vo-Tech)
- Vocational training will be the key to success of the next generation of students.
- We are "leaving children behind" by not providing such an opportunity.
- We are in need of an alternative, because all students are not going to be prepared for college for one reason or another. They need to be able to make a choice of what career path they want to take. The current trend is to either go to college or stand on the corner and become a nuisance to society.
- We are only serving college prep students at this time. We need to enlarge, enhance and create technical/vocational/careers programs which are more hands-on, broad-based and practical--college is not the only answer for our children's future.
- We have a large area.
- We need a high school that teaches our student's trades. (i.e. plumbing) These careers pay well and some students that struggle in academic classes can be very successful in these programs.
- Why should there be fewer schools because of OVT? Fewer because of less students. Understandable, you can't fill the seats now, but the district should aggressively offer OVT.
- Yes, a group of students has been forgotten in recent years--especially with the closing of South High School. We need to forge better partnerships with the trade unions, and police, fire and emergency personnel to create careers for our other students who are not college bound, but are ready to live and work in Pittsburgh.
- You are creating a monster situation by closing neighborhood schools. No - the schools you would close will leave neighborhoods devastated and add to the problem.

- Your Vocational/Technical High Schools should never have been closed originally. The programs you had at those facilities were allowed to become obsolete and have not stayed current with the times. Now there is no such viable facility. There is not a need to have one less high school because you create a new vocational/technical high school. The problem is to cope with the small high school populations you have now with neighborhood issues rendering them unable to attend school together in one building. The district must address the real problems.
- Pittsburgh needs a school with a rigorous curriculum that has not been watered down to accommodate the less able students. There should be a school on each level that services the brightest students. This would bring back many students attending private schools and those who have fled the city due to a wide perception that the standards have been lowered in the AP,IB & CAS programs.
- Many times magnet programs are successful because of their limited enrollments and their ability to expel problem students, which is not an option in the neighborhood schools. All students K-12 should be offered a strong academic education, with some high schools containing career technical programs within.
- A child in sixth grade should not be traveling across town. They are still a child.
- All 3 of my children are in magnet schools. There is no way I would send them to my feeder school.
- As long as the additional programs would be distributed equally throughout various neighborhoods. (i.e The Hill District)
- At the elementary and middle schools I feel that a strong academic background - math and reading- is more necessary than "fancy" magnet schools.
- But only to duplicate successful magnet/theme based programs.
- Current schools could add programs.
- Disagree at elementary level for k-5's but would be more agreeable if they were k-8 magnets. Another option after school programs and cost of running that verses offering magnet courses during the school day.
- Hate magnet idea now.
- I am not sure about the answer to this question, as I am afraid that our Pittsburgh neighborhoods are so segregated, that having solely neighborhoods schools would result in segregated schools. However, I wonder about the cost of busing as well as consideration for programs needed to bring neighborhoods together at a school. We need more programs to help foster acceptance between students.
- I am not sure about this. At the elementary level, exposure to languages I think is quite helpful. At the middle school level being able to continue this and expand with some themed course work is good. One of my children attended CAPA and for him it was the right emphasis. However, some programs such as the Engineering at Alderdice are restrictive in what can be taken due to required courses. For some students who have a good idea about an area of study, magnet/theme based options can be helpful. But they can also be limiting and not expose students to other possibilities.
- I do not wish to see small children spending much of their day on a school bus. This is just not a developmentally appropriate practice.
- I don't know because a lot of people would rather stay at their home school. I think we need someone in our school that wants to see change.
- I don't think the magnet schools are needed.

- I feel that every child should have the opportunity to be in a magnet based/themed school, so if that means less schools, then so be it, however, if there is going to be more magnet schools then the district has to make sure they accommodate the number of students it will take as well.
- I realize "reduce" is the key. This has to be done to actually create better schools, not just less.
- I think magnet schools can be great. I would want to reduce neighborhood schools that were ineffective.
- I think neighborhood schools are important. I also like the magnet programs that are offered. I don't think one should be done away with to have more of the other. I think it's important to offer both programs to families.
- I would support this question for elementary if they created K-5 or K-6 schools and went back to middle schools, 6-12 schools, or Jr.-Sr. High Schools with grades 7-12. Students in grades 6-12 need much more to prepare them for choices in developing a career path. The middle school students in K-8 schools have very limited choices compared to the programs they left in the former middle schools.
- In order to reduce the amount of neighborhood (feeder pattern) schools in the high school there needs to be more support systems to help and guide the teenagers (gangs, community issues).
- Is this another way to close neighborhood schools? Most magnets are in name only and with the exception of learning another language, have very little different to offer than the local elementary or middle school. But again, when budgets are significantly larger in a magnet school, it is harder for a regular elementary or middle school to compete with all the bells and whistles.
- Keep neighborhood schools. Kids who want a special program can go elsewhere. That's their choice.
- Keep the process as is. If a student or parent would like their child to attend a magnet program, they can enroll them in that magnet program. Or bring the magnet program into the neighborhood schools.
- Kids aren't chess pieces. It's important to keep kids in safe, neighborhood schools. There are "territorial disputes" among some high school students and violence will erupt if these kids are put together in the same school.
- Love the success rate of my own children and our experience in magnet programs.
- Magnet programs have not worked (except for minority who were able to get an education at the expense of feed school students); along with the desegregation program is a major factor in the decrease in the city's population as parents moved out of the city to suburbs where they did not have to deal with educators being social engineers trying to reform society, the last thing on their agenda being educating kids. By making a school a magnet, you are denying access to that school to a parent who lives close by unless they are one of the "lucky ones" How many of you knew when you were five years old what you want to do in life? Even if you did, your parent made the decision. By making magnets in elementary you are denying them opportunities. How many of you are what you wanted to be when you were in High School? Why are you advocating a system of education that sets limits on kids? In high school, having a kid placed in a program that does not provide the basic educational foundation so that he or she can go to college, technical school. It is a difficult problem, but magnet schools are not the answer, it is just more of the same policy that has caused the PPS to lose its student population.
- Magnet programs that feed into one another at various levels.
- Many magnet schools are successful because parents take this extra step, sending their children to schools that have enrollment caps, can expel "counsel out" misbehaving students-almost like a private school in the public system. As a working parent, I appreciate our neighborhood schools. It is much easier to be involved (PTO officer, volunteer, etc.) Be fair and give neighborhood schools the same rules.

- Please do not dilute successful magnet/theme based programs.
- Schools, particularly lower schools, are important neighborhood infrastructure. They can be used in the evenings and weekends by the community.
- Some magnet schools test scores are horrible. Where's the advantage?
- Students' minds are still developing. They need to reach their intellectual potential before they are tracked into a specific field. It's too early for students to specialize.
- Students would have a stronger sense of identity in their own environment.

11.I would prefer to reduce the number of neighborhood (feeder pattern) schools for more magnet/theme based options or duplicating successful magnet/theme based programs.

Individual Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Elementary (K-5/K-8)	12%	33%	34%	15%	6%
Middle (6-8)	22%	44%	19%	9%	6%
High (9-12)	36%	40%	8%	8%	8%

Group Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Elementary (K-5/K-8)	4%	32%	44%	16%	4%
Middle (6-8)	4%	65%	30%	0%	0%
High (9-12)	26%	57%	13%	0%	4%

Web Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Elementary (K-5/K-8)	17%	32%	30%	16%	5%
Middle (6-8)	22%	41%	22%	10%	5%
High (9-12)	28%	41%	17%	9%	4%

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Individual

Group

Web
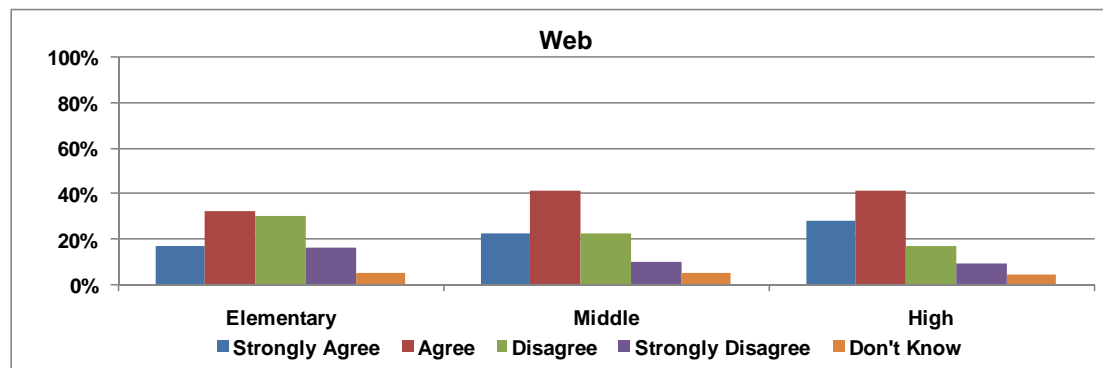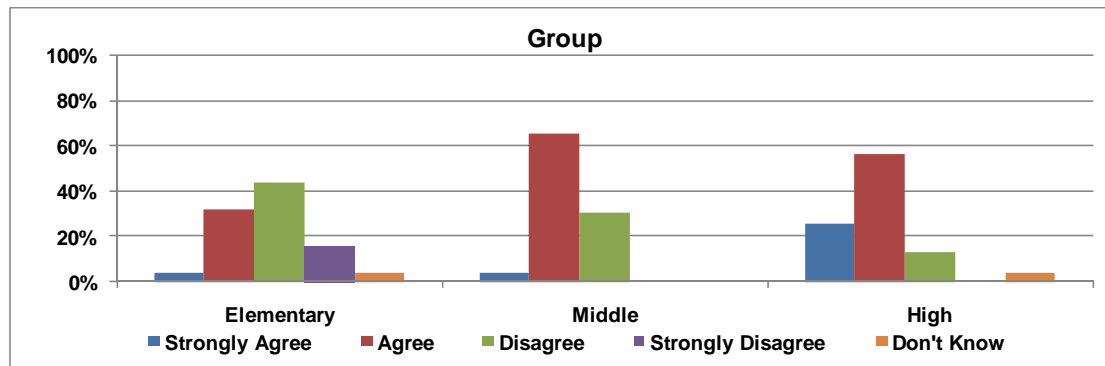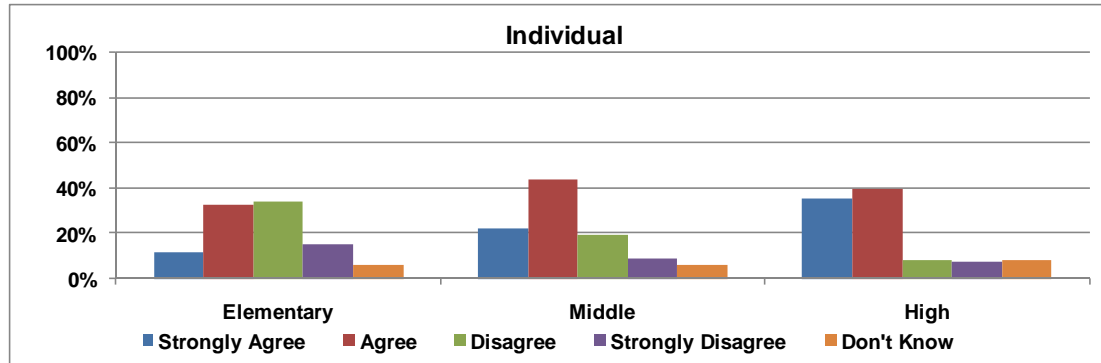
GROUP COMMENTS

- Combination of feeder and magnet within same building.
- Unwilling to give up neighborhood at elementary level.
- No consensus.
- Magnet/theme must have integrity, travel time is still a concern, put magnet programs into neighborhood schools.
- HS and middle split evenly - strongly agree, agree, and disagree.
- No consensus.
- We would rather have better high schools in general.
- At elementary level, duplicate successful schools in neighborhoods. Needs to really be special to be considered true magnet. Some disagreement (1).
- Both strong neighborhood comprehensive HS and magnets.
- Only if there is a plan for all students to succeed.
- Not replace comprehensive high schools.

INDIVIDUAL COMMENTS

- We don't have to choose--can function with both.
- I would not replace comprehensive High Schools with smaller schools. I would have magnet programs within a large High School.
- I want more "Good Schools" where families want to attend--I am indifferent as to whether they have a theme or are just a good school.
- I think choices in programs become more important with age but all schools need to have choices for kids, i.e. shop, graphic arts, auto mechanics--things to let kids try all things.
- Diversity, high expectations must be the goal always. Do not use this as an excuse to segregated students.
- I think the magnets provide an option to parents that would otherwise send children to parochial schools.
- Both types of schools are important to me. Different children need different types of support. Underachieving students can only benefit from strong communities. Other more mature students can thrive in magnet / themed schools.
- This question ignores one option of placing more magnets within neighborhood schools.
- Neighborhood elementary schools - everyone wants one who gets one?
- Need more information on the other alternatives and options.
- Elementary. It's a strain on young children & their families who may already have to travel far to have to go even farther to get to school. It may not be cost-effective for schools to operate a a high vacancy, but it's not cost-effective for families to have increased travel times and early wake-ups, etc.

- Themed schools are not the answer.
- What are successful magnet theme schools?
- I would prefer to emulate successful schools rather than base a school on feeder patterns.
- This question is far too simplistic. Before should be asked this question, one must be familiar with the geographical, cultural, and social facts that impact all students.
- As long as our children are safe they offer great programs so that our children can do well in Pittsburgh Public Schools. A career program that will help our children to be successful in what a child chooses starting in 6, 7, 8th grades to be ready for hands on training if need be.
- Some people have to go to feeder pattern schools because they have no choice.
- At what cost to comprehensive students.
- This is dependent upon all students being eligible to enter any magnet program that they want. If students are eligible then they will be shut out of most schools.
- Duplicate successful magnet/theme.
- The more magnet programs that are offered creates more problems. Schools should offer great curriculum of all schools.
- My children are doing well in a magnet. Also think tying school choice to neighborhood hurts struggling communities. Magnets must be distinctive from feeder schools.
- Themes are not the only way to provide choice. We don't need themes to have choice; we need quality.
- I think elementary students should focus on basic reading, math, and science literacy.
- Duplicating successful magnet/theme based.
- Offer more than one Montessori Elementary, create true Montessori Middle School and add Montessori High School. Could be paired with IB program.
- Kids who don't have a ready focus or do not achieve as well deserve a basic comprehensive education. We can't leave these folks behind.
- Want an option of single gender high schools, 9-12. Boutique Schools can allow other majors in same building.
- So what if 1.B school also has Robotics too. Love Magnet mixed with neighborhood.
- Programs should be available district wide.
- Successful magnet/theme based programs should be duplicated in more neighborhood schools.
- I think that small theme based programs are more surely to work. We can't operate half -empty neighborhood schools. Let's fit smaller high schools and middle schools into smaller buildings with different cool themes that get kids excited.

WEB COMMENTS
- Successful programs should be duplicated in all schools, not just one or two.
- There needs to be a strong education in every school for every student.
- There should be no school that is more successful than the other. If there are, then the school system is not doing its job correctly.

- This relies heavily on every child being eligible for a magnet/theme based option. What I'm afraid is going to happen is our neediest population is going to be shut out of these schools and they'll all be put in neighborhood schools where there won't be sufficient resources in place to adequately serve them.
- We closed enough schools.
- We don't need anymore specialty schools.
- What do we do when a kid fails out of the magnet program...what school does he/she go back to because of academic or behavior problems? Do you mean a themed school like an ALA that is failing terribly?
- What's the difference in the cost? What's the lost and what's the gain?
- When the schools change feeder patterns bad students come into good schools and make good schools into bad schools. Also the district is always trying to do the 50 / 50 thing. Who goes to a school should be based on grades, test scores, and behavior.
- As long as it benefits the students and not the adults.
- Any partnership can only enhance resources and student exposure to the variety of opportunities in our city.
- Arts Groups.
- Arts Organizations.
- Arts organizations, the zoo - provide internships and real-world learning opportunities.
- Civic groups, like Sustainable Pittsburgh, and city agencies, like the Pittsburgh Parks Conservancy, can complement existing curriculum with their specialties.
- CTE departments have partnerships with the above list.
- For some students these would be good options.
- Government (NASA, EPA, etc).
- I am in total agreement here.
- I disagree with "B" because other school district mission & objection are not comparable with ours. There could be potential problems in moving forward progressively.
- I strongly believe much of the collaboration should be done on line. That is generational instruction; it is their world.
- I support partnerships but not when they include those groups replacing qualified teachers.
- I think we have a huge problem for underachieving students. We need to bring back trade and vocational programs for these students for whom college is not a realistic option. If communities cannot meet the academic needs of students, then we must provide them with tools for jobs that are not only in the service industry--but jobs where students can learn a life-long trade, for example.
- I would agree with partnering up with any entity that would further expose or educate our kids. However, they must be monitored for success. Too many of our partnerships are not watched and are just taking our money. We already have plenty of wasteful partnerships, such as Watson, the ALAs, some of the mentoring programs. Some are superb though like Family Links, some of the therapeutic classrooms, etc.
- I'd have to see the plans to really judge the efficacy of the proposed partnerships, but in general it's a good idea.

- Just don't close a neighborhood school so that you can open a "special school for special, important, cherished magnet students" leaving the left-out, unimportant feeder pattern students waiting to catch the bus at 7:00 am for a 9:00 am start school. Local business and industry should not be allowed to advertise in our schools, no military recruitment.
- Mentorship programs would be really good.
- Partnerships like with Manchester Craftsman and Bidwell training program have been very successful as well as smaller projects like arts initiatives etc. Again, in this economy I believe we need to face the fact that even with the Pittsburgh Promise, college educations are expensive. Providing opportunities to learn a skill that can lead to work that can lead to possible college attendance would be another avenue for some students.
- Partnerships with other school districts should only be entered if we truly cannot satisfy learning/training need within our district, or to provide an opportunity for students to learn about other people.
- Partnerships with parents. Parents should sign a contract and agree to a set number of volunteer hours inside the school.
- Pittsburgh has made great strides in several of these areas. If we could just take what a lot of the partners say and implement their ideas we would go farther.
- "Probably most effective in middle school and high school levels, though anything that stimulates a kid to want to go to learn and keeps up their attendance is welcome.
- The traditional sit, listen, and learn method isn't enough for a lot of kids.
- Unfortunately, parent support (making sure the homework gets done, etc) is also lacking. Student teachers and mentors might help and keep costs down."
- Schools can be "hubs" of learning that involves other partners, especially in schools that otherwise would not be able to meet students' needs. For example, could Pitt and CMU professors or Bayer scientists teach science if there's a shortage of qualified teachers?
- Schools should maintain independence, in order to concentrate on the basics and education, not training or even college preparatory.
- Some of this was already going on until you cut the programs. Students who are not book learners do well in vocational/career training. The programs should never have been cut to start with.
- Students that are not college bound need to be aware of trade/technical careers that are available to them.
- The more help the better.
- This used to happen many years ago - apprenticeships. After a student gets their first job, I notice a positive change in their maturity.
- This would give our students more opportunities.
- Trades are needed…not all students are going to attend college.
- We all learn better from experience and hands on situations. Opportunity is a grand thing. Jump on it.
- We need a Vocational Technical School. We are denying many of our student's opportunities that Hampton, Shaler, North Hills and Fox Chapel all get at a school like Beattie Technical School. Some kids do best with hands on learning and are not college bound. Many people have very successful jobs and have only a technical school degree and training. I am thinking mostly of how the special education population is at a disadvantage because these opportunities are not available to them where they are at most other school districts.
- We now have a good thing going with the PGH Promise. What will happen to that program if we expand with other school districts?

- What do you mean by "partnership"?
- Yes. I believe we are far behind in taking advantage of the many partnerships which would be available here in Pittsburgh.
- Any employee or volunteer of organizations sharing a school facility should be required to have the same clearances that are required by the Pittsburgh Public Schools. Likewise, their visitors should be required to follow the same rules as visitors follow in our schools.
- As long as its mission was consistent with the mission of public schools. No endorsing religion, etc.
- As long as the school taxes are lowered also.. if we are going to reduce the schools and rent them or share the facilities with another business the taxpayers should also benefit from the profit that will be made.
- As long as they are only there after the school day is over.
- But make sure they pay expenses of overtime for custodial and security and all related expenses.
- But their sole availability should not be from that site.
- Communities and/or non-profit organizations should only be permitted to use District facilities if they provide inclusive programs for students with disabilities. Organizations that discriminate against students with disabilities should be denied building permits.

12. I believe the School District of Pittsburgh should enter into partnerships with which of the following to expand learning and training opportunities for students.

Individual Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Technical College(s)	68%	29%	2%	0%	1%
Other School Districts	28%	33%	23%	6%	10%
Local Business/Industry	63%	33%	1%	1%	2%
Colleges and Universities	84%	15%	1%	0%	0%
Non-Profits	57%	35%	2%	1%	5%
Trade Unions	62%	32%	4%	0%	2%
Other (25 Respondents)					

Group Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Technical College(s)	75%	25%	0%	0%	0%
Other School Districts	31%	34%	24%	0%	11%
Local Business/Industry	54%	46%	0%	0%	0%
Colleges and Universities	71%	29%	0%	0%	0%
Non-Profits	57%	39%	4%	0%	0%
Trade Unions	59%	38%	3%	0%	0%
Other (7 Respondents)					

Web Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Technical College(s)	57%	39%	1%	1%	3%
Other School Districts	20%	33%	25%	10%	11%
Local Business/Industry	50%	44%	2%	2%	3%
Colleges and Universities	61%	35%	1%	1%	2%
Non-Profits	42%	41%	7%	2%	8%
Trade Unions	51%	35%	3%	3%	8%
Other (100 Respondents)					
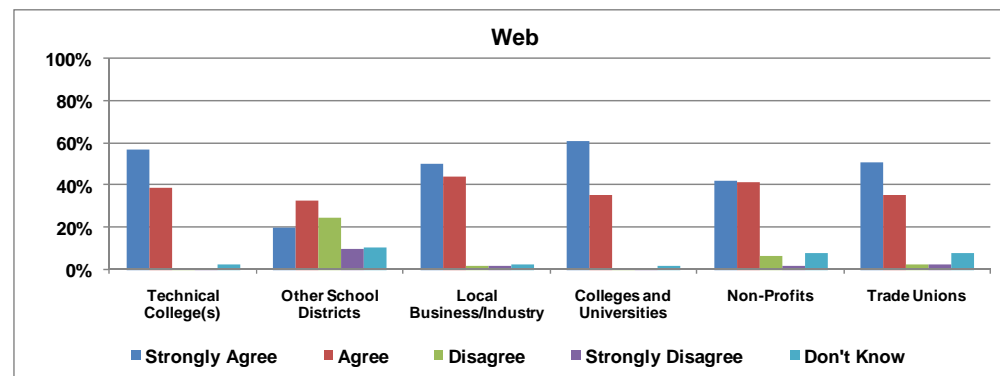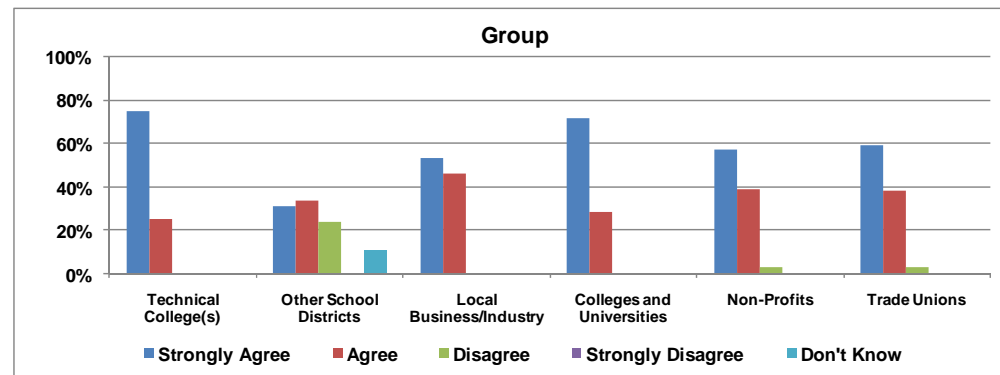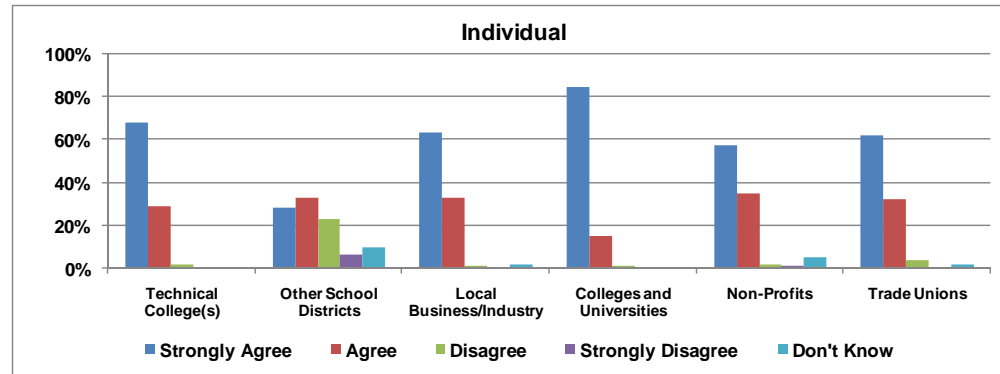
GROUP COMMENTS

- Has to match curriculum.
- B-private schools and depends on purpose.
- G-community should have input/private schools.
- Shared purpose.
- National organizations.
- A - high school   K-6
- B- BVT - may accept.
- Depends on what they offer.
- Add H – libraries.
- Other school districts only if it is positive partnerships and not similar to Duguesne School District partnership.
- G - religious organizations.
- Give students the opportunity to go into communities to learn hands on.
- B - more specifics needed.
- We would like to see the term of these agreements.

INDIVIDUAL COMMENTS

- Partner with others who can bring equal programs to the table.
- Charter Schools.
- I am for most of these provided we can manage the partnerships effectively plus there are results. I don't know about a partnership with another district but I would consider City/County consolidation.
- Seniors in the mix too.
- What are the terms of agreement? 50 /50 partnerships? Mission must be clear & every partnership must support mission.
- Co-op.
- It would depend on the cost and circumstances of the particular program.
- Private Schools.
- Shadowing and internships @ the high school level needs to be much better coordintaed.
- G. Religious organizations.
- They should enter community colleges to expand learning for community college students.
- Give students the opportunity to go into their communities and learn hands on.
- Like ACE program.
- E. Nonprofits - especially environmental issues, political issues, cultural institutions.

- Partnerships should also be established with professional people who may impact student learning.
- Other – Arts.
- Local community organizations. Police/Fire Departments. Depends on what other school districts offer.
- Just make sure quality of programs/partnerships are good. Also allow city school kids first choice.
- Concerned about effect on travel time by collaborating with other districts.
- National organizations.
- The city of PGH should not enter into any partnership with other school districts now that we have the PGH promise.
- The school should use every avenue to better the experience for the students.
- These partnerships should be focused on the school's agenda and not their agenda.
- Open charter school by PPS open a few boarding schools for HS.
- The community should have input if they're in partnership. They become stake holders.
- Access to programs, advanced - distance learning.

WEB COMMENTS

- Compatibility of service agencies with a school age population is a consideration. Knowing who is in your building and any potential to mix with students.
- Depends on non profit. Faith based –yes absolutely. Could be a way for our kids to learn to serve and not just be served. We absolutely would not want any school to share space with non-profits that would be in conflict with kids moral/emotional/development. In any case, screening/Act 44 clearances would be paramount for our kids' safety.
- Depends on what you are talking about. Health partnerships benefit students and parents - not sure what the arrangement is here. I would need to know more of what type of 'sharing' is going on in order to answer the question.
- I could see how this could help those schools that do not have "adequate size" to get the finances necessary to function and have programs of its own
- I don't know if "should" is the correct term. Maybe "be able to".
- I need more information.
- I think it is especially important to maintain separate facilities when working with faith-based or political organizations.
- I think it would be optimal for other community service organizations that work with students to be housed in the same building for better support...as long as safety issues are carefully organized.
- I think that "should" is not the word, but "can" when helpful and appropriate.
- I would agree to this as long as the organization did not have dealings with drug rehab or psychiatric facility.
- I would use the word could instead of should. With the right organization, both the school and it could benefit.

- I'd like to see the proposal. What are you talking about? And I don't even think the non-profit should necessarily pay their "fair share" of expenses. If it is an agency that would actually make the school a better place for students then it might be worth actually trading in kind operating expenses for in kind services.
- If there is enough space in the building. The classroom offices are for teachers first.
- If this means sharing space in our schools good luck finding space in some schools. Some schools already have teachers sharing classrooms. But yes, they should pay for their space if they will have a permanent space. I have to rent out space for my private practice.
- It seems like a reasonable idea but I haven't given it much consideration.
- It would depend upon how the partnership was structured. The district should work with such groups to maximize cost effectiveness. However, the school district is the entity responsible for providing an education for the students so I believe that ultimately it is the school district's responsibility to provide a safe learning environment with appropriate materials and resources.
- This is very true when they are offering a service to our students.
- No one could convince me that this would be a safe arrangement for students.
- No. Make use of the many buildings that are closed and unused in every neighborhood. Perhaps the closing of a school would be less traumatic for a neighborhood if they could be assured that the building would house a program for children, job training center, or some other service the area residents could take part in. With budgets being cut, and supplies being stretched, bringing another organization into the building is not a good idea. PPS personnel are screened and have clearances. Who knows what another organization requires of its personnel. Who will be responsible for the children in the building for PPS after school tutoring or programs when these other people are also using the building? Who will be responsible for items and materials that are lost or destroyed? In those few schools where there is a separate entrance, meeting room or auditorium and restrooms away from and with no access to the main part of the school, such an arrangement would be doable. However, in most schools it would not be a welcome idea.
- Not all community groups can afford to pay for space. If the building is not being used at the time that the organizations want to use it, there should not be a charge for use.
- Not during school. After school.
- Of course, size of building would be a factor.
- Only caveat- how are we maintaining safety or splitting the time, ie business in evening, school during day or having dedicated "wings" or floors for business functions.
- Schools are and should be community resources serving children and families at all times of day.
- Schools are for kids and when you bring in outside organizations bad things can happen to kids. I don't care how much you try to make it safe. If one kid gets hurt it is not worth the money.
- Schools should not share with others.
- Schools should only operate to educate the children.
- Sharing a facility makes collaboration and partnership easier and more natural.
- So long as these organizations offer programming and/or some kind of assistance that will help the student body of the existing school.

- The community already pays for the facility with taxes that are too high. Paying for someone from the school to watch and make sure things are done properly is all they should pay for and at a discount.
- The public should not be allowed to be near children. Even with safety measures in place, there are too many things that could go wrong. It is dangerous for the children. I also believe that school should never be held on a voting day. I have seen adults from the public using the same restroom that the children use. That is very unsafe for the children.
- This is very broad in its scope. A high school sharing its pool is far different than an elementary school sharing its classrooms.
- Unclear are you talking about - them using a room once a month for meeting or letting them take over a part of a building.
- Wonderful idea.
- Would an organization be required to pay those costs? I am only asking because many of those organizations pay city/school taxes. Are they not entitled to use the building? I do not know. Could there be an annual fee to rent a room, library, or gym for a certain time frame?
- Would this organization be there in order to serve the students or simply a renter? If it was simply a renter and all the safety measures were in place then I would be ok with the possibility of that idea.
- Yes - after school.
- You do need to have clearances now to get a building permit. So I am unsure at this time if sharing the building is really wise.
- We need our local roots.
- A "full-cycle analysis" of costs should be completed before many any infrastructure investments. For example, it might cost more to renovate an existing building versus building a new one but what about the investments (both material and energy) that initially went into building the existing school and what happens to the building afterward? An empty building is a liability for any neighborhood and will depress values. Pittsburgh needs to think about sustainability.
- A cost effective plan might be what's best for the students.
- New construction is inferior.
- All depends on the situation.
- All of the above would be dependant upon the current facility conditions, area, and use for that facility.
- All things belong equal.
- Although cost is very important it can't always be the only driving factor.
- At times, as in the case of Schenley High School and its magnets, geography is as important to consider as finances. Parents and students appreciated the ancillary institutions available in the Oakland location. This attracted them to the magnet and to Pittsburgh Public Schools. I am not sure you will get the same response with an East Liberty location. Also, we must be very careful when realigning schools, that we do not inadvertently cause de facto segregation, as occurred when Schenley was phased out and U Prep was phased in.
- Being cost effective is not always the best option, even in these economic times.

13. I believe community and/or non-profit organizations should share a facility with a school so long as the organization pays its fair share of capital, operating/maintenance costs, and appropriate safety measures are in place.

Individual Responses				
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
37%	37%	13%	4%	9%

Group Responses				
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
32%	54%	11%	4%	4%

Web Responses				
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
26%	44%	10%	10%	10%

Individual

Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know ■

Group

Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know ■

Web

Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know ■
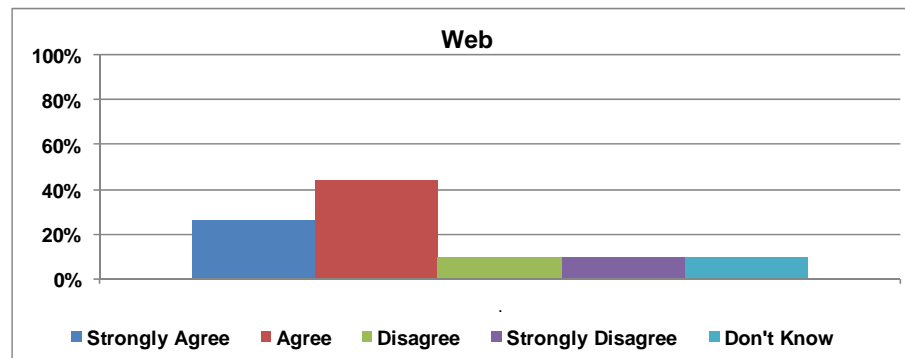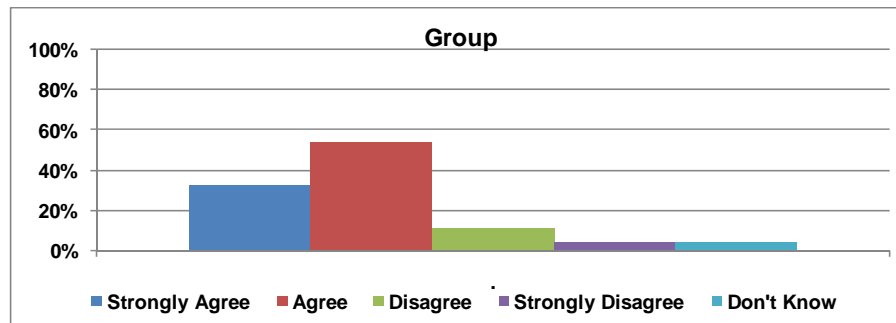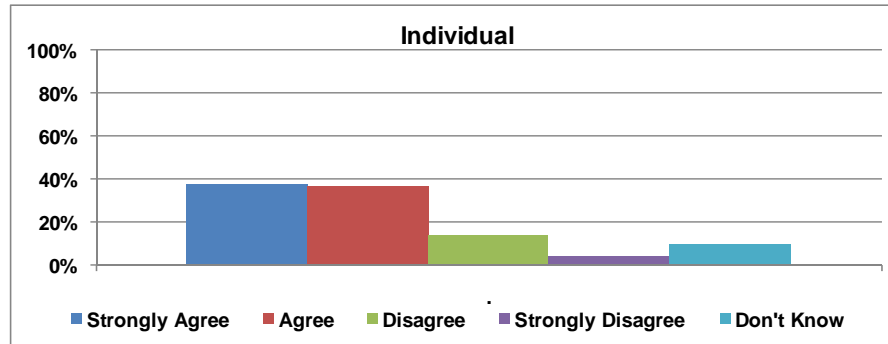
GROUP COMMENTS

- Has to be tied to school safety major interest.
- Non-profits would pay less.
- Partnership should be carefully reviewed.
- It has to be used as a school.
- When would this take place? Evenings, weekends, while school is in session?
- Would there be separation from the schools? Would their operation be conducive with the school district ideals?
- Tax payers support.
- Concern is regarding the safety of students with strangers.
- As long as it adds value and not just save money.
- Depends on relationships between school and organization.
- As long as the organization was appropriate.
- If the facility is separate.

INDIVIDUAL COMMENTS

- Police satellite units in High Schools.
- Has to be an appropriate organization.
- I agree as long as the school can get the space back if needed, and that it's a value added proposition. Ie senior citizen center that can read to kids, dance school that kids could learn from.
- This need to be vetted out. Need more discussion.
- After-school centers and child care programs are ideal community or non-profit partners.
- After school? No. During school hours? No. Controlled access.
- Sounds like a great option.
- This should be done in a way that increases parental involvement, community involvement, and the success of the school.
- This depends on the cost and circumstances of the particular arrangement. Also there may be security concerns.
- Is it an organization that benefits the school? If not, no.
- Excellent idea - community = unity = opportunity for all.
- Especially child care services, that young high school mothers can take advantage of, too.
- Depending on the situation - I don't know that nonprofits should be used to pay capital costs - and maybe not all operating costs. Tax payers already pay all the costs. So shouldn't necessarily reallocate costs if nonprofit operations are serving children.

- Senior centers, as an example could provide a good match for a school for volunteers to the school. They could also be used to showcase children's talents and provide entertainment to the seniors at the center.
- Good idea.
- Some orgs may not be able to pay equally.
- No cost to community group. It is a benefit to have them in there.
- As no cost - communities should share facilities - at no cost.
- Safety concern.
- This would be a wonderful concept if these organizations have programming that could have a possible effect on the school.
- Many non profits offer quality services to schools and are doing more for students in schools than the districts.
- When adults are in a shared building, the safety of children is hard to manage.
- As long as safety is not compromised. Use of gym facilities by community is great.
- Safety is a big factor. Really depends on the type of program.
- Depends on youth spending use.
- Depends on the organization and whether there is appropriate synergy.
- Yes.
- What do the non-profits bring to the building? Community groups bring tremendous substance to the educational process if they are effective.
- I think non-profit children/sports organizations should be able to use school facilities without payment as parents already pay taxes. So local children's organizations should not have to pay to use our buildings.
- Would the workers of the non-profit organization have their Act 33 & 34 and FBI clearance in case they came in contact with children?
- The non profits should pay less.
- This could be a great way to offset costs as well as offering more opportunities for students to learn about & work with non-profits/community orgs.
- Absolutely - as long as the financial arrangement is positive for the district & the tenants are compatible with school operations.
- In certain cases this could improve programming and other services, help close the gap between schools and service providers and add to the efficiency of facility operation.

WEB COMMENTS

- Any employee or volunteer of organizations sharing a school facility should be required to have the same clearances that are required by the Pittsburgh Public Schools. Likewise, their visitors should be required to follow the same rules as visitors follow in our schools.
- As long as its mission was consistent with the mission of public schools. No endorsing religion, etc.
- As long as the school taxes are lowered also. If we are going to reduce the schools and rent them ,or share the facilities with another business the taxpayers should also benefit from the profit that will be made.
- As long as they are only there after the school day is over.

- But make sure they pay expenses of overtime for custodial and security and all related expenses.
- But their sole availability should not be from that site.
- Communities and/or non-profit organizations should only be permitted to use District facilities if they provide inclusive programs for students with disabilities. Organizations that discriminate against students with disabilities should be denied building permits.
- Compatibility of service agencies with a school age population is a consideration. Knowing who is in your building and any potential to mix with students.
- Depends on non profit. faith based -yes, absolutely. Could be a way for our kids to learn to serve and not just be served.
- We absolutely would not want any school to share space with non-profits that would be in conflict with kid's moral/emotional/development.
- In any case, screening/Act 44 clearances would be paramount for our kids' safety.
- Depends on what you are talking about. Health partnerships benefit students and parents - not sure what the arrangement is here. I would need to know more of what type of 'sharing' is going on in order to answer the question.
- I could see how this could help those schools that do not have "adequate size" to get the finances necessary to function and have programs of its own.
- I don't know if "should" is the correct term. Maybe "be able to."
- I need more information.
- I think it is especially important to maintain separate facilities when working with faith-based or political organizations.
- I think it would be optimal for other community service organizations that work with students to be housed in the same building for better support...as long as safety issues are carefully organized.
- I think that should is not the word, but "can" where helpful and appropriate.
- I would agree to this as long as the organization did not have dealings with drug rehab or psychiatric facility.
- I would use the word could instead of should. With the right organization, both the school and it could benefit.
- I'd like to see the proposal. What are you talking about? And I don't even think the non-profit should necessarily pay their "fair share" of expenses. If it is an agency that would actually make the school a better place for students then it might be worth actually trading in kind operating expenses for in kind services.
- If there is enough space in the building. The classroom offices are for teachers first.
- If this means sharing space in our schools good luck finding space in some schools. Some schools already have teachers sharing classrooms. But yes, they should pay for their space if they will have a permanent space. I have to rent out space for my private practice.
- It seems like a reasonable idea but I haven't given it much consideration.
- It would depend upon how the partnership was structured. The district should work with such groups to maximize cost effectiveness. However, the school district is the entity responsible for providing an education for the students so I believe that ultimately it is the school district's responsibility to provide a safe learning environment with appropriate materials and resources.
- This is very true when they are offering a service to our students.
- No one could convince me that this would be a safe arrangement for students.
- No. Make use of the many buildings that are closed and unused in every neighborhood.

- Perhaps the closing of a school would be less traumatic for a neighborhood if they could be assured that the building would house a program for children, job training center, or some other service the area residents could take part in.
- With budgets being cut, and supplies being stretched, bringing another organization into the building is not a good idea. PPS personnel are screened and have clearances.
- Another organization requires of its personnel. Who will be responsible for the children in.
- The building for PPS after school tutoring or programs when these other people are also using.
- The building? Who will be responsible for items and materials that are lost or destroyed?
- In those few schools where there is a separate entrance, meeting room or auditorium and restrooms away from and with no access to the main part of the school, such an arrangement would be doable. However, in most schools it would not be a welcome idea.
- Not all community groups can afford to pay for space. If the building is not being used at the time that the organizations want to use it, there should not be a charge for use.
- Not during school. After school
- Of course, size of building would be a factor.
- Only caveat- how are we maintaining safety or splitting the time i.e. business in evening, school during day, or having dedicated "wings" or floors for business functions.
- Schools are and should be community resources serving children and families at all times of day.
- Schools are for kids and when you bring in outside organizations bad things can happen to kids. I don't care how much you try to make it safe. If one kid gets hurt its not worth the money.
- Schools should not share with others.
- Schools should only operate to educate the children.
- Sharing a facility makes collaboration and partnership easier and more natural.
- So long as these organizations offer programming and/or some kind of assistance that will help the student body of the existing school.
- The community already pays for the facility with taxes that are too high.
- Paying for someone from the school to watch and make sure things are done properly is all they should pay for and at a discount.
- The public should not be allowed to be near children. Even with safety measures in place, there are too many things that could go wrong. It is dangerous for the children. I also believe that school should never be held on a voting day. I have seen adults from the public using the same restroom that the children use. That is very unsafe for the children.
- This is very broad in its scope.
- A high school sharing its pool is far different than an elementary school sharing its classrooms.
- Unclear are you talking about them using a room once a month for meeting or letting them take over a part of a building.
- Wonderful idea.
- Would an organization be required to pay those costs? I am only asking because many of those organizations pay city/school taxes. Are they not entitled to use the building? I do not know. Could there be an annual fee to rent a room, library, or gym for a certain time frame?

- Would this organization be there in order to serve the students or simply a renter? If it was simply a renter and all the safety measures were in place then I would be ok with the possibility of that idea.
- Yes - after school.
- You do need to have clearances now to get a building permit. So I am unsure at this time if sharing the building is really wise.

14. I would prefer...

Individual Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
A. To build a new school instead of renovating, even if it costs more	10%	9%	46%	25%	11%
B. To renovate the existing building, even if it costs more than building a new school.	9%	25%	40%	14%	12%
C. To relocate a program to an existing facility that meets the needs and has the available extra space, even if it costs more	8%	34%	34%	5%	20%
D. The more cost effective option	22%	35%	20%	5%	18%

Group Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
A. To build a new school instead of renovating, even if it costs more	0%	15%	62%	15%	8%
B. To renovate the existing building, even if it costs more than building a new school.	0%	33%	52%	7%	7%
C. To relocate a program to an existing facility that meets the needs and has the available extra space, even if it costs more	0%	32%	44%	4%	20%
D. The more cost effective option	15%	48%	22%	4%	11%

Web Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
A. To build a new school instead of renovating, even if it costs more	8%	14%	47%	23%	7%
B. To renovate the existing building, even if it costs more than building a new school.	10%	22%	44%	16%	8%
C. To relocate a program to an existing facility that meets the needs and has the available extra space, even if it costs more	12%	37%	31%	11%	9%
D. The more cost effective option	26%	37%	16%	5%	16%
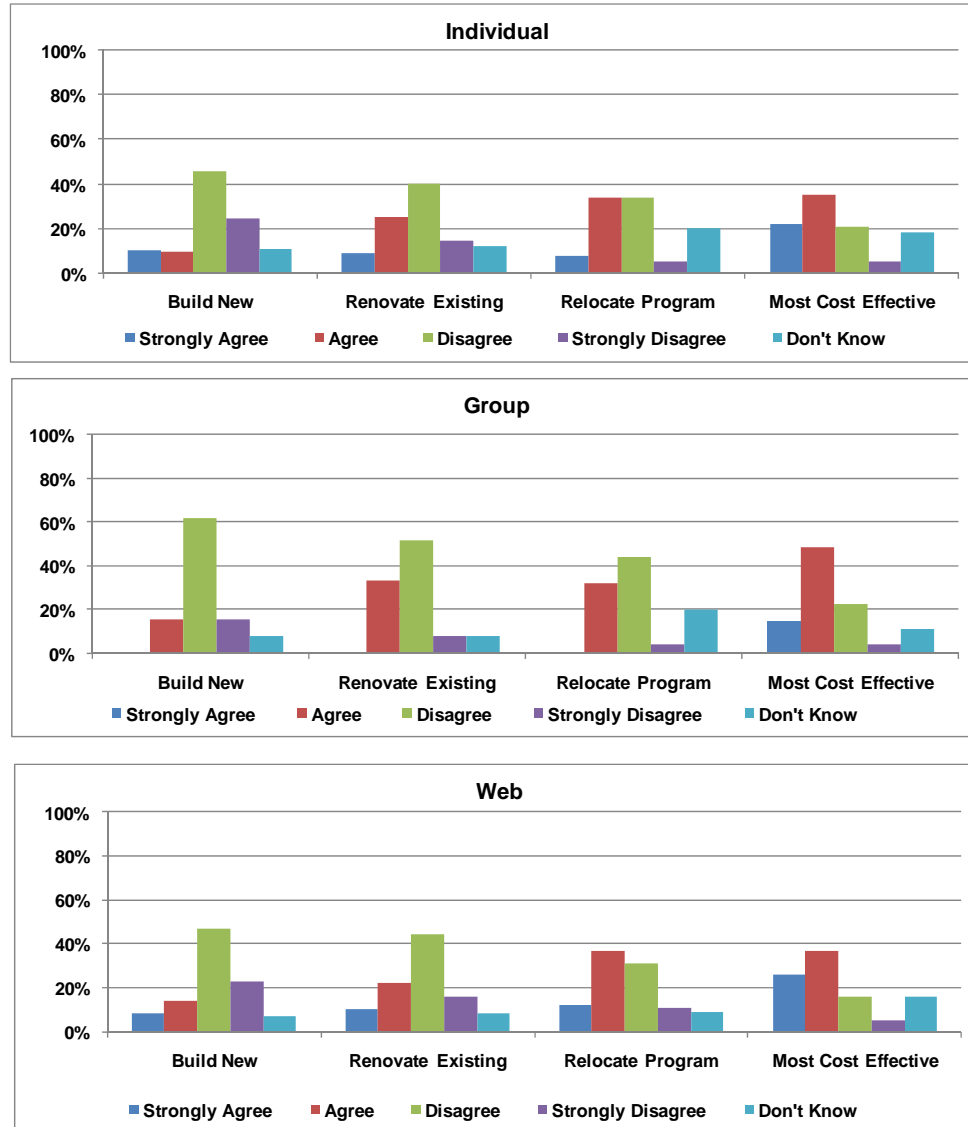
GROUP COMMENTS

- Have to consider cost factors.
- Do whatever one costs less unless it makes the school a 6-12.
- Careful review of all aspects of project.
- Should not damage kids. Excellence for all.
- Larger high schools - benefit programs for students (sports, music, etc.).
- Too vague.
- Let extra dollars go to the students. Have students prepare with academic & at his/her home school but travel for the program.
- Last question is too vague. We want equality.
- A - if it adds value in the long run.
- B - if it brings it up to modern standards.
- C – depends on what you gain.
- D - depends what you gain in the long run.
- Strong feelings on A - agree VERSUS disagree - consensus was a challenge.
- A - dissent in the group,   B - it depends on the building   C - dissent, depends on options.
- Each school needs to be considered individually (historic significant needs of program).
- A - In some cases, new buildings are more cost effective.
- Cost should not be the over riding factor.
- Dissenter on A. Prefers new building as opposed. / Dissenter on D. Cost effective shouldn't be 1st choice.
- Cost effective.

INDIVIDUAL COMMENTS

- Who defines cost effective?
- The cost effectiveness should take into all considerations--financial, community, intrinsic.
- In favor of one school campus for Middle and High Schools.
- Keep green considerations in mind.
- First three options--depends on what you get versus the cost you pay. Enrollment, attract a good Principal.
- Cost is important but our buildings are old and need major improvements. I would also like to keep neighborhood schools. There must also be long term gains from a new building.
- Let us not build a new school and continue educating the students with a lack of vision--leadership. Some buildings may be just fine. The cost may be prohibitive yet let us begin with the truly needy student.

- The students should not be short-changed in available programs or amenities if costs of building / renovating/moving are similar.
- I think it depends on the school, community support & test scores, whether a building should be renovated, or relocate students.
- Need more information.
- Maintain smaller class & school sizes.
- The more effective option can sometimes be "cost effective".
- It depends on what school is under consideration for renovation, etc. Also these choices cannot normally be made independent of considerations involving location.
- I strongly believe that renovating existing buildings should be the first priority. The district needs to become greener.
- Wouldn't be an issue for me.
- There is always a cost factor that makes it sensible or feasible.. What about the existing facility.
- Cost should not be the only factor. I would agree with a higher cost option if there were other benefits or facilities /location.
- Depends. Quality of education out ranks everything.
- I would prefer what would best benefit students - the cost is a trade - off if student outcomes are improved.
- If the building is architecturally unique or significant, it encourages pride & support. Quality of education out ranks everything.
- It obviously depends on the rationale for a new school VERSUS a historic building; we need to find a balance between cost effectiveness and community and memory. My own elementary school, Morse, closed in 1980, the building was renovated & it's still useful.
- Evaluate the situation & do what is most cost effective.
- Too vague.
- Cost should not be the #1 factor in deciding the fate of a school.
- All case by case basis.
- Start a plan of building new schools that can be used year around.
- All of these depend on the existing facility. There is no one answer for this.
- A lot needs to be considered.
- Regarding renovating some poorly destroyed schools, I think we should keep historic buildings in operation where ever possible, not opposed to new construction to replace non-descript buildings.
- There are circumstantial issues that may make different options seem more reasonable.
- I think if PPS built new facilities and closed old ones there would be a riot.
- You could consider renovating existing non-school buildings for schools though.
- D - Cost is a factor but not the only factor.
- Cannot answer case by case basis program/building.
- I feel that buildings such as The Board of Education & Schenley High School in high rent districts should be sold, and move to vacant schools in less popular areas.
- A lot depends on the condition of the facility.

- Unless it involves making the school a 6-12 (Peabody) Green technology & Green jobs are good.
- More information needed to answer. I believe there are other factors to be considered and careful definition of cost (triple, & bottom line) thinking is required.

WEB COMMENTS

- But one of the costs that must be considered is the cost of having to transport students from far distances.
- Cost cannot be the only consideration. Part of the problem of public schools is that we try to make unrealistic budgets work.
- Depends on the history of the building.
- Do what is best for the academic program and neighborhood continuity.
- Do whatever it takes to get middle school kids in a middle school building - not move them from a middle school building into elementary building. Everything is too low or small for these kids. It was a disgrace for these kids to go from a full cafeteria to hot/cold packs, a fully equipped gym with pool to a combined gender gym class without even a locker room, etc.
- Each situation should be considered on its own merits. How can building anything be considered when there are empty buildings all over the city with more to come? Cost should always be the first consideration, but many other factors should determine the final decision. Are funds being distributed throughout the district equally for such projects? What would be done with the existing building if a new one was built or a program relocated to another site? What is the projected enrollment for this new building or program and who will it serve? Let's take better care of what we already have before we dive into expenses that can hardly be justified in this present economy situation.
- For A, B,C,& D - I think it depends on the circumstances and should be decided as each individual situation arises.
- How do you evaluate Cost Effective/? You have to go back to the PPS reputation. South Brook was to be built as a Brookline Community Elementary School. The School Board lied through its teeth through the whole building process. It was to be a middle school. And not a middle school for Brookline, it was for Carrick, Bon Air and Overbrook. The initial feeder pattern for the South Brook School had two Brookline streets and the rest was from Overbook and Carrick. The people of Brookline fought to have that school built for the overcrowding and you perpetrated a lie. The PPS has a reputation of lying to the public, lying to students, lying to parents and it has a reputation of not thinking of the students first. You lied for years when you said that was a Court Order to Desegregate the Schools. There was no court order. You as the Board chose to do it but hid behind the Court Order until it was uncovered by the Citizens for Neighborhood Schools. The Board and Administration was in on the conspiracy. How can you be trusted?
- I feel we need to build new high schools.
- I personally would like to see buildings that can be renovated be renovated. I am cannot see sinking millions into a school just because it was my alma mater. If it is deemed unsafe, then I would prefer to see the millions go into a brand new building with the latest technology and modern heating and cooling systems.
- I think each individual building and plan needs addressed. Cost is a concern. However, I also feel the input of teachers and other administrative staff is needed. The renovations that took place in one building took away all storage space, excellent hard wood storage cabinets and child sized sinks and fountains and replaced them with particle board materials that are already failing.

- I think that this is difficult to answer, as there are so many variables. However, with thinking more "green," I believe that we should not be building new buildings for sure.
- I think whatever will be more beneficial for the students should be the first consideration. Cost should not be the main criteria.
- It depends on the school.
- It totally depends. Schenley should have been renovated. Reizenstein should be demolished. East Hills was a great facility, Liberty feels like an old cave.
- Location. Where are you going to gain new students?
- Money isn't everything. A newer building will be more cost efficient over time with more energy efficient windows, heating systems, lighting, etc. The buildings now waste so much. Go by any school in the winter time and I bet you can see windows open because they cannot control the old boiler heating systems. Rooms are either too hot or too cold.
- My son will not attend a Pittsburgh public high school.
- Need more information.
- Not renovating Schenley was a poor decision. Putting the students at Reizenstein, an even worse one.
- Options B and C must include a caveat to make the building handicap accessible if it is not currently accessible. This question should have been a ranking of order of preference of the options provided. My ranking is "D", "B", "C", and lastly "A".
- Provided the most cost effective is also safe and has somewhat adequate course offerings and travel time is appropriate (30 mins or less).
- Renovate or build according to the budget or what it allows.
- Saving money is not always the best option.
- Saving money... or educating students in the most effective manner. Lets be honest, kids cost money. Books, computers, special education resources, teachers, and paraprofessionals all cost money. And the list only goes on and on. Where are our priorities if not in our youth? I say spend it if we have it. If our district/schools are so worried about money, why are we spending over 1500$ on Walmart gift cards just for taking the PSSA's? That money could have been spent on other valuable resources. There is an inexcusable amount of money being spent on useless items.
- Since when do you do the more cost effective option? You do what you want to do and think you will always have tax dollars to work with. Keeping the existing building, if it has been maintained over the years would not be a problem. You have not kept up any building over the years and want all new buildings now.
- Some buildings have historical backgrounds & grand architecture. I feel these are important to our district and each individual neighborhood.
- The district must come up with the money to renovate Schenley, and to expand the program at Rogers CAPA. There is plenty of property around that building in Garfield. The alternatives the district has come up with are both ridiculous and harmful to student achievement.
- There are many empty buildings within the Pittsburgh Public School district. We do not need to build more. Renovations need to be cost effective (if they need to occur at all) i.e. a great deal of money was used to replace windows at Prospect...a year later it was closed (a terrible waste of taxpayers money).
- There are no absolutes in these issues. Every one must be considered on a case by case basis.

- There are so many old beautiful historic school buildings. Renovate them using green technology.
- There are special cases such as Schenley High School where the historic, neighborhood and academic value of the school supersedes cost effectiveness. (I believe that that building should have been reused).
- There seems to be lots of extra spending in the district. They will move one school into a vacant school make all of these accommodations (installing elevators, internet lines etc) the school will be there for a year or two and then will be moved to a new location. Then that building will stay vacant. It is a waste of money. Maybe sell some of these buildings that are in desirable locations.
- This is a tough question since many of our schools have been in existence and well attended and loved for quite some time. In this economy and with a shrinking tax base, I'd have to say to try to do whatever was cost-effective. However, in order to keep people in the city and attract them to it, combinations of A and B may be necessary. Establishing the "new" CAPA building downtown made a great program even more attractive. Alderdice continues to draw students whose parents attended there and renovations of that building have been successful. Of course the Schenley controversy with the move to Reizenstein (choice C) was not a well received plan.
- This is not a fair question, but a catch 22.
- Too much has been spent renovating empty buildings. Allderdice has the best academics in the district, but it looks poorly compared to Peabody and Westinghouse.
- We are loaded with old buildings that we can no longer afford to operate, are too costly to renovate, yet we don't try to sell them. Why?
- We are too quick to close buildings - again, that have the facilities such as pools and gymnasiums under the auspices of 'renovation' and the costs are not calculated correctly and the original costs all of a sudden are pale when the reality costs are given. (Schenley at Reizenstein for example). Two costs that never seems to actually be entertained while making these decisions are, (1) busing - bus costs have sky rocketed not only because of the gas prices but only because there are no drivers and closing buildings and shipping students everywhere just adds more hidden costs than people want to look at and (2)when you make a decision to close a building or move a building, you promise parents the world - including every sport out there when the reality is, some of the buildings that closed had adequate facilities and you move either the whole building or the students to a building where this is no longer a possibility due to inadequate facilities - now parents are upset. The costs of busing students either to another facility (if one is available) or to a field (which is further) not only increased bus costs but it directly affects classroom times. One part of the busing problem no one seems to grasp is that the bus companies are not out there waiting for the Pittsburgh School District to decide when to play their sports or have their activities. The bus companies service the other school districts in the area including the private and parochial schools and all the new schools cropping up out there. You can change the start and end time of schools but the reality is, due to contracts with pick-up times with all schools -- students will still be picked up at the same time they have always been picked up because that is when the bus is available. Bus costs have got to be included when making any decisions about closing or relocating a school.
- What is best for the students and community? That should be the driving question in determining where a program should exist and if a new school needs to be built. It's not just about dollars and cents or "the most cost effective option".
- When bidding these construction jobs out, do not select the lowest bid which probably left something out just to get the offer. It seems that these jobs always cost more than the original bid - can't you go with the middle bid and consider experience?

15. I believe the following factors are a consideration for selecting a school to attend.

GROUP COMMENTS

- Low income children need a sense of local community.
- Safety.
- Choose option that best meets the needs of family: not every school has to have same options, including sports.
- Every HS student should have access to a full service comprehensive school in case a magnet or theme is not available.
- 6-12 schools are a mistake/ safe and orderly environment.
- Resources & staffing for students who have the greatest need.
- Allocations must reflect the need of the school - Equal is not always equitable.
- Develop plan for strong leaders/teachers.
- Number of moves a student has already incurred. Student interests - a way to determine what students want. Look at compliance issues for possible modification if needed.
- Look at different configurations of schools to determine what works best - learn from what we have done to this point.
- Provide a variety of options (different grade level configuration, single gender, late day school). Essential that students have access to technology.
- Upgrade to lunch program/facilities in building, possibly even renovating south side facility.
- 6-12 children should not be together.
- Central Food Kitchen/ All schools should have equitable distribution of resources: i.e. - PE, Tech, Etc.
- Student safety, community impact of closing or relocating students, elementary students should stay closer to home, green schools.
- Think about how community support services will be integrated with school support service. Increase number of preschool programs that are in school buildings.
- Please consider Schenley issue. Do not place older children in middle school buildings.
- Maintain diversity. Maintain reasonable class size. Quality program that has been proven to work.
- Program demands (i.e. - magnets), additional tutorial programs, additional time for standardized testing.
- Need Technical Programs for non college bound students, and more activities to help keep students off streets, and drivers education.

INDIVIDUAL COMMENTS

- Placing older children in middle school buildings. Lack of continuation of Magnet programs in certain neighborhoods. Failure of African-American children in PPS. Criminalization of children in PPS.
- I like the idea of neighborhood schools though I realize the challenges to this.
- Keeping the option open that not all students are college material. That being said we have to look at more options to develop talents for those students and help train them so that they can earn a decent living & raise a family.
- Age of building, cost effectiveness of tearing down / rebuilding.
- The most educationally effective atmosphere should be the most important consideration.
- Please give extra consideration to the Schenley facility.
- Must consider how buildings will be used long term. Will instruction always be delivered with one teacher, 25 students, and 600 square ft.? Asymmetric pedagogy will require intentional facility planning.
- Please consider vocational education programs for the Pittsburg Promise--because not all students are college material. Another option is internship programs or career ladder-type programs. Also include more parents in the process as well as students.
- We do not only look at facility and academic issues but the physical requirements of a building in terms of it accommodating the physical needs of students themselves.
- Westinghouse could easily be 6-12 or 7-12. Various programs attract students / families. It was "insane" to move middle scholl students back to an elementary school with far less adequate facilities for students of middle school size.
- Montessori has unique facility needs due to different grade groupings.
- Montessori has unique facility needs due to different grade groupings 3-6 year old (pre K-K), 6-9 year old (1st-2nd grade) 9-12 year old (4th-6th grade) 12-15 year old (7th and 8th grade). We also need a kitchen. Currently we have 2 classes per grade level through 5th grade and only one class per 6th ,7th, and 8th. Where will we put the extra middle school if we keep more of our students in middle school? Montessori is PreK through 8th.
- Location, use of existing property.
- There should be room in the plan for future growth especially for the magnet programs. There should be room for students to excel and not be on top of one another. Make sure there is enough resources to work on closing the disparity gap.
- There should be a specialty/magnet program in each feeder pattern.
- 1. Drop out rate. 2. Teacher level of academic. 3. Perception of students through various districts. 4. Parental respect. Please allow lots of time for community input / feedback. A computer in each home connected to educational materials.
- If feeder patterns are re-aligned, care must be taken to ensure student safety due to neighborhood rifts or animosity. Quality of education and student safety takes precedence over all else. Community impact.
- Safety, community impact, K-5, keep kids closer to home.
- I think that all schools should be the same except for special education or magnet schools.

- 1. Improved kitchen & food service facilities to ensure all children have access to fresh, healthy, local foods. Proper hand washing and sanitation facilities at every school. 2. Gymnasium and outdoor play materials all children have access to these as well. 3. Stronger academic standards & requirements for each magnet program. Longer accountability time frames for students to stay in the program.
- An upgrade of the food service facilities to provide a better quality of breakfast & lunch to the school students & staff. An upgrade to individual school lunchroom facilities is need as well, for example hand washing stations, salad bars, etc.
- Low income children need a sense of local community.
- 1. Maintain reasonable class size. 2. Maintain reasonable school size. 3. Maintain diversity. 4. Maintain high standards.
- Again K through 8th -- Children grow up way too fast when they leave some of their friends to be with older grades -- not always good.
- Options for all. We need to lower class sizes for optimal learning / teacher effectiveness. We need to uilize the buildings we already have. Each school has different needs I.e. at my son's school, we need 6 paraprofessionals to ensure safe, orderly hallways. We need a playground. We need to retain our Spanish teacher. We need to keep our gifted & talented resource teacher which actually pulls kids out to alleviate classroom teachers' responsibilities so he / she can focus on struggling students.
- Space in the schools for Early Childhood Education programs.
- How community support service will be integrated with school services.
- Support needs of school staff, parents, and students. Explore sharing space with CYF, WIC, MH /MR agencies, afterschool programs, Americorp, and other orgs that could use space and benefit the school and community.
- School within a school.
- Consideration should be given to early childhood programs. Good closed facilities should be considered.
- These questions miss many of the key issues most parents have about facilities.
- A safe & orderly learning environment must always be top priority.
- Heating costs. Schools are overheated and this is a huge waste of money.
- 1. Not every school has to offer the same extra-curriculum options. Life is not fair and if you have a good gymnastics program for instance, you may not have a theatre program. Parents and students should be able to choose the option that meets most of a student's needs. 2. Safety. 3. Ask students what they think.
- Teacher training to meet diverse student body. Creative ways of teaching to inspire students.
- The quality of the teachers and achievement of students in existing schools should always be considered in addition to cost of operation.
- About giving high school students who are receiving poor grades a good option and to having more time and to raising the test scores and to have more tutoring time.
- Stop closing schools in Hill District that are doing well.
- True transparency includes parents & community. This currently is a dictatorship - no hearing from public. No 6 - 12 grades together.
- Housing trends in the city & particularly public housing because that's what drives where huge populations of students go. What types of programmatic interventions would also need to be in place to ease families through transitions - particularly if you merge kids from different neighborhoods.
- Neighborhood identity. Time spent on travel time. Safety. 6-12 is a bad idea.

- I do not like the 6-12 schools. I don't think that a 6th grader is able to communicate effectively with a 12th grader -- bullying issues, sexuality, communication skills, physical prowess.
- A. Geographical issues that impacts students - gangs, etc. B. Quality of teachers. C. Equity issues that drain resources from already dying communities. D. Lets study & further look at inequality in present school facilities that clearly impact present school learning. You have failed to address any issue that directly relates to equity. You cannot assess where we are until you raise this very pertinent question.
- The demand for the program (ie magnets).
- We should have more programs in the school to keep the school off the street, if we have more thing to do in class they will be interested.
- 1. Building should promote academic achievement   2. PPS needs to be competitive to surrounding districts. 3. Proportion of per pupil cost that goes to quality of education need to be maximized.
- 1. Consistency   2. Involvement of all stakeholders.
- Beauty of our schools.
- Creating CTE programming at various HS throughout the city to attract students to different areas.
- How were the minimum student per school ratios developed?
- What is the percentage of all Pittsburgh area school age kids who go to PPS VERSUS private schools and how has this ratio changed?
- What is the prediction for the future?
- Resources and staffing should provide the best opportunities for those who typically have no advocacy.
- Keep the Connley & Letche properties for future trade/life skill opportunity.
- Have health care/culinary high school programs.
- Develop Plans for strong competition, for travel between schools/other districts and sharing of best practices.
- Develop Plans to bring back students attending other non-public schools.
- The district must provide equality and equity at each school.
- We should not have to follow the curriculum all the time. Sometimes they should let the teachers wing it.
- As a student in high school, I will let you know that it's not fun doing the same thing everyday you wake up to go to school.
- We need to ask more students these questions rather than just the adults. I feel as if we (the students) have an opinion to our future. Our voices should be heard. We are living through this change.
- Academic Achievement – increase.
- CAS, PSP & main stream classes in all grade levels.
- Transparent decision making is essential - engage community.
- Schools should be places that reflect city adversity - attract people from different backgrounds.
- Planning & community analysis should be a key part of daily operations in the district.
- Schools should be in places where they can engage with community institutions.
- Facilities should meet needs of the program.
- Strong leaders are critical.

- Find a way to get really bad teachers out of the profession, but make sure process is fair & not based on test scores.
- Continued improvement between school district & families.
- The opinions of the children attending these schools and how convenient it may or may not be for them.
- Neighborhood relationships, environmental impact of additional transportation, impact of removing schools from a given community.
- Any plans for future changes should be dedicated to promoting academic and ethnic diversity and equity throughout district.
- This questionnaire is biased and seems to be geared toward a particular conclusion.
- Redoing feeder patterns and market value of PPS buildings.
- We must first look at the cost of owning/operating the closed school building.
- Buildings should have equal facilities (e.g. All high schools have a pool; all middle schools have regulation gyms, all elementary schools have science labs, etc.).
- I encourage sharing resources & existing successes (academic & facilities) when possible.
- We need to establish and maintain excellence for all schools.
- We should make choices based on many more factors than just cost.
- Variety of academic offerings/ cost of transportation.
- Please, Please, Do something for C.T.E.
- For future surveys perhaps include a box for the area parent/guardian status - for community leader.
- As you have done, keep schools that work.
- Dealing with neighborhood rivalry, i.e. Peabody/Westinghouse.
- Unfortunately closing schools seems to drive students out of the system. Work to keep them in the system with individual parent outreach.
- Creative can't resist options, promoting the programs that do work – Pittsburgh promote rising test scores, etc.
- Engage the students & parents in schools that might close in coming up with solutions to these problems.
- Kids #1 priority is being with their friends.. Keep in mind.
- Renovation of the Central Food Kitchen so that fresh fruits and vegetables from local farmers can be processed.
- Quality of facilities will dictate directly or indirectly the quality of program. The care of building/Green building qualities shows our care/future care example to our children.
- Peabody High School would make a great school for career & tech programs - underutilized, great building, has a few CTE programs already.
- I believe there needs to be balance. Don't just consider money, transportation, enrollment, or buildings (amenities/programming, etc.).
- Low-income African Americans are the majority of kids we see. They are the most forgotten. Image and other issues always seem to take precedence.
- Yes, they are important, however, it's not everything. All kids deserve small class size, good programs, safe schools, appropriate furniture and materials.
- That because of movies, everyone needs to look at the excellence model and find out what will benefit the students.
- Sports, fitness, after school, club sports.

- Peabody High School - I think the best thing for the area kids (feeder pattern) as well as the development of the kids is to keep Peabody as a 9-12 school.
- 6-12 schools are a mistake.
- Urban Ecology & Green Building (Indoor Environmental Quality Energy Efficiency, Water Conservation) day lighting, ventilation, acoustics, non-toxic mater., quality nutrition.
- Ask: Are education quality & school facilities an econ. Dev. Driver? Yes.
- Student interest and variety of options. Academic Themes are not the only possibilities. Why not have schools that meet in the afternoon, or separate genders, or different grade configurations.
- Technology access – essential.
- The number of moves a student has already been subjected to.
- Racial equity and parity.
- Money spent (equity of) across various neighborhoods.
- Looking at moves made recently to determine what has worked and what hasn't regarding school configurations (K-8's versus middle versus 6-12), etc.

WEB COMMENTS

- We need our local roots
- A "full-cycle analysis" of costs should be completed before many any infrastructure investments. For example, it might cost more to renovate an existing building versus building a new one but what about the investments (both material and energy) that initially went into building the existing school and what happens to the building afterward? An empty building is a liability for any neighborhood and will depress values. Pittsburgh needs to think about sustainability.
- A cost effective plan might be what's best for the students.
- A)New construction is inferior.
- All depends on the situation.
- All of the above would be dependant upon the current facility conditions, area, and use for that facility.
- All things belong equal.
- Although cost is very important it can't always be the only driving factor.
- At times, as in the case of Schenley High School and its magnets, geography is as important to consider as finances. Parents and students appreciated the ancillary institutions available in the Oakland location. This attracted them to the magnet and to Pittsburgh Public Schools. I am not sure you will get the same response with an East Liberty location. Also, we must be very careful when realigning schools, that we do not inadvertently cause de facto segregation, as occurred when Schenley was phased out and U Prep was phased in.
- Being cost effective is not always the best option, even in these economic times.
- But one of the cost that must be considered is the cost of having to transport students from far distances.

- Cost cannot be the only consideration. Part of the problem of public schools is that we try to make unrealistic budgets work.
- Depends on the history of the building.
- Do what is best for the academic program and neighborhood continuity.
- Do whatever it takes to get middle school kids in a middle school building not move them from a middle school building into elementary building. Everything is too low or small for these kids. It was a disgrace for these kids to go from a full cafeteria to hot/cold packs, a fully equipped gym with pool to a combined gender gym class without even a locker room, etc.
- Each situation should be considered on its own merits. How can building anything be considered?
- When there are empty buildings all over the city with more to come? Cost should always be the first consideration, but many other factors should determine the final decision.
- Are funds being distributed throughout the district equally for such projects? What would be done with the existing building if a new one was built or a program relocated to another site?
- What is the projected enrollment for this new building or program and who will it serve?
- Let's take better care of what we already have before we dive into expenses that can hardly be justified in this present economy situation.
- For A, B,C,& D - I think it depends on the circumstances and should be decided as each individual situation arises.
- How do you evaluate Cost Effective?
- You have to go back to the PPS reputation. South Brook was to be built as a Brookline Community Elementary School. The School Board lied through its teeth through the whole building process. It was to be a middle school. And not a middle school for Brookline, it was for Carrick, Bon Air and Overbrook.
- The initial feeder pattern for the South Brook School had two Brookline streets and the rest was from Overbook and Carrick. The people of Brookline fought to have that school built for the overcrowding and you perpetrated a lie. The PPS has a reputation of lying to the public, lying to students, lying to parents and it has a reputation of not thinking of the students first.
- You lied for years when you said that was a Court Order to Desegregate the Schools. There was no court order. You as the Board chose to do it but hid behind the Court Order until it was uncovered by the Citizen's for Neighborhood Schools. The Board and Administration was in on the conspiracy. How can you be trusted?
- I feel we need to build new high schools see comments in question 5.
- I personally would like to see buildings that can be renovated be renovated. I am cannot see sinking millions into a school just because it was my alma mater. If it is deemed unsafe, then I would prefer to see the millions go into a brand new building with the latest technology and modern heating and cooling systems.
- I think each individual building and plan needs addressed. Cost is a concern. However, I also feel the input of teachers and other administrative staff is needed. The renovations that took place in one building took away all storage space, excellent hard wood storage cabinets and child sized sinks and fountains and replaced them with particle board materials that are already failing.
- I think that this is difficult to answer, as there are so many variables. However, with thinking more "green," I believe that we should not be building new buildings for sure.
- I think whatever will be more beneficial for the students should be the first consideration. Cost should not be the main criteria.

- It depends on the school.
- It totally depends. Schenley should have been renovated. Reizenstein should be demolished. East Hills was a great facility, Liberty feels like an old cave.
- Location. Where are you going to gain new students?
- Money isn't everything. A newer building will be more cost efficient over time with more energy efficient windows, heating systems, lighting, etc. The buildings now waste so much. Go by any school in the winter time and I bet you can see windows open because they can not control the old boiler heating systems. Rooms are either too hot or too cold.
- My son will not attend a Pittsburgh public high school.
- Not renovating Schenley was a poor decision. Putting the students at Reizenstein, an even worse one.
- Options B and C must include a caveat to make the building handicap accessible if it is not currently accessible. This question should have been a ranking of order of preference of the options provided. My ranking is "D", "B", "C", and lastly "A".
- Provided the most cost effective is also safe and has somewhat adequate course offerings and travel time is appropriate (30 minutes or less).
- Renovate or build according to the budget or what it allows.
- Saving money is not always the best option.
- Saving money... or educating students in the most effective manner. Lets be honest, kids cost money. Books, computers, special education resources, teachers, and paraprofessionals all cost money. And the list only goes on and on. Where are our priorities if not in our youth? I say spend it if we have it. If our district/schools are so worried about money, WHY are we spending over $1500 on Wal Mart gift cards just for taking the PSSA's? That money could have been spent on other valuable resources. There is an inexcusable amount of money being spent on useless items.
- Since when do you do the more cost effective option? You do what you want to do and think you will always have tax dollars to work with.
- Keeping the existing building, if it has been maintained over the years would not be a problem.
- You have not kept up any building over the years and want all new buildings now.
- Some buildings have historical backgrounds & grand architecture. I feel these are important to our district and each individual neighborhood.
- The district must come up with the money to renovate Schenley, and to expand the program AT Rogers CAPA. There is plenty of property around that building in Garfield. The alternatives the district has come up with are both ridiculous and harmful to student achievement.
- There are many empty buildings within the Pittsburgh Public School district. We do not need to build more....   Renovations need to be cost effective (if they need to occur at all) i.e. a great deal of money was used to replace windows at Prospect...a year later it was closed (a terrible waste of taxpayers money).
- There are no absolutes in these issues. Every one must be considered on a case by case basis.
- There are so many old beautiful historic school buildings. Renovate them using green technology.
- There are special cases such as Schenley High School where the historic, neighborhood and academic value of the school supersedes cost effectiveness. (I believe that that building should have been reused).

- There seems to be lots of extra spending in the district. They will move one school into a vacant school make all of these accommodations (installing elevators, internet lines etc). The school will be there for a year or two and then will be moved to a new location. Then that building will stay vacant. It is a waste of money. Maybe sell some of these buildings that are in desirable locations.
- This is a tough question since many of our schools have been in existence and well attended and loved for quite some time. In this economy and with a shrinking tax base, I'd have to say to try to do whatever was cost-effective. However, in order to keep people in the city and attract them to it, combinations of A and B may be necessary. Establishing the "new" CAPA building downtown made a great program even more attractive. Alderdice continues to draw students whose parents attended there and renovations of that building have been successful. Of course the Schenley controversy with the move to Reizenstein (choice C) was not a well received plan.
- This is not a fair question, but a catch 22.
- Too much has been spent renovating empty buildings. Allderdice has the best academics in the district, but it looks poorly compared to Peabody and Westinghouse.
- We are LOADED with old buildings that we can no longer afford to operate, are too costly to renovate, yet we don't try to sell them. Why?
- We are too quick to close buildings - again, that have the facilities such as pools and gymnasiums under the auspices of 'renovation' and the costs are not calculated correctly and the original costs all of a sudden are pale when the reality costs are given. (Schenley at Reizenstein for example). Two costs that never seems to actually be entertained while making these decisions are, (1) busing - bus costs have sky rocketed not only because of the gas prices but only because there are no drivers and closing buildings and shipping students everywhere just adds more hidden costs than people want to look at and (2)when you make a decision to close a building or move a building, you promise parents the world - including every sport out there when the reality is, some of the buildings that closed had adequate facilities and you move either the whole building or the students to a building where this is no longer a possibility due to inadequate facilities - now parents are upset. The costs of busing students either to another facility (if one is available) or to a field (which is further) not only increased bus costs but it directly affects classroom times. One part of the busing problem no one seems to grasp is, that the bus companies are not out there waiting for the Pittsburgh School District to decide when to play their sports or have their activities. The bus companies service the other school districts in the area including the private and parochial schools and all the new schools cropping up out there. You can change the start and end time of schools but the reality is, due to contracts with pick-up times with all schools -- students will still be picked up at the same time they have always been picked up because that is when the bus is available. Bus costs have got to be included when making any decisions about closing or relocating a school.
- What is best for the students and community? That should be the driving question in determining where a program should exist and if a new school needs to be built. It's not just about dollars and cents or "the most cost effective option".
- When bidding these construction jobs out, do not select the lowest bid which probably left something out just to get the offer. It seems that these jobs always cost more than the original bid - can't you go with the middle bid and consider experience?
- Which ever fits the situation best.

DEMOGRAPHICS

Gender		
	Individual Responses	**Web Responses**
Male	37%	24%
Female	63%	76%
Prefer Not to Answer	0%	0%

Your Age		
	Individual Responses	**Web Responses**
Under 18	6%	2%
18 - 29	12%	8%
30 - 39	18%	25%
40 - 49	26%	26%
50 - 59	32%	28%
60 and over	4%	4%
Prefer Not to Answer	2%	6%

Your Ethnicity		
	Individual Responses	**Web Responses**
White/Caucasian	66%	70%
Black/ African-American	25%	17%
Hispanic or Latino/Spanish	2%	1%
Native American	0%	0%
Mixed Heritage	2%	1%
Other	2%	1%
Prefer not to answer	3%	11%
No Answer	0%	0%

Child(ren)'s Ethnicity		
	Individual Responses	**Web Responses**
White/Caucasian	54%	65%
Black/ African-American	29%	19%
Hispanic or Latino/Spanish	3%	1%
Native American	0%	0%
Mixed Heritage	7%	4%
Other	6%	1%
Prefer not to answer	3%	11%
No Answer	0%	0%

Parental / Guardian Status		
	Individual Responses	**Web Responses**
Do not have children in the School District of Pittsburgh	47%	60%
Parent/guardian of child less than 5 years old	7%	13%
Parent/guardian of Kindergarten student	6%	5%
Parent/guardian of 1st thru 3rd grade student	12%	11%
Parent/guardian of 4th thru 5th grade student	12%	8%
Parent/guardian of 6th thru 8th grade student	18%	8%
Parent/guardian of 9th thru 12th grade student	18%	13%
Parent/guardian of private/parochial/charter student	6%	4%
Parent/guardian of former student or graduate of the District	16%	13%
Grandparent of student or graduate	3%	3%
No answer	0%	0%

Are you an employee/retiree of the School District of Pittsburgh?		
	Individual Responses	**Web Responses**
Yes	37%	78%
No	63%	22%
No Answer	0%	0%

If you are an employee or retiree, what is/was your position?		
	Individual Responses	**Web Responses**
Teacher	42%	75%
Support Staff	38%	13%
Administrator	19%	5%
Other	0%	8%
No Answer	0%	0%

How did you find out about the Community Dialogue?		
	Individual Responses	**Web Responses**
Administrator	20%	40%
Email	27%	45%
Friend	11%	4%
Letter	11%	6%
Parent	5%	2%
Relative	80%	1%
School Board	10%	3%
School Newsletter	19%	5%
Superintendent	6%	3%
Support Staff	80%	2%
Teacher	3%	6%
Other	37%	8%
No Answer	0%	0%

How many years have you lived in the School District of Pittsburgh?		
	Individual Responses	**Web Responses**
None	4%	11%
Less than 2	3%	2%
2 - 5	10%	8%
6 - 10	10%	8%
11 - 15	9%	12%
16 - 20	18%	9%
More than 20	48%	50%
No Answer	0%	0%

Your Employment Status		
	Individual Responses	**Web Responses**
Work full time	80%	90%
Work part-time	15%	5%
Not currently working outside the home	7%	5%
No Answer	0%	0%

Are you a student of the School District of Pittsburgh?		
	Individual Responses	**Web Responses**
Yes	9%	12%
No	91%	88%
No Answer	0%	0%

Your Level of Education		
	Individual Responses	**Web Responses**
Current Student	8%	1%
Less thatn High School	2%	1%
Not a High School Graduate	0%	4%
High School Graduate	4%	4%
Technical School/some College	5%	5%
Some College/Trade School	13%	21%
Bachelor's Degree	28%	8%
Advanced Degree	3%	56%
Master's Degree/Higher	41%	0%
No Answer	0%	0%

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Your Children Attend… Early Childhood Centers		
	Individual Responses	**Web Responses**
Arlington Early Childhood Center	0%	17%
Bon Air Early Childhood Center	50%	33%
Chartiers Early Childhood Center	0%	0%
Homewood Early Childhood Center	50%	17%
McCleary Early Childhood Center	0%	0%
Reizenstein Early Childhood Center	0%	17%
Spring Garden Early Childhood Center	0%	33%
No answer	0%	0%

Your Children Attend… Elementary Schools		
	Individual Responses	Web Responses
Allegheny K-5	4%	1%
Arlington K-8	4%	0%
Arsenal Pre-K-5	0%	3%
Banksville K-5	0%	3%
Beechwood K-5	0%	4%
Brookline K-8	0%	1%
Carmalt K-8	0%	8%
Colfax K-8	4%	1%
Concord K-5	4%	3%
Dilworth K-5	4%	4%
Faison K-8 Intermediate	0%	3%
Faison K-8 Primary	0%	4%
Fort Pitt K-5	4%	1%
Fulton K-5	0%	1%
Grandview K-5	4%	0%
Greenfield K-8	4%	8%
King K-8	0%	1%
Liberty K-5	12%	4%
Lincoln K-8 Primary	12%	1%
Lincoln K-8 Intermediate	12%	1%
Phillips K-5	15%	3%
Linden K-5	0%	4%
Manchester K-8	0%	3%
Mifflin K-8	0%	3%
Miller K-8	0%	1%
Minadeo K-5	4%	1%
Montessori K-8	19%	20%
Morrow K-5	0%	0%
Murray K-8	0%	0%
Northview K-5	0%	3%
Roosevelt K-5	0%	1%
Schaeffer K-8 Primary	0%	1%
Schaeffer K-8 Intermediate	0%	0%
Spring Hill K-5	0%	3%
Stevens K-8	0%	1%
Sunnyside K-8	4%	0%
Vann K-8	4%	0%
Weil K-8	0%	1%
West Liberty K-5	8%	1%
Westwood K-8	0%	5%
Whittier K-5	0%	1%
Woolslair K-5	0%	0%
No answer	0%	0%

Your Children Attend… Middle Schools		
	Individual Responses	Web Responses
Allegheny 6-8	0%	14%
Arsenal 6-8	5%	5%
Classical 6-8	11%	9%
Frick 6-9	16%	9%
Rogers CAPA 6-8	32%	32%
Rooney 6-8	0%	0%
Schiller 6-8	15%	0%
South Brook 6-8	11%	14%
South Hills 6-8	0%	14%
Sterrett 6-8	11%	5%
Student Achievement Center 6-8	0%	0%
No Answer	0%	0%

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Your Children Attend… High Schools		
	Individual Responses	**Web Responses**
Allderdice High School	19%	21%
Brashear High School	0%	8%
Capa High School	22%	12%
Carrick High School	7%	8%
Conroy	0%	0%
Langley High School	11%	2%
McNaugher	0%	0%
Oliver High School	0%	4%
Peabody High School	19%	2%
Perry High School	4%	13%
Pioneer	0%	0%
Schenley High School	19%	10%
Student Achievement Center HS	0%	0%
University Prep 6-12 at Margaret Milliones	0%	0%
Westinghouse High School	0%	23%
No Answer	0%	0%

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Regional Dialogues Results

May 13th and 14th, 2009

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DeJONG

Kimball ARCHITECTURE

Introduction

On Wednesday, May 13th and Thursday, May 14th, Regional Dialogues were held. The purpose of these Regional Dialogues was to gain broad-based input on academic and facility topics that would help develop criteria and standards from which facility recommendations could be developed. More than 100 parents, students, District officials, administrators and staff, community and business representatives among other educational stakeholders and supporters were in attendance.

This document represents the results of the individual, group, and online questionnaires completed May 13th and 14th from the Regional Dialogues as well as questionnaires completed online from May 15th through May 22nd. In total, there were 484 questionnaires completed. Of this total, there were 104 individual, 19 groups, and 361 online questionnaires completed. Within this document are the questions posed to dialogue participants, summary of comments and percentages, statistical summary of responses, and comments as written by participants. All percentages may not add up to exactly 100% due to rounding.

In what area of the District do you live?

Individual & Online Responses	
East Area	58%
North/West Area	19%
South Area	23%

In what area of the District do you or your child attend school?

Individual & Online Responses	
East Area	64%
North/West Area	15%
South Area	21%

High School [9th – 12th]

1. **Please prioritize the considerations for addressing high schools that may be under-enrolled based on the number of students compared to the actual student capacity of the facility. [1 is your first choice and 2 is your last choice.]**

Individual & Online Responses		
	1st Choice	2nd Choice
A. Expanding grades to a 6-12 arrangement as a way to fully utilize available space	41%	59%
B. Combining existing high schools	55%	45%

Group Responses		
	1st Choice	2nd Choice
A. Expanding grades to a 6-12 arrangement as a way to fully utilize available space	47%	53%
B. Combining existing high schools	61%	39%

INDIVIDUAL COMMENTS

- Depending upon which high schools would be kept. I might prefer B rather than A.
- Concern of combining middle with high schools as the smaller kids are more exposed.
- 6th -12th grade schools inappropriately mix young with older students, challenging master schedules.
- I do not like either choice.
- Expanding to a 6-12 arrangement is an untested unacceptable option in Pittsburgh Public Schools. It is also believed that this option would find its home in low performing areas except as relates to CAPA.
- Grades 6-8 locations and 9-12 locations are better for students to focus & learn better.
- High School students should not mingle with younger children or middle and elementary.
- I do not agree that 6-12 should be housed together. I need to know what high schools you plan to combine.
- Don't want 6-12 arrangement. Wish to keep middle school separate.
- Magnet schools can be 6-12, because parents can choose that, but comprehensive schools should not be 6-12.
- Try to keep as many high schools within community.
- Separation of high school and middle school students in same building okay. (2)
- Don't want my "tween" to go to school with older kids.
- Some neighborhood populations will create an unsafe environment if combined. 6-8 must be kept separate from 9-12. Plus need an adult focused on their needs.
- We have to take into account that there are some neighborhoods that just should not be combined due to a negative history.

- Combining existing high schools must give consideration to neighborhood rivalries and respect the input from local school administrators. Neither option is acceptable.
- I wish they provided the same options at every school. I don't wish for my child to be bussed all over the city. (Equality for all). People who care and want to work hard for the children.
- 11 year olds should not be with 18 year olds.
- I would not want my 11 year old 6th grader with an 18 year old 12th grader.
- What about safety?
- I chose the lesser of the 2 evils. I'm not truly agreeable to either choice.
- I do not believe in the concept of a building with grades 6 to 12.
- I don't agree with having 6-12 high school due to the safety factor. Combining high schools will be very dangerous.
- Not sure either is best option.
- I don't like either option, unless a large school can somehow have small enough class sizes to educate.
- Neither option is great.
- Not sure which I prefer. Actually, 6-12 can work, if done well & carefully. I hate the idea of super sized high schools.
- 6th graders do not belong in the high school environment. They are too immature.
- If the current configuration already has included 6 - 8 grades, why is there the necessity for 6-12 schools?
- Need more information.
- Would a 6-12 option be themed for each school? That could be a determining factor in which choice to make.
- 6-12th grade is unacceptable. The 6th graders and high school students should not be in the same building.
- I don't believe in 6 through 12th.
- Separating kids in high school.

- Keep kids in neighborhood.
- Age difference and maturity must be studied and evaluated.
- Either could be ok.
- The main concerns should be related to academics. I think that thematic groupings 6-12 should work well. Also, I think that smaller facilities are more appropriate.

GROUP COMMENTS

- Depends upon what kind of school we are talking about. Thematic versus comprehensive. Can't answer at this time. Concern regarding successful 6-12 previously implemented.
- Take neighborhoods into account with historic violence.
- Information missing. Will 6-8 be separated from high school students?
- Do not like 6-12.
- As a group we think 6-12 grade arrangement is a poor option.
- If we would move to 6-12, we would prefer thematic schools.
- 6-8 will learn options. Need some segregation of ages. Some exposure positive. Parents do not want to mix 6th grade with 12th. Control of students a problem. Safety.
- Neither option is acceptable, however 6-12 offers options that can be beneficial.
- Comprehensive high schools should not be 6-12.

ONLINE COMMENTS

- 6-8 are too young to be in the same building with more physically mature high school students.
- I don't agree with either. Include high schools that have themes.

- 6-12 does not serve the middle school developmental mile stone.
- Sixth graders and 12th graders should not coexist. Very different developmental/social needs.
- I believe that combining grades 6-12 in any facility is a safety and emotional hazard for the kids.
- I don't think little kids should interact with big kids.
- I don't want my 12 year old to go to school with 17/18 year olds.
- These choices are too simplistic to answer well. There are so many variables that impact these things.
- Most high schools are big enough and can be equipped. The idea of combining causes problems with neighborhoods.
- I do not agree with a 6-12 arrangement nor am I for combining existing high schools.
- Both choices are bad.
- My choice is based on the assumption that middle school age children would be kept separate from high school aged children.
- 6-8 grade students are not ready to be in a high school setting.
- I do not wish to see either choice implemented.
- The only way this can be done that is conducive to the entire population is to make sure the space allows for separation of the 6-8 population and then the 9-12 population.
- Bringing 6th through 12th graders together is not a good option.
- Grades 6-12 should not be mixed.
- I worry that combining high schools compounds the problems. Smaller schools seem to me to be more efficient.
- This may help the middle school problem; choices are not great.
- Sixth, seventh and eight graders needn't be exposed to attitudes and values of secondary students.

- True first choice: more vocational schools that are not high schools. You need more choices.
- Combining high schools could be a disaster due to the mixing of different neighborhoods.
- I do not feel that it is smart to have such a large developmental difference in one school. Older boys could take advantage of younger girls. Young students would be exposed to things older students do that are not appropriate, etc.
- I don't feel that 6th graders belong in a high school. I think that you should go back to the models of K-6 schools. It is more beneficial for the students and it does better for them not to model the behaviors of the older students. They are too young.
- You need to have smaller schools to have excellence in education.
- Neither is a good idea. You cannot put certain neighborhoods together and 6th graders should not be with 12th graders.
- I have concerns with having 12 year olds with 16 and 17 year olds.
- The middle school students need to be in a facility with a wider variety of opportunities to take higher level courses when appropriate, more related arts options and a full service cafeteria.
- I do not think it is a good idea to combine 6-8 graders with 9-12.
- Schools are good the way they are.
- I do not agree with six through twelve schools. Maybe K-8 and 9-12 or K-7 and 8-12.
- Combining the high schools will allow the students to get a more diverse education and allow for more programs & elective choices such as art, choir, band, etc.
- I don't see either of these as an appropriate option. Perhaps recruiting students who don't currently attend Pittsburgh Public Schools?

- Care must be taken when combining non-harmonious population.
- Fill excess capacity in existing high schools by moving administrative personnel into school building and close administrative offices, move community services, after school activity, police & public services (grown-ups) into schools.
- I don't like either arrangement.
- High schools should remain 9 thru 12.
- Students in 6-8 need the opportunity to experience that uncertain and indecisive period in their development without the influence of older peers. Although many efforts have been made to stagger schedules so that the two groups do not make contact.
- It is highly inappropriate to house 12 year olds within the same school building as 18 year olds, especially with the rampant problem of teen pregnancy in our District.
- Consider offering a half day Pre-K.
- How can you potentially put an 11 year old with students 18 & 19 years old?
- I think the students in 6, 7, and 8 could benefit with the facilities such as pools, larger gyms, cafeterias and more arts related programs that the high school buildings can offer.
- I think that would cause more safety issues.
- Only if you have discipline under control and you can separate the middle & high school students; you need enough vice principals or deans for the best interests of the students.
- 6-12 combination will only work if students are able to be separated in the building or using common areas such as the cafeteria and gyms at different times of the day and having different arrival and dismissal times as well as entrances.
- Buildings should not house 6-12th graders. I would never let my child at the age of 12, be around all day every day 18 year olds.
- 6-12 is too big an age range for one facility.

- Oliver & Perry High School are very close to each other. You don't need two high schools on the North side.
- Option A needs far more study.
- We need to be conscious of the neighborhoods we combine and the relationships that exist between the neighborhoods.
- Sixth-graders will be overwhelmed by high school kids. They're intimidated by eighth-graders. If you combine them, it's obvious that you're only concerned about money, and not our kids.
- 6th and 12th grade students should never be in the same school.
- Peabody and Westinghouse are way below capacity. The easiest solution is to combine these schools without destroying the feeder patterns of the existing high schools.
- The lack of adequate finances, while a problem, should not put students in a position of being fearful to go to school. In addition 6th graders have no business in a school with high school age students. Many bad influences are modeled.
- It is dangerous to both the students as well as the teachers to combine the high schools. You must take into consideration gang violence as well as community rivalry.
- 6-12 schools do not work.
- Not comfortable with 18-19 year kids with 12 yr olds.
- Not in favor of 6-12 configuration.
- I strongly object to having sixth graders in the same building with 12th graders.
- I have grave, grave concerns that the District will be able to protect younger children from exposure to violence, sexual behavior, drugs, and alcohol in a 6-12 school. Could it be done? Yes. Can Pittsburgh Public Schools do it? Doubtful.
- Combining grades 6-12 is a terrible idea. The students are not mentally and socially ready to interact.
- Careful putting neighborhoods together.

- When my children are of age I would not like to see them going to school with 12th graders.
- Some existing schools are already overcrowded.
- In today's society, I don't believe that 6th graders should be with 11th and 12th graders because of some of the things that they are into, the way they behave, and the younger children are/can be influenced by them. There are gang issues.
- With size restrictions, merging 6-12 facilities is a workable solution.
- I don't like either option. We need to go to local area schools and stop this ridiculousness.
- I fear the influence of high school students on the younger children.
- Mixing young teenagers with older teenagers is a bad idea.
- My first choice would be to use less space in existing schools and rent out excess space to local/compatible non-profits and businesses. This would allow schools to be adaptable to unanticipated changes such as population, natural disaster, etc.
- Bringing more neighborhoods together lends itself to disturbance and violence.
- Closing high schools is a terrible idea.
- It may be a great consideration to combine Schenley and Peabody which might help to improve the quality of performance and foster good relationships again rather than having them spread all over the city.
- I feel if smaller classroom sizes, the students could learn better. When you look at the type of child we have today, smaller classroom size is better. I just feel like there should be more academic classes in every high/ middle school building.
- Both situations can have terrible situations for the schools involved.
- Neither is a very good option. We sacrifice quality for money-saving techniques. Larger schools in either configuration will

- severely affect the population, greater discipline issues, loss of individuality, etc.
- When making these decisions has there been any thought put into the problems that these rival neighborhoods are having.
- Other choice: use space for community centers, use space for District purposes.
- You can not arbitrarily combine schools from different neighborhoods.
- Neither of these are good choices. 6 - 8 needs to be by themselves to have the time to figure things out. They are too big to be with the K - 5 but you don't want to rush them to grow up either.
- There is too much of an age discrepancy between 6th and 7th graders versus 11th and 12th. Children need their own school identity; age appropriate sports teams, etc.
- Before you close any schools, make sure that you replace all of the windows like you usually do.
- Too much age difference in 6-12 school.
- I like the concept of middle school. There should be high school in each area of the city.
- Violence seems to be main concern with merging. Peabody/Westinghouse, so stop violence first.
- I really do not support either of these choices.
- Increase Physical Education requirements so students have an outlet.
- If middle school students are effectively separated from high school students that option becomes more attractive.
- I strongly feel that middle schools provide an important & necessary transition from elementary school to high school. Combining high schools can only be done carefully with awareness of many issues.
- Do not like 6-12 make up. Mixing those age ranges is disastrous.

- I don't like either of those, but I definitely don't like the idea of 6-12.
- I am not in favor of having 6th graders with 12th graders.
- Don't think sixth graders should be with high school students.
- Option A retains a neighborhood feel for the school, although there would need to be some way to have separation between middle school aged children and high school children.
- It would be better to use the buildings in a 6-12 arrangement, provided that middle grades have a separate entrance and are isolated from high school population. Forcing students from different high schools to merge will lead to numerous problems.
- Combining schools often causes disruptions based on neighborhood factions.
- The fact that it must be one of these is ridiculous. So much money is spent on the magnet schools. Why not forget the magnets.
- Are you aware that if combining some high schools, there may be gang issues?
- I don't think that 6-8 should be with 9-12.
- Is a second choice really necessary?
- I don't like either option. I don't want my 6th grader with 12th graders unless they are separated like Brashear and South Hills. Combining schools will terminate neighborhood schools. It takes too long to get from one region to another.
- Both of these options pose significant issues that make this issue far more complicated than a simple "either/or" scenario.
- Keep middle school and high school children separate.
- Neither is a good choice. (6)
- One must consider community dynamics and safety of students traveling from one community to the next.
- 6th and 7th graders should not be placed with high school students. Keep schools as local as possible even if smaller to avoid violence.

- Neighborhood dynamics must be considered in combining existing schools so as to not yield more school violence.
- Keep 6, 7, 8 separate from 9-12 as much as possible.

- Combining 6 - 12 is a very bad idea because of the age difference and combining existing schools is bad because less attention will be given to the student.

2. Please rate the desirability of each high school option (Question continues on next page).

Option A will consist of a combination of comprehensive and thematic high schools:
- 3 comprehensive high schools ranging from 900 – 1,200 students each
- 4 thematic high schools ranging from 500 – 700 students each

Option B will consist of a combination of comprehensive and thematic high schools:
- 5 comprehensive high schools ranging from 600 – 700 students each
- 4 thematic high schools ranging from 500 – 700 students each

Option C will consist of all thematic high schools:
- 9 thematic high schools ranging from 500 – 700 students each

Option D will consist of a combination of comprehensive and thematic high schools containing grades 6 – 12 and 9 – 12:
- 5 comprehensive high schools ranging from 900 – 1,200 students each
- 4 thematic high schools ranging from 700 – 900 students each

Individual & Online Responses			
	High	**Moderate**	**Low**
Option A	22%	42%	36%
Option B	46%	43%	11%
Option C	28%	32%	40%
Option D	21%	25%	54%

Group Responses			
	High	**Moderate**	**Low**
Option A	26%	32%	42%
Option B	53%	47%	0%
Option C	5%	16%	79%
Option D	25%	30%	45%

INDIVIDUAL COMMENTS

- Consider a "flagship" school like Allderdice that all areas of the city could apply to.
- There has to be some kind of default option if they don't get the school of their choice.
- Would not want all high schools to be 6 - 12.
- All should be combination of thematic.
- Smaller high schools offer the opportunity for more comprehensive student attention and involvement.
- One of the additional thematic schools needs to be an "alternate" high school for students who do not thrive in regular classrooms. Not behavior issues.
- Option D is only valid if elementary schools are PreK-5th.
- Would prefer options that allow for thematic schools to share buildings with smaller (600-700) comprehensive high schools, forming 1200 student size high schools. This allows for wider course options, athletics and choices within schools.
- Students should not have to specialize so early. I don't think all thematic schools are a good idea. 6-12 is not a good idea.
- Prefer smaller school size.
- Do not support 6-12. Do not believe all comprehensive high schools should be eliminated.
- Concerned with size of buildings for small populations.
- Either D or B. Add another Thematic School such as CAPA.
- Not enough information to make an assessment.
- Option D does not address excess capacity concerns while Option A calls for high schools that are too large.
- I don't like the 6-12 configuration. I prefer high schools that offer extracurricular activities.
- For option D, what will be offered to students? What kind of program?

- Feel that we need a balance of choices to compete with private schools.
- 6-12 concerns me due to the developmental ages.
- I don't think any choice is a bad or wrong one if implemented correctly.
- I don't think all thematic schools are a good idea. Not all students know what they want to do.
- Try to keep small classrooms.
- Career Technical Center should not be out sourced. Maintain jobs in District.
- I like Option D, grade 6-12 combined. It allows the students to interact with older students and for older students help police the behavior of younger students and help tutor them in academics and sports.
- The thematic schools should be and remain selective academically and as focused as possible. The comprehensive schools should be at least five, because of the city geographical configuration.

GROUP COMMENTS

- Enrollment in high school provides more option possibilities than those with 500--700. Concern with these schools become segregated and lose funding for extras such as athletics, music, Advanced Placement classes.
- All over the map.
- None of them are better if they are implemented incorrectly.

- Option A -- Low because school would be too big; Option B -- Best size, more comprehensive schools and options; Option C -- Low because we fear students will become one dimensional; Option D -- Moderate because it gives options, however, 6-12 not preferred.
- The group would not answer this question until specific buildings were identified.

ONLINE COMMENTS

- I do not believe there is anything wrong with a comprehensive high school education.
- I have concerns about combining 6th - 12th graders together.
- No 12 year old should go to school with an 18 year old.
- Save Allderdice.
- This will allow students to select a focus.
- The District should consider the maturity level of the middle school student. Mixing middle school students with high school students is not effective.
- 1,200 students in a single facility are unwise. Smaller student bodies nearly always produce better outcomes.
- As stated in regards to the first question, a smaller enrollment would be better in the long run.
- Do not overcrowd classrooms. Smaller class sizes prove for better learning and discipline.
- Smaller schools are better.
- D - Could be cost effective but this year the IB 6-12 school will shed more light on how this middle and high school arrangement works. Purely thematic high schools are not going meet the needs of students who don't know what they really like to do in 6th or 9th grade.

- Thematic high schools are terrible. Students don't know what they want when they're 14. You are killing programs (i.e. the arts in other schools because of CAPA) with these programs.
- Middle schools should be well organized and disciplined and should not be in with high school students.
- As long as you increase physical education requirements.
- We do not need "mega schools". We need to keep the school smaller with career opportunities. If children can attend more thematic, vocational schools, they will have a purpose to continue learning.
- With students having more options to be involved in programming they have an interest in will help decrease some of the problem. Staffing these programs is an important issue as well. Also the implementation of diversity programming for students.
- Care in mixing neighborhood groups is essential.
- While I prefer option B, the concern is that this option seems to require the building of new facilities having lower capacity and thus higher space efficiency.
- Thematic high schools are not necessary. We need to offer students a well rounded education where they can have all areas of academic study available. There are too few students in our District that are committed to one area for thematic schools to work.
- You should not have sixth graders in the same building with high school students. It is an unsafe situation.
- I'd rather see most or all schools be comprehensive.
- 6-12 should not be considered.
- Not enough info provided to make informed choice.
- If I understand correctly you are still combining high school. I think you are creating more problems this way. Students and families are territorial, but none the less, it is what it is, and this is just all that much more a reason to fight.

- Allderdice is a successful, comprehensive program. Why change what works.
- CAPA works.
- Would favor keeping as many schools open as possible.
- We need to be more competitive with other area schools which are larger high schools.
- Should have the choice of a comprehensive high school in your area. Again, don't like the idea of 6th graders with high school students. That's 11 year olds with 17 and 18 year olds.
- With the large amount of special needs students in our District, not to mention neighborhood and gang problems, lack of parental involvement, etc., a population of 1, 200 students is too large.
- There are several high schools in the city that are quite successful and I strongly feel as though they should not be tinkered with. Everytime a successful school is changed, more families pull their children out.
- To attract and maintain middle class families, the District must provide high school options that are competitive with suburban districts.
- Research says smaller schools.
- Smaller groups would seem to lend to less discipline problems.
- Larger schools that draw from a wider area have "gang fights" written all over them. How will you stop them?
- Again, grade 6 should not be in a high school. I even feel that 7th should not either.
- It is hard to evaluate absent knowledge of the themes for the thematic high schools.
- There should not be any comprehensive high schools because that is a mere "catch all" for students who thematic high

- schools do not desire. The thematic high schools drain the comprehensive schools of the most talented.
- Small comprehensive high schools are best.
- I believe that focusing on specified skills is a necessity along with smaller class and building size.
- Students in grades 6 through 8 should not be attending schools with 9 - 12 grade students.
- I think 6-12 schools are dumb; I'd rather have K-8.
- Why do all schools have to be the same size?
- Thematic high schools have a negative impact on neighborhood schools and are a big mistake.
- Putting 6th graders in a building with 10th thru 12th grades is asking for trouble.
- Thematic high schools are not the way to go because it is too early for students to specialize so much; they need an excellent all around education.
- Explain what comprehensive vs. thematic schools means. A school is needed for students who participate in CAS programs.
- Grades 6-12 should not be mixed.
- There should be a thematic high school with vocational classes because all students are not college bound.
- I believe the District should go back to neighborhood schools. It builds strong communities.
- The schools, no matter what configuration, should be financed equally. No more 2nd rate schools.
- Our students need to be prepared for their future choices. A specialized high school would better prepare our students for continuing their education (college, tech, and specialty).

3. Please rank the high school options [1 is your first choice and 4 is your last choice. Please select only ONE box per row]

Individual & Online Responses	1st Choice	2nd Choice	3rd Choice	4th Choice
Option A	19%	28%	29%	25%
Option B	42%	34%	20%	4%
Option C	23%	22%	28%	27%
Option D	19%	15%	20%	47%

Group Responses	1st Choice	2nd Choice	3rd Choice	4th Choice
Option A	10%	50%	20%	20%
Option B	58%	26%	16%	0%
Option C	0%	5%	47%	47%
Option D	32%	21%	16%	32%

INDIVIDUAL COMMENTS

- Option D does not adequately address excess capacity concerns. Option A high schools are too large to address need for close relationship with staff as well as teacher/student ratios and counselor/student ratios.
- Fewer buildings require less tax dollars to maintain.
- Five comprehensive schools of 600-700 students is the best option. It's big enough for a band, athletic teams, etc. but small enough for students to gain a sense of belonging. Teachers would be able to get to know their students.
- I like the options for the students and want to ensure a good student size to draw good programs.
- The idea of all thematic schools? Terrible. What kid knows enough to narrow their focus that early?
- Before making a decision, I need to know what schools are closing.
- Again I like smaller schools so they can be phased in or out as needed.
- Middle school students should not be mixed with high school age children. Maturity level not there for middle school kids.
- It would be great to know how parents of students enrolled in 6-12 schools like the arrangement.
- Would prefer options that allow for thematic schools to share buildings with "smaller" (600-700) comprehensive high schools, forming 1200 student size high schools. This allows for wider course options, athletics, and choices within schools.
- Need more specifics to rate these options. Also would like an option for something different than these "other".
- These options are driven uniquely by economic considerations. This is a losing strategy.
- I could prefer option B over D if there was a plan for using the underutilized space that benefited kids and didn't just make it

cost effective. For example, inviting community partners, health clinics, etc., in the building.
- This depends upon which high schools would make up the 3 or 5 schools.

GROUP COMMENTS

- There should be another option with 4 centrally thematic schools and 5 comprehensive schools that include Technical Education.
- What are we going to do with students who do not make a choice under option C? We prefer small high schools. If we know what the decision for Career Tech would be, it would be a clear decision.
- Neighborhood schools preferred.
- Generally we're less likely to give up comprehensive high schools.
- All over the map.
- The group would not answer this question until specific buildings were identified. There should be alternative high schools not just for behavior.
- Concern about middle and high school being together is a safety issue and psychological effect of age difference.
- Smaller schools preferred.

ONLINE COMMENTS

- Forced choice when other options exist.
- I don't like any particularly.
- We need comprehensive high schools.

- My child will not attend 6-12.
- See response to Question 4, which is incorporated.
- I would not support either option C or D.
- I strongly feel as though some successful (comprehensive) high schools should remain as is. Really, Option C & D are both 4th choices for me. I do not like a 6-12 model, and I do not like the idea of changing all of the schools to thematic schools.
- Comprehensive high schools have their place. It is good for students with different interests to have an opportunity to learn from each other.
- I could have told you the same in my answer in Question 2 if you had given me a 7- point scale. Do not waste our time.
- The total number of students per building needs to be a manageable number.
- We need to still have as many schools that will give us smaller class sizes. This is a better environment for both the teacher and the student. Step from behind your expensive desk, and step in to a classroom, and spend time and you'll see.
- Don't want to see even more students leaving their own areas to attend school. This phenomenon is one of the reasons, at every level, that we have less family involvement. There is a certain amount of 'ownership' in your feeder school.

- In high school, having a critical mass (large numbers) allows for better quality extra curricular activities as sports, musicals, orchestra, etc., as long as all of those things are allowed to flourish and are not cut out of the budget .
- I believe the schools with smaller numbers will be better for students.
- Explain please, the pros and cons of these two schools.
- Smaller schools are better. I do think we need "plain old high schools" for the many, many kids who do not want to specialize at the age of 14.
- Smaller schools are better for students.
- Physical Education.
- Again, options involving a student body in excess of 1,000 are ill-advised for any district.
- Do not add grades 6 & 7 to high school. They are too young to be there.
- There needs to be a school which will have higher academic standards (CAS) only and all high schools need a uniform as their dress code.
- Option C & A might switch position depending on what the 5 undefined thematic for option C end up being.
- Option C with 6-12 is the actual first choice.

4. What issues should be considered when forming high school recommendations for Pittsburgh Public Schools?

INDIVIDUAL COMMENTS

- Teacher & student identity/affiliation to a school.
- Make sure there is a high school in all the areas.
- Academics.
- Neighborhood identity should be encouraged.
- The safety of schools and the academic achievement when schools are too large.
- Travel time for students and parents.
- Building size and neighborhood mixing.
- Cost effectiveness. (6)
- Career Technology Education options.
- Travel time; well-rounded academic programming.
- Discipline enforcement.
- Where they are located and what will the city do about the area that they are located in.
- Distance from local community.
- Neighborhoods.
- The best interest of children (academics).
- Combining lower grade students with high school students may create problematic situations, such as bullying.
- Social factors (neighborhood rivalries, etc.). Don't mix feeders where neighborhoods would cause problems being together.
- Are thematic schools an equal commute from all areas?
- One of the issues should be achieving excellence in academic offerings, so that city residents will be more comfortable in: (a) remaining or becoming such, (b) sending their kids to public schools.

- Just don't make decisions based on money.
- After school activities.
- Quality across all schools.
- Neighborhood mixes. Not racial, but multiple compatibility issues.
- School in each is equal.
- Better discipline.
- Neighborhood rivalries need to be assigned and dealt with to minimize tensions.
- Easy access from all areas.
- All high schools should prepare children for college or trades. All high schools could be equal as far as education and trade training. Kids should be able to have the opportunity to try trades and decide if they want to change their direction of education before they pay for college.
- Facility Condition Index.
- Issues that should be considered are transportation and academic studies.
- Education choice.
- Will each school receive fair funding?
- Keeping middle schools. Not making high schools 6-12.
- Do the children get along? Are there any strong productive programs in place to reduce any problems that may occur?
- Location.
- I think safety for the student who desires to learn academics in a quality, superior structure, and revaluation of school tests annually.

- Do not drive high-achieving families out of the city. Do not drive families who care about education out of the city.
- Impact of location of schools on choices to attend (distance, area). Will marginal students be willing to travel large distances. It is important that students are exposed to as many options as possible.
- Budget.
- Class behavior and safety.
- Trying to maintain as many schools within community.
- The nature of children that are coming from low income, single parent households.
- Small is better so that students can benefit from personal relationships with staff.
- Smaller classes.
- What would prepare our youth for their futures as far as college, technical schools, and careers where they can find jobs?
- Equal opportunity within the school. For example, math, science, tech, sports, & music.
- Strong leadership.
- Career and Technical Education should be an option at all schools for business courses. Skilled trades may be one to place at separate facilities.
- Proximity of health career training to hospitals.
- Transportation. (4)
- Academic results.
- What is best for students? What will provide the most effective education plan for the kids of the city?
- Distance - public school buses.
- School themes and programs.
- Size.
- Who decides what themes or magnet programs are implemented?

- How does the size impact enrichment and academic support? The ability of teachers to know kids? The ability to do pre-college/post high school counseling? Smaller is better.
- Provide enough thematic high schools to accommodate students.
- Staff and administrators input are crucial when considering combining schools.
- Having more training for teachers - hiring more teachers.
- Building facilities.
- Have a vocational class.
- What would decrease the drop-out rate?
- Safety of students and building.
- Opportunity to participate in all high school activities.
- How can you ensure safety to and from school and inside the building?
- Class sizes.
- After school activities, sports.
- Quality of offerings.
- Do the neighborhoods have a history of bad blood?
- Special attention needs to be paid to neighborhood rivalries. There are some extremely violent confrontations historically between many of the predominantly African-American neighborhoods. This needs to be acknowledged and worked through to be overcome, not simply ignored.
- AP Courses.
- Travel time must be considered.
- Interest.
- Ease of transportation.
- Neighborhood boundaries--don't take students too far from home.
- Transportation - consider Pittsburgh's hub and space system that concentrates on getting riders to Oakland and downtown.
- Fully utilizing building.
- Available electives. (2)

- Will it be more closing? Which community?
- Community input.
- Age difference of the students.
- Extra curricular activities.
- Locations and area.
- Variety of activities.
- Teachers--all schools deserve great teachers.
- Will combining schools bring neighborhood violence into the schools?
- Location.
- Facilities available & physical plant quality.
- Racial diversity.
- Academic Program - student achievement, cost, transportation, choice, facility size and capacity, projections for the future, building schools with programs to meet 21st Century needs.
- Building condition, building capacity, location of buildings.
- More Career Technology Education.
- Location.
- The location of each school, the feeder pattern for each school, issues of student/teacher diversity, equity of resources, funding & staffing, support for each school, and number of PSE students at each school.
- Transportation issues.
- Safety/neighborhood tension.
- Are the themes attractive to kids if new themes are developed?
- Travel time.
- Theme based schools should be secondary.   More concentration in core, traditional education.
- Enrollment and building size. What school has to offer?
- What other services are near the school that can be partnered with or mixed inside to help meet student's needs and utilize space?

- Safety - including gang activity.
- Don't make high schools too large.
- Location.
- Smaller schools.
- Transportation costs.
- What do they have to offer as far as academics and thematic choices?
- Too many students in one class - non-productive.
- Avoid 6-12th grades.
- Expanding grade levels in high schools will be detrimental.
- Psychological effect of age differences.
- Location.
- Curriculum.
- Gang violence/neighborhood rivalries.
- Population issue, mix of race and reading levels sell mixed schools.
- Choice.
- Discipline.
- The age of the building and its location.
- Academics, a wide variety of offerings, children need exposure to subjects before they can choose a direction.
- Enrollment.
- Academic choices.
- Better integration of students.
- Many students not willing to relocate/travel cross city (territories).
- Re-districting Facility Condition Index facility options.
- Neighborhoods.
- Neighborhood boundaries not taking students too far from home.
- Traveling to different neighborhoods. Consider the tension among neighborhoods. Plan ahead in security.
- Academic infrastructure.

- Age appropriateness.
- Number of students.
- Benefit to students.
- Excellent academic standards.
- Corporate and community support for the long term.
- Safety and what about gang territory?
- Adaptability for renovations.
- Facility extras such as auditorium, athletic fields, etc.
- Safety assurances of grade 6 (age 12) in close proximity with senior students (age 18-21).
- Topography.
- Serving needs of all students throughout the District and creating equal opportunities regardless of location. For example, students who live in the Eastern Region should be provided the same opportunities of students in other areas.

GROUP COMMENTS

- Concerns of staff should be considered before consolidation.
- School size.
- Distances to travel for safety.
- Area school is located for safety.
- Age difference of students.
- Location - close enough to have equal opportunity for each region to have good courses, opportunity, and amount of funding.
- Consider comprehensive and thematic in the same building.
- Vocational inside high schools. Not enough writing and reading. Summer school. More Arts.
- Student capacity to impact student offerings.

- Social factors and community interactions, location, safety of neighborhood. Don't put a price on options. Fix buildings. Parental involvement. Options.
- Decisions shouldn't be monetary based. Health Career and Technical Education should be near a hospital.
- Are thematic schools an equal commute?
- Offering African-American studies in school.
- Cost, utilizing buildings, leadership, travel time, discipline enforcement, core tradition.
- Transportation cost and time spent on a bus. Teacher contracts--all schools should have great teachers. Who will choose the themes of option C? Who will help and advise students if option C is implemented?
- Keep middle schools and high schools 9-12 grades.
- Neighborhood issues need to be understood.
- Neighborhood schools may not be integrated.
- Transportation is not an issue for high school age. 6th-8th grades need to continue to have bus transportation.
- Transportation, neighborhoods, cost effectiveness, extra curricular activities.
- Small class size. (2)
- Neighborhood mixing. Busing number of students (safety). Projections for future--schools into 21st century. Accessibility of options to all students
- Age, location, ability to renovate, capacity, transportation, academics.

ONLINE COMMENTS

- Keeping middle class people in the city, keeping the Jewish community together, keeping schools close to its students so that sports teams are easier to have.

- Knowledge of area and residents of the neighborhoods. Making sure there is ample security.
- Student population, size.
- Neighborhood rivalry.
- Safety. Too many students will create problems. (4)
- Ability to set & meet the goals you set with thematic high school. Equity of programs.
- Population.
- Student achievement at all levels. Providing outstanding experiences and high expectations for all. Providing education opportunities that rival or surpass suburban districts. Extracurricular activities and sports opportunities that are equivalent to suburban.
- What is best for the child, not what saves money.
- What is offered, location and distance?
- Facilities (condition of school), bus issues/schedules, access to fields, and a well-balanced school environment in terms of special education to regular education ratio and a balanced ratio or black/white/other populations. Similar to magnet schools.
- Age of the children as well as not taking students all over the city. Neighborhood schools are much safer and much more productive.
- Don't put kids from neighborhoods that don't mix well together.
- Student behavior/discipline.
- How different neighborhoods will mix together.
- Challenging and achievable goals and expectations for all students, rewarding experiences for students, more community involvement, i.e. football at home field, better attendance, student accountability, respect for teachers and administrators.
- Location where students live, proficiency rates of student populations, levels of behaviors of student populations.

- I don't think it is appropriate to combine impressionable middle school students with high school students.
- Size, academic excellence, comprehensive, neighborhood, CAS programs.
- Keep really intelligent in city schools. They should not have to leave to private schools in order to make administrators look good.
- What is best for the students?
- Neighborhood conflicts.
- Operating costs.
- What is best for our students?
- I believe the magnets schools destroyed Pittsburgh Neighborhoods. None of the families know each other any longer and the need to for centralized neighborhood schools with 2-3 elementary 1-2 middle and 1 high school for a total of 55 schools would suffice.
- Student population. Class size. Utilization of building.
- Smaller class sizes, energizing curriculum, state of the art everything.
- I am not in favor of themed high schools at all. High school is a time for exploring options and learning new things, not deciding on what a child thinks he may or may not like at age 14 when they enter high school.
- Neighborhood composition, gang issues, availability of public transportation.
- Quality education for students that want to achieve.
- Students needs.
- Gangs and neighborhood climates. Vocational classes needed.
- Language laboratories and classrooms with computers for at least 10 students.
- Foreign language study should be a major part of the curriculum.

- We should consider the needs of the children first, then the needs of the budget. See the lunch plan for the CAPA 1-12 middle school age children.
- Discipline, interdisciplinary study, individual creativity & scholarship.
- 6th grade teachers with Elementary Certification should be allowed to teach 6th grade if 6th grade goes to high school.
- Don't mix neighborhoods that don't get along. There should be a high school for just gifted kids.
- Combining high schools based on the territorial issues that go on such as gangs. An opportunity for the 6-9 to be separated from 9-12 within the same building.
- Communities that do not get along.
- Academic achievement.
- Gangs. (2)
- Recognize that combining student bodies will decrease school safety and losing top end students will quickly drop overall school quality and use excess space for administrative/community needs to make school central to community.
- Gang violence & child safety.
- Gangs, territory, special education, physical education.
- Student to teacher ratio.
- Overall education for all students with safety.
- Number of grades, class size.
- Keeping neighborhoods together.
- Discipline and safety.
- Careers future.
- Community input; quality of education.
- Safety of staff and students.
- We need more tech-ed programs.   While the Pittsburgh Promise is great, the reality is that not all students will or should go to a 4 year college. There should be more tech

- education programs available. Closing South Vo-Tech was a mistake.
- Athletics, safety, travel time.
- Safety, distance, transportation, and classes offered.
- Student teacher ratios; individualized learning plans; mentoring or attentive counseling for key transition points, such as middle to high school.
- Thematic schools should be centrally located, such as CAPA. It will reduce travel time for all students.
- Tracking career and post-graduate schooling of Pittsburgh Public School students. Where do our students actually go after high school? What do they need to be able to find work and stay in Pittsburgh for post-graduate education/employment?
- The student body and the neighborhoods involved. The demographics of a community and the impact it will have on the neighborhoods involved.
- Gang violence, territory issues, dress codes, and staffing.
- Number of students.
- Retaining integrity of successful schools, such as Taylor Allderdice.
- Geographical locations feeding into the schools; Size of student body.
- Consistent discipline procedures, small classes, teacher supported administration.
- I think class size is a big issue. Everyone knows students learn better in smaller classes.
- Neighborhood needs. Kids need to be near their homes.
- Student to teacher ratio, serviceability and quality of facilities.
- Age level of kids in schools. Also, neighborhoods and the kids coming from each one.
- Student safety, despite what reports show many students can not travel from one area of town to other, mixing middle school with high school,

- Gang borders & mixes of ages. Young should stay in middle schools.
- Neighborhood rivalries.
- The single most important thing Pittsburgh Public Schools can do is find a way to make teachers accountable for the quality of their teaching. Not just test scores, but student and parent evaluations should be taken into consideration.
- Small class sizes for better learning.
- Quit cutting teachers when class sizes are rising to at least 30.
- The students. Where they live, why they go to a specific school.
- Neighborhoods and ages.
- Small schools capable of providing a lot of support, different configurations, structures, and themes to provide options for families.
- Different neighborhoods merging together (gangs, territory, etc.), the diversity of the students.
- Neighborhood issues; Number of students; Building facilities.
- Availability of foreign language options for all students.
- Maintaining neighborhood schools, creating "career and vocational schools", and a CAS school for high academic achievers.
- Curriculum and safety.
- Allowing the families to have a choice as to where their child/children attend school.
- What is best for all students?
- Safety of students attending out of their neighborhood. Themes that interest students and academic rigor.
- That the students will be successful.
- Race ratio of faculty should match race ratio of students.
- Create more choices, ability to enhance diversity, academic excellence, more partnerships with universities and others, safety, cost efficiency, manageability, and so on.

- Population, facility, resources and budget of the buildings, and the desire of students.
- Reading and math readiness algebra and geometry.
- Prefer smaller size classes and student body.
- Quality of education and limited class size.
- Excellence of general education; educational options tailored to individual student needs; reasonable commute times.
- The ability for students to walk to school in order to minimize transportation costs and spend that money on educational equipment and supplies.
- Neighborhood concerns must be taken into account.
- I would recommend not combining some of the area High Schools due to major safety concerns.
- Class size and integration of students from various areas. I strongly believe that if we integrate children and encourage the challenge that others may bring to them, then they will have a chance to see what is available and what they can accomplish.
- Work to make sure the comprehensive schools are not just "dumping" grounds for kids that don't want or don't fit at the thematic schools.
- Traveling of students. Neighborhood feeder patterns should not be eliminated totally.
- The area and community problems between students. Safety of bringing other students into an area without a transition phase. We would hate to have a recap of the Schenley-Peabody issue. Now with rumors flying about Schenley moving to Peabody, it is tense.
- Preparing young students for a career path beginning in 6th grade with exposure to many programs and services. Students need to begin to discover their interests, strengths, and abilities sooner.
- The realigned schools should serve to unite communities rather than separate. The intractable issues of community

against community violence must be forcefully addressed. Keeping the kids separated is not the long term answer.

- Teacher's jobs. Small class sizes.
- Small populations.
- Academics, safety, activities.
- Geographic areas.
- Neighborhood tensions and rivalries.
- Allow students from different neighborhoods to interact with each other.
- No bussing, save lots of money.
- Inappropriateness of mixed ages and inappropriateness of mixed gang affiliations.
- Availability to all of the alternative programs.
- Keeping quality comprehensive high schools in the neighborhood. Quality teachers and programs.
- Maintaining comprehensive high school of smallest size possible.
- Class size - teacher student ratio.
- While the decisions should be financially sound, we cannot lose sight of the student achievement. To achieve financial goals in the short term without maintaining or advancing student achievement will ultimately cost society more in the long-term.
- Neighborhoods and not all children are college material, but trade students.
- Size and feeder patterns.
- Discipline.
- Gender, academics, race equity.
- Class size. (2)
- Do not mix members of rival gangs in the same school.
- Transportation, enrollment for specific programs, location of specific programs, accommodations for all students to participate in the specific programs.

- Ask the students. Survey interests; know job market for voc-tech options.
- We have not heard any strategic principle for selecting what type of thematic high schools. We understand you do not have a comprehensible plan, but you should have principles to guide your decisions, instead of an ad-hoc process. No more space. Why?
- Neighborhoods and school sizes; we don't have the manpower to run bigger schools (security cuts).
- Vocational/career schools should be reinstituted for those students who are not interested in going on to school at this time.
- Classroom size, activities available, specialized programs.
- When forming high schools you should consider keeping students as close to home as possible. The other consideration is the special programs offered and requirements. The magnet program does not take the most qualified students.
- Bus transportation for students and proper staffing for these high schools.
- Different neighborhoods together that may fight with each other.
- Neighborhood compatibities.
- Gang activity and neighborhood rivalries.
- Fewer students - less conflict and problems.
- Segregation. Predominantly white/black schools; community differences.
- Class size and consistent discipline procedures.
- Students who are even a little disruptive on a consistent basis should have options like on site work study programs where they can learn employable skills and they do not attend traditional class settings and cause disruptions.
- The 6-12 model is flawed. There is no research or evidence to support this model other than economic convenience. If

- increased achievement is the goal, this idea should be scrubbed. The old junior high model of 7-9 has more validity.
- Availability to students, busing is always an issue, safety, school population diversity, location, etc.
- Neighborhood rivalries, size of school populations, and classes should be small to ensure student achievement.
- Student motivation.
- Building safety and academic achievement.
- Neighborhoods and community.
- Minimal impact on high achieving schools so they can remain that way.
- Average class sizes for teachers.
- Should all of the high schools have all of the same classes?
- Gangs mixing.
- School size, class size, facilities, teacher and administrator competency. Also, it is important not to risk the successes while mending the shortcomings.
- Combining schools that are rivals.
- Distance from home; gang activity; appropriate age grouping.
- School record of behavior issues.
- Teacher /pupil ratio.
- Combining ages of children.
- High schools should consist of grades 9-12; the age difference is too significant to form schools with grades 6 -12.
- Location and mixing too many different neighborhoods.
- Principal, vice principal, dean in all schools.
- What is best academically for our students?
- Location, transportation, safety.
- Smaller class sizes.
- Location.
- Safety and discipline first. Academics and college readiness second.
- Small class sizes, limit inclusion.
- Maintaining foreign language programs in all schools.

- Location and classroom sizes.
- Technical training for non-college bound; different options for college bound (high tech & professional options).
- Academic excellence and rigor needs to be in all schools to adequately prepare children for post-secondary education.
- Travel time for students; neighborhoods mixing that really shouldn't be based on previous bad history.
- Overcrowded classes, security, access to security, materials. Stop giving everything away and start making parents responsible for their child's supplies and actions. Don't make your decisions blind with the stroke of a pen.
- Student discipline, athletics, territory issues.
- Space considerations, financial needs, getting past old rivalries.
- Students at age 11-12 are not ready to decide upon a theme high school.
- Academic effectiveness.
- Keep the CAS program. Don't drive the middle class out.
- Safety, choice, specialized staff, and a varied menu to stimulate career options (based on skill and interest of student).
- Having the programs that students will benefit from to prepare them for a career.
- The current quality of the school should be considered.
- Class sizes. Location of building.
- No school should be a beacon while others are blight. Do not favor one over another in staffing /facilities.
- Looking at the communities. Please consider this because some of the students love their community that the problems they might have there will spill over to their school life. Please consider the communities. Small classroom size works better.
- Safety, development appropriateness, distance from homes.
- Pittsburgh has a higher per capita income, educational level, ratio of city to regional income, & SAT scores than cities of

- similar size. Destroying or diluting the culture of high achievement that exists in some schools would destroy the city.
- Capacity of schools, long-term costs of buildings, not only current renovation costs.
- Magnet attendance and proximity to school from home.
- Building suitability, curriculum.
- Neighborhoods that do not get along should not be forced to attend school together. The gang issue is a real thing. Don't ignore it. Homewood and Garfield/East Liberty won't work. Manchester and Northview don't get along well either, etc. Plan.
- Grades 6-8 should be kept separate from grades 9-12.
- I am a university professor and I find that students coming out of high school lack a rigorous all around education. With solid grounding in all the major areas, students can then make choices. Without it, they are behind from the start with no choices.

- Serving students; not cost cutting.
- Maintaining existing quality programs and improving academic services to those students in need.
- Cost. (2)
- Solid foundation to prepare them for the future; marketability to good colleges; safe environment; smaller study body vs. really large schools where kids can get "lost" in system.
- The areas that they come from. This is very important so that you don't have riots and a lot of fights and tension. Pittsburgh Public Schools should really buckle down on behaviors.
- Age of children, neighborhoods.
- Don't forget to leave a little excess capacity in each building for flexibility.
- Educational quality.
- Teaching resources, building facilities and student safety.

- Gangs, transportation, equipment, proper accommodations.
- Age of students. Not putting 6th graders with 12th graders.
- You didn't consider the options, you already decided on theme 6-12 high schools Schenley, CAPA.
- Don't screw up Allderdice.
- Discipline - neighborhood issues - equity of facilities - equity of academics.
- Neighborhood lines; staff to student ratio.
- The general population projected for the next 10 years. Also, be very selective when combining certain neighborhoods together in a specific building.
- Geographic considerations making it more convenient for parents to participate in school activities.
- Area affiliations should be a concern to avoid fights in school.
- High school seniors range in age from 17-20 nowadays, and 12 year olds should not be in the same building. As a teacher, I see it as dangerous for many reasons, particularly physical safety and the idea of having 19 year old young men with 12 year old girls.
- Students in special education program.
- Combining neighborhoods, student population, and sports.
- I live in a neighborhood where many of the kids opt out of public school for middle and high school. Make the choices academically rigorous and safe and you will get them back.
- Outside influences of area school draws from, discipline, what's to be offered academically to students, existing staff.
- Neighborhood issues and the ability for particular neighborhoods to get along.
- It seems to me as if all the initial assumptions are short sighted. Would any thinking person create the bricks and mortar warehouses that we currently have? Then why should we continue to put good money into them.

- I do not agree with 6-12 groupings. Just as some people are finding fault with K-8 grade span, I think it will be even more serious at the 6-12 level as these children are in adolescence.
- Realistic programming for special education students, job training, consumer math, reading skills, travel training.
- Interaction between neighborhoods based upon crime stats.
- Focus on depth of academic programs, wide-ranging extra-curricular activities, student safety and security, manageable facility size, highly-effective facilities - energy efficient, extensive day lighting, natural ventilation, "green" materials.
- Neighborhood issues related to gang problems.
- Allderdice is successful. Don't mess with it. Work with those schools that are sub par.
- Specialized programming, provide more support to get students involved with programs such as marching bands, chorus, school newspapers, drama club, dance clubs and sports, to be competitive with suburban high schools.
- Social development of students and student teacher ratio.
- Transportation, extra curricular activity availability, cost.
- Look at the number of students going to college as well as the selectivity of the colleges. Do not forget name recognition. When my son was visiting Harvard and said he went to Allderdice, they asked "Do you mean Taylor Allderdice?" Don't lose that.
- Make sure the population is large enough to sustain a variety of elective course offerings (AP, etc.) along with sports teams.
- Feeder Patterns.
- Ensuring all schools meet quality standards, large schools can offer more services, students shouldn't have to travel more than 20 minutes, and pre-adolescent children shouldn't be mixed with young adults.
- Students in grades 6-12 shouldn't be at the same school. They are too different developmentally. K-8 schools are a better option than 6-12 schools.

- First, consider students from neighborhood gangs being brought together into one school, and then consider that very large schools can give individual students a sense of unimportance, where they just get lost in the shuffle.
- Neighborhood dynamics; teacher: student ratio.
- Safety, neighborhood gangs, size of school and children falling through the cracks, big school -teenagers issues are prioritized no big deal if you do not follow all the rules. School cannot keep up with everyday issues because they are looking at fights.
- Social background/ academics standards of primary school.
- Number of students; not mixing "rival" neighborhoods; curriculum/theme.
- Size and makeup of student body, available space, and adequate faculty.
- Enrollment numbers. Smaller schools.
- Neighborhood kids don't always get along and 11th and 12th graders should not be in a building with 6th and 7th graders.
- Well rounded education. Offering music at all schools. Keeping homogeneous neighborhoods and gifted students together.
- Neighborhood placement.
- No mixing of neighborhoods that do not get along peaceably with each other.
- Programs about the Arts (music, etc).
- Student needs.
- Security.
- Will kids fight over neighborhood issues? What then?
- Small class sizes, ability to deliver rigorous curriculum, higher standards,
- Most important issue for me is improving quality of teaching; second issue is having a wide variety of extracurricular activities (debate, newspaper, sports, etc).
- The quality of the current high schools. It would not be wise to dramatically alter a highly rated District high school, like

Allderdice.   Should also consider opportunities for extra curricular activities for students - sports, musicals, etc.

- Neighborhoods coming together. Some are not going to mix well causing more violence.
- Territorial combinations of students, neighborhoods, and gangs.
- How well children from certain areas get along with one another.
- Mixing rival neighborhoods. Putting gifted, high achieving students together so that they can move at a better pace for them.
- Neighborhood rivalry, transportation, students on different academic levels.
- Transportation and gang lines.
- Student interest, grades, attendance, parental involvement.
- Do smaller schools to manage them better.
- Community - a student body has to be a workable community.
- Non - academic schools may be appropriate, e.g., CAPA or Vocational. For college bound students, a comprehensive school is more appropriate. The academic distinctions ignore

the integration of liberal arts education and will lead to urban flight.

- Social/developmental considerations, discipline issues, high quality instruction.
- Neighborhood and surroundings, interests of the students, family and parental needs.
- Neighborhood schools, community oriented, strong curriculum, gifted/CAS classes offered.
- Neighborhood rivalries; equity in the variety and accessibility of programs.
- Changing the schools as little as possible.
- Neighborhoods; areas that do not get along with other areas; small schools.
- Will the plan result in white flight or middle class flight from the public schools?
- Quality of teachers and programs, costs of maintaining programs, better principals/ leadership.
- Inclusion of students with disabilities; making sure the regular education staff and administration have enough training.

Career & Technical Education Questions

5. Please rate the desirability of each career & technical educational option. [Please mark only ONE box per row]

Option A will consist of a single career tech center to accommodate 500 – 700 students:
- Will combine all career & technical education programs at comprehensive sites

Option B will consist of career tech as part of comprehensive high schools
- Will provide career & technical education programs at comprehensive sites

Option C will consist of all thematic high schools
- Will establish smaller theme-based schools or academies

Option D will consist of a combination of Discussion A and B
- Will consist of an independent career tech school as well as offerings at comprehensive school sites

Option E will involve Pittsburgh Public Schools transporting students to non District facilities for career & technical education. Academics will be provided by Pittsburgh Public Schools.

Individual & Online Responses				Group Responses			
	High	**Moderate**	**Low**		**High**	**Moderate**	**Low**
Option A	37%	39%	24%	Option A	32%	26%	42%
Option B	35%	50%	15%	Option B	47%	53%	0%
Option C	23%	41%	36%	Option C	10%	65%	25%
Option D	38%	46%	16%	Option D	64%	23%	14%
Option E	11%	23%	66%	Option E	10%	20%	70%

INDIVIDUAL COMMENTS

- Option (E) can be present along with other options through partnerships.
- Combine B & C.
- When students have to go to a different site they feel less attachment to their home school. They don't need to travel.
- A - If a centralized location. Look to Beatty Tech, Steel Ctr., & Forbes Road (all in the suburbs) as examples that work, especially Beatty. Academics though, should be offered at same facility in conjunction with career education.
- Is a European model which has been proven effective historically? Academic focus as priority.
- Career and technical education is important and necessary. Well thought out programs which offer the students who attend valid preparation to earn a better than living wage is mandatory.
- Option D will provide more students with the career technical option. A single career technical center that provides students with exceptional preparation for a career with an acceptable living wage. I wonder if there will be adequate staff for dispersing career technical education. Will program quality be diluted?
- Each comprehensive high school needs to have at least some limited career options.
- Career Technical Education programs should be accessible to all students - if they're housed in comprehensive schools, they should be schools of choice.
- Should not use non district facilities for career and technical.
- I like the idea of a Career & Technical School to build good programs but feel we need to address required issues.
- A healthy career at a hospital would be fine.

- When designing a Career Technical Education school, the jobs and career outlook must be considered.
- If comprehensive schools are big enough, I like offering career tech at every school.
- Student travel outside of Pittsburgh Public Schools is not a viable option. It defeats the purpose of trying to increase student enrollment in the District.

GROUP COMMENTS

- Growing job professions.
- Option A -- May limit availability to all students; Option B -- Concern is it may be too dispersed; Option C -- Too dispersed; Option D -- Gives most options to students; Option E -- Shouldn't be paying someone else to educate our students.
- Less transportation the better.
- Option D is somewhat preferable but seems impossible based on the number of students who will take Career and Technical Education. I do not see Option E as workable in terms of transportation.
- Little travel during school day - lose too much time.
- Option D is the best of options.
- Option A is in central location.
- Need more information.

ONLINE COMMENTS

- There should be vocational schools which would allow kids to have productive jobs without going to college, but they don't need to be tech schools.

- More hands on experience is key.
- Bring all the teachers to one site, run career tech like an academic building.
- Consolidate resources.
- I feel that we should be equipped to educate our own students in this District.
- Bussing will cost more money. There are facilities at schools. The idea of one center means all students have to get to that area and if it is an undesirable location, parents will not send students there.
- Transporting will involve cost.
- We certainly need more offerings that lead toward careers. All students are not college bound.
- Re-open schools that had career tech programs.
- One school with career & technical worked very well at South Vo-Tech and Connelley.
- The students can best be served if all of the options are in one location. This would improve the program because all of the resources would be concentrated in one place.
- Connelly/South or something like it needs to be re-opened. Our students, who will never be academically inclined, are suffering as well as our skilled trades are being depleted in numbers. We need to have programming for these students.
- South Vo Tech was very successful for the students, why not use that model again.
- I think you are doing all of this shuffling of our students, then yes, you should provide them with transportation. You run more busses (with moderators / security), you get the kids where they need to be to get an education, and create more jobs.
- Pittsburgh Public Schools has 6 unused buildings - Connelly - Prime Tech Ed.
- I think each school should have its own theme, like CAPA. CAPA does wonderful. Why?

- Career oriented students should have the opportunity to take the more varied classes that a comprehensive or larger career academy would offer.
- Everyone should have an opportunity to explore different career choices.
- We should not be paying for transportation out of the District.
- Let students be trained in career and technical education by someone other than Pittsburgh Public Schools, or have a separate school for Vo-Tech.
- I am stating moderate because I would need to know the amount of time allotted for each type of schooling.
- Are there tech education classes available now? And if so, why is there not more information available to parents.
- D lets you concentrate expertise at the large school, but kids who don't fit in at the large school have other options. How are we going to avoid a stigma attached to attending the vo-tech school? No one sees "L's" stamped on these kids' foreheads.
- It works. Don't change it.
- More career and technical opportunities should be offered through the high schools with cooperative agreements with craft unions and advanced technical educational facilities.
- The expense involved in shipping out students would be too great, especially given that we have decent facilities already for many career/tech programs.
- Emphasis should be on providing training to students not planning on attending college so that they can become financially independent.
- Other school districts have career & tech centers separate from the academics. The set-up is more 'real life'.
- We need to reduce the busing. We are wasting too much energy, use city buses. Please stop wasting money and destroying the environment.

- I feel the city should offer technical training to its students. Like CAPA, it would be nice to have outsiders want to come to us; not the other way around.
- Again, not enough information to make informed choice.
- I am concerned that college and non-college based careers will be lumped together. Needs of different kids should not be joined in one "tech center". I oppose systems with only thematic schools because it forces tracking too early.
- Engaging students as young as grade 6 in choosing a career is unlikely to be successful. It is more likely to be limiting to those students, giving them a sense of fewer options as they progress through high school.
- A student should be given more options with the possibility of having opportunities for academic pursuits beyond high school. If a student is "locked" into a technical school, it lessens his/her opportunity for advanced studies at the college level.
- Again, I am opposed to separating kids in high school according to interests or parents picking their kids interests which is the way it will go.
- Keep comprehensive highs schools.
- Our students need to be introduced and exposed to worldly and diverse learning.
- Non-college bound students need better options (special education).
- Why would we transport children outside the buildings for career and technical training when many high school buildings have career related facilities already in them?
- These kids need a separate environment that is geared toward a very different type of motivation and learning.

6. **Please rank the career & technical education options. [1 is the first choice and 5 is the last choice. Please select only ONE per row]**

Individual & Online Responses					
	1st Choice	**2nd Choice**	**3rd Choice**	**4th Choice**	**5th Choice**
Option A	33%	18%	18%	15%	15%
Option B	17%	20%	52%	9%	2%
Option C	13%	19%	27%	26%	14%
Option D	22%	24%	20%	26%	9%
Option E	12%	8%	12%	18%	50%

Group Responses					
	1st Choice	**2nd Choice**	**3rd Choice**	**4th Choice**	**5th Choice**
Option A	23%	18%	18%	32%	9%
Option B	21%	42%	26%	11%	0%
Option C	6%	6%	50%	28%	11%
Option D	43%	29%	10%	19%	0%
Option E	5%	5%	0%	16%	74%

INDIVIDUAL COMMENTS

- Very concerned about tracking. Don't want it. No student should be written off and shunted to career and technical school.
- E - Only if facilities are already working (steel valley, etc) not private for-profit entities created for this.
- If we went to public school centers that are regional that would make a difference.
- Academics should be offered at some facility in conjunction with career education.
- A free standing Career Technical Education Center is a luxury we cannot afford given the excess capacity that would leave when students are drawn out of existing schools.
- D & E could be combined & use outside resources for some of the technical education.
- Option E sounds like a great option but cost would be the determining factor.
- I want most possible number of students to have exposure to these options.
- Every student should have the opportunity to explore different careers.
- Option A if a centralized location.
- Option (E) other districts would not want our students, outlying areas too far.
- No for-profit schools.
- Keep Career Technical Education in the District schools.
- I'd like to combine Option A and E. One central center complimenting use of union facilities.
- Academic focus should be first priority, downsizing and focusing always a good idea.
- Need more info.
- Opportunities should be available to all students.

- All schools should be career focused or have components of it within the theme of the school.
- Where can you find a central location for Option A?
- Don't think it's necessarily good to have comprehensive and tech, unless kids are well integrated and can explore both sides.
- Look to Beatty Tech, Steel Ctr., and Forbes Road (all in the suburbs) as examples that work-especially Beatty.

GROUP COMMENTS

Cannot rank at this time. Need more information.
Do not like transporting too far.

ONLINE COMMENTS

- Don't force kids to make career choices when they are 14. Limit themed schools.

- I do not think they should be all in one location. Spreading them around will allow everyone a chance to participate.

- To give students proper Vo-Tech education, you need a separate school.

- Why did Pittsburgh Public Schools close South? Is the building sold? Do we really think all kids will go to Penn State?

- Hard to judge off site options for option E. I would favor Option A more if there were different centers, based on the types of careers.

- Programs in comprehensive high schools should be adjusted to allow students to take a full academic course load.

- I am against having all thematic schools. I feel as though having many career programs at each high school would mean that each program would have less, services would be duplicated, etc.

-

- Per Question 5: D lets you concentrate expertise at the large school, but kids who don't fit in at the large school have other options. How are we going to avoid a stigma attached to attending the vo-tech school? No one sees "L's" stamped on these kids' foreheads.

7. Please rank the following career & technical education programs in order of priority. [1 is the first priority and 6 is the last priority. Please select only ONE box per row]

Individual & Online Responses						
	1st	**2nd**	**3rd**	**4th**	**5th**	**6th**
Business, Finance, and Information Technology [Accounting, Marketing]	23%	16%	16%	13%	15%	16%
Construction & Trades [Adv. Manufacturing, Building Construction, Electronics Technology, HVAC, Machine Operations, and Welding]	32%	18%	15%	22%	10%	3%
Consumer Services & Entrepreneurship [Cosmetology and Culinary Arts]	7%	11%	15%	17%	18%	31%
Engineering Technology [Biotechnology, Computer and Technology, Environmental Technology, Robotics]	36%	21%	16%	10%	9%	8%
Health Sciences [Allied Health and Nursing]	25%	23%	21%	18%	11%	2%
Transportation [Auto Body Repair, Auto Technology]	7%	14%	13%	12%	26%	28%

Group Responses						
	1st	**2nd**	**3rd**	**4th**	**5th**	**6th**
Business, Finance, and Information Technology [Accounting, Marketing]	20%	25%	15%	20%	10%	10%
Construction & Trades [Adv. Manufacturing, Building Construction, Electronics Technology, HVAC, Machine Operations, and Welding]	26%	11%	26%	32%	5%	0%
Consumer Services & Entrepreneurship [Cosmetology and Culinary Arts]	10%	0%	5%	25%	30%	30%
Engineering Technology [Biotechnology, Computer and Technology, Environmental Technology, Robotics]	32%	32%	21%	0%	5%	11%
Health Sciences [Allied Health and Nursing]	32%	36%	18%	5%	9%	0%
Transportation [Auto Body Repair, Auto Technology]	5%	0%	15%	10%	25%	45%

INDIVIDUAL COMMENTS

- Career & Technical Schools should be trade geared; health and business should be at all schools.
- Not much difference between preferences.
- This is very hard because of the diverse student.
- Can these programs be in every high school?
- School should remain a place for learning. At age 16 you cannot stop having a college education within your reach.
- Engineering, rated low because of the unrealistic 339 requirements for students going into engineering. Engineering is a college prep program, yet 339 requirements could preclude students from taking higher level math and sciences.
- All of these programs should be offered if we are seriously interested in offering comprehensive career and technical education programs. Until we know what the students are interested in, prioritizing is unreasonable. All of the above options with good preparation could equip a student to earn an acceptable living wage.
- Based on career and offerings in Pittsburgh, one option is not better or more important than the next.
- Hard choices. Most look very interesting.
- Too many choices - should be in two parts.
- All are needed and could form themes for high schools - unfair to rank as such.
- Business can be done in comprehensive high school.
- Build on job strengths of the region.
- Look at career options.
- Engineering will be in Science-Tech School. This should not be an option there.
- All of equal importance with diverse population.
- Very hard to rank.

- Everyone should have priority. Everyone can be gifted if you put it out there for them.
- My priorities are based on my daughter.
- Prefer the District to offer non-college type choices before students could get in college.
- Refer to career outlook protesters before making final decisions.
- Very personal--all need to be considered for career and technical education programs.
- Hospitals in the same area. All areas are important.
- Bad question. All are important.
- This is tough because I believe all are of equal priority based.
- This was a tough task. Given the diverse needs of students, they're all important.
- Depends on students' interests.
- How do you prioritize areas of interest?
- This is an unfair question. My priorities should not matter as much as the students' priorities.
- All should be a priority.
- It depends upon the child's interest.

GROUP COMMENTS

- Based on our diverse student population all are important.
- We do not feel any one of these are more important than the other. We need to make sure we have choices for all types of students.
- District should gather information from middle and high school students regarding their interests.
- As a group we feel that it is not possible to rank these options by priority as it is more a personal preference.
- All should be priority options.

ONLINE COMMENTS

- Focus on skills that can lead directly to jobs upon graduation, not areas that require further training.
- This is a hard one to rank. I think all are important areas to reach all the students.
- Is the engineering mentioned in addition to the pre-engineering at Allderdice that is currently in place? That program should not be a career and tech education program. The current enrollment of students includes many who intend on attending 4 yr college/university.
- Although the goal is for our students to continue a higher education, the reality is some are more successful in various trade programs.
- I believe all of these Career Technology Education courses are important. It's a shame that I had to rank them. The world is made up of a variety of talents and skills. Include them all.
- High tech world needs high tech graduates.   Look at China and Japan.
- All have the same level of priority for purposes of implementation.   Individually they have more priority as students will have various levels of interests.
- I think it would be best for career and technical education to occur in grades 11-12, so that students aren't stuck if they start at one school.
- A high school which believes it can be fully capable of preparing students for emerging and changing technologies in fields like computers is unrealistic. The changing field of technology moves at such a rapid pace that no such program could be current.

- The teaching profession should and must be included in this list.
- In Pittsburgh, information technology and health sciences are surely the biggest opportunities for the non-college bound.
- Each one is just as important as the other.
- Not all kids are cut out for college and it seems like we are placing all kids on the education track rather than guiding them into something we know they can really succeed in rather than setting them up for failure if they are not cut out for college.
- Every tech class is most important because of our developing mass group of students for their future.
- The District needs to understand our kids need an opportunity to gain a skill as well as go to college.
- Any career school that is academic will be a total joke.
- Different students need different opportunities, hence my ranking of several as a first priority.
- Priority should be given to programs in which students express greatest interest and currently have the highest enrollment.
- You can't pick and choose between the above areas. They are all needed in society today and students should receive options to pick from.
- Trades that require 4 year college degrees should not be considered. Career Technology Education should be for non-college bound students or associate degree programs.
- Keep comprehensive highs schools.
- I think that they are all equally important because there are students who need to have each of those educational programs.
- All of these are important to students. They need to be open to all students in all schools.
- It is difficult to rank these as I believe that having all of these options available to students is important.
- All career & technical programs are priority based on student interest / skills.

- Career Schools should be for kids who do not wish to attend college.   Otherwise, students should use high school to figure out what they want to study in college. Therefore, teaching the fields which require a college education anyway is not practical.
- Should be linked to labor department career projections.
- All are good because we need to face the facts that not all of our students are headed to college, and will need a big helping hand to even get a job. At least with some skills they will be able to do more that flip burgers (so to speak).
- I strongly feel we should increase the Health field since we could keep a lot of our young workers in the area.
- I think the Business, Finance, and Info Tech courses should be part of most students' academic programs, not a separate tech-education offering.
- Students need these skills to enter the work force. Not all students go on to higher education.
- This question is fully dependent on one's children. All are important. Please do not move Allderdice's engineering program into this system. We understand there is the potential for it to lose its funding source & force undesirable scheduling changes.
- Not enough information for informed choice.
- Skills for manufacturing and high tech over skills for service industries.
- I selected three as a top priority, because with the amount of students needing training I believe the three areas I ranked first priority should be utilized. Not all girls are going to want to get into construction.
- Business and finance students should be college bound. They don't need a separate curriculum. Health sciences should be the number one priority as there is great job opportunity and need in the region.

- Engineering and Health Care do not fit with state's requirement of three hours of Career Technology Education per day in 11th and 12th grades. We should have them, but not as official.
- All of them are extremely important and would be beneficial for students in preparing them for real world jobs.
- They should all be #1 priority to accommodate the needs and interests of all students.
- The programs that were viewed with lower priority are those that students will likely continue their schooling for. The higher priority would be the students who may not continue schooling.
- Any choice should be considered with the prospects of future employment projections both locally and nationally.
- An engineer, accountant and nurse need a broad based curriculum. Good students will leave the District without good liberal art.
- Priorities 2, 3, & 4 are of equal importance and should also be considered as options.
- The biggest priority of Career Technology Education should be the students unable to pursue post-secondary education.
- Have the career academy focus on trades that are not academically oriented. Not everyone needs to get a bachelors degree to be successful. We still need people who can make and fix things.
- When I call an AC repair man to my house they get over $25 an hour.
- I did prioritize them, but I feel as though our schools should offer as many options as possible, because they are all viable options for students.
- While transportation is important, I am not sure how we can anticipate what changes will occur as a result of the changes within the auto industry.
- They should all be included. Very hard to rank.
- These priorities should be fluid enough to reflect changes in the job market.

- This is an unfair question because all these forms of technical education are important depending on the child and we the Pittsburgh Public Schools should be providing them.
- Difficult. Difference between priorities 2-6 is almost negligible. All are important.
- All of these have merit. To prioritize is to preclude other programs.
- None of these have more importance than the other.

- Priority for whom? Each one is no better than the other. In society, we want everyone to strive to be the best they can be and not everyone is going to succeed in the same thing. At no time should one of these areas take priority over the other.
- Which category does teaching fall under? Langley offers the Teaching Program.
- This question varies depending on a student's personal preference.

8. What should the District consider when forming Career & Technical Education recommendations?

INDIVIDUAL COMMENTS

- The number of projected jobs and career opportunities in the field of choice and what are national and global trends.
- Future economy; green society.
- Consider what research says careers are moving towards and offer more of those.
- High priority professions.
- Best interest of children.
- Combine CCAC classes with high school - partnerships - hospitals and trade unions.
- Academic program - student achievement.
- Recession proof jobs/fields.
- Occupations that allow students to earn a family supporting wage.
- Job market.
- High priority occupations data should be utilized.
- What level of specialization is appropriate?
- Cost to move.
- Choice.
- Cost. (2)
- Building schools and programs to meet 21st Century needs.
- The most marketable fields in the 21st century.
- In the District is where our students should be educated.
- Not all students are going to college.
- Diversity of students.

- Look at high occupation jobs and students entering into a program. What are the outcomes when graduating from high school?
- Transportation.
- Functional skills.
- Having someone knowledgeable and meaningful in these positions. Are we here for the right reasons?
- That children need to be exposed to all forms of trades and education in the high school years. As they can then make better decisions for what they want to do after high school.
- Career paths that can lead to jobs after high school.
- To keep it in the schools.
- Students need a facility that can compete with today's technology standards.
- Strength of program offering; whether non-college bound students would be prepared to earn a living.
- The existing programs and the cost of the program.
- Internship availability.
- High quality instruction & accessibility to all students. Various locations throughout city provide 21st Century occupations.
- Keep it in the same neighborhoods.
- That the students are getting all the courses they need.
- Gather information from middle and high school students.
- Partnerships.
- Area - community.
- Are they accessible to all kids in the District?
- Students explore more than one field to help them find their interests and talents.

- They are not a warehouse to hide special education students that are embedded within schools.
- The District should poll students to find out which program interest them most.
- Producing workers with 21st Century, marketable skills that fit with the economic development goals and emerging markets in the region. Ask business leaders what kinds of workers they need.
- Job possibilities. (4)
- Career and Technical Education students deserve to have a state of the arts school so that they will be able to compete for the high priority jobs that will be available in Pittsburgh.
- Projected job market.
- Existing program.
- Lesser environment.
- Construction and trades should be in one location as each is too costly to duplicate.
- Where jobs will be.
- What instruction best prepares students for needs of their future, not our past.
- Which jobs are necessary in the city, no matter where the economy goes? Construction & trades (plumbing, HVAC, carpentry, etc), Transportation (auto repair, engine repair), Health Science - we enroll many, but few can handle the coursework.
- High priority occupations. (2)
- Making education relevant for students who could benefit from this option.
- Costs and employment potential.
- Allowing these to be available to all students.
- Providing caring adults to follow students through programs.
- Prepare for post secondary.
- What career and tech education are conducive to metro area?

- Make sure that some component is kept closer to a wider educational focus.
- In what fields will employment be available?
- Projections for the future.
- Current job market--projected job market.
- Reform in education and health areas.
- Drawing students who do not find relevance in comprehensive high schools to those career/tech schools.
- Needs of the students.
- The students' interests/career options. Programs accessible to all District students.
- In what areas is there a demand for trained employees?
- No tolerance.
- The jobs of the future should be where we focus on providing technical careers.
- Can our tradesmen (plumbers, electricians, etc.) take an active role in these schools?
- Location.
- Where will there be jobs in the future?
- The District should encourage the board to select one of the many plans put before them.
- Access to resources.
- What is desired by students, career knowledge of students, funding for programs, and equity of services.
- Future employment potential in strong and lasting careers.
- Number of jobs in local area economy.
- Adequate budget.
- Location near postsecondary.
- Helping students adapt to a weak environment.
- Make sure it is eligible to everyone no matter where they live.
- Economic.
- Supply/demand. Number of students interested in particular career or occupation.

- Listen to the data. 60% of the jobs are in skilled areas where we need techs.
- State standards of academics should still be met for career and technical students.
- Determining student interest and offering programs according to those interests.
- Local needs.
- Transitioning to careers.
- What industry opportunities will be available within the next five years?
- Facility size, capacity.
- Focus on future jobs.
- The District should consider that most students either want to enter the health industry or construction.

GROUP COMMENTS

- Proximity to residence.
- Location of building.
- Employment potential, available to everyone and freshman requirement.
- Focus on future jobs.
- Can district tradesmen take a role in mentoring/apprenticeships?
- Technical school is a viable option for some students. Number of high priority jobs in local area. Family wage earning. Identify core to allow flexibility in developing career paths.
- You should poll the students.
- Projected economic needs.
- Number of students.
- Careers.
- Consider student's needs (like food).
- Projected job market.

- All of the options listed in number 7 need to be available and given equal weight.
- Doesn't diminish the quality of a comprehensive education. Held to the same academic standards.
- Job forecasts. Employment after high school. Partnerships with CCAC, hospitals and trade unions.
- Gender based needs. Projected trends in each category. Strength of program offering.

ONLINE COMMENTS

- Interest of student body.
- Please consider that to attract and maintain well educated middle class families, it is necessary to have a clear plan on providing excellent education experiences for all students, career and tech, special needs, esl and university bound.
- The community. Stop making everything about test scores. Do they know the basics? A lot of students don't. Are you helping or hurting? Successes for all solid rules, strong support for your teachers, and staff.
- Ability to offer quality programs is very difficult to do in each comprehensive high school.
- That career and tech education is a viable alternative to college. Career Technology Education should be marketed as a positive alternative to a college education.
- Central location.
- Find out what all students love and are great at and give them the tools to pursue those careers.
- Current demand for workers in the various Career Technology Education fields.
- Ask the students what they want, especially the ones who may not choose to go to college and what are their interests.
- Consult with people in those careers.

- Opportunities for employment in this economy and the future.
- Transfer of skills to other career tracks given a different career path is desired or chosen.
- The state of the economy; the needs of the community & society; where the jobs will be.
- The number of students who will populate the program to ensure stability.
- Facility space, equipment, student interest.
- Have them in all schools so you can do neighborhood schools.
- Consider what jobs our students need trained for.
- Travel time between home school and Career Technology Education site, ease of transfer, time students will be unsupervised in the middle of the day, cost of outfitting the schools, safety of students and staff.
- The career center should be offered to 6th graders and get them started early. This will prevent many behavior/truancy problems for those students who are not academically inclined, and academics requirements could be woven into career programs.
- Avoiding stigma of vo-tech education. Building work ethic. Good attendance should be required to remain in the program. You don't show up, you are "fired." Get area employers involved.
- The District must form partnerships with businesses that allow the students to really work in those businesses as part of their curriculum work.
- What industry is in this area and what group will partner with the District? Where are jobs needed?
- Partnership: e.g. Internship opportunities for students provide strong basic academic skills.
- Not to force students into career-defining decisions too early; preparation that will be useful 20 years from now.
- Choices should not be limited. All of the above should be provided.

- Educational structure.
- Local business needs.
- Student interest and need.
- What fields for students, who do not want to attend college, would be able to enter directly with training in high school?
- More schools.
- Do you know what the kids (not their parents) are interested in? And is separating them out a good idea?
- Certainly students should be offered the option of mobility between career options much as they are permitted to change majors in college.
- Interest, attendance, parental involvement.
- Possibly what the students are interested in.
- Inclusion of students with disabilities into these programs.
- South Vo-tech used to have these.
- Ability to form partnerships for jobs that exist here in West Pennsylvania and are jobs of the future.
- Job market projections. (6)
- Get information from area businesses that would employ our students, make sure that we are teaching those marketable skills as well as basic employment readiness.
- Why go there when you can go to Allderdice and get a better education in that field anyway?
- Location of school, enforced industry standards, career advisory boards, dependable transportation for students.
- Student academic abilities.
- The needs of all students.
- Consider the career availability in the area for the near future. What careers are growing in this region and focus on those to start.
- Projections of career availability, placement of program graduates.
- Interest of student; family/community input; academic excellence.

- The availability of partnerships with reputable companies.
- Students not maintaining at least a 2.5 in a magnet program should be removed.
- Youth are influenced and stimulated by immediate satisfaction and action. The classroom and book learning is not enough.
- Have these programs for the students to learn and grow with the new tech age.
- That not every child is going to college. Trades are very good viable options for students who don't excel at reading or math. Not to discount the fact that they need math and communications.
- Realities of future job markets. More and more engineering and technical jobs are the ones going overseas. Some jobs, like the health care industry and the service industries, will remain where the population is.
- Growing fields looking for more than a basic high school education, but not necessarily a college degree.
- Location. (2)
- Making sure that the students are receiving the Physical Education and Health they need to be healthy and physically fit so that they will be well rounded and able to succeed.
- Current job market in Pittsburgh.
- Student feedback as to what they would like to take.
- Make sure there is a choice for all who need to make one. Plus, make sure that there is funding so principals cannot make the decision to cut the program out.
- The economy and jobs.
- The interests of the students and college offerings.
- Not all students attend a 4 year college; we need to prepare them to be successful in society and often times that is with a trade of high interest.
- Not everyone should be going to college. There needs to be choices for those who won't. I didn't like ranking one area of choice for students over another.

- Job outlook for Pittsburgh are 10-20 years forward; assessing needs of existing businesses.
- Employable skills - avoid the 'glitz' of robotics/computers.
- What does the modern market require and how can we meet those challenges.
- Outlook for jobs in the next decade and need for personnel for each of the careers.
- Questionnaire asking parents if their children are interested. Just opening a school is not doing the correct research.
- Consider using one of the properties that you have failed to sell. Consider what teachers are the best in providing the education, and which ones are dead weights.
- Opportunities for jobs within the Pittsburgh area upon graduation.
- What students it would serve. Also, all students need a solid all around education.
- That the specific programs be located in a decent amount of distance that if a student would have to travel, it would not be an issue with transportation and timeliness.
- You can't pick and choose between the above areas. They are all needed in society today and students should receive options to pick from.
- Careers in demand in today's market.
- Shouldn't isolate the kids in separate schools; Keep them with other kids, but allow them to specialize in trades.
- What jobs are most likely to give students a secure career?
- Make them trade schools which would be for kids who don't want to go to college. Keep Allderdice as it is.
- How can the community/work force be an asset?
- Job market future outlook, economic outlook of the future, population growth/decline.
- What the City of Pittsburgh will have for jobs in 6,8,10 years - service.

- Ensuring that students leave prepared to find employment or continue on with post-secondary education.
- It should consider students who would be less likely to attend or less successful in college.
- Teachers and pre-reqs.
- Projected job opportunities.
- All students take at least 1 year of technical education.
- Student interest and job availability in our area and future trends.
- What programs can provide a skill set necessary to find reasonable employment upon completion?
- Marketable skills that permit students to enter the work force with or without post-secondary education.
- Optimal balance between retention of successful schools and need for career & technical education. Abandonment of elitist idea that all students should attend four-year colleges.
- Be mindful of student feedback and interest in programs.
- The goals and motivations of these students are different and the delivery needs to be separate.
- Employment opportunities in the city of Pittsburgh. How to meet the needs of children with disabilities or that are not college bound as we develop curriculums that will prepare them for their futures, remain academically rigorous, but address needed skill.
- Student interest & marketplace needs.
- Students and parents need choice in the matter and the opportunity to switch schools if they don't want to do that career path at some point.
- There are many different tracks; kids should have the opportunity to experience multiple tracks if desired. As a professor in a liberal arts college, I also strongly support general education. Career & tech should not be overemphasized, especially for the college bound.

- Trades that require 4 year college degrees should not be considered. Career Technology Education should be for non-college bound students or associate degree programs.
- What they can offer to children not attending college.
- The trades for those not going on to college.
- Market forecast - will there be a demand for jobs in the Career & Technology areas taught.
- Easy for the students to get to.
- Building that houses Career Technology Education should be in a central location.
- Some students may never attend college. Technical schools will prepare them to be contributing members of society and may prevent some students from dropping out of high school.
- What do most students say they are interested in pursuing?
- Some of these Career Technology Education suggestions such as Eng. Tech., Health Science. & Business, Finance has more post-secondary 4 year degree programs than the others and need to prep students as such.
- It should look at the final result-what career paths are most likely to lead to jobs. But there should be many options for all students. Not all can go to college or follow a career choice in engineering, etc.
- Job prospects in the Pittsburgh area and nationally. Where are the jobs going to be?
- Future employment markets.
- I like what you have written. I think it is difficult to make the priority list, but will need to reflect what career counselors know about the changing economic environment and the competition in a global market.
- All programs seem equally important to serve students probably not attending college as well as students who have a specific interest they can learn about in high school and pursue in college so offering all options is optimal.

- The District should extrapolate from the current economic conditions the potential for future job growth especially in the Pittsburgh area.
- What are the current job demands?
- Needs of the local job market, skill level and interest of Pittsburgh students.
- Interest and future employment possibilities.
- Career and technical schools could accommodate core curriculum studies.
- Careers that don't necessarily require a 4 year university or college education.
- Trades are priority. Most teenagers do not know if they want to enter health care or computers at end of 8th grade.
- Multiple programs at schools. Not eliminating any. Keeping all choices for our community.
- Student needs.
- Pittsburgh's need for these areas of expertise. We want to keep our young people in the area.
- The need for technical and vocational training. Not all children are college material.
- The District should continue to consider the connections made with the hospitals and universities for extending learning opportunities for our students.
- Perhaps a comprehensive school should house all of these Career Technology Education courses.
- Openings in the local labor force for potential positions, or the demand for services.
- Consider prospective occupational needs and provide training/education.
- Current facilities available. The least amount of renovations and additions necessary.
- That we are meeting the needs of these students.
- Realize that all students are not college bound, but should have an opportunity to excel in other areas.

- That is the point. Career and technical education should be considered seriously.
- Careers that are or will be in demand in the future.
- With the growing aging population in the county, health care careers will keep more of our youth in the area.
- It gives children a chance to see what they like and can help those who need to have a job have training in an area.
- Community business partnerships, mentor programs, apprenticeships, etc.
- Government statistics related to future jobs in the selected areas.
- More hands on programs. Not every kid is going to college or has the ability.
- Where the interest of the students involved lie and the job prospects for such in the Pittsburgh area.
- Align career and technical education recommendations with needs of our city.
- Ensuring students receive a comprehensive education that is competitive with other local schools.
- How to make school relevant for those who do not find it that way currently. Allowing engineering and health care students to take advanced math and science to prepare for college, which they would not be able to do with state Career Technology Education requirements. Mentorship.
- Where jobs are at now.
- Integrate them into comprehensive high schools.
- Coordinating their recommendations with student feedback.
- The first and most important consideration should be that students get the basic mathematical and language skills. If they have these skills, they may acquire a technical education in high school or later on in life.
- What's best for the area and our student's needs?
- Accessible for students in wheelchairs.

- Utilize one high school building best designed for this purpose, see CCAC West Hill-sample.
- Providing real career opportunities with appropriate academics to develop good citizens.
- Study of future state/nation-wide careers, current successful careers, and career & tech survey for parents/students.
- Vibrant public/private partnerships are critical to future success. There must be great transparency between public and private entities to assure the curriculum remains relevant.
- Careers where students can get a job, make a decent living, & careers for students that would not go to college.
- Jobs.
- That we drastically under serve a significant portion of our student population who are not currently college-bound.
- Should consider what programs have greatest number of participants and to allow students to continue their academic education concurrently.
- Cost and effectiveness of the program.
- City job needs and ability to effectively train in that area.
- Academic level of students.
- Well rounded and not specialized education in high school. Focus on academics rather than electives.
- All children will not attend college so concentrate on their willingness to learn a trade and contribute to the tax base in the city.
- Labs, international communications systems.
- Helping our students become successful enough in a career whereby they can become gainfully employed upon graduation.
- Placement upon graduation.
- The background and abilities of the students involved.
- They should consider where the jobs are within the city and pairing with companies in the city that would be willing to hire these graduates so they will stay in Pittsburgh.

- High growth occupations with opportunities for advancement.
- Meeting the students needs to be prepared for the field that they are interested in.
- Look at jobs open in the Pittsburgh region. Determine needs of community.
- Transportation is a big concern. Students will not venture far even if the program is a good one.
- Thematic schools.
- Survey students, look at jobs/advanced education pursued.
- Wants and desires of students to peruse field of interest.
- The availability of jobs in each area.
- Look at Forbes Road to see what interests' students.
- Adopt one designated facility to accommodate the building trades. This location will offer all the trades only. Offer business courses at 3 buildings spread throughout the city.
- All students should have the possibility of receiving this education. We're beyond cooking and body shop. Many students will rely on this as training for future jobs even with the Pittsburgh Promise.
- Allow all students that are interested to participate even if they are not proficient on the PSSA's. If more students could see a tangible gain for all of their hard work maybe they would be more successful and stay in school.
- Establishing reputable and great programs that are successful.
- Most students just want to try different Career Technology Education courses without making it a career (good to know info).
- Areas in which each student comes from and where these schools will be located.
- Popularity of each class.
- Each one is as important as the other.
- Location and program.
- The need for special education teachers at these schools. Our special education students often fall through the cracks and

need training and programming to make them successful and productive citizens of Pittsburgh.

- What is the demand? Gear the education to fulfill the need.
- Employability within the Pittsburgh area.
- Not everyone is suited for college.
- The growing fields that will be available to them.
- Emerging technologies and appropriate funding for same; school to work partnerships.
- Business and opportunities in Pittsburgh.
- Number of students interested in the program, location.
- Programs that will allow the students to be better prepared for the real world.

- Distinguish vocational from college prep - engineering, nursing require broad based education and not isolated focus.
- Growing industries and the diverse needs of our students.
- I believe the District needs to look back at the ranking system, and expand it beyond one important category; some people will not fit into the category of only one education program. We need to focus on at least two education programs to make the program.
- Regional and national emerging job markets.
- Career and Technical Education should be geared to the types of careers that are most in demand in the region and complementary to the region's strengths.
- Needs of students.

Pre-Kindergarten – 8th Grade

9. What are the Pros and Cons of a Pre-Kindergarten through Grade 5 arrangement?

INDIVIDUAL QUESTIONNAIRE - PROS

- Age level.
- More similar developmental issues - not adding in issues of the 12 - 15 years.
- Children are placed with others in their own age range.
- Gradually prepare the kids for school.
- Familiar configuration.
- Less age range.
- Children can adjust to school easier.
- Teachers seem to be drawn towards either elementary or middle school so there is a better match of teacher temperament to job expectations.
- Easier to manage numbers.
- Familiar consistency with teachers. Small and intimate.
- In some communities, it gets older students away from younger if older are bad influences.
- Developmentally appropriate. (2)
- Special attention to recognize early development.
- Children are educated with other children of close age groups.
- Kids close to same age.
- Smaller schools. (3)
- Children attend school close to home. (2)
- Bigger middle school kids don't mess with younger children.
- Developmentally aligned configuration.
- Safer age grouping.

- Keeps younger students together. (4)
- Placing strong early childhood teachers in an arrangement that includes Pre-K only.
- Good student mix.
- Familiarity is very important for smaller children.
- Safer than having broader age range.   Less bullying.
- Allows more concentrated focus on early childhood.
- Continuity of students.
- Narrower age range, better focus and less discipline issues.
- Help prepare.
- Consistency.
- Faculty is focused on young children.
- Less bullying by older kids.
- Maturity.
- Small age group for effective education.
- Neighborhood schools. Parents don't have to go to many different schools for their children.
- It gives the younger kids a better chance.
- Elementary curriculum.
- 5th graders get to be looked up to.
- A more supportive structure could be established.
- Curriculum.
- Depends on the facility.
- Early start.
- Developmentally & emotionally this is a better arrangement.
- Similar age groups. (4)

- Students stay close to friends.
- Location.
- Pre-K needs to be in schools. (2)
- Focused on age and grade.
- Age appropriate. (4)
- Separates the younger students from the older students.

GROUP QUESTIONNAIRE - PROS

- Focused age group.
- Don't have older children.
- Developmentally appropriate.
- Familiar. Consistent teachers.
- Age appropriate.
- Similar age students. Curriculum focus.
- Children educated with the same age group. (2)
- Smaller school. More narrow age range. More community oriented. Less behavior issues.
- Early development.

ONLINE QUESTIONNAIRE - PROS

- Uses fewer buildings and staff.
- Younger age children.
- Teachers get to know the students as they move through the grades. Students get to know teachers.
- Spiraling curriculum.
- Children are much at the same level socially and educationally.
- Smaller school. Closer in age throughout the building.

- We keep population because parents feel their child is in a safe and orderly environment and not exposed to issues that older students normally face.
- Involves parents at Pre-K and keeps them involved. Staff knows students by name.
- Developmentally appropriate.
- Younger students at same building; not being exposed to older students.
- Allow students to focus and learn basis foundations.
- Location, consolidation, possibly cheaper facilities, upkeep costs.
- Children should be housed together in their age group.
- Younger children look up to older students.
- Family-like environment.
- The students flow right into the Kindergarten. Right after Pre-K.
- This is the best arrangement. Students are younger and will not be subjected to middle school age issues.
- Children have similar mentalities and are still in the childhood stages of development.
- Small, more like a family setting for students.
- Students are given individual attention based on developmental needs.
- Students receive services and programs that build a very strong foundation academically and socially.
- Siblings can be at the same school if there are Pre-K kids and elementary kids in the same house.
- Children are away from middle & high school ages.
- It keeps younger kids safer and allows for more nurturing.
- More focus on elementary practices; more of a family feeling and sense of community; safety.
- Younger children stay together. (2)
- Students will become familiar with their environment over time.

- Orient students at a young age to the school environment, yet have a smaller age gap.
- It's all good.
- Students are less transient when attending a PreK-5 program.
- Not sure.
- Children get an early start to a better education.
- I feel that these types of schools are the best based on the fact that the children are not being negatively exposed to things that the older children do.
- Little kids are used to their school when they start kindergarten.
- Early start for children.
- Students are ready for the organized climate of elementary school. Fifth grade should be the highest grade in an elementary school.
- Younger students are segregated from older, more mature students. Safer schools.
- Better able to utilize the facilities in the building.
- Children get adapted to the school environment at an earlier age.
- Separation of younger impressionable students from older more precocious students.
- Age appropriate. (2)
- Save space.
- Class size is smaller.
- Has worked well for many years.
- Gives the Pre-K familiarity of the school they would be going to. K-5 establishes consistency.
- Innocence in our children can be improved and regained.
- Opportunities for older-to-younger student mentorship.
- Safer school environment both physically and emotionally.
- Small number of students.
- I believe that the children are well suited and the 5th grade children can read and help the young children.

- Smaller school. (5)
- This configuration still seems the best.
- Small schools opportunity to choose middle schools.
- Access to Pre-K in neighborhoods.
- Role modeling and mentoring.
- Safety. (5)
- The younger kids can model the older children.
- Smaller class sizes. More control over the students because they don't have middle school models.
- Contained in one school.
- Primary students need to be in the same configuration or put pre-schools in a building or Pre-K to 2 and 3 to 5 in their own buildings.
- Like ages together.
- Younger students would be sent to school with students of their age group.
- Maturity and growth is similar.
- Children enter the education system sooner. They get a head start.
- Younger children are not at risk of violence and exposure to inappropriate behavior from much older children.
- Building friendships.
- Educators presumably will be experienced in early education, rather than in elementary education in general.
- Cohesive group that relates well in social and educational development.
- Students are ready to learn upon entering kindergarten. Developmental delays detected early.
- It is a great arrangement.
- Homey, smaller, traditional.
- Differentiating middle and elementary schools (each has different ways of learning).
- People are use to it. Lots of small schools located in communities.

- Students are in an elementary setting.
- Good age bracketing.
- Focus on early education, no transition from preschool to kindergarten.
- There are age appropriate peers. Students can have support of siblings.
- Families seem to be more comfortable with their children in Pre-K to grade 5 arrangements.
- Less of a difference in ages.
- Prepares for kindergarten in the same building.
- They are near the same age and same mind set.
- Students are young and have some of the same needs.
- Not being over crowded.
- Traditional education setting serving the needs of developmentally similar children.
- Same building for formative years.
- More K-5 elementary schools mean there are more neighborhood schools, closer to the children's homes.
- Focus.
- Smaller learning environment. Students are not mixed with older students.
- Smaller schools; kids can relate to each other -- older kids not too big or worldly.
- The school is small and easier to manage.
- The older students can be a positive role model for the younger students.
- The smaller children will have less negative influences, and can go back to learning the basics, and parents will not be so afraid.
- Small schools with students of relatively similar ages.
- Siblings in same schools.
- Kids grow with their peers in a safe environment.
- The kids stay together.
- The students are still on the elementary level.

- Keeps the developmental stages aligned with each other.
- Like small size of school. Kids under less pressure from older kids. Leadership positions and younger age.
- Opportunity for interactions between grade levels - students/teachers.
- Students of similar developmental stages are together in one school.
- Small schools.
- Consistency with staff, similar interests of age groups.
- Smaller environment as a whole. Less chance of problems involving older kids.
- Age grouping is easier to create policies and facilities that are appropriate for all of the ages in the building. It is more difficult to manage Pre-K or K and 8th grade in the same building.
- Good head start for children.
- Faculty can be specialized for that age.
- Less exposure to behavior of older students.
- Teachers are certified across the board.
- Children ready for Kindergarten.
- Combined space with reduced costs.
- Siblings of like ages attending together. Transition to kindergarten smoother.
- There's great evidence that this classic configuration works.
- Smaller school where students feel safe & comfortable - able to know more people better.
- Only one. Economy of scale.
- Children are able to associate with children closer to their age in not being forced into an older child environment.
- Kids are all still kids.
- Less exposure to younger children of more mature situations.
- Ideal & most efficient educational environment if kept as neighborhood school.
- Ability to provide age appropriate programs for all children in the school with parental interaction and community support.

- Close school community.
- Continuity of teachers through the elementary school years.
- Smaller community.
- Age appropriate learning environment.
- More of an opportunity for a consistent education throughout the elementary years - staying in the same building with the same program.
- Smaller window of age difference.
- Familiar.
- Large facility provides more personnel.
- Students are in a setting that is more personal and geared toward their maturity level.
- Presently we can track the growth of children and have better data on children with the start of kindergarten.
- There can be more communication between Pre-K teachers and Kindergarten teachers.
- Neighborhood schools.
- Keeps younger children housed separate from older ones.
- Small classes, socializing, non-yelling teachers, teachers focus on choice subject.
- It's the right mix of ages. Schools can be in neighborhoods.
- Younger/older siblings stay in same school for longer period of time.
- Pre-Kindergarten would be involved in the normal functions of the building at a young age.
- These age levels can still compliment each other.
- Limits the age spread by stopping at 5th. Allows for a more "primary" culture, meaning that the school can focus on the younger child.
- Differences in age, maturity, needs, and real-world understanding far less than other age arrangements.
- Small classes and smaller facilities.
- No problem.
- Pre-K gives the students a foundation in education.

- The same students will remain together.
- Discipline is manageable and therefore learning can be achieved with success.
- The younger students get a feel for what school is really like and interaction with older students.
- Allows younger kids to learn without influence of older kids.
- Getting the young student prepared for school life.
- Smaller environment; no negative influence from older children.
- Students continuing in same environment.
- Provides good foundation for higher learning.
- Most students are on the same developmental level.
- Better age coherency.
- These are the formative years; children learn from one another, work with one another.
- Not a large gap in ages.
- Good for kids who mature on the early side.
- Smaller, neighborhood based facilities.
- Youth grouping.
- Students have the ability to feel confident in their smaller school before moving to a larger building.
- Allows for a higher concentration on an early childhood focus; smaller setting.
- Help and interaction between the young ones and older.
- Siblings can attend the same school. Developmental ages are similar.
- The fewer grades served the better atmosphere for the children.
- Separates unruly middle school students.
- Preparing the student for their next step, middle school.
- I think this is ideal. Developmentally, it can best serve the needs of the students in a nurturing setting.
- Teachers and student familiarity.

- The young students can go to the same school as their older siblings.
- Developmentally appropriate, single curriculum to monitor.
- Smaller age difference.
- Giving students a good educational start and keeping them within a certain age level.
- Ability of administration/staff to focus more intently on the needs of the younger student.
- Keeps elementary students safer and more "innocent".
- Children get the opportunity to experience short term accomplishment like graduating in the fifth grade and being expected to move on to bigger responsibilities.
- It's a good learning environment.
- Ability to build community. A good start for learning and ability to get to know and understand the child's needs and performance.
- Reasonable developmental span.
- Good age range for student interaction.
- The high structure of the K-5 model is good for the young children.
- It is the way it has always been.
- Grade 5 students can learn about civic responsibility and can be required to help younger students (tutoring, reading hours, community service, performances, etc.).
- Students get to stay in the same school for seven years.
- Good developmental grouping.
- They would be more easily assimilated, and safer, and class sizes could be kept to appropriate levels in these important, formative years.
- More family centered. Higher parent participation.
- Children can get used to school.
- Keeps older children away from younger children.
- Older students can interact with the Pre-K students in a safe environment.

- Groups students according to developmental stages.
- Age spread.
- Students stay together.
- Not grouped in with the bigger kids.
- This is a good grouping of ages.
- Easier to provide group activities that will appeal to the entire student body.
- Easy for parents of children in higher grades.
- Keeps those that are still truly children together.
- This is the ideal model.
- Smaller, less intrusive setting.
- The age group gets along well developmentally.
- Focus on early education.
- Younger children remain together and are not exposed to teenagers.
- Kids are all young and small.
- More time for special subjects.
- Younger kids aren't intimidated by older kids.
- Less of the adolescent disciplinary issues.
- Don't have to be subjected to the behaviors of adolescent students.
- Absence of older children mixing with younger children.
- More developmentally appropriate age groups in one building.
- Less discipline problems.
- Responsible 5th graders may be able to volunteer to help out the Pre-K at lunch, or read to them during the course of the day.
- Have students in a close range in age.
- Closer age range.
- This is the way it should be.
- Smaller schools, I hope, and the opportunity to develop community with engaged parents. Safety can be more easily insured and opportunity to have a more orderly environment.

- Smaller, more nurturing environment.
- Focus on young kids.
- Consistency for building parental relationships, comfort level for children in establishing social relationships.
- Students feel a sense of family and safety. Teachers can interact and discuss students as they grow.
- Hopefully smaller schools, better behavior norms.
- Building a community in your school early on in their education.
- Traditional.
- Combining buildings will save money.
- Age appropriate building procedures.
- Allow those students to remain at the same school and have consistency, routine, and structure within the school.
- Safe learning environment.
- Same school for seven years.
- During those "critical" years they need routine and to know and feel comfortable with the teachers they have and will have.
- Good social grouping of students.
- The expectation is the same. The teachers can work together from Pre-K to 5th. They will be aware of the students needs at a younger age.
- Provides a "safe" space for younger children to develop.
- Helps with flow of the building and behavior management.
- Good mix.
- Children of basically the same developmental stages are together.
- Younger students can walk to school with older siblings.
- Students stay within same facility, yielding familiarity and potentially families staying in public school system.
- Consistency.
- Focus is on children rather than pre-teens/teenagers.
- These grades are a good fit age wise.

- Smaller schools--more of a family feel.
- Keeps younger kids together. Let the 5th graders be the "big kids". Children are shielded from middle school behavior.
- It gives consistency to the Pre-K program because they go into the regular program with limited adjustment.
- Developmental levels.

INDIVIDUAL QUESTIONNAIRE – CONS

- More movement.
- More expensive, more buildings. (2)
- Two transitions.
- Cost.
- Harder to achieve optimum school enrollment size.
- Small number of students per building.
- 5th graders working above grade level are harder to accommodate.
- No older students as role models.
- Additional transitions.
- Less continuity.
- Safety may be a concern with age 4 and age 11 students. (2)
- Fewer students, less offerings.
- Fewer offerings.
- Pre-Kindergarten and Kindergarten may not have useful materials/age appropriate materials or playground equipment.
- Bullying.
- Smallest students per building.
- Pre-K and Kindergarten in same building.
- More schools needed.

- Creates smaller schools and fewer programs.
- Transition.
- Pre-K education could be distraction from K-5 education.
- Costs the District more to maintain because there are more buildings.
- Big culture shock when going into huge sixth grade program.
- Number of students per building.
- Would need different start times and end times for school.
- Difficult transition.
- Varying needs of kids in this age range.

GROUP QUESTIONNAIRE - CONS

- Fewer offerings/fewer students.
- Transition to higher grades.
- Parents have hard time moving kids to middle school.
- Number of students.
- More buildings and more expense.
- More schools, more expense.

ONLINE QUESTIONNAIRE - CONS

- Still too many grades.
- Concern over limited middle school options.
- Facilities-wise, probably not very efficient.
- The age groups shouldn't be mixed.

- Forces students to transition and build new relationships when they are just transitioning to a critical stage.
- The fifth graders tend to display negative behaviors and can intimidate the younger ones.
- As usual, no research to really show that anything works.
- Requires that students will go into larger middle schools which can be a hard transition for many students.
- Does not allow kids any prior knowledge of the middle school environment.
- Older kids around younger kids.
- Too big of an age gap.
- Students have to change schools after 5th grade.
- Range of enrichment resources needed.
- All schools do not provide equal education.
- Trouble transferring to middle school. Friends forced to split and go to many different schools.
- Small children interacting with older children and the inappropriate conversations.
- Exposure to bigger children who may play rougher.
- Transition from 5th to 6th grade.
- Some 5th graders are rather large and it could be an unsafe environment. The older kids could be a bad influence on the younger (cursing, disrespect towards adults, truancy, etc).
- Not cost effective.
- Having to transition after 5th grade to a new building.
- It is the perfect foundation to develop the child and prepare them for a more challenging educational experience at the middle school level.
- If not exposed to this level of education, it might make the student fall behind in the other grade levels.
- Children get lost in the confusion.
- There are no mature students (8th graders) to act as mentors to younger students.
- Large classes.

- Difficult transition into middle school.
- Some schools may not have bathroom facilities with low enough toilets and sinks for the Pre-K students.
- More buildings. (2)
- Middle schools are out of control.
- There is a vast difference between Pre-K and 5th, but clearly separation, different planning, etc., would be at work.
- Too many parents use the Pre-K program as a babysitter.
- Pre-K takes space away from K-5.
- The age span.
- None as long as students are separated.
- District's dire money issues.
- They all need to be self contained.
- No older children in the building to act as role models and examples.
- Distraction for the older students.
- There is a wide disparity in age range. Some of the older students in the building will already be streetwise.
- Finding the room and the monies to go along with it.
- Cost inefficiencies.
- Creates a big jump at 6th grade.
- Same thing we are already working with.
- Pre-K should be separate. Young students need their space, as well as older students.
- Students may change schools 2 more times.
- Having age-appropriate programs and facilities for all students.
- Classes in most cases are too large, especially K and 1st grade.
- Large size of school can be scary.
- Families wait to bring all their kids at one time when enrolled in Pre-K, showing up late for K-5.
- Current Pre-K program does not necessarily feed into the attached K-5 feeder pattern. Start times are different so there is disruption to the learning environment.

- Population loss would result in fewer neighborhood schools.
- No disadvantages to K - 5 building.
- Kids are just beginning to get comfortable with school and have to switch.
- Expensive.
- Perhaps best use of facilities.
- I don't think Pre-K should be a requirement--kids have a whole lot of time to be in school--give them their babyhood.
- Adjustment can be hard.
- Mentoring possible from older kids.
- Space. We need more, and they have 3 classrooms. Start times and dismissal times are different; therefore we have a lot of parents wandering the building.
- Some building space not utilized.
- More changing of schools. Less "belonging" to certain school environment.
- Younger parents less participation.
- Student acceleration at upper levels more difficult.
- Older and younger mixed together.
- Cost of having smaller educational facilities.
- The older children can be a little intimidating to the younger children.
- Possibly not enough students to keep building open.
- Having to choose a middle school.
- Sometimes it makes school sizes too small, sports programming, less opportunities for leadership.
- Bussing.
- Loss of rooms for Pre-K classes.
- Bullying.
- More transitions between elementary school and high school.
- Elementary teachers don't have the perspective and continuity in academic goals as much as K-8.
- Need to move in middle schools.
- Need a separate building for 6-8.

- Pre-K students are too young and naive to be with 5th graders.
- The availability of middle school.
- Sometimes focus is all academic and not social development.
- Fewer neighborhood schools due to consolidation.
- More transitions.
- Too much commotion within the smaller schools. Pre-K students need space to go outside to play, eat lunch, and a quiet time for nap time. Having that many students in the building would not provide adequate space for lunch and play time.
- Kids then have to go to a middle school, which has not been a great option overall.
- Conflicting personality through the years.
- Age difference in the same building.
- Facilities may be under utilized. Siblings separated sooner (more complicated for parents). Older children miss possible opportunity to be "teacher helpers" with young ones.
- We need a K-8 program, which will engage the children in a constructive and nurturing environment until 8th grade.
- The students in Pre-K can learn bad habits from the older students.
- Tough on teachers.
- Too many ages in the halls.
- They will learn all the teachers 1st-5th, so when they go, they will know what to expect.
- Have you seen the behavior of Pittsburgh Public Schools middle school students? And you are asking this question?
- Schools become too big.
- Pre-K-5 buildings may not have access to all resources and technology.
- 5th and 6th becomes a big transition year, developmentally they struggle at this age and need consistency.
- More space for special classes.

- Sometimes there are not enough positions to offer specialists in the buildings. We need math and science specialists.
- Older students with behavior problems negatively influence younger students to misbehave.
- If grade levels are kept separate (no contact between lower and upper grades). In that case, the Pre-K could be placed in a separate facility (early childhood centers).
- Often limited in extracurricular. Libraries, computer access often inadequate.
- Not utilizing the building to its full capacity of student enrollment.
- Middle school adjustment pressure in grade 6.
- Not enough programs city wide.
- More schools.
- Moving children at a younger age.
- Limited physical resources (auditorium, pool, computer labs).
- Kindergarten should not be mixed.
- It is a wide range of ages for one school.
- Don't include kindergarten.
- Students have to start all over at the 6th grade level at a difficult age.
- Age differences of 5 year olds with 11 year olds.
- Might cost more money.
- Is there space for Pre-K at all K- 5 schools? Students transition at 6th grade.
- Schools are forced to limit course offerings due to budget cuts.
- There shouldn't be any, but realistically mixing Pre-K with 5th could cause problems because of age disparity.
- Too small for busing & full days.
- Not able to departmentalize science, communications, etc.
- Too wide of a range.
- Some buildings like ours are already overcrowded and have no place for Pre-K.
- Families may be at different schools.

- Some services may be underused.
- Some schools are too small. Small schools can't offer as many choices for high quality electives - e.g., art, library, multiple foreign language choices.
- If the 4th and 5th are not departmentalized then the kids are lost when they come to middle school.
- Costs. (2)
- The school space may be wasted on a small amount of students.

- Perhaps, the cost of operating a building that doesn't have as many students.
- Great depth of developmental difference.
- May lack building resources.
- Smaller children with older children.
- Too large a school makes safety issues.
- Parents concerned about middle school.
- Less efficient.
- 5th graders tend to "outgrow" the program (but that's good).

10. What are the Pros and Cons of a Pre-Kindergarten through Grade 8 arrangement?

PROS - INDIVIDUAL QUESTIONNAIRE

- Less movement.
- Nicer for middle school age kids to be around younger kids.
- Continuity of school teachers.
- Transportation cost lower.
- No nasty middle school transition.
- Less movement from elementary to middle.
- Depends on the facility.
- More students more offerings.
- Peer assistance, older kids helping younger ones.
- Costs the District less to maintain because there are fewer buildings.
- Provides continuity.
- Older students can mentor younger students.
- None - maybe saves space, that's all.
- Lower cost.
- Eliminates transition issues.
- Economy of scale if larger enrollment continuity.
- Good base of students.
- Long term relationship between school & family.
- Teachers know middle school aged kids.
- Fewer transitions. (2)
- Siblings at same school.
- Better space utilization of building.
- Familiarity, less concerns and anxieties for families.
- Continuity of program, relationships of students, staff, parents and families.

- 8th graders are leaders of school. Works well in some communities.
- Consistency.
- Better use of facilities.
- Role models for younger students - the plus side.
- Middle school kids have opportunity to be role models.
- Easier to achieve optimum school enrollment size.
- Home/school connection.
- Relationships.
- Older students help younger students.
- Fewer buildings.
- Older kids can mentor younger kids.
- Continuity, only two transitions.
- Cost effective.
- Negative.
- I don't agree, but some say the continuity.
- Community.
- Cheaper.

PROS - GROUP QUESTIONNAIRE

- Security.
- Continuity.
- Continuous--Kids in same school for longer period.
- Lack of athletic facilities, support classrooms, menu requirements.
- Consistency with teachers following students.

- Mixing of age groups.
- Older children could influence younger children.
- Not developmentally appropriate.
- Better space utilization. Continuity of program.
- Behavior issues. Middle grades' offerings less.
- Disproportionate funding for staff because 7th and 8th grade teachers need to have higher qualifications. Busing issues with age difference.
- Safety.
- Differences in food service.
- Fewer elementary schools. More siblings in one place. Easier on families. More personal relationships. Mentoring. Grade skipping. Flexibility--skill grouping.
- Age of students.
- Pairing of older students with younger students. Older students reading to younger students.
- Building facilities. Attitude.

PROS - ONLINE QUESTIONNAIRE

- Better continuity - Good for kids who mature on the later side.
- Easier transitions.
- Students stay together for a longer time.
- Potential of neighborhood based school.
- Students remain in same building with same teachers, familiarity of rules, etc.
- If the middle school kids are kept completely separate from the younger kids then I guess this would have a nice flow and consistency for the students.

- More building resources.
- Maybe more effective use of buildings/space.
- Inter-age tutoring, economics considerations.
- Siblings will be together.
- Traditionally has worked for years, would combine students into one building to save money.
- This is a good choice when the students are added one grade a year as they were in some schools.
- Same students will remain together.
- Students get to stay in the same school for ten years.
- The school and staff could get to know the parents of the children.
- Neighborhood schools.
- Less schools open.
- Older kids can be leaders and have community service with younger children.
- Students become very familiar with the school expectations.
- Less bussing.
- There are too few empirical studies of this for me to know, or for a survey of this unscientific nature to hold any merit.
- Better building utilization.
- Mix of ages exposes students to one aspect of diversity; older students can mentor younger students.
- The likelihood of getting a detector installed at your school.
- Same building through formative years.
- Variety.
- The student can continue within that school and have even more structure, routine, expectations. etc.
- Teachers and student familiarity. Programs already established.
- Older kids can mentor younger kids; no transition to middle school. (3)
- Nice situation if middle school separated somewhat and kids have leadership, sports opportunities.

- Classic school arrangement. If total enrollment were no more than 400, could be very community-oriented.
- Good mix.
- Positive influence of the eighth graders who model adult like behaviors, more stability within the school, and teachers know all of the students K-8.
- Stay in one building until high school.
- Parents may feel their grade 6-8 children are safer here than in a middle school.
- More opportunity to have all of families' children at one school on one schedule. Older students can be engaged and interact in a positive way with the youngest. Middle school energy.
- Combining buildings will save money.
- Location consolidation, possibly cheaper facilities upkeep costs, fewer sites.
- Reverse of Question 9: Better facility utilization. Siblings stay together longer (easier for parents). Older children have possible opportunity to be "teacher helpers" with young ones. (2)
- I think a smaller middle school is easier to manage than a large 6-8 middle school.
- Keeping students in an environment that they are familiar with.
- Younger ones being helped along by older siblings and friends.
- Very strong bonds between everybody develop.
- Condense space?
- More diversification of student population. Possibilities of peer mentoring or tutoring.
- Combined space with reduced costs.
- More students make running the school cost effective.
- Eighth graders are leaders of school.
- Older siblings can take the younger ones home.
- Cheaper, maybe.
- Will keep building open.

- Filling a building to capacity.
- Keep kids longer in transitional years of middle school so they are more grounded when leave for high school; opportunity to help younger students and act as role models.
- Mentoring possible from older kids.
- Staff can build and sustain long term relationships with students.
- Consistency of kids in one school for 9 years.
- Being able to support the child throughout the main years of learning to build a solid foundation.
- The expectation is the same. The teachers can work together from Pre-K to 8th. They will be aware of the students needs at a younger age.
- Teachers and staff can plan an academic course for students appropriate to that student. They know the family and student well.
- Consistency. Fewer transitional issues.
- Families stay together longer.
- Clearer academic program from Pre-K-8.
- Consistency.
- Older children should not be around the younger children.
- Children get an early start on education.
- All kids together.
- Only need one building.
- Students remain at the same school and are used to procedures and routines.
- Continuity from elementary through middle school.
- Staff knows students by name through 8th grade.
- Savings of more students in one place.
- Economy of scale.
- Continuity into middle school.
- More nurturing for students. Minimizes transitions, which is good for some students.

- Older students can be paired up in a "buddy" program with little children.
- Good model for Catholic schools for many years; efficient use of a building.
- Students and staff are close.
- Can utilize older students to help with activities with younger students.
- Have a good support system from earlier years.
- Probably more efficient logistically.
- I think they work fine if certain grades are separate from others. We all pretty much went to them when we were children.
- One school location for families.
- Structuring young adult to take more of a "leadership" and "role model" role for the younger students.
- Various academic programs offered.
- The older students could mentor the younger students. Book buddies and tutoring.
- If children can be clustered with peers of their own age and maturity range, it is beneficial for consistency in learning and growth can be tracked and built upon for 10 years.
- Keeping them in one building.
- The parents, children and staff have a longer time to make relationships.
- Potential for interaction of younger students with older students - mentoring.
- Stay with the same kids.
- Neighborhood oriented less travel.
- Less school buildings being used. Helpful to school budget.
- Children know each other.
- Older students can interact with the Pre-K students in a safe environment. They can also mentor the Pre-K students.
- Fewer buildings. (2)
- Violence.

- Can use the older ones as mentors for the younger ones.
- Students stay within same facility yielding familiarity and potentially families staying in public school system.
- If managed well, older students can provide good examples of leadership and behavior for younger students.
- Cost effective.
- Keep students attending Pittsburgh Public Schools longer, especially if attending a neighborhood school.
- Availability for sports.
- Smaller setting for middle school students.
- Siblings will be together for a number of years which benefits parents and kids.
- The kids are more accountable to themselves, their old teachers, and learn kindness towards younger kids.
- Great to have broad age range, school knows students.
- When the Pre-K- 5 are separated from 6-8.
- Parents like the idea that their babies are in the elementary school.
- Parents know where their children will attend school for long period.
- Solves middle school problems.
- None. Nothing good has come from any of the combining of schools Pre-K to 8. You have eliminated jobs, forced parents to put their children in situations they really don't want them in, from bussing to the building itself.
- Neighborhood based schools.
- Siblings are more likely to be in the same building.
- The older kids feel connected and comfortable.
- Larger schools.
- Older siblings in the same building as younger ones.
- More gradual transition and development for the kids.
- Not having to transition to a new building after 5th grade.
- Uses the building to a greater capacity.

- Middle school often does not fit with elementary. Too hard for middle school students to transition to high school.
- Establishes consistency. Works well at the catholic schools.
- Students are in only one place for all grades.   Families don't have to travel to several buildings to talk to teachers.
- No transitions until high school.
- Supposedly better facilities but not at all K-8 now.
- Opportunities from cross age tutoring.
- To gain better discipline from the middle school students.(role models)
- No transition into middle school. Older siblings can look after younger siblings, particularly before and after school.
- This arrangement does not work especially without deans and vice principals.
- Uses fewer buildings and staff.
- Less pressure in middle school age.
- There are too many children. Middle school aged students should not be in the same facility as the Pre-K through grade 5. The only way this is feasible is if the facility is sectioned off where the students do not share same bathrooms, stairs, and gym time.
- Consistency with staff sometimes helps the middle school students to be more nurturing, helpers, etc.
- Socializes 7 & 8 graders to look out for younger students and act as leaders.
- Good.
- One transition to high school.
- Tracking student's academic/behavior history. Teachers can work together to provide well rounded education.   Students become familiar with environment and peers.   Pairing upper grade level students with younger students for mentoring and tutoring.
- No need to transition to new building until 9th grade.
- More stability.

- Consistency of program and staff members/routines.
- Effective in one building.
- Community feeling.
- Fosters continuity in their academic education.
- Works if youngest can be separated from oldest during school day activities.
- The school is continued to 8th grade, hopefully with consistency.
- Parents may like their siblings in the same school but a K-5 and 6-12 or K-6 and 7-12 system would better prepare young and old for their futures.
- Students can have peer-tutoring programs. Big brother and sister clubs. Families can be at the same school.
- Still a good age mix and better than putting 6th graders with high school kids.
- One school.
- Older siblings can walk/baby-sit younger siblings.
- Students get to see the older kids start to take responsibility for school events, plays, fund raiser etc., and the younger students will aspire to that end.
- Easy for parents of children in higher grades.
- Consistency within the program.
- Being with your classmates.
- As long as facilities can accommodate, it should be ok.
- Middle school students do not have to be with high school students.
- More local neighborhood schools.
- Children can form great bonds in these years.
- I suppose building usage.
- Save space.
- Economy of scale.
- Siblings staying in the same building, etc.
- Continuity and ability to monitor students.
- This option is fine.

- Save money. (3)
- The 8th graders take pride in their schools and act as mentors to younger students.
- 6-8th graders become leaders in school.
- Lots of cross-age tutoring available.
- Probably fewer overhead costs.
- Keeps middle school kids with teachers who knew them younger and younger siblings.
- It eliminates some of the constant transitioning of moving to a new school.
- There are good situations if the school is a neighborhood school and the number of students enrolled is kept to a reasonable number.
- Larger age range.
- Smaller class size/school size in middle (6,7,&8).
- Fills up a neighborhood school.
- This is where students learn the basics of education.
- No transition from 5th to 6th. Remain in comfortable and familiar environment.
- Smaller school setting. Allows for the child to develop and grow independently. Reduces the loss of individuality.
- Facilities wise, convenient.
- Utilization of building space.
- Kids get to know the staff through siblings.
- Less transitions which appear to allow for a smoother transition to high school and faculty who appear to have enhanced student/parent relationships.
- Utilize space.
- Fewer transitions.
- Kids stay in same facility longer. Easier transition to adolescent schooling.

CONS - INDIVIDUAL QUESTIONNAIRE

- Wide age and grade.
- Too large a group. With age variations too many developmental issues.
- Furniture and fixture sizes.
- More freedom and traveling alone. Time management - getting to classes on time.
- Harder to have extracurricular activities for middle school students.
- More travel.
- Behavior.
- 6-8 are too old to be mixed in with the little ones. They have their own developmental issues.
- Older students, too much influence.
- Large enough to offer languages and electives.
- Peer pressure.
- Range of developmental issues.
- Not easy transition to high school.
- Too long in one place, one staff, too long to being the older, mature kids.
- Too large in age range.
- 6th - 8th goes through learning stages.
- Seating and menu requirements.
- Facilities need wider range of facilities. For example, different size desks, toilets, classrooms, lockers, etc.
- Size of rooms and furniture.
- Food options (cafeteria).
- Age level.
- Discipline big issue.
- Younger students can come in contact with older students.
- Doesn't work.
- 8th too old for little ones.
- Older kids too threatening to younger kids.
- Not developmentally appropriate. (2)

- Different resources needed (library).
- Greater age range.
- Wider spread of ages.
- Ages of students.
- 6-8th grades should not be w/ Pre-K - 5th.
- Mixing older students with younger students which give the possibility of the younger students picking up bad habits.
- Safety. (2)
- Support classrooms (science/art/libraries).
- Discipline with older and younger kids combined.
- Adequate space.
- Too wide age span.
- Social problems.
- Too many age groups together.
- Bathrooms.
- Too many kids.
- Middle school setting prepares them for more freedom at high school level.
- Lack of athletic facilities.
- I think 6-8 graders are in too controlled an environment so that high school is a huge adjustment.
- Facilities inadequate to accommodate range of sizes. For example, gym, location of chalk board, water fountains, etc.
- Program offerings at middle grades.
- Needs are different.
- Negative.
- No eligibility for themed 6-12 programs.
- Weaknesses not corrected, as might be when moving to new school.
- Does not give consideration to developmental differences.
- Need to accommodate wide age group.
- 7th and 8th graders should not be in the same building as Pre-K to 5th grade. 6th grade is possible.

- Behavior issues that span a wide age group.
- Not enough choices.
- 6-8th grades should be sectioned off.
- Larger base of students giving resources for more programs.
- Age range too large. Bad influence.
- Bigger problems with bullies.
- Security--older student's behavior.
- Mixing of pubescent children with young children.
- Mixed maturity levels.
- Older kids can be disruptive.
- Middle grades academic offerings less.
- Potential for bullying.
- Discipline needs with facility challenges.
- Large, wide age group.
- The 6-8th graders aren't adequately prepared for high school.
- Exposed to the wrong things. Harassment.
- Pre-K-8th grade is a big range of ages and developmental levels.

CONS - GROUP QUESTIONNAIRE

- Big age disparity.
- Older kids teach younger kids to be disrespectful.
- Age difference--bullying.
- Don't get to meet more children (from different ethnic groups).
- Older kid's bad influence.

CONS - ONLINE QUESTIONNAIRE

- Eight years is a long time to be with the same kids.
- Can be tricky to create building policies of expectations when the age difference is so great. If behavior is a problem, it is more likely to be in the middle grades. In these cases, the

older kids can be setting a very bad example for the younger ones.

- Way too big of an age gap within a school.
- Age spread is too large. There is a potential of having a 16 year old in with a 4 year old. Even if they are separated in school, there are transportation issues.
- Too many troubled kids in one place. Too long day for young kids.
- Mixing this age range does a disservice to the 6-8 students. They do not have a chance to transition to the rigors and independence of high school. It is difficult to mingle K-5 and 6-8.
- Schools are too large. Younger children should not be exposed to a middle school environment.
- Transportation, age disparity.
- The older students often can become negative influences and share experiences with the younger students.
- Large gap in age which causes tension.
- Students lack independence and are lost come high school since they've been walking in lines for 9 years. Plus, they miss out on so many middle school opportunities.
- 8th graders have to be walked to class with others.
- The age range of the children. It is not developmentally appropriate for children who are 3 and 4 years old to be with students that are 13 and 14.
- The older kids set bad examples for the young ones.
- 6, 7, 8 (Middle school) should be separate. Different maturation. Gateway to high school.
- Older students seem to resent being in with younger ones; younger students generally get the poor example of behaviors of older students.
- May not be as many opportunities for 6 - 8 grades, especially in sports.

- Students are limited in their academic experience.
- Pre-K - 3rd should not be exposed to middle school level in many cases.
- 8th graders intermixing with young children while their hormones are raging. We have a high population of teen pregnancy and our students are getting pregnant younger and younger. Young children are very naive and can be easily taken advantage of.
- 6 - 8 should in a building with older students, not K - 5.
- Some schools not designed for older kids, initially.
- May not have facilities to support competitive sports or social/developmental needs of older kids.
- Extracurricular programs more limited than 6-8; course offerings also more limited.
- Not exposed to the "bigger" world. Still in classes with same population they started school with.
- 8th graders are too old to be in the environment with Pre-K.
- Having older kids with younger kids on the bus.
- Having 7th and 8th grades students with pre-kindergarten might concern parents who worry that their children might be inadvertently harmed in some way.
- Having older children with the younger ones. (2)
- Too big of a school.
- Small kids with big kids.
- Too wide an age span for one place. Older students do not fit into the climate. Limited resources.
- Because 8th graders are too old to be with little ones and middle school years are tough and they need to be with their own ages.
- There is too large of an age span. Little kindergarteners and young students are exposed to attitudes and behaviors that are not appropriate, especially in a school setting.

- Too large of an age span; even though Pre-K may be separated from 8th graders, there probably is some interaction and the age range is too large.
- Too big of an age difference; safety issues.
- Too large a developmental span.
- The younger students look to the older students and copy negative behaviors; 8th graders are not happy being in the previous elementary school building after promotion to middle school.
- Overcrowding a facility.
- There needs to be separate learning experience for 6-8, needs and learning are different.
- Mixing of older and younger students in common areas; safety, size.
- Wide range of ages.
- Older students are housed with young children and they feel cheated by being limited in terms of Physical Education facilities, computers, etc.
- To large of an age range for student interaction.
- This combination has been a disaster for the schools that were making progress until the 6-8 students were dumped wholesale on them.
- More discipline and structure is needed at the middle school level.
- Special subjects are limited to seeing classes only one time per week.
- Grade 8 students would be better served in a non-elementary school environment to help them prepare for high school.
- Large developmental gap in ages and grades; need for separation in building so behaviors of older students won't influence younger students.
- As students enter the 7th grade they begin to mature and become interested in different things. The gap of maturity widens and concerns of the smaller children's safety become greater.
- Presently, we have children in facilities that are developmentally inappropriate. For example: cafeterias and meals inadequate, technology facilities are inadequate, bathrooms and lockers are inadequate, and needs of teenagers are misunderstood.
- Middle school 'drama' may occupy an inordinate amount of staff energy.
- Age range too broad. There are no electives for middle school students.
- Impact of middle school behavior on younger children.
- Note enough "freedom" for the middle school students therefore they struggle much more when they go to high school.
- May be more difficult for students to change once they continue to 9th grade.
- The middle school students need a feel of responsibility before beginning high school.
- Harder to provide advanced education experiences that require equipment such as science labs.
- Younger children exposed to more mature situations by older students.
- The older children might act badly.
- Children stay together for a long time and sometimes it is best for them to have a change to shake bad habits.
- The sports opportunities offered for middle school students are more sophisticated.
- Middle school staff not understanding that an elementary viewpoint should be taken many times.
- Age range is too large. Facilities needed vary dramatically. Racial segregation.
- Developmentally not appropriate. Should be K-6.
- Building may not have appropriate facilities for older students.

- Parent convenience of keeping kids in one school vs. pursuing magnet options of older child.
- Too many older kids setting bad examples for the younger ones.
- School could be too large, need ability to provide pre-teen sports and extra curricular activities. Need to make the union understand the need to adapt work rules.
- Older kids with younger kids.
- Too broad of age range.
- Age and size difference of students.
- Grades 6-8 follow elementary school rules and guidelines rather than middle school. Overcrowded schools.
- Too many age groups in one school.
- Small children interacting with older children and the inappropriate conversations.
- How about a K-6 span?
- Too wide of a range.
- Upper classmen bothering little ones.
- Middle school students need things that the younger kids do not need.
- 7th and 8th grade students can be negatively influential to younger students.
- 6th - 8th grade students interact negatively with younger students.
- Too many older students with very young children.
- Awful influence middle-school students have on primary kids; minimal middle school offerings; difficulty in adequately addressing physical & emotional needs of such a diverse age range.
- Fears on keeping younger kids separated from 7th and 8th graders.
- Hard to staff due to highly qualified teacher regulations.
- Loss of focus.
- Harassment of younger students by older students.

- Exposure to older student's behaviors.
- Young children exposed to teenage behavior (profanity, fighting, drugs, and gangs).
- Grade 8 should not mix with primary.
- Middle (6,7&8) grade students not prepared for larger high school experience.
- Pre-K taking rooms once used for art or music.
- More children needing managed and behaviors that increase in middle school are of concern amongst the younger children.
- Building procedures can be stifling for 6-8 students.
- Older students are too big to be around the little ones.
- Mixing older children with younger ones.
- Age differences. (2)
- Too crowded.
- If middle school students have inappropriate behavior, then it sets a bad example for younger students.
- Too sheltering for some students.
- Middle school students do not have choices of classes or subjects (like language) because there are not enough students.
- Too much of an age range.
- 6-8th graders are loud and noisy in school and younger ones imitate.
- School lunches and smaller children sharing buses with middle school children.
- Discipline problems.
- Kids have to stay in the same school longer.
- There are too few empirical studies of this for me to know, or for a survey of this unscientific nature to hold any merit.
- Major developmental milestones that are being combined in one school.
- 8th graders influencing 4th and 5th graders in developmentally inappropriate ways - smoking, sex, etc.
- Too big of an age difference. Way different needs.

- Poor sports and club opportunities. Harder transition to high school.
- Having small children interacting with much older children.
- Too big of an age spread.
- Younger students being exposed to issues they should not be.
- Older students seen as elementary students.
- Usually 6-8 are separate because need for certified middle level teachers.
- Brings back segregation.
- 8th graders in same building and on buses with 4 and 5 year olds. Unfortunately they do not model the best behaviors.
- The students in Pre-K can learn bad habits from the older students.
- 8th grade students are developmentally different from primary students.
- In today's society, Pre-K students should not be with 6th -8th graders. Some of the smaller students have been physically and mentally abused by the older students.
- Difficult to mesh middle grade students with younger children and meet the needs of all.
- Middle school students are the worst behaved in the city, discipline of this age group is a joke. Younger students need a much safer environment, or their parents will leave the city if they can.
- Too great an age span.
- Too broad of a maturity, age, and academic range.
- Young kids around teenagers can be a dangerous situation.
- Less access to buildings for smaller children.
- Older children and younger children.
- Completely unacceptable, too big to manage, middle school students need own space.
- Too big. Younger children may be subject to inappropriate behavior by older students.
- The mix of 8th graders with Pre-K.

- Lots of mayhem and less safe schools. Buses are a real problem.
- Mixing younger students with the older 7th and 8th graders.
- Middle school students are physically too big to be with younger grades if the school does not have enough to engage them - i.e. good sports programs, after school clubs, etc.
- Small facilities.
- Having big 8th graders ride the bus with kindergarteners.
- Too many big kids running around the smaller ones.
- These older students have a negative effect on younger students.
- Moral and behavioral corruption of little kids by the pre-teens.
- The younger children are influenced by what is seen and done by upper grade children.
- Students need to have separate facilities and programs. Age-appropriate classrooms, supplies, & programs.
- Saves money.
- Poorer focus and less clear cohesion in social-emotional functioning levels.
- School that is designed for grade K-5 is not beneficial for grades 6-8. Many subjects and electives can not be taught due to space and set up of school.
- Older children with younger children.
- Serious problem of putting 5 year olds in the same building as 13/14 year olds.
- Older kids around younger kids. Not a good mix.
- Small middle level is hard for sports programs.
- 8 year olds who play with trucks and dolls going to school and riding buses with students who are potentially experimenting with drugs, alcohol and sex should not be in the same school together. The problems start an even earlier age.
- Older kids may be disruptive.
- Having kids of disparate ages in close proximity is not educationally sound in my opinion.

- 8th graders are too old and big to be mixing with young, impressionable students. The bus situation could be a nightmare since it is a non-structured environment. (Bullying, sexual harassment, physical and mental intimidation, etc.)
- Not enough students in 7th and 8th to justify the number of teaching positions.
- Age differences-- 5 year olds with 14 year olds.
- The older kids can influence the younger ones in negative ways.
- Pre-school students shouldn't be with 8th graders.
- Children are way too young to be in the same school as 8th graders.
- 5 year old students should not be on the bus and in schools together.
- Middle school kids do not get the middle school experience that they need to grow. Too babified at a K-8 school.
- Again, important distinctions in the levels of development need to be accounted for in each and every school-based decision.
- Age differential of the students in school and during transportation to and from school.
- Puts older children in the building with younger children.
- Having the younger children around middle school when they are having discipline issues.
- Safety.
- Overcrowding of the school building may be chaotic to the younger students.
- Age difference in development both academically and socially is great and not adequately monitored enough.
- Students being influenced, bullied and forced into more mature situations before they can comprehend or assimilate to new practices, social rules of engagement-by students, faculty and the system.
- Safety issues in the hallways with the 4 year olds and 14 year olds.

- Younger kids feel pressure from older kids.
- The socialization needs of the 6 - 8 children are definitely different from elementary.
- Large size; need different programs for different ages.
- Too much of a difference in the ages of students in kindergarten and eighth grade.
- Too many grades and ages under one roof.
- Bussing.
- The age difference between children is too much. The younger kids are exposed to too many things from the older children.
- Lack of opportunities.
- Attending school with older children.
- Younger students mixed in with older students.
- Too great an age difference located within the same building. Younger children may feel intimidated.
- Danger.
- Exposure to bigger children who may play rougher and who are also more socially advanced.
- Way too large of an age range for one school. Middle schools should be separate from 4 year olds.
- Poor influence of some older students on vulnerable young ones; not enough enrichment, extracurricular opportunity for older students.
- Pre-K students are too young and naive to be with 6-8th grades.
- Age difference is too vast. Middle school students should be kept separate (6-8). Negative influence on the younger children.
- Pre-K through 8 has too wide an age span. The younger children must be protected from the older ones.
- Limited sports options in middle years.
- Some middle level students are very big, which may make some parents uneasy about having their Pre-K students in the same building.

- Too wide of a mix in ages of students.
- Older kids may bring bigger problems. Not enough classrooms in building.
- 2-8 gets the same meal; middle school students are hungry and need bigger meals.
- More discipline troubles, no good role models for little children.
- Potential for older kids to influence younger kids in undesirable ways.
- Younger students exposed to a less safe environment, no home economics, shop classes, etc., and low athletics offerings.
- Hiring teachers.
- As usual, no research to drive policy.
- Having 6th-8th graders in same building as younger children has risks that are far greater than potential benefits.
- Pre-kindergarten (or any primary grade) should not be walking the same halls as middle school students.
- Teenagers with little ones.
- Too wide of an age range. A 4 year old doesn't need to see a pregnant 8th grader.
- Not as safe as Pre-K to 5.
- Sharing cafeteria and gym space is nearly impossible.
- Smaller children with older children.
- Schools are crowded on inside recess days.
- 6-8th graders belong together.
- Developmentally inappropriate, multiple curricula to monitor.
- Middle school student's identities are further up in the air.
- The whole thing is a con. These middle school students need their space. I don't understand why you tried to fix something that wasn't broken.
- The Pre-K to 5 does not need to be exposed to the language and /or behaviors of the 6-8.
- Students reaching the stage of puberty should not be with elementary students.

- Older kids negatively influencing younger children.
- The transition to high school is rather traumatic for 8th graders from K-8.
- Enormous, loud, vulgar, testosterone-poisoned 13 year-old boys and tiny 4 year-old girls ..., no.
- Overcrowding. (2)
- Middle school student's bad examples for elementary level students.
- K students around adult-like 8th graders, especially if older kids there.
- Sufficient numbers of educators in the school. Overworked teachers.
- Less choice regarding programs.
- Younger children's needs can get lost in sight of older students' needs.
- Young students are exposed to the teenagers and preteens who are so vulnerable to the trash on TV.
- Children are forced to grow up too fast when that big of an age difference is involved.
- Large span of ages; need to separate the older from the younger kids.
- Older students and younger students do not receive the quality of services and programs they deserve because staff is trying to address needs of a wide range in age. Older students deserve better to prepare them for young adulthood.
- Social and emotional issues for 7-8 graders are best handled in a middle school environment.
- Transition difficult.
- 8th graders intimidating to smaller children.
- Too broad a developmental difference between grade levels.
- Mixing young children with teens.
- Weaker middle school programs; large age range of students in same building.

- Hormones create an adverse effect on discipline; learning is disrupted.
- Lack of experience in middle school, separate from elementary.
- Too many directions at any school. Hard to find specialists at the higher grades and they have to be a jack of all trades and masters of none.
- Fewer opportunities are available for the middle grade students because there are far fewer of them than in 6-8.
- The eighth graders do not work well in this arrangement because they think they are too old for this type of school. My son was an example of this arrangement.
- Kids appear to be less mature and independent than kids who attend traditional middle schools.
- Children not placed with developmentally appropriate peers.
- 14 year olds with 4 year olds especially on busses with limited monitoring.
- Smaller students feeling intimidated by older kids of peers when there is a problem.
- Putting pubescent students together with little ones interferes with their social needs and sports.
- Age differences are significant. Younger children exposed to issues related to adolescent social behaviors.
- 6th to 8th limited curriculum. No language.
- Younger students exposed to too much too soon.
- Too much difference between Pre-K and 8th graders
- Middle School kids don't feel that they need to step up their game.
- There are not enough resources for older students' activities.
- Every child needs to learn the basics and build upon this level of education.
- The students are treated more like kids in K-5 buildings, with an elementary mind-set and are not as well prepared for the transition to high school. May not have as many resources

- that middle schools have. Are treated more so like an elementary building.
- Schools become too big, travel time issue.
- For some kids a transition can be very beneficial, a chance to branch out, reinvent themselves, start with a clean slate, etc.
- The physical buildings do not accommodate the older students, lack of big gym, higher water fountains, organized sporting teams, place to be themselves.
- Everything.
- Younger students should not be exposed to the behaviors of some middle school students.
- I don't believe the young children should be exposed to the more advanced age groups.
- Distraction for older students.
- Children being run over by the older children. The children being exposed to things the older students say and do.
- No vo-tech classes for students.
- Not a good mix.
- Way too big of an age range. Puberty kicks in. Middle school age children are unique.
- Please go spend three days in one of our ALA's and then see if this question warrants an answer. Language, inappropriate behavior, etc.
- Pre-K being a requirement/expectation.
- When the Pre-K through 5 are in contact throughout the day with the younger children.
- It is too wide of an age range, students riding the bus from teenagers to small children.
- Age difference is not manageable in all current facilities.
- Younger kids cannot be subjected to middle school behavior.
- Too many ages in the halls.
- Older children with behavior issues negatively influence young children to misbehave.
- Little children mixed with older children- not safe.

- More difficult to teach that many different grades.

- Buildings are not large enough to house them all.

11. What are the Pros and Cons of Grades 6 through 8 arrangement?

PROS - INDIVIDUAL QUESTIONNAIRE

- Uniqueness of relating adolescent issues.
- Middle School kids together.
- Smaller age group.
- More academic options, sports.
- Age appropriate.
- Special needs of middle schools students can and should be addressed.
- Couple of central schools.
- Provides teenagers with necessary freedom.
- Like, keep.
- Focused attention on early adolescence.
- Small schools.
- Ok with this.
- Kids are similar age and require similar facilities & programs.
- After school busses!
- Adolescent stage/ages together.
- Students of similar levels are together.
- Help younger students adapt to larger society.
- Preparation with some freedoms for high school with more freedom.
- Teachers specialized in middle school age.
- Offers opportunity for small learning communities.
- Age identity.
- Better transition to high school.
- District issues and problems with this age group - only some teachers are good at this.
- More developmentally appropriate.

- Students physically and emotionally not ready to mix with high school.
- Provides a better transition to high school environment.
- Good age grouping.
- Most pre-adolescence in one building with unique issues.
- All middle school students are together and separated from other grades.
- It may be a little easier for the younger kids.
- More academic options.
- Age level.
- Focused age and grade.
- Middle school concept.
- Appropriate grade matches.
- Offers opportunity for staff specialization for developmental needs.
- Have their own identity and able to focus more on academics.
- Ideal age grouping.
- Focus is on adolescent age.
- Can be helpful for children going through puberty, an awkward phase in youth.
- Own sense of identity.
- Developmentally proficient model.
- Student's needs could be better met in this grouping.
- Good, safe age grouping.
- Focus on the age group. Smaller, reassuring environment.
- Provides better transition to high school.
- Middle school age kids should be separated from small and older children.
- Shared facilities for specialized needs.

- Concentration on puberty issues.
- There are few, if any.
- Works.
- Similar age of students.
- Separation of older kids from younger kids.
- Allows focus on adolescent years.
- Students with similar developmental needs.
- Same age range.
- Maturity similar.

PROS - GROUP QUESTIONNAIRE

- Teaching strategies. Same age of development.
- Development stage is the same.
- Things in common.
- It is age appropriate.
- Keeps smaller age focus.
- Focused age group--teen's necessary freedom.
- 3 grade levels--adolescents all together
- Same age.
- Same age range. Allow better focus.
- Ideal age grouping.
- More academic options. More after school options. Sports.

PROS - ONLINE QUESTIONNAIRE

- Unique age level grouped together - smaller schools.
- Closer age grouping.
- I am not going to answer questions 9, 10 and 11 because they make no sense. There is no good scientific study that

indicates that any of these arrangements is superior to the others.
- Students in same age and developmental groups are together.
- Teachers and administrators can focus better on the age group and better prepare kids for high school.
- Good ages are put together.
- Smaller environment and class sizes.
- Provides students with a location separate from elementary and high schools where they can mature.
- Better sense of community.
- Developmentally appropriate, single curriculum.
- Good mix.
- Middle school community where the entire building is set up to meet developmental needs of pre adolescents.
- Helps students prepare for high schools.
- Too many to name....Teaching in a K-8, I miss middle school.
- Specialized education for these ages.
- Middle school has their own problems and can be addressed in a small school.
- These age groups are such a difficult group and they need to be handled with care.
- I think it works well as a transition for this age to get used to high school from elementary school.
- The needs of adolescents maybe more adequately met by administration and staff if the focus is narrower and directed to their developmental needs.
- Opportunities for electives.
- Same maturity level.
- Good. (2)
- Kids similar in age.
- They also experience activities and programs that help them prepare for their career paths.
- Excellent.

- Prefer to keep age group dealing with similar growth issues together.
- To eliminate overcrowding at an Elementary School.
- Similar age students.
- This is the best. The students have the time to figure out what they want, where they want to be, more control for both the staff and administrators, and more time for them. In the 13 years I have been a part of our system the middle schools worked the best.
- Keep faculty specialized.
- The students are close in age and can relate with each other.
- I have different thoughts about it. 6th grade is on the cusp of being involved with that group. But it does keep all the middle school students together.
- It is better to have this arrangement rather than K-8.
- Students will learn from the older siblings in the building.
- More age appropriate. Young teens need their own identity.
- Resources for this age group to meet their needs.
- Help with the transition from middle to high school.
- It would be easy to plan the physical layout and programs for this group of students.
- Kids are closer in age and size. 6th graders are already as vulgar as it is possible to be anyway. Less concern about older children harming the littlest ones, intentionally or otherwise. 6th graders get to start fresh, make impression on new teachers.
- Another celebration of short term accomplishment and the opportunity to cognitively and socially develop around peers within a reasonable range and spectrum to compare themselves to.
- Kids appear more independent and mature.
- Teachers are not stretched as much.

- Students are not put into populations where they can either dominate elementary school kids, or be dominated by high school kids.
- Can focus on preparation for high school.
- Having the same age group together.
- Very good. Same issues going on.
- Younger children won't be influenced by attitudes of older students.
- Teacher specialization in one topic.
- This is a great age range of students. This is a pivotal time in a student's life and this age range should be only a small range of students.
- More program choices.
- I think that middle school students should have a separate school that addresses their developmental needs with teachers who are trained to do so. Middle school provides a good transition between the nurturing of K-5 and the independence of high school.
- Small, well contained groups (similar age groups).
- Students receive the expertise and services that fit their needs as they mature and face more adult problems.
- Middle school students housed together.
- Like minded students in the same building.
- Middle school students are able to forge a bit of an identity, and transition between elementary and high school.
- This is the best. These ages belong together, and not with much older or younger students.
- Aligning young people who are developmentally similar is a sound practice. There is much research that supports the middle school grouping of students.
- Teachers are able to deal more effectively with the issues of 6-8 graders.
- Schools can offer more "special" needs like foreign language, cooking, sports, etc.

- Similar developmental stages.
- They get used to being departmentalized.
- Keeps kids of similar ages together without exposing them to children who are too old or too young.
- The students are more responsible and tend to be more mature and ready to go on to high school. They have more programs and resources than K-8 buildings.
- Not too big of an age span.
- Keeps children at same maturity level together.
- Middle school is a difficult time. Can focus on this group more easily.
- A smaller environment.
- Opportunity to grow up in transition to high school and learn needed independent skills.
- Very little focus on extracurricular easier.
- It gives the students a chance to adjust to the higher level of responsibilities than elementary.
- Could provide a more structured educational setting.   But Career Technology Education and Arts Education should be expanded at the middle school level.
- Special classes and activities for specific age groups.
- Appropriate development range.
- Children placed at a site with developmentally appropriate peers.
- Bigger lunches.
- Grades separated in teams.
- Can concentrate on middle school needs both academically and socially.
- Middle school is good-- lots of adjustments in this time; let the kids go thru it - and it keeps 8th graders away from high school kids.
- More focused on the needs of this age group.
- These students are not ready for high school and too old for an elementary setting.

- Kids get a period to find them grouped among their peers.
- Less intimidation/competition due to shorter age difference.
- More specialized instruction.
- Can have more independence and diversity of classes.
- Students are not still looked at as little children.
- There are too many pros to list. This age group needs their space to grow and change away from younger children and away from high school concerns and drama.
- Students are with their own age group.
- Programs offered for just this age group.
- Children of the same mindset are together.
- Keep them together at that age. Don't belong with elementary or high school students.
- Better able to staff given highly qualified regulations.
- Age appropriate learning environment.
- Good age range for academic and social needs of these students.
- Runs more like a high school than an elementary school.
- These students are in the same stage developmentally.
- Meeting and interacting with children from different neighborhoods.
- Middle school pods/teams/units can be created and a common theme could be created to work with troubled students.
- Smaller range of ages.
- The students have an opportunity to experience more high school-like options in programming.
- Grouping of similar ages and similar issues; kids ready to leave elementary environment.
- Students have many more opportunities both academically and with extra-curricular activities because of the number of students.
- This age group should be segregated because of their thought processes differ from the other age groups.

- They are isolated and can strive to achieve in a very familiar setting.
- Peer and mentor help.
- Middle school is different from any other experience and should be by itself.
- Works well. There can be a focus on the adolescent.
- The school can focus more and 5th graders are excited for the next year.
- Scheduling opportunities for children.
- Small difference in ages leads to less intimidation of younger students by older students.
- Hopefully more space in buildings, and more programs for students who are going through the same beginning teenager stage.
- Electives are available as well as sports.
- Kids get the message that they need to step up.
- Smaller age range for specialized intervention.
- Students are in a transition and learning how to be more independent.
- Separation of older kids from younger kids.
- Children can begin to grow up more slowly and deal with more adult issues.
- The environment can be tailored to the special needs of this age group.
- Schools may be too small to offer services and/or classes.
- Takes kids in the heat of puberty and puts them with professionals who want to be with the age and know how to handle and guide them.
- Students are about the same age which is great for them to mature socially.
- Pre high school arrangement can focus to make them more prepared for high school.
- The unique needs of middle school kids are met. They're not growing up too fast with high school kids.

- Possible safety.
- Can accelerate learning, and better prepare for the high school environment.
- Small setting; students are similar in stages of development.
- Keep the children together through the difficult formative teen (middle school) years.
- Better focus on critical transitional years.
- Good age group to keep together.
- More comprehensive: Home Economics, shop classes, lots of athletics offerings.
- Space.
- Similar needs.
- Keeping all together may help academic success rate.
- Provides additional courses to prepare for high school.
- Better to prepare for high school. Better extracurricular which is very important.
- Concentration on middle level issues; can help to separate students who may be too aggressive for young students from the viewpoint of the parents of the young students.
- This is the worst time of adolescence -- should just be 3 grades.
- You can know each student in the building.
- All in or approaching puberty.
- Again, building policies can be focused to this tricky age group.
- In a smaller school, kids can develop fuller at this critical and difficult age.
- Keeps the kids who are going through puberty together, and doesn't put them with younger kids (who they would harass) or with older kids who would harass them.
- Peers with similar needs are put together. Students learn to take on new responsibilities and mature. Grade level teams are able to focus on the maturity and growth in smaller populations.

- Good social grouping of students in the ages.
- Middle schools have the worst reputation.
- Age levels and ability levels housed together.
- Small middle school environment.
- Cohesive student body and teachers able to meet student needs.
- This is how it should be.
- Like ages when hormones are jumping.
- Same grade level.
- Middle school concept in all areas of education.
- Bigger facilities allowing for better sports programs.
- Many course and subject options (languages, sports, band, instruments, etc.) because of large student numbers.
- Training for high school starts early. The children know what is expected of them.
- Get behaviors separate.
- Homogeneous peer group.
- Love it. Small class setting among appropriate age groups.
- Same developmental stage.
- This age range is beginning to mature both physically and mentally and could be of good support to each other.
- Special attention to special needs. Activities and curriculum can be matched to those needs. Personnel who are interested and committed to this age group can be directed there.
- Students are grouped appropriately by maturity level.
- It is to keep smaller schools open for fewer students.
- Middle school rules and activities.
- Adolescents are together allowing appropriate emotional growth.
- Maybe older ones could be examples at this stage.
- True middle school.
- Middle school years are difficult so staff could specifically focus on the needs of one group.
- Definitive change from elementary to high school.

- Theoretically you can tailor programming to students at a unique developmental stage.
- Similar interests.
- The 6-8 arrangement makes for a more homogeneous mix. Students are given opportunities to have special attention.
- More freedom in movement around building.
- Similar students grouped together.
- Provides transition to high school.
- Small class size.
- A volatile & transitional age. Grouping them together & separated from younger & older students is preferable.
- All of the same maturity.
- Grades 6-8 "stand-alone" will better prepare these students for high school. They have grown from the elementary level, and will better know what is expected of them in their final four years.
- Closer arrangement of ages.
- Students are developmentally on the same levels.
- Course offerings and extra curricular activities.
- Developmental ages are similar. Parents can be involved with students in similar ways.
- Smaller student population.
- Students are given more freedom and learn how to become more independent.
- More developmentally appropriate.
- Teachers can specialize in a subject/grade and can become expert at it.
- 6th and 8th get along.
- Closer age range.
- Contained in one school.
- Many. 6 - 8 socialization and responsibility and organization challenges are best served in a middle school team atmosphere.
- Keep the elementary school mentality.

- More homogeneous.
- Preparation for high school.
- Middle school students are by themselves.
- Allows for better structure and management.
- They appear to be broken up correctly and the age where they are fit together.
- Keep this volatile age group together.
- Smaller school. (2)
- Separate out older kids.
- Middle arrangement is fine.
- Probably the best setup.
- Students get the experience of "freedom" and ease their way into transitioning and responsibility preparing for high school.
- Needs are the same.
- None, the way middle school should be.
- Some independence and growth.
- I believe this would be an ideal set up because middle school is such a tough age.
- Students have their own school/identity.
- Similar likes and dislikes.
- Good age mixture.
- Age appropriate. Safe environment. (3)
- School can focus on the "changing child", and have age appropriate school culture.
- This is a time to develop the middle school age student and prepare them for the expectations and challenges of high school.
- Middle school students have distinct needs.
- Ages are more manageable than 5-8 or 7-9. Is supported by developmental similarities.
- Teachers in that school should be familiar to the age and able to truly meet the needs of teens and actually enjoy them.
- Grouping, age level, social interaction.
- Peer pressure.

- Middle school contained in one building.
- Ability to focus on teen issues.
- Students can learn what it takes in a high school.
- Most students are on the same developmental level.
- Less overcrowding.
- Social aspect is conducive to these age levels being together.
- When 6-8 schools are a reasonable size and have good leadership, excellent programs can be implemented for students at this age.
- Can recognize needs of this age group and tailor program to address discipline and age related issues.
- I think this is a wonderful arrangement. It has been working for over 50 years.
- Student needs can be met; students in 6-8 need different learning environment.
- Regulate students by age and maturity.
- I feel that these currently work because it's a good mixture of children and the progression of their development is a good match.
- Students are physically and socially developing. These students will achieve social development in school.
- Children of same age grouped together.
- Keeps kids of this age range together vs. mixing them w/much younger or much older students.
- Difficult years for kids; keep them together.
- There aren't any younger grades around.
- They are past elementary stage, yet not mature enough for high school.
- Middle school students are together & do not influence the younger children.

CONS - INDIVIDUAL QUESTIONNAIRE

- Additional transitions.
- Students are going through puberty and this grade group has the most trouble adjusting. I personally did not like middle school arrangements. 6-12th is my personal preference.
- 6th graders are not mature enough for middle school.
- Poorly run middle schools are likely, slightly worse than poorly run K-8's.
- Perception of low expectations and disruptive behavior.
- Total lack of discipline and control.
- Too many buildings needed.
- Puberty.
- Immaturity.
- Two transitions.
- Two transition points into 6th and out of 8th. Short time in school to impact change.
- Prefer K-6 arrangement.
- Small schools.
- Older students will corrupt younger students i.e. disrespect for authority.
- High school students could be bad influence on some younger students in some communities.
- Less cost effective.
- Less continuity.
- Doesn't seem to work.
- Need to be with older students to offset behavior.
- Not enough students to fill neighborhood schools.
- Tough age range.
- Discipline problems.
- They need to be mixed with older children to adjust.
- Middle school should be 6-9 grades.
- All pre-teens/teens packed together equal hormonal mayhem.
- Behavior.
- More movement.

- Is it really good to ghetto-ize these kids at such a crucial time?
- 6th grade is a little more immature.
- Discipline.
- Middle school students can play off of each other, extra drama.
- Greater travel time.
- Would a wider age range be a help with behavior management?
- Smaller number of students per building. (2)

CONS - GROUP QUESTIONNAIRE

- Building capacity.
- Less cost effective.
- Too loud.
- Adolescents all together.
- Students have trouble adjusting.
- Tough age range.

CONS - ONLINE QUESTIONNAIRE

- They have been a dismal failure in the city schools because of lack of discipline and lack of leadership.
- If having 6-8 schools means having large schools, like Reizenstein was, discipline and behavior can get completely out of hand.
- Starting over at both the 6th grade level & at the 9th grade level in another setting at difficult ages.
- Limited use of some facilities.
- Some children don't know what to expect next year.
- Too large. These are important years in the growth & development of preadolescence and the loss of individuality can be damaging if students are placed in a setting that is too large.

- There is too much transition, and students never really adapt to the environment. Then they are shifted off to high school.
- Might be hard to find staff willing to work with that age group.
- Middle school paradigm is not conducive to learning.
- Excellent.
- Does not utilize large buildings well.
- Out of control.
- Appear to have more and severe behavior incidents.
- It should be 7-9.
- It's a rough time for adolescents and they are all grouped together.
- Decreasing number of students to fill school buildings.
- Behavior problems due to lack of role model leadership.
- The age ranges of the children. It is not appropriate for students ranging from 11 to 19 to be in a building together.
- Lack of age diversity.
- District's dire money issues.
- Difficult age to manage, especially in large numbers.
- Hard place to teach.
- Little differentiation, yet greater swings in development through middle school with no view of a mature outcome.
- The behaviors seem to be more of a concern.
- Grade appropriate interaction.
- Grouping them with older students is not the answer only because they are so easily influenced.
- For teachers, working in this type of school might be particularly exhausting mentally.
- Moving students again who've gone through K-8 changes.
- Transience - less 'history' with the children.
- Lose mentoring opportunities to younger students. Also, some students need the extra nurturing that is not available in a 6-8 school.
- Terrible to isolate middle school students.
- Behavior. Less accountability on student's part.

- Hormones.
- Everything. The students think they are in high school.
- This creates an "Animal Farm" meets "Lord of the Flies". A terrible option... K-8 is much better.
- Middle school kids.
- Sixth graders are so much smaller than 7th and 8th graders. Would prefer K-6 and 7-9 grade spans.
- Less specialization in programming.
- Large class sizes.
- Teachers must be certified to teach elementary to 6th grade, then need secondary to teach 7th and 8th.
- Too hormonal.
- Having to transition twice from elementary and into high school.
- Inefficient.
- 6th graders are still at a different development and social level than 8th graders.
- A difficult age grouping to deal with.
- Sixth grade should remain at the elementary level and have grades 7-9 grouped together.
- More costly.
- Too much hormones in one group. No older or younger children to balance out the craziness.
- Too many schools.
- Very developmentally appropriate as these students are not truly ready for the high school environment nor do they belong with early elementary.
- I prefer the old concept of K-6, Jr. High 7-9, and High School 10-12.
- Isolates 6-8 students.
- The more different schools attended, chances are better it will be out of the neighborhood.
- Less efficient. (2)
- Absence of inter-age interaction.

- Only in school for 3 years and don't get to form a really strong friendship before being divided up again.
- Could not have that many kids in a large building.
- A small percentage of 6-8 students needs a more controlled environment because of their lack of maturity.
- In every other field except for education, policy is driven by real research, not just theory or speculation. The swinging pendulum continues.
- Cost per class.
- Must make special effort to "know" all kids and respond to their needs. I understand that research may not show this to be the best practice.
- These steps give them time to grow into different stages so they can be preparing for the last section of education.
- Difficult transition into middle school.
- If the school is too large or staffed with teachers who feel overwhelmed and not supported it will be out of control.
- It's middle school.
- Can be an immature hostile environment.
- Having all of the pre pubescent kids together leads to altercations.
- May cost more for upkeep of multiple sites.
- Very few. Fewer, larger middle schools mean the children may be further away from home.
- Behavior.
- Higher cost to District.
- District has historically ignored the disciplinary imperatives of such schools. Properly run, middle schools are not a problem.
- 7th and 8th grade students need more discipline. They are bad role models for the 6th grade students.
- There are concerns about the 9th grade transition.
- Middle school nightmare environment.
- Middle schools should be small in number. No more than 400 students.

- Too much confusion and issues with pubescent kids all in one place.
- These students could benefit from placement with older high school age students who would serve as positive examples.
- More buildings.
- Age group tends to be volatile, and can easily get out of hand without strong leadership.
- Transition from elementary to middle.
- Lots of middle school headaches! More students with the same issues, more disruptions.
- The blending of a variety of children coming from many different areas.
- Limited opportunity to offer advanced academic programs.
- I like middle school separate.
- More money.
- Usually bigger and much less personalized. Need to fix that.
- In reality the 6-8 model is really tough and is probably the least logical/effective configuration, but it works for some kids so it's worth having it as an option for families.
- We have lots of behavioral issues. 5 to 7 in their own building and 8th grade to high school if necessary to make the transition.
- Poor management on disciplinary issues.
- Jr. High is a tough year.
- I do feel that you should make more of your schools K-7 instead of K-8. 8th graders are unsettled and are not good role models in the school for your K-7 students. The students do a lot of imitating. I would seriously think about changing the configuration.
- Need more facilities and staff.
- Too big.
- More schools with declining enrollment.

- Faculty to be stretched to meet the needs of middle school and elementary. Getting sports coaches, offering little extras like cooking, auto mechanics, etc., are not as likely to happen.
- Middle schools are often not controlled and structured enough and kids learn bad habits before they go to high school.
- These schools are marked by a complete lack of student discipline. The administrators don't suspend kids because they are worried about suspension rates. You need to keep middle school kids contained and disciplined, first and foremost.
- Historically, schools have not had rigorous programs or effective administrators.
- Schools are often too large and unsafe.
- May be able to benefit from mentoring from older kids.
- With the enrollment down in the high schools, maybe incorporate the 6 - 8 students in with the high school buildings.
- If there is a good discipline plan for the school - none.
- Historically a difficult environment, given the difficulties of adolescent development.
- Students are bussed all over the city.
- The building may not be used efficiently.
- Too many hormones.
- Adolescence is a difficult time 6-8 being the most. It can be a difficult transition/bullying.
- Not efficient, as far as the facilities.
- Bussing and neighborhood issues.
- So many students with same issues could be a pro or a con.
- Can be expensive but so what it is our children
- Transitions to middle school and high school can be hard.
- High school poses a difficult transition if the student has not been pre-exposed to the academic or social culture.
- More schools.
- Less chance of neighborhood schools for 6-8.

- I can imagine more hazing of sixth graders in a 6-8 school versus K-8 where most have been there since they were small.
- Students have to change after the 8th grade.
- There may be distractions for older students.
- Some parents might pull kids from PPS at this level due to where their child would attend since it is usually further from home.
- My siblings and I attended Pittsburgh Public Schools when it was grades K-6 and 7-12. We loved it and are all very successful in varied career paths that we were exposed to in the Jr.-Sr. High School programs. I see the positives and do not know the cons of a 6-8 school.
- All same behaviors together.
- Continuation of a poor situation.
- Expensive.
- Too many students the same age together.
- Isolated.
- Electricity.
- Very tough age -- disaster if there is no tracking educationally as kids waste three years.
- Naughty mix of kids.
- The curriculum has never been rigorous, and students are awarded excellent grades for little effort. Students waste three years and have low expectations and study skills when they enter high school.
- There would be little interaction with students of different ages.
- 8th graders should not be king-of-the-hill at any time developmentally.
- Difficult age group to manage.
- More transition.
- Too many adolescents in one building.
- Poor use of building space.
- Peer influences.

- Possibly less facilities available - when middle school students need big gyms, pool, stage, etc.
- Increases self centered thinking.
- This is a difficult age child.
- Too many held back students with the normal students.

- Too many students that are emotionally unstable together; grounds for gang formation.
- Strong administration is needed.
- Need separate building.

12. Pre-Kindergarten should be

Individual & Online Responses	
At every school	43%
In separate early childhood centers	17%
Combination of the above	40%

Group Responses	
At every school	57%
In separate early childhood centers	5%
Combination of the above	38%

INDIVIDUAL COMMENTS

- Be in the same building as others.
- Montessori Pre-K - 8th works well. Montessori age grouping 3-6 year olds, 6-9 year olds, and 9-12 year olds. Add more 3-6 year olds, Pre-K and Kindergarten, throughout the city.
- Places them in neighborhoods to free excess building spaces.
- Anywhere. Just have it. Most important - need to be able to supervise teachers as this is most important.
- Most important - Just have it available.
- Build sites which support early childhood education, separate from elementary schools.
- Combination allows choice.
- They will hopefully continue within Pittsburgh schools.
- Where it is most accessible to the children and their families.
- Space issue. Don't turn anyone away.
- Depends on the set up of the school.
- Helps transition to school age.
- Excess capacity in schools could accommodate Pre-K classrooms. Get these students into our schools.
- Get the parents involved and liking the schools.
- Depends on demographics of neighborhood/feeder patterns.
- Great for transition to Kindergarten. Helps parents and children get comfortable with the school early on.

GROUP COMMENTS

- These early childhood centers should have before and after school programs.
- Where space is available.
- Helps kids to learn if they are in the same building for Pre-K.

- Most accessible to families.
- Adequate facilities.
- In separate centers only if no room in elementary school. No waiting list.

ONLINE COMMENTS

- Start school at a younger age.
- Your question limits the responses to your choices. Pre-K should be at selected existing schools, not every school and not segregated.
- 3 and 4 year olds need a chance to be 3 and 4 year olds.
- I think if you put it at all elementary, and separate sights, it will allow the parents a choice, and give students more opportunities with small class rooms, and create more jobs.
- Pre-K should be accessible to the maximum number of children.
- For families with many small children, having the younger students going to a different building could impose a hardship on families.
- Would attract more families.
- Pre-K schedule is not beneficial to some parents. 8 to 2.
- Greater stress should be placed on developmental early childhood programs.
- Ideally, in every school so we can engage parents early and keep those active in that school building.
- With the increase in single parent homes and dual income homes, having a quality program available would eliminate unnecessary worry for the parent(s).
- Whichever works for the community.
- This depends on space in the various schools.

- Some Ohio districts have K-2, 3-5, 6-8, 9-10, 11-12, but the academics are very high.
- Why wouldn't you have both if you could?
- No need for every school -- resources concentrated -- primarily lower income -- others already go to private Shady Lane types.
- Some schools should have Pre-K so that the children do not have to travel too far.
- Provides consistency and establishes the neighborhood schools which are very important to rebuilding Pittsburgh neighborhoods.
- Every neighborhood needs Pre-Kindergarten. This is very important, and I teach high school.
- Pre-Kindergarten still needs to focus on play. Children at this age are not little adults, and are not developmentally ready to sit at a table for instruction for the entire day. This is why so many behavior problems occur in these classrooms.
- How about Pre-K to 4th grade and 5th to 8th grade schools?
- Pre-Kindergarten should only be at elementary school Pre-Kindergarten - 5. Kindergarten classes need to be small with more one on one. Having Pre-Kindergarten in every elementary school would enable the classes to be smaller.
- Having Pre-K in the same place as elementary schools makes for an easier transition, continuity for the family and for the teachers, opportunities for collaboration, etc.
- Perhaps the District should consider K-6 grade span.
- Depending on room in buildings. Don't squeeze them into programs that cannot fit them.
- I think this is very important because students can stay in the same school through 5th grade.
- We need more Pre-K programs and should also look into more non-traditional locations like the Children's Museum, the Science Center, History Museum, etc.   Also, I would like to see a half day option for Pre-K, especially for the 3 year olds.
- Offer half day Pre-K programs.

- Allows for consistency of the program to carry over into Kindergarten.
- Pre-K should have same hours as school and should not crowd out Kindergarten. At Minadeo, Pre-K has 3 rooms and 2 Kindergarten rooms don't have windows.
- Where feasible, Pre-K only facilities allow for clearer goals and targeted environments for younger children.
- We must support early childhood interventions.
- Pre-Kindergarten is very important and helps our students be prepared.
- District has to fully embrace the early childhood program, and recognize its staff as full teachers.
- Pre-K centers should not be housed in K-8s.
- Pre-K teachers need to be supervised by the principal. I have witnessed bad practice when they were in separate locations.
- Allows students to become familiar with school norms.
- If schools have the room, it's fine.
- Elementary schools with space for a Pre-K classroom should have one.
- There needs to be a more systematic way of discovering what is effective rather than just throwing random solutions at a problem you don't empirically study.
- Put it where it is most beneficial.
- Only located in elementary schools if it can be separated from other student population.
- At your low functioning areas where the students primarily don't do very well.
- If early childhood has to share space, put them with elementary school.
- Ideally, each school should have a Pre-K program so the students can transition to the school for K-5.

13. **Should Elementary (Pre-Kindergarten through Grade 5), Middle (Grades 6 through 8), and/or Pre-Kindergarten through Grade 8 schools be**
   [Please mark only ONE box per line]

Individual & Online Responses		
	Neighborhood Schools (Feeder Pattern)	**Magnet / Theme Based Schools**	**Combination of Neighborhood and Magnet / Theme Based Schools**
Elementary	61%	9%	30%
Middle	11%	45%	44%
PreK-8	27%	18%	55%

Group Responses		
	Neighborhood Schools (Feeder Pattern)	**Magnet / Theme Based Schools**	**Combination of Neighborhood and Magnet / Theme Based Schools**
Elementary	83%	6%	11%
Middle	8%	75%	17%
PreK-8	18%	32%	50%

INDIVIDUAL COMMENTS

- Families should make the choice based on their priorities.
- I think we should not have K-8.
- Elementary schools should be neighborhood schools where possible; Middle school students need thematic emphasis where possible.
- Small.
- More choices are better at all levels.
- Transporting.
- Middle school too early for themes.
- All schools should be option for all students.

GROUP COMMENTS

- Start language magnets in kindergarten - needed for the world.
- Options at every level.
- Whole group feels that transporting kids out of neighborhoods weakens communities**.**

ONLINE COMMENTS

- Foreign languages in all elementary schools. We are living in a globalized world and the District seems unaware of this.
- I think that they all should be a combination.
- I am totally against K - 8 grade schools.
- The survey would not allow me to mark two in one row - Pre K-8 should be neighborhood schools.

- More magnet schools with rigorous requirements should be available.
- When kids learn to misbehave at an early age there is little hope to change poor behavior later in life.
- I disagree completely with a Pre-K - 8th school setting.
- I strongly oppose K to 8.
- I don't believe that you should have a Pre K - 8. I believe that they have created more problems throughout the District. Middle school students are torn between wanting to be a small child still and wanting to be grown, by having a middle school you give them room to grow.
- The table is set up wrong. I think that all of them should be magnet/theme based, all schools should be choice.
- The Pre-K - 8th should only be used in special situations.
- Like neighborhood schools.
- The primary reason parents want 6 - 8th graders in elementary is to keep them close to home.
- Let students of all races and backgrounds start to mingle as soon as possible through the programs.
- Pre-K -8 should not exist.
- The choices are limiting; for instance, you cannot make the same selection for elementary & middle.
- I think all schools should be the same.
- There should not be any K-8 schools.
- I think combination schools are useless. They compete against each other. Loss of sense of community.
- I don't support Pre-K through 8 schools. It is demanding on special teachers.
- None should be Pre-K-8th.
- There should not be a combination of Pre-K - 8th.
- Neighborhood schools work well with young students, when there is still a lot of family involvement. Some middle school students can benefit from theme based or magnet schools, but

- the younger students need to have community pride and form relationships.

- Was not letting me enter correctly - all should be a combination of feeder and magnet.
- All three should be a combination of neighborhood and magnet/theme. Why do I have to choose only one for that option?
- I think they should ALL be a combination of neighborhood and magnet/theme based schools, but I wasn't able to select that choice for all levels. I don't think any option should be entirely one way or another - more options are better.
- However, within one school, I believe it should be all magnets or no magnet, unlike schools now that have one magnet and one non-magnet class at a grade level.
- Make the process easier if kids want to go to a themed school.
- All schools should be magnet/theme based for equality sake. Right now the students are not equally distributed because the magnets have a disproportionate amount of the most talented students.
- The idea of Pre-K through 8th grade isn't even an option with me.
- The problem with a combination system is that the students whose families care about education will fight to get their children into good schools, leaving the other students in the feeder schools which lack the quality of education. The have and have nots.

- The problem with neighborhood schools is that schools in poorer areas tend to be of lesser quality than schools in higher income areas. Mixed income schools are best for everyone.
- Keep young children in neighborhood
- How do students know what they want to be at age 5? Why limit their options with a theme-based school. Students are supposed to explore all subjects equally.
- I think they all should be a combination but that was not an option.
- Don't like the Pre-K to 8th grade program.
- I do not agree with PreK-8.
- Only if the schools are real magnets--i.e., admission is based on clear criteria that are actual adhered = no open enrollment, which leads to disasters like the University Prep School and the coming calamity of the so-called Science Academy.
- Having a 6-8 where all the kids share a common passion can help form strong cohorts.
- Neighborhood schools should exist at all three level unless parent selects magnet/theme based schools for his child.
- Need magnets not for specific subject, but to allow parents choice in quality of school.
- Should be only neighborhood schools with very few thematic schools. No magnets should exist.
- I like the magnet option in that if a particular program is being offered at a school outside the neighborhood school that is of interest to the student & family, it can still be possible to attend.

14. A minimum of 300 students is required for Pittsburgh Public Schools to provide a full elementary (Pre-Kindergarten through Grade 5) program offering. How many students would you support in an elementary school if the facility could accommodate the educational needs of more than 300 students?

Individual & Online Responses	
A. 300 - 400 students	59%
B. 400 - 500 students	32%
C. 500 - 600 students	9%

Group Responses	
A. 300 - 400 students	55%
B. 400 - 500 students	40%
C. 500 - 600 students	5%

INDIVIDUAL COMMENTS

- Small classrooms work well. (6)
- I would like it not too large so the principal and teachers have a better chance of knowing the students.
- Minadeo School supposedly can hold 653 students. This is not true. This school was bursting at the seams with 550 in 2007. Now 600 in 2008. Compared to Greenfield K-8th. No kids in hallways, etc.
- 300-450.
- Would not believe staffing could handle more than 400.
- Given that there is responsible and capable leadership /administration that can handle a larger population.
- Elementary schools should be small enough to still foster a neighborhood family feel.
- These are fundamental years. Smaller class sizes should be a priority.
- Depends on facility.
- It is absurd to go willingly for bigger schools.
- Option C is too many.
- Do not turn any child away.

GROUP COMMENTS

- Depends on facilities.
- Depends on size of building. Don't want classes sized too big.

ONLINE COMMENTS

- Any larger, and management and behavior become a problem.
- If the facility is truly big enough. Don't take away people's offices and closets. Don't put teachers in the hallway. Give the instrumental teacher a room... Have gifted support in each school in addition to the Gifted Center.
- 100 students per grade can work with strong administration and adequate facilities.
- Anything larger eventuates in problems that thwart the educational mission. Be about education, not dollars and cents.
- Class size must be considered. Never more than 24 in elementary.
- 100 students per grade. Four classes in each grade level with 25 students in a class.
- Smaller school and class size is better.
- Smaller is better. Span of control. Principal knows staff better. Fewer teachers; harder for idiots to hide.
- This also depends on number of teachers per grade level.
- Smaller is better. More attention can be given and smaller classes offered.
- Smaller grouping in the elementary setting helps students develop a sense of community and safety.
- You don't want the younger children to be overwhelmed or lost in the shuffle. These are the most crucial years.
- This would depend on building capacity and number of teachers available. Most important is class size.
- As many as school can hold without overcrowding.
- The student populations with the lowest achievement should have a smaller pupil to teacher ratio in order to give more

individualized instruction. Therefore, the school size should vary with need in order to provide equity in education.

- Smaller is better. (3)
- Smaller class rooms produce more success stories, more one on one that most of today's kids need.
- Smaller schools & classrooms. I realize this is not always economically feasible, but I went to a small school & it was like a family to me. Everyone knew everyone and it was actually cheaper & easier to do more with the smaller student body.
- Smaller elementary schools support and nurture kids.
- Smaller is better for giving the most individual attention to the needs of a very needy society of children.
- Smaller class size equals higher achievement.
- I think the smaller the better. You can certainly address more of the students needs.
- This depends. Class sizes should be smaller in lower income and/or at risk majority schools.
- Other Districts have found success with large schools by doing smaller communities within a school, each still representing K-5.
- Keep it small and local.
- Prefer smaller size schools and classrooms. Students can be given more attention.
- As with classroom management, if there are too many students in a school, it is harder to manage problems.
- Smaller schools plus smaller class size equals a more controlled environment where children feel safe and learn better.
- These schools should be relatively small.
- Formative years need more attention.
- The larger the student body, the lower the instructional efficacy.
- Smaller class sizes are what are needed.

- As long as class sizes stayed stable and did not become too large for 1 teacher to accommodate.
- As long as there is adequate space and staff numbers are workable.
- Smaller elementary populations 250-275. So none of the above.
- It would allow for smaller classes. Unless teachers were cut.
- The smaller the better at the elementary level.
- Small groups produce better results no matter the cost.
- Depends on good principal and good staff.
- The less students, smaller class size, the better.
- I believe a Pre-K and Head Start program would be a great way to keep a lot of our schools open.
- Small neighborhood schools work well. Students should stay in their prospective neighborhoods.
- We already have over 400 students and it is too crowded at our facility.
- No. I refuse to go with your assumption. Why must we assume Pre-K - Grade 5? I want Pre-K through 2 and have a cap of 120 students. 120 is a critical number for organizations.
- I think smaller schools are better for a variety of reasons. Safety is the main one though.
- I think 300-400 is much better, but I'd accept up to 500 if the school is well run.
- I don't know how many are typically in elementary schools.
- All of children went to East Hills ISA and my older 2 were there when there were 600 students. It was a successful, enriching, and exciting school. With more students, more learning options are possible.
- Even though for economy of scale, it's best to have more students, I think PreK-5 should have more neighborhood schools.

- My children attended Minadeo when it was 575-625 students. It never seemed that big because of the way they physically located the grades.
- Only if classes were capped at 20 and staffed accordingly.
- 300 children are still way too big.
- As long as the supports are in place and the class sizes are not large. It doesn't matter how many children are in a building as long as class sizes and management is good.
- Closer, more individualized instruction is needed at this level.
- Administrators & teachers should know as many kids as possible. Smaller is better.
- Do not overcrowd classrooms.
- Studies show that the only factor that has been proven to increase student achievement is class size. All of the other "research-based best practices" are not research-based at all.
- As long as there is adequate space and support so that my child can have meaningful learning opportunities, including during recess and lunch time.
- There has to be adequate staff.
- If the staffing and coordination was adequate.
- Too many students. The students become just a number and identifying student's needs early becomes a concern.
- Small size is critical for educational and social achievement.
- As few students as possible.

15. A minimum of 450 students is required for Pittsburgh Public Schools to provide a full middle (Grades 6-8) school program offering. How many students would you support in a middle school if the facility could accommodate the educational needs of more than 450 students?

Individual & Online Responses

A. 450 - 600 students	73%
B. 600 - 750 students	23%
C. 750 - 900 students	4%

Group Responses

A. 450 - 600 students	58%
B. 600 - 750 students	42%
C. 750 - 900 students	0%

INDIVIDUAL COMMENTS

- Staffing issues.
- Given that there is responsible and capable leadership /administration that can handle a larger population.
- Eliminate all middle schools.
- Middle school is tough for students and teachers. Preference is to keep schools smaller.
- Depends on facility.
- Middle school is challenging. Small class sizes should be a priority.
- Small is better.
- It is absurd to go willingly for bigger schools.
- Good base from elementary school.

GROUP COMMENTS

- Depends on facilities.
- Good elementary base - bigger would be better.

ONLINE COMMENTS

- Break the students into houses.
- Once again, smaller schools plus smaller class size equals a more controlled environment where children feel safe and learn better.
- Smaller class size equals higher achievement.

- As long as class sizes are reasonable & there is adequate space & staff, it's all workable.
- It would be wonderful if middle schools could be smaller.
- Difficult time for students, success at this level a predictor of future achievement.
- Provide structure and educational opportunities for both Career Technology Education and an Arts program.
- The less students, smaller class size, the better.
- Difficult years. Too many, too hard to control.
- I like the idea of concentrated effort on fewer kids.
- I think 450-500 is much better, but I'd accept up to 750 if the school is well-run.
- Smaller size is very helpful in providing effective education.
- When schools are too large and not staffed well they are a problem for students and staff.
- Smaller, yet the better.
- The middle grades are tough, particularly with behavior issues. A large school can quickly get out of hand.
- Some NY middle is having success with up to 1,000 students because of the community building within the school--each "group" with a Vice Principal and counselor.
- Only if classes were capped at 20 and staffed accordingly.
- Depending upon the building space.
- Depends on good principal and good staff.
- Such a difficult age. The fewer students, the less confrontations & more individual attention.
- Smaller is better. Span of control. Principal knows staff better. Fewer teachers; harder for idiots to hide.
- Again smaller class sizes make a better learning environment.
- For middle school youth, smaller is better, ideally 400. Pre-K -8 is not a good configuration.

- Would depend on building capacity and number of teachers available. Most important is class size.
- It's not the size; it's the management of the size.
- Smaller is better. (2)
- Definitely the smaller the better. More intensive services.
- I would keep middle school to a lower ratio due to the behaviors that occur.
- Again, student bodies should remain as small as possible to facilitate a sense of community rather than expansiveness.
- The student populations with the lowest achievement should have a smaller pupil to teacher ratio in order to give more individualized instruction. Therefore, the school size should vary with need in order to provide equity in education.
- These huge middle schools have been tried and they have failed, i.e. Reizenstein, Greenway, etc.
- As long as supports are adequate.
- Would anyone really want more than 600 middle school students together in any one place?
- Anything larger eventuates in problems that thwart the educational mission. Be about education, not dollars and cents.
- Too many causes behavior and management issues.
- I think smaller schools are better for a variety of reasons. Safety is the main one though.
- There has to be adequate staff.
- This age needs low student teacher ratio.
- When you have too many kids in this age group, you get problems with fights and discipline.
- Smaller school and class size is better.

- Smaller is better--more attention can be given and smaller classes offered.
- Small neighborhood schools work.
- Administrators & teachers should know as many kids as possible. Smaller is better, especially for middle school.
- Coming from a medical background where randomized, controlled trials or epidemiologic studies are done, it is very difficult for me to understand how educational policy is created. Let's have studies with measurable outcome criteria.
- There shouldn't more than 450 middle schools in one building. Does this always have to be about saving money?
- Why is more better?
- I can see that some middle schools might do well with a smaller number of students, but I think this option is viable. Ideally no more than 650.
- You do not want overcrowding.
- As few students as possible.
- Number should be lower.
- I'd rather have higher enrollment and wider variety of program offerings than lesser enrollment and more schools.
- It would allow for smaller classes. Unless teachers were cut.
- Again as many as the school is allowed. Each school building is different.
- I think middle schools are wasteful.
- Do not overcrowd classrooms and accept 0 tolerance discipline program.
- Too big= too unruly.

16. **A minimum of 450 students is required for Pittsburgh Public Schools to provide a full Pre-Kindergarten through Grade 8 program. How many students would you support in a Pre-Kindergarten through Grade 8 school if the facility could accommodate the educational needs of more than 450 students?**

Individual & Online Responses	
A. 450 - 600 students	71%
B. 600 - 750 students	24%
C. 750 - 900 students	5%

Group Responses	
A. 450 - 600 students	53%
B. 600 - 750 students	42%
C. 750 - 900 students	5%

INDIVIDUAL COMMENTS

- Don't know. Depends on how students are separated into zones.
- Don't get too big with the little kids.
- Depends on facility.
- I don't support Pre-K - 8th. (7)
- I don't like K-8 schools unless students are completely separate.
- It is absurd to go willingly for bigger schools.
- Small is better. (2)
- Small schools, higher achievement.

GROUP COMMENTS

- Small enough for all students to be able to learn.
- I don't like it.
- Depends on facilities.

ONLINE COMMENTS

- I think all of the Pittsburgh Public Schools are getting too big. It does not service the children well. Small class sizes of children who are of similar reading and math levels would solve test score concerns.
- Would depend on building capacity and number of teachers available. Most important is class size.
- All of these are. It depends on how much attention can be given to an individual child.
- As few students as possible.
- Pre-Kindergarten should not be a part of the school program.

- Would like more neighborhood schools for a PreK-8 arrangement than a 6-8 arrangement.
- It would allow for smaller classes. Unless teachers were cut.
- Keep the programs small. The function of the school in today's society must have intimacy and partnerships available for school, parent, community, and a well supported faculty teaching a rigorous curriculum.
- They all need to have vice principals.
- You should not have Pre-K through 8th grade mixed.
- This question is vague and irrelevant to me, my concern is class size.
- Smaller school and class size is better.
- Depends on good principal and good staff.
- As many as can be allowed.
- How many students are needed in middle school to provide course and subject options like languages? The answer to this could increase my choice to B. 600-750 students.
- Smaller is better--more attention can be given and smaller classes offered.
- It should be smaller but I worry about sports for the older children.
- Only if classes were capped at 20 and staffed accordingly.
- There has to be adequate staff.
- I think smaller schools are better for a variety of reasons. Safety is the main one though.
- The smaller the better. (4)
- Pre-K through 8 is not a good option unless the upper grades are added slowly.
- Space, staffing, and class size would determine.
- Pre-K students shouldn't be with eighth graders. Too much commotion and bad habits by the 8th graders.

- Solely because more teachers could be hired. I don't believe in the K-8 model.
- Too many different age ranges for a big school.
- I would prefer elementary kids not to be housed with middle school kids.
- I don't support K - 8 schools. (18)
- The less students, smaller class size, the better.
- Again, you shouldn't have more than 450 in a school. That's not a high school.
- Same as middle school. I would keep at a lower ratio due to behaviors that occur. Divide and conquer.

- PK - 8 is just wrong and the future will show that. Those who don't learn history are doomed to repeat it. The middle school was developed to fill a need. That need did not stop existing.
- Don't support a Pre-K to grade 8 school.
- Many K - 8 buildings will not be able to handle 450 students.
- I would hope that the population would be equally disseminated among the grade levels.
- Use of the smaller scale would help address student needs.
- Smaller class size equals higher achievement.
- Do not overcrowd classes and deal with discipline problems that prevent students from learning.
- Smaller is better. Span of control. Principal knows staff better. Fewer teachers; harder for idiots to hide.

17. What issues should be considered when developing the Pre-Kindergarten through Grade 8 recommendations for Pittsburgh Public Schools?

INDIVIDUAL COMMENTS

- Availability to parents such as able to attend work and return for emergencies.
- Too big of an age group to put together. Pre-K should be in another facility. Middle school should have minimal contact with elementary.
- Strong leadership.
- The area.
- Facility able to accommodate.
- High school and middle separate.
- Kids need to be close to home.
- Very little exchange between Pre-K-Elementary and Middle School 6-8th. It could work as follows, PreK-5th separated from 6-8th.
- Type of building.
- Safety. (5)
- Pre-K - 5th and 6th-8th.
- We need to be careful of Pre-K to be neighborhood based.
- Thorough review of facilities for their appropriateness for athletic facilities, science, art computer labs, libraries and cafeteria.
- Age differences.
- Mixing of children from different age groups. Ability of single administrator (principal) to manage entire school.
- Smaller class size and more training for teachers.
- After school clubs & sports.

- Insuring that developmental needs of students are being addressed and that teachers are well equipped and updated for pre-adolescent/adolescent teaching strategies.
- School buses.
- Age gap, developmental issues.
- Separation of students at key transition points. (2)
- Over crowding, bullying, loss of curriculum.
- Social considerations of age/grade disparity.
- Age of students.
- Be sure that all schools can offer art and music.
- Transportation.
- I believe strongly in the Pre-K - 8th configuration, using middle school grade students to serve as role models.
- More Montessori 3 - 6 year old classrooms throughout the city feeding into one Montessori Pre-K - 8th.
- Separation of age groups.
- Developmental appropriateness.
- Try to keep within community.
- Bullying.
- Diversity. Small neighborhood schools.
- Smaller size is key. Younger lads need low teacher to student ratios.
- Program offerings due to school size.
- Adequate space. (3)
- Keep neighborhood schools local. Don't bus away from communities. Keep homes and communities strong.
- Size of school. (2)

- I am concerned that Pittsburgh is projected to have 42,000 children ages 6 through 17 but we are expecting only 24,000 to attend a non-charter Pittsburgh Public Schools.
- Academics.
- We should look at what's developmentally appropriate for children, not what buildings are available
- Time-line.
- I'm against it.
- Achievements.
- Issues of teen pregnancy, rape, molestation, etc. should always be considered when older children are placed in the same school as younger children.
- Age appropriate. (2)
- More qualified teachers in neighborhood school district.
- Enrollment. (2)
- When students move to the 9th grade.
- Communicate with parents, teachers, students, and administration about what is going on in the community and around.
- Travel time. (3)
- Themes.
- Academic offerings and choices.
- Small community school is a better option.
- Students and teacher safety.
- For all age levels.
- Are kids going to be walking?
- The success or lack of success of K-8th developed under the original right sizing.
- Teacher to student ratio.
- The different ages from elementary to middle and the behavior problems that elementary students could get from middle school children.
- Safety--separate the very younger (Pre-K--2nd grade) from the older.

GROUP COMMENTS

- Poll the parents of children who currently attend the Pre-K to 8th grade.
- Separation of students at key transition points. Age of students. Transportation.
- Mix of different age groups. Skill of principal to handle entire school.
- Teachers need training that helps make progress - not same thing every time.
- Rather than transporting students all over the place, our group felt strongly that small neighborhood schools better serve the needs of students and home communities.
- Will the facility be able to accommodate the enrollment?
- Academic offerings and choices after school. Clubs and sports. Safety, location. Welcoming environment, cultural diversity.
- Age difference.
- Safety.
- Keep in community.
- Developmentally appropriate.
- Teachers need to have classroom management skills.
- Middle school separate.
- Smaller class size.
- Facilities for building appropriate.
- Youngest being separated.
- Facilities, site, enrollment.
- Social considerations.

ONLINE COMMENTS

- Bussing, lunches for middle school students, athletics, after school programs for middle school students.
- Improving foreign languages, history, and geography.
- Will the population send their children out of their neighborhood to be educated? If not, you'd better make the neighborhood schools Pre-K-8. People who live in "safe neighborhoods" don't want to have their children bussed to the ghetto.
- Control of older children.
- Whether it makes sense educationally.
- Neighborhood schools, good security, strong and challenging curriculum.
- The vulnerability of the Pre-K through 5th grade students.
- These are more academically rigorous programs. Discipline needs to be supportive of the expanded grade levels.
- Building capacity and class size.
- Vast age differences and safety.
- Strong administrative management from principals and vice-principals. A no-tolerance rule when it comes to behavior management, dress code, attendance and all other facets of the education system.
- Adequate support and academic rigor.
- Safety, making sure that young children are not exposed to things that they are not ready for, such as 8th graders are dating and talking about sex, 3-4 year olds should not be exposed to this. Opportunities to excel academically and great extra-curricular/recesses.
- Strategies for reducing tensions between and among diverse neighborhoods have to be at the core of any planning. If we accept the presence of violence without end, it won't end.
- Neighborhood relationships, economic needs, programs for remedial skills, social skills, parent support groups.

- Small classes if combining these grades. Middle school students should be separate from elementary students, ideally.
- Research - why do you think K-8 works? Development middle school identity.
- Separating younger and older students, but remaining opportunities for them to do some activities together.
- Safety of neighborhood.
- Busing students away from their home districts.
- Neighborhoods and the feasibility of this happening.
- I do not support having the students together. Some schools have 2 different buildings, which are fine, but then it is not really Pre-K - 8 schools. I think middle students should be separate for their developmental needs.
- The amount of difficulty handling 6-8 and the inappropriate language.
- Student's preparation and exposure, faculty commitment, challenging curriculum, parent involvement.
- How the middle school students can participate in sports and electives.
- The best needs of the students.
- Keep it small & be sure that there are separate programs for the primary & intermediate.
- Too many to begin with.
- I do not support Pre-K thru 8. (5)
- Language should be a requirement from Kindergarten for all grades. This should be a standard.
- Inability of most Pre-K-8 schools to provide equitable resource across the age spectrum. Must be improved; safety and security issues.
- None. Keep the 6-8 graders separate.
- They should be neighborhood schools only. The wide age range should be seriously considered.
- Keeping the younger students away from the older students.
- Small class sizes for better learning.

- Safety and specialized teachers.
- Talk to the teachers of this age group and listen to their recommendations.
- Schools should be neighborhood oriented, teachers should be excellent, and facilities should be safe.
- Traveling, student's interactions.
- Minimize transitions for students - maximize ability to form strong attachment with cohort.
- Demographics; size of classes.
- Size of building.
- It's a bad idea. I would never send my kid to a Pre-K-8. Expect backlash.
- There needs to be a mandatory vice principal position and possibly 2 counselors to address the needs of this wide age group range. Programs to prepare for careers for 6-8. Limit exposure of young to mature behaviors and actions.
- The needs of every child must be met. The school will need to run like a well oiled machine.
- If they are neighborhood schools, inequality in funding, staffing, opportunities, facilities, etc. needs to be the top priority.
- Eschew fashionable dogma, which mutates from year to year. Pre-K to 8 is not a good model.
- They need to be separated by floors.
- Pre-Kindergarten should be separated from Grade 8 and no interaction should take place.
- Age differences.
- Academic, family, social.
- How many students are in each grade and the class sizes?
- Safety issues need to be made first priority. Transportation of all grade levels on the same bus is a major concern.
- Some of the children in elementary school are overlooked in a K-8 building because the needs and problems of older students can appear much greater. However, if the needs of younger students are not addressed at an early age then the cycle will continue.
- Discipline of consistent behavior problem students.
- There should not be any.
- Developing the strongest sense of community and ownership so that all students, staff and administrators buy into the school being their own.
- Neighborhood schools are important to community vitality. Also parents should have a choice and open enrollment should occur at the same time as magnet registration with parents being able to tier their choices.
- Class size. (3)
- The building must have separate facilities (gyms, bathrooms, and cafeterias) for primary, intermediate and middle school students.
- Feeder patterns intermixing can be a safety issue.
- 7th and 8th graders need the separation from elementary school. The District should consider returning to the junior high model. There's more research to support that model than the K-8 or 6-12 model.
- Segregation of the middle school age children from the younger children.
- Maturity level too great between grade levels.
- Young children find older children to be intimidating and they should not be mixed in the same building.
- Location, facilities, programs offered.
- Class size. Rival neighborhoods being mixed. Keeping the 6-8th graders away from the younger kids.
- Not mixing.
- Space and resources of library.
- Facility can keep grade levels separate especially primary and middle grades.
- Size, ability to meet needs of middle school-gym, tech programs, lunch room, separate from elementary.

- It should not be given recommendation.
- Separating the younger and older children. (2)
- Do whatever you can to provide smaller class sizes, and allow for flexibility in the curriculum and pacing so that kids can move as fast as they need to move. Get rid of doing grades by age, and move more to ability.
- Student motivation.
- How the students will be housed in the building. There needs to be some separate expectations based on age and development.
- Neighborhood schools.
- Age appropriate assignments.
- The developmental range of the students.
- Location, size of building, number of students max.
- Geographical locations feeding into the buildings.
- I don't believe that there should be a Pre-K through Grade 8 School.
- Adequate facilities that can meet the needs of all the children. I attended a K-8 program and the school had a separate wing for each cluster of students. Pre- K cluster, 1-2 clusters, 3-4 cluster, 5-6 cluster, 7-8 cluster.
- Relationship and international bearings.
- Do not mix Pre-K with 6th through 8th graders. (4)
- Separate areas of a building where 8th graders do not encounter younger children.
- Already established K-8 should not be tampered with if programs already working.
- Neighborhood, even if racially homogeneous.
- Building, resources, number of students.
- Cut out the 6-12 gimmicks.
- Keeping the older students separate from the younger students, definitely having at least one or two assistant principals who can focus directly on elementary or middle school discipline issues.

- Not having students take PAT bus. They should live in the area.
- Mixing older and younger kids.
- Keep the younger kids away from the older kids. (2)
- Safety: complete segregation of grades (Pre-K and primary grades/gr 3-5/gr 6-8).
- Mentorship requirements for older to younger students.
- Keep bus distances low.
- Smaller schools are better: administration can know faculty, students and families better.
- Size of building. Can the students be separated so as not to run into each other? Separate gyms and cafeterias.
- I don't understand why we think it is a good idea to put 13 year olds in the same academic building as Pre-K students. It is a strange environment for the kids as well as the teachers.
- Safety of younger students.
- The smaller children being in the same building as older students.
- Separate young kids from older, give older kids responsibility for younger.
- Ability to provide some of the things that seem to be getting shortchanged now, like language. Also, the ability of the administrators and staff to have control over the middle grades. Willingness and ability to enforce discipline and behavior problems.

- Transportation of younger students not mixed with older students, neighborhood mixes.
- Careful attention to the middle school experience, and issues regarding the difficulties of Kindergarten and 8th graders together.
- Don't develop it, go back to Pre-K - 5, 6 - 8 and 9 – 12. It wasn't broken before so stop trying to fix it.
- Keep K-5 only.

- There needs to be enough staff including security, deans, and vice-principals.
- Academics, safety, personal responsibility.
- Make them all neighborhood schools.
- Please keep the K-5 and 6-8 separate. It is a mistake to put those kids together.
- Middle school course, subject, and sports options available. Having very young kids in building with teenagers.
- Offering a half day Pre-K, central locations of sites, suitability of facilities, subject/theme specific magnets.
- Making sure the area for the school is in a safe area in the city.
- How grades will mix or not mix.
- Staffing, programs-art, music, gym, class size.
- Nap Time for Pre-K students, gym, outside time for Pre-K students, bathrooms for smaller Pre-K students, and the impact that an older student can play on such a young student. Parking for Pre-K parents who drop off the students. Just don't do it.
- The wide range of ages is not a good thing. Pre-K shouldn't be housed with 6-8.
- It does not work unless you have enough vice principals or deans to manage and discipline the middle school students.
- The number of students and the middle school course of study.
- Space of building and accessibility.
- Don't eliminate the middle schools that are already successful.
- I don't think this is a good idea at all. I have visited schools with K-6 and it is a bad environment for the young children.
- This should not even be a consideration.
- Staffing; having contents understand it is a K-8 not a K-5 and a 6-8 in the same building with the same policies, even down to operation of school. Do we follow elementary PFT regulations or middle PFT regulations?
- Maybe have lower grades in one section of a building.

- Keeping schools in stable and growing areas of the city and consolidating/removing schools in declining areas.
- Hands on classes.
- Appropriate staffing and small class size.
- Extra curricular.
- Parents need to be close to schools.
- Not a good mix - too many problems if they are housed in the same building. Separate groups of behaviors to be addressed.
- Security.
- Developmental maturity of young students in company of older students; with positive and negative influences of older student behavior.
- The make-up of the students and the behavioral issues.
- Pre-Kindergarten and middle school should not share common areas.
- What was already used for current K-8, especially boosting student achievement?
- That every child learns the basic reading and writing skills.
- Academic rigor, discipline.
- Social factor.
- Class size. Suitability of building facilities.
- Quality of teachers, principal, programs and parent involvement.
- The economic make up of the area.
- Issues to consider would be the supports that are in place to run the school.
- Fully embracing Pre-K as an integral part of the District.
- Return of middle schools.
- Small class size is a key to meeting the needs of all students.
- A physical barrier between the younger students and the older ones.
- Travel time on a bus, walking distance, neighborhood school.

- The younger children need to be separated from the older children. They should not be intermixed and/or have access throughout the day with the younger children.
- Sufficient student enrollment numbers.
- Lunches, building size, vo-tech training for kids (cooking, shop, sewing for middle school).
- Elementary school and middle school need to be isolated, at least on different floors or different wings.
- Transportation; special education staff; inclusion.
- Size of the facility, how the facility is set up and the proximity of the older students to the younger ones.
- Neighborhood problems. (2)
- Course offerings and class sizes.
- Should not be unless there is a building like Reizenstein that have 3 separate houses to accommodate and keep primary separate from middle.
- Think about convincing the many young professional families to go to Pittsburgh Public Schools due to quality education, not a focus only on low income problems. Pittsburgh is a very different city from most. It has a large middle class but you must offer them a real product.
- The difficulty of creating a cohesive program this large. A spread of skills and functioning.
- Full day Pre-K.
- How can parental involvement be facilitated? Make them local.
- Safety. (6)
- Gangs, teen pregnancy, small classrooms.
- Strong early childhood program for Pre-K-1; opportunities for electives at 6, 7, 8.
- Not to overcrowd the school. Too many students in one building can become a distraction.
- The maturity level or lack of in reference to the older population.

- The mixture of older kids and smaller kids. When they arrive and dismiss, lunches for all, and the use of the building equally for all students.
- Parent input.
- Availability of resources at the school building that is appropriate for middle school age students.
- Having the primary grades Pre-K-3 separated or up to 5 separate from 6-8.
- Having a building that can accommodate everyone together, not keeping them separated (students having a well-rounded education).
- Behavior and discipline.
- Class sizes, how the students are separated.
- I don't like Pre-K through 8, only Pre-K through grade 5.
- Providing age appropriate environments for all students.
- Student to teacher ratio.
- Maintain neighborhood schools.
- Student needs and the ability to provide the best education for a child.
- The well being of the kids.
- That Pittsburgh Public Schools need to attract more young professionals and well educated people into the District, the current tone of communications and actions taken by Pittsburgh Public Schools lead many of us to believe that we (well educated, middle class families) are being driven out of the District.
- Separate spaces that are developmentally appropriate and different for Pre-K, elementary and 6th-8th grade students.
- The safety and security of the students.
- The family involvement.
- Location. (3)
- Safety of all students.
- Transportation----busing.
- The type of neighborhoods where the schools are located.

- Pre-K should be housed in a separate part of the building.
- Definitely no bussing across the city.
- Space; programming - affords middle school students opportunity to middle school classes.
- Be sure to not overcrowd a building beyond its capacity. This will help in allowing students to get a good education in a comfortable environment.
- Commitment of staff working together. Maybe even committing to staying at a building for 5yrs. Discipline and safety. Recreation.
- Number of students in a classroom.
- Different schools have different needs. High poverty schools require more services and smaller classes than middle income schools.
- How much interaction in the hallways, lunchrooms and buses, these little ones will have with larger ones in the middle school grades?
- Make sure the middle level students have the same middle level choices as regular 6-8 schools such as sports, bigger lunches, facilities for swimming, etc.

- Again, no themes here. A general, overall, well rounded education with an opportunity to explore many different things, is important at this time in the kids lives.
- Grades 6- 8 should be housed in a high school or separate facility.
- Maintaining neighborhood identity.
- I think that the cons outweigh the pros and many teachers and parents agree with this.
- Again, safety and younger students seeing disruptive and poor behaviors from older students in school and on the bus.
- Mixing kids of all ages.
- How the grades are partitioned and separated.
- One in each neighborhood, students should not have to be bussed.
- Neighborhoods.
- Just make sure that you remodel the schools you are planning on closing.
- The layout of the school, how the elementary grades will be sectioned or zoned off from the middle school.
- Smaller classes in earlier grades will result in a better educational experience for all.

18. As we move forward, what ideas/concerns would you like to share? What unique issues affecting Pittsburgh Public Schools would you like to be considered as the Building Excellence: Blueprint for the Future is developed for the District?

INDIVIDUAL COMMENTS

- Student retention.
- Keep neighborhoods combining in mind.
- More parent involvement with a parent specialist at every school.
- Concerned about safety of children in buildings.
- Discipline.
- Excellence in all facilities across the District. A clear brand that is identifiable in all facilities.
- The need for Career Technology Education.
- Economics and academics have to have separate weights in these issues. The District will lose unnecessary students if it simply follows economic trends.
- I would like to see a survey to parents/students who have left the Pittsburgh Public Schools to see what would bring them back.
- The superintendent needs to go to each school in the East End Communities and meet with the parents. Let them express their thoughts and opinions.
- How can the School District put a price on our children? Hire more teachers and maintenance and get the parents involved with the School District and their children's education.
- Not enough Career Technology Education.
- Neighborhoods issues.
- Building public support for the implementation and not just the final product that the pen would describe.

- Operational budget that benefits all of the Pittsburgh School District.
- Grades 6-8 should not be attending a school that has been designed for elementary students.
- Bring back student discipline.
- That there should be more career focused courses in the schools.
- Be sure that the kids don't spend hours traveling to and from school.
- Respect for historic school architecture.
- Should be able to compete with any school in the county. From facilities to arts and education.
- You need more information. Make sure all school areas are included.
- K-8th schools allow mixing of students on buses and the District has not provided for that to date.
- In the ideal world 3 or 4 satellite parent/teacher groups to make decisions for their particular geographical area. A representative from each group speaks at the school board meetings. Smaller groups to address parent and teacher concerns. (i.e. academics, building usage, etc.)
- Make a decision and stick to it.
- Focus on student achievement, I believe, would be the most important.
- Number and type of children at each site.
- Look at data.
- Try to keep high schools to 1000 students if possible.
- Safety. (3)

- Clean up the areas where there are problems and you won't have to worry about this committee. If I can recognize the problems in the neighborhoods, I'm sure you can. You have more power than me. Clean up the drugs, abandoned houses and give us the same opportunities. Motivate those who need to be motivated. I should not have to relocate my children.
- Each school should be able to educate all students whether physical or mental.
- More parent involvement.
- Also, I am concerned that this process has been very theoretical so far. Once specific locations and programs have been proposed, there should be an opportunity for public comment and adjustments made.
- Neighborhood diversity and acknowledge community differences.
- The right student mix and the right size of enrollment to give good programs and not lose students (teachers learn each student).
- Safety of the little kids.
- Communication to parents. More parent engagement specialists to each school.
- As always, we need to look at actively selling unused buildings to build revenue.
- Growth is occurring in Pittsburgh. The fear is that as buildings close, people will leave the city.
- Not enough emphasis on students who do not pursue college.
- Pick and develop strong leaders to manage schools.
- Accessibility.
- Focus resources.
- Focused approach/results oriented education.
- More students would be drawn into the District by a truly Montessori Pre-K - 8th program. Children's Hospital Montessori Preschool and other private Montessori preschools could feed into our public Montessori.

- We do have high achieving students and families, unlike many urban districts of our size. We need to retain them and attract more. They care about achievement, status colleges, awards, etc.
- Focus on Pre-K to build clients.

GROUP COMMENTS

- Cost is always an issue but we need to balance the needs.
- More parent involvement and parent specialists.
- Bring charter schools into the facilities planning process if you are thinking the move toward charter schools will continue.
- Discipline.
- Small class size.
- High school/college should offer classes on parenting and being responsible citizens.
- Bring special needs children into school - not separated.
- Every school needs to be handicap accessible.
- Focus on core curriculum.
- More Career and Technical Education offerings. Better career counselors. Mix kids on buses without monitors.
- Focus the resources.
- Comparable to any suburban school in county.
- New images if schools are consolidated.
- Clean updated facilities--gymnasiums, academics, sports facilities, music, arts, and science.
- Student achievement.
- Accommodate disabilities/limitations to include as many kids as possible.
- Discipline and safety.

ONLINE COMMENTS

- Offering a half day Pre-K, urban planning such as encouraging Bike to School initiatives, focus on projected employment needs regarding trades education, making sure programs are high quality and rigorous.
- We need smaller classes to offer individual instruction to struggling students to close achievement gaps.
- Adequate space materials, support staff.
- Perception of the school system, lack of support from the community for public schools.
- Having schools that are made for the students they are serving. Have bathrooms that are appropriate for the students in the building along with the classrooms and the furniture that is needed.
- I think you need to protect the magnet schools more so they remain special programs. They are the draw for most people. Allowing school choice creates more discipline problems. Kids need options in small schools for swimming, lacrosse, hockey, etc.
- Keep the younger children away from the older students.
- The main issue is not the buildings. The main issue is a strategic academic plan. Facilities planning should come after there is a set of strategic principles.
- Many of our students come from rough areas, and learn tough life-lessons early. We need to keep our youngsters away from upper-grade-level kids, nurture them, and make them feel that we take personal interest in each child.
- I think that the grade levels should be housed separately - Pre-K/Early Childhood, K-5, 6-8, and high school. Children need those stepping stones.
- Parent education should be a priority for Pre-K to help youngsters in the home setting; this is the biggest obstacle to student success.
- Discipline issues. (2)
- Learn by doing teaching.

- Pioneer School needs a therapy pool.
- Better air quality - no more "sick" schools.
- The security cameras need to be fixed and maintained everywhere, at every school. The problems at Allderdice were because of broken cameras, the kids all knew this. Fix cameras, and get more security outside the schools.
- Discipline and parental involvement. Parents need to do their part too.
- The magnet programs need more work, my child attends Carmalt and I'm really not seeing much emphasis on science and technology.
- Mixing neighborhoods needs to be addressed at the community level with community leaders and educational staff. Stronger ties need to be built across all regions. More parental involvement at all levels, community ownership of the schools.
- The climate in a school makes all the difference. Choose leaders with a history of working well with parents, staff, and students.
- Every child can succeed, but not every child will go to college. Every child should be given the opportunity to strive in an area in which they excel.
- Parental involvement & accountability.
- Please develop facilities that are not cement blocks. Children need play spaces and buildings that nurture creativity.
- What should be done with families/kids that don't value or want to be in school?
- By improving Allderdice and the IB school, and feeder schools, we can attract many middle class who leave the city when they have kids. Too many special schools are gimmicks and not appealing to those who want their kids to go to good colleges.
- Building on existing strengths and traditions where possible (i.e. the wrong decision to dismantle Schenley).

- Small, properly staffed, neighborhood schools are most effective for elementary K-5 students.
- Student motivation.
- Squirrel Hill has supported Allderdice and the existence of the school has supported property values and sense of community in the neighborhood and made it one of the strongest communities in the city.
- I was a parent who was initially in favor of K-8 school. However, after getting it and experiencing it with 2 of my children in a school where I loved the elementary, I came to believe that a middle school is better for that age and sent my 3rd child to one.
- Boost student achievement via mandatory Parent Orientations at kindergarten, middle, and high school levels; have student assemblies at all levels with notable achievers promoting education to students. Step-up parental responsibility for their child.
- 6-12 schools. I don't feel that 6th graders should be mixed in with high school seniors.
- That the best of the students and teachers are considered as these changes are occurring.
- Auditoriums, gyms, cafeterias, bathrooms for children and staff. Gyms doubling as cafeterias and auditoriums limit opportunities for assemblies and other events.
- It would be nice to see more Magnet programs with racial balance.
- Gangs, students' behavior and lack of parent involvement.
- Activities and athletics.
- Children with recurrent school problems should be offered residential schooling in excess school space.
- Allderdice has been a great school for many years. My son will graduate this year and he loved that the administration did not know him. He could be a "nobody" and did not have to answer to anyone. This is not what we want for our children.

- Safety in blending neighborhoods, utilizing the buildings with the most resources.
- Buildings are truly important and the aesthetics of a space can create pride in a school. However, without quality principals who respect and support their staff, students and parent body - no arrangement of buildings will be enough to change enrollment downturn.
- Regular education staff and administration need more training in special education and inclusion.
- I would like to see the population of Pittsburgh Allderdice decrease. Compared to other high schools, their population is excessive. Also, we need diverse training badly in the District.
- Why do students never leave the District? Why is it that some districts can ask kids not to return and Pittsburgh Public Schools just pushes them from school to school at a high cost to taxpayers?
- The racial gap in student performance on standardized tests.
- Small class sizes in high discipline problem schools.
- Every child needs physical education and health. It is evident that our students are overweight, over stressed, and under active, mentally, physically, and socially. Please increase the requirements for Physical Education. Also, consider having homemade meals.
- Ensure that all schools are receiving same level of resources, and those that need more receive more. Discourage disparate treatment.
- The credo 'No Child Left Behind' has certainly brought attention to the lower achieving students. I believe the 'Excellence for All' needs to be embraced so that our high achieving students continue to be challenged and have their needs met also.
- Remove the ideological blinders, limit input from LRDC and IFC denizens with no teaching experience. Retain integrity of successful schools. No change for its own sake.

- I think that classrooms are getting too big. Behavior problems are increasing in the elementary school. You need to have somewhere for these students to go to. They are taking away from the learning of those who really want it. We need to do our job.
- Accessibility of elevators to students and families with disabilities. Currently elevators are kept locked and inaccessible.
- Perhaps you should provide more room for responses if you really want to have feedback from people who care deeply about the direction of Pittsburgh Public Schools. We are the tax base that pays for the District; we are the parents who have resolved to keep our children in public schools.
- Please make repairs and update the buildings that we have and simply need work. My experience is with Greenfield K-8. There are some serious issues with the building that, if corrected and enhanced, would make the school more attractive and safer.
- Many parents are concerned about 6-12, K-8 schools. This will have a big impact on our growth as a District. I believe many will opt out of Pittsburgh Public Schools.
- Programs for students with special needs, pioneer specifically, could use an accessible pool and outdoor playground with soft surface, larger or more accessible restrooms, and more classrooms.
- Maintaining neighborhood schools should be a priority.
- I am very concerned that schools that are successful will be altered & more families will leave the District. The reduced school population is partially due to the changes that have been made, and I am not optimistic that further changes will be positive.

- We must find a unique way to capture the attention of our lost parents/caregivers and students.

- Include more foreign languages and culture courses.
- Move decisively to reduce excess capacity, but don't cut to the bone. It's better to have some excess. Work to increase enrollment or at least reduce decreases.
- Although lip service has been given to "Excellence for All", I don't see it in practice. Although teachers and students may be challenged, I get a consistent feeling that, in the end, the accountability factor is dropped. This must be improved.
- We have a lot of Ivy-bound kids in the Pittsburgh Public Schools. Breaking up schools or getting rid of CAS may send them to the suburbs.
- Again, don't mess with the schools that are working.
- Leave the magnet programs intact and smaller class sizes. This is what pulls people away from private schools. If you make classes 28-30 kids they will not be successful.
- I find the education deteriorating in the past 2 years dramatically. Too many changes. Teachers can't handle this and they are not working.
- Teacher and parent accountability is every bit as key as student engagement and learning. When parents are not responsive to school needs, schools fail.
- Class size and developmental appropriateness are key issues to consider.
- Don't make schools Pre-K through 8.
- The promise is not attracting enough students. Something else needs to be done to attract better families. They all have heard the horror stories of Pittsburgh Public Schools. We need to change our image, and that must start by addressing the behavior problems.
- My concern is that there are no alternate credit programs for high school students at risk of failing classes due to health circumstances. Right now, a student has to fail or drop out in order to access the alternate credit classes (i.e. Novanet or CIS).

- There needs to be more magnet status schools with rigorous requirements for admittance and rigorous criteria for remaining at the school.
- Population is economically poor and there is no family support for students.
- Before we start moving other peoples children around please think about how we would want our own kids to be moved and their safety.
- School safety.
- A major concern is the amount of testing that goes on monthly and yearly. It is taking away from the "teaching" of our children. Is testing that much really necessary? I do not believe it is.
- The process in which students are admitted into the schools that are not neighborhood schools. Parents that want better for their children are sometimes not able to provide that opportunity because of a waiting list, not enough knowledge of the entrance.

- More choices for students who do not live in the East End. After all they want to be successful also.
- Specialized programs for students to compete with other school districts such as languages, computers, physical education, art, library and music programs for K - 8 and marching bands, newspapers, languages, chorus and athletic programs for high school.
- Bussing, lunches for middle school students, athletics, after school programs for middle school students.
- Teacher-student ratio too high.
- I think development of theme based schools is fine for middle and high school students. A larger emphasis needs to be placed on career and technology education in high school and middle school.

- Elementary should stay in its own school, middle school, and high school should be together.
- Discipline, student fighting, safety for all students and staff, state of the art industry equipment.
- High tech communication systems for administration and teachers for emergency purposes. Real separate sections for disruptive students who are not sent to Clayton.
- My son & I went through school with the same children since Kindergarten or Head Start and that was great.
- Potential for job availability.
- Smaller class sizes will increase test scores and decrease discipline problems.
- If it is not broke don't fix it. Like Allderdice which is a nationally recognized high school - do not mess it up.
- Re-open Schenley - That is one solid neighborhood school that brought notoriety to Pittsburgh.
- The District needs to develop a strict discipline policy for all schools.
- These Districts have some excellent facilities and are not being used to their potential. We also need to consider the needs of children more before the budget is made.
- Build on the excellence that is already in the District - don't compromise existing quality programs. Consider that people have options beyond the Pittsburgh Public Schools - private and suburban districts. Devise situations that encourage people to stay in the Pittsburgh Public Schools.
- Neighborhood wars are a concern, lack of minority faculty, teachers, and administration in the District.
- Include as much foreign language, especially Spanish, as possible; small classes.
- I feel when you move out the children from Reizenstein you need to give the building to Lincoln. You would not have to pay Kingsley any rent, Lincoln lower could be made into a full community head start; you can get the big 5-8 out of Belmar.

- I would like to see all of our buildings' needs addressed in the Maintenance areas. By this, I mean to keep up with the mechanical equipment, the infrastructure, and general maintenance issues that tend to get neglected over the years.
- A big concern is safety. Mixing certain neighborhoods is not a good idea and you are asking for trouble when doing that.
- Culture/neighborhood.
- Building space is critical.
- Parents need a choice in where their children go to school. Open enrollment should occur at the same time as magnet registration with parents being able to tier their choices. This way parents are not waiting around worrying and schools get funded.
- Ask high school students from around the District to think up solutions. It might prove interesting. Parent buy-in. I don't feel like you address concerns. I feel like you talk over my concerns.
- The social economic diversity of the District needs to be openly dealt with.
- I live in a neighborhood with many city workers and professionals. Our elementary school is in the projects. Most of the families in our neighborhood send their children to Catholic schools because of it. Neighborhoods need to be looked at when planning.
- I see too many over crowded classrooms. I also see discipline problem students just placed in a room to do whatever they want to do. No structure.
- Recess needs to be a valued time in the day in which children can socialize/move around. Physical Education should be daily. School plans must consider the needs of children who are proficient, not just the children who need to improve. Families will continue to learn.
- Reopen the closed middle schools because the facilities are fabulous and remove 6-8 from K-8s.

- These surveys are a little mind-numbing. How can we keep parents with resources from clearing out of districts that include the good, the bad, and the ugly? That's the question I have. While they hide in Cranberry, we deal with what we've got.
- Some of the great programs offered to the students are located in schools that are considered to be in unsafe neighborhoods. Safety is first. The amount of security officers in the high schools is dwindling away. My child's safety is first.
- Pittsburgh Pioneer School needs a therapy pool to meet the needs of our students.
- Stop cutting electives. Have more tech education and arts options. These kids are not getting a well rounded education.
- Please don't cram kids together to save money and make it more difficult for them to learn.
- There needs to be more stability - less rearranging of school facilities - more consideration of history and neighborhoods.
- I don't believe all of these combining schools and programs are in the best interest of the children. It seems this is all about dollars and cents and not kids.
- Pittsburgh Brookline is too small for a K-8 school. There should be an addition put on that has a huge gym, more classrooms, and an auditorium.
- Safety and order are both strongly needed for learning to occur.
- Parental involvement and discipline issues need to be addressed in advance before any changes are made.
- Private schools seem to be able to handle K-8 and even Pre-K-12 very well. Why not public schools?
- More competency at the top; Too many poor leaders are promoted to be vice principals and principals. There needs to be more conflict resolution training for students to cut down on fights; create more education partnerships with CMU, local industries.

- Placing electives back into the middle school, i.e. woodshop, cooking etc.
- Try different approaches too. Empirically study these different approaches by tracking students. See what is effective and move forward.
- Smaller classrooms.
- Safety of our children. Smaller class size in all classrooms.
- I am troubled by the cuts in schools and staff. Classes are too large and not enough is offered.
- Please respect neighborhood clashes. I would also like to see integrated schools. I think it is best for kids to learn to accept differences and respect them.
- Every plan ushered in by the current administration. Keep World Language in all programs. Why not devote energy and attention to improving low achieving programs and not destroy CAPA, CAPA Rogers, Frick, Schenley IB, and the CAS Program.
- Regional demographics and travel time whether on yellow bus or PAT bus or walker.
- Don't cave in to politics. Do what is right for the kids.
- More freedom with curriculum.
- Sight based management was not a good decision in all cases. Many school budgets did not allow for the equal access to services, supplies and equipment.
- Every student should have access to the most outstanding education possible and it should not be limited to the select few.
- We need stronger administration in the schools to deal with the day to day difficulties of student populations in our schools.
- Get rid of the ALA's. Make the enrollment smaller at the schools and don't crowd the buildings or classes. Teachers are teaching in places that are not even rooms.
- It is important to maximize on space in the facilities. Consider reopening a building that a lot of money was put into and then

- it was closed. Look and examine closely what will be the blueprint for the future.
- Building maintenance and updates with technology.
- Not every student goes to college. There needs to be programs for students to enter the trades and blue collar jobs. Why are we doing nothing to prepare students to be machinists when there is a need for them in this country? There is not enough space.

- A separate gifted program is important because it provides more unique opportunities for gifted students than can be provided within the regular school setting.
- We should have school security at every building. Invite 9-12 grade students to become mentors and or tutors of younger students. We should establish study and recreation centers - perhaps one in each of the major areas of the city.
- Please consider that all children are not the same and do not have the same needs. Equal is not equal in education. Some children need more.
- Pittsburgh Pioneer has a significant need for a therapeutic pool for the disabled students that attend that school.
- Some Pittsburgh Public Schools are performing well. It is important not to overcrowd these schools and lower their performance. Some small schools may need to be combined, with the goal of improving school performance and reducing class size.
- We really need to look at the facilities themselves. It is the 21st century and many of our buildings are just old without the necessary facilities. No building should be without an auditorium. No school should be split between 2 campuses.
- Pittsburgh seems to have a lot of racism (both black/white, white/black) and neighborhood divisions.

- Mixing neighborhoods without community dialogue and support has brought more discipline issues into schools; all constituents need to be engaged in the school.
- Get students out of low-income neighborhoods to interact with students from different backgrounds.
- We are on the waiting list for Pre-K at the Children's Museum and more programs like this (Carnegie Museums, etc). Tear down Reizenstein and build something big and nice with windows, good facilities, state of the art if you are going to get rid of Schenley.
- An emphasis on learning and education needs to be followed through at every school. It should be unacceptable for students to be "babysat" by teachers. Parents will send students to other schools at all costs if the District does not help with this major issue.
- More alternative school choices for misbehaving students; Better screening of students who use school choice option including behavior and academic records; Maybe allow these students a trial period and the school ability to transfer them if necessary.
- I know this is about managing costs, and therefore (one hopes) being able to redeploy resources to drive educational excellence. But if this were used to reduce the number of inept teachers, that would not hurt. But tenure does not equal excellence.
- Pioneer needs a therapy pool to best serve students with multi-disabilities.
- It would attract people if you build strong after school programs (not 'clubs' but comprehensive childcare) at most elementary and middle schools.
- Keep the neighborhood school alive. Allow high schools to remain, based on neighborhood rather than a magnet system. Give equal funds to the magnets and the neighborhood schools.

- Smaller class sizes, more rigors. Brightest kids are held back by the current offerings, make schools into community centers (like Peabody's pool).
- Class sizes. They are way too big in some schools.
- Keeping all the buildings with low enrollment of students but with lots of different subjects offered to them.
- Adequate transportation for kids who attend schools in other areas.
- While there is certainly a need for Career Technical Programs programs, they should not be given priority over academic programs and courses that are rigorous and important for entrance to college such as Advanced Placement courses in all disciplines.
- Teachers are key, we need to hire and keep devoted teachers and remove those who are lazy and no longer care about the students, focus on Pittsburgh Promise and concentrate on recruiting higher educated families to the District which will improve the stats.
- Do not exclude the valuable education gleaned from study of electives in the arts, music and foreign languages.
- Maximize use of facilities. Help families build neighborhoods by feeling safe in our schools, buses, quality programs that prepare everyone socially and academically in quality facilities.
- The focus of urban schools has to include greater attention to the mental health of students. We need more social workers and mental health professionals who are accessible to students and their families.
- Smaller, neighborhood schools.
- Buildings need to be designed and renovated to provide better learning environment for kids. Natural light in buildings, more green in play areas, less toxic substances (cleaners, paints, etc.) in schools.
- How can we ensure that students in each school have access to comparable programs?

- The District should consider any and all options within each school to address the needs of that particular building including uniforms, same sex classrooms, subgroups based on birthdates, etc.
- Stop closing schools and leaving buildings to just sit. When schools are working, leave them – i.e. Stanley, Madison. Kids have been forced into communities where they are not safe or welcomed.
- I believe firmly that students need a full and diverse education and that overly focused schools are not in the end what will make students most successful.
- We need more diversity, more opportunities for our students to succeed and more parent involvement from the start.
- Pioneer Education Center would greatly benefit from a therapy pool.
- The development of children should be of the biggest concern. Not many parents will consider allowing their children to go to a school in Pre-K that would allow them to have contact with older children.
- Stop putting students that are 9 years older with the little ones. Unless you have worked in one, you don't know what they are seeing and then repeating.
- Pre-K should be in every K-5 elementary school.
- The school with highest percentage of graduates who go to the top 25 colleges according to USNWR is a Pittsburgh City School. Dilute or destroy this and you destroy the city. Please appreciate our unique population that cares deeply about education.
- Pre-K – 5 is better than Pre-K - 8. Keep 6 - 8 together but keep it small.
- What is wrong with neighborhood schools? No bussing across the city and either Pre-K - 8th or Pre-K - 5th? Absolutely not 6-12, this is ridiculous.

- Though this is not realistic, stop looking at the dollars and have smaller class sizes per teachers; your test scores will go through the roof.
- There is not enough staff in the building to handle the amount of students in the buildings.
- Please don't eliminate Pittsburgh Allegheny 6-8 Traditional Academy.
- Students in this District are very reluctant to go to schools in neighborhoods that are unfamiliar to them. In some cases, even dangerous to them. As you make plans to consolidate and/or open new buildings, this issue must be addressed.
- The board needs to put the educational careers of its students first. Right now board members exist to push their own agendas. This is education, not a political springboard.
- Be sure to pay attention to athletics in high schools.
- Teachers specializing in 1 topic versus teaching 3-4+ curriculums.
- Gangs need to be considered. Violence in the Pittsburgh Public Schools is a problem. Safety is the first concern of every parent and student. We can't simply throw conflicting areas together. Like it or not, the neighborhood gang affiliations must be considered.
- Importance of creating safe educational environments for all.
- Come in and talk to the folks who actually work in these buildings. Get from behind your big desks, and don't talk to the administrators, talk from the bottom up, your paras, lunch aids, custodial staff, then the teachers, and actually listen.
- Safety and discipline. Safety has really gone downhill this past year.
- Supporting students with equal resources. Career tech options.
- I would love to see the Pittsburgh Public Schools facilitate a program for the high schools that are outstanding. I am proud

to be an elementary teacher and am hoping that the area of high schools shines as well.

- It's important to consider small classroom numbers for more effective teaching.
- You must consider the safety and well-being of the students first. Then, you should develop a curriculum which builds on the previous grade level. Finally, students should only advance to the next level if they show competency.

- Consider 7-9 buildings.
- We need schools to meet every student's needs.
- Don't rely solely on test scores to evaluate effectiveness. Prepare students to be productive citizens.
- High academic standards should not be compromised. Don't mess with successful programs.
- Separate grade levels sixth through eighth.

Demographics

Your Age	Individual & Online Responses
Under 18	2%
18 - 29	7%
30 - 39	21%
40 - 49	30%
50 - 59	32%
60 and over	5%
Prefer Not to Answer	4%

Your Ethnicity	Individual & Online Responses
White/Caucasian	72%
Black/ African-American	16%
Hispanic or Latino/Spanish	1%
Native American	0%
Mixed Heritage	2%
Other	2%
Prefer not to answer	6%

Child(ren)'s Ethnicity	Individual & Online Responses
White/Caucasian	69%
Black/ African-American	15%
Hispanic or Latino/Spanish	2%
Native American	0%
Mixed Heritage	5%
Other	2%
Prefer not to answer	8%

Parental / Guardian Status	
	Individual & Online Responses
Do not have children in the School District of Pittsburgh	32%
Parent/guardian of child less than 5 years old	7%
Parent/guardian of Kindergarten student	3%
Parent/guardian of 1st thru 3rd grade student	10%
Parent/guardian of 4th thru 5th grade student	5%
Parent/guardian of 6th thru 8th grade student	9%
Parent/guardian of 9th thru 12th grade student	17%
Parent/guardian of private/parochial/charter student	4%
Parent/guardian of former student or graduate of the District	11%
Grandparent of student or graduate	2%

Are you an employee/retiree of the School District of Pittsburgh?	
	Individual & Online Responses
Yes	70%
No	30%

Your Employment Status	
	Individual & Online Responses
Work full time	90%
Work part-time	5%
Not currently working outside the home	5%

If you are an employee or retiree, what is/was your position?	
	Individual & Online Responses
Teacher	79%
Support Staff	12%
Administrator	1%
Other	7%

Are you a student of the School District of Pittsburgh?	
	Individual & Online Responses
Yes	11%
No	89%

Your Level of Education

	Individual & Online Responses
Current Student	2%
Less thatn High School	0%
Not a High School Graduate	0%
High School Graduate	3%
Technical School/some College	2%
Some College/Trade School	7%
Bachelor's Degree	18%
Advanced Degree	6%
Master's Degree/Higher	62%

How did you find out about the Regional Dialogue?

	Individual & Online Responses
Administrator	35%
Email	25%
Friend	5%
Letter	3%
Parent	5%
Relative	0%
School Board	4%
School Newsletter	4%
Superintendent	3%
Support Staff	3%
Teacher	4%
Other	10%

How many years have you lived in the School District of Pittsburgh?

	Individual & Online Responses
None	10%
Less than 2	2%
2 - 5	7%
6 - 10	10%
11 - 15	11%
16 - 20	13%
More than 20	48%

Your Children Attend… Early Childhood Centers	Individual & Online Responses
Arlington Early Childhood Center	14%
Bon Air Early Childhood Center	14%
Chartiers Early Childhood Center	14%
Homewood Early Childhood Center	14%
McCleary Early Childhood Center	29%
Reizenstein Early Childhood Center	0%
Spring Garden Early Childhood Center	14%

Your Children Attend… Middle Schools	Individual & Online Responses
Allegheny 6-8	6%
Arsenal 6-8	2%
Classical 6-8	8%
Frick 6-9	30%
Rogers CAPA 6-8	32%
Rooney 6-8	0%
Schiller 6-8	4%
South Brook 6-8	2%
South Hills 6-8	4%
Sterrett 6-8	12%
Student Achievement Center 6-8	0%

Your Children Attend… Elementary Schools	Individual & Online Responses
Allegheny K-5	0%
Arlington K-8	0%
Arsenal Pre-K-5	3%
Banksville K-5	2%
Beechwood K-5	6%
Brookline K-8	1%
Carmalt K-8	3%
Colfax K-8	11%
Concord K-5	3%
Dilworth K-5	7%
Faison K-8 Intermediate	0%
Faison K-8 Primary	0%
Fort Pitt K-5	1%
Fulton K-5	1%
Grandview K-5	0%
Greenfield K-8	4%
King K-8	0%
Liberty K-5	7%
Lincoln K-8 Primary	4%
Lincoln K-8 Intermediate	4%
Phillips K-5	1%
Linden K-5	6%

Manchester K-8	0%
Mifflin K-8	0%
Miller K-8	1%
Minadeo K-5	11%
Montessori K-8	4%
Morrow K-5	0%
Murray K-8	0%
Northview K-5	0%
Roosevelt K-5	1%
Schaeffer K-8 Primary	1%
Schaeffer K-8 Intermediate	0%
Spring Hill K-5	1%
Stevens K-8	0%
Sunnyside K-8	2%
Vann K-8	0%
Weil K-8	1%
West Liberty K-5	3%
Westwood K-8	8%
Whittier K-5	0%
Woolslair K-5	0%

Your Children Attend… High Schools	
	Individual & Online Responses
Allderdice High School	58%
Brashear High School	5%
Capa High School	8%
Carrick High School	1%
Conroy	0%
Langley High School	4%
McNaugher	0%
Oliver High School	1%
Peabody High School	2%
Perry High School	4%
Pioneer	1%
Schenley High School	13%
Student Achievement Center HS	1%
University Prep 6-12 at Margaret Milliones	2%
Westinghouse High School	1%