

There were several comments related more broadly to proposed changes and the PPS Facilities Utilization Plan that provided clarity and direction for final recommendations

Equity

- Emphasis on not “lowering the bar,” instead, all students and schools need to be benefitted and succeed
- Appreciation for aspects of magnets/specialized programming, despite some equity concerns
- Expanding access to support services for students with disabilities and English learners

Desired Programming and Amenities

- Availability of desired building spaces to implement desired programming. Such as:
 - Space for recess (indoor and outdoor)
 - Community schools
 - Calm down/sensory rooms
 - Intervention spaces
 - Speech
- Maintaining and expanding before/after school programming and care
- Concerns regarding fewer opportunities for sports and extracurriculars if middle and high schools increase in size
- Expanding mental health services, particularly to support with any disruption

Other Questions/Concerns

- Confusion and concern around return to K-5, 6-8, 9-12 model
- Concern over gentrification of areas due to neighborhood magnets
- Intentional transition support
- Maintaining school identity if merging or consolidating schools



Source: 9/3, 9/4, and 9/5 Regional Community Input Session Notes; 9/9 Advisory Committee Notes; 8/21 and 8/23 School Leader Session Notes; Let's Talk Submissions

“Without other changes to magnet policies, where the school is located will change little about ‘access.’”

- Community Webinar Attendee