



"All SE schools should have been included. Both to increase positive outcomes in the work, but also the optics of leaving out the wealthiest schools was horrible, regardless of what intention the Board had for doing so."

" Trying to tackle too many things at once and that caused too many problems at once. Boundary and programs are too much."

Additionally, members felt that early work done in Phase 1 helped to familiarize the coalition with schools and understand RESJ impacts, but was less effective in Phase 2, resulting in particular challenges for the members who joined after Phase 1. As one member wrote, " Coming in the middle was a big deal."

SEGC member composition and roles were not clear and representative, leading one member to ask, "did the reps reflect the community they were centering?" One member felt that " Community should have been more involved in all aspects in ALL schools."

While there was appreciation for staff efforts, there were also suggestions for improvement regarding materials and proposals:

" Clear and consistent documentation for review. Each scenario should have the same amount of information provided for analysis."

" The way potential scenarios were dropped on communities without context only increased negative reactions and put groups into the mindset of needing to fight."

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" If possible, provide meetings in the different target languages in order to facilitate a more friendly environment for families that speak other languages."

" Kids need to be heard, as well."

Regarding any future coalitions, one member stated that " the process would be better if all school reps were vetted to make sure they supported the whole community and not just some families," while another suggested " clarity on voting, representation, roles and responsibilities with the guiding coalition." Additionally, members provided words of advice for future volunteers:

" Constantly check in with your biases. Ask "is this coming from fear of change or personal bias?"

" It was really hard work. It took commitment to let go of what we personally wanted in this process."

" Be prepared for this to be a complete distraction for staff all year. Tend to adult social emotional needs but be firm that the focus needs to remain on teaching and learning."

" Be transparent with families in regard to your role and work with the guiding coalition."

" Make a commitment to hear what your community has to say, and be prepared to have it be something you didn't expect. Be willing to hear everything. Hear what is working and what is not; make safe spaces to hear and to advocate for something."

" You will get less gray hairs in the long run if you don't do it (joking)"

SEGC members noted that they are hearing questions about high school boundaries and addressing other PPS K-8 schools, and wondered " What is the future plan for schools remaining under enrolled?". They also raised questions about implementation, including how the ten FTE allocated to SE schools will be used each year and the legacy policy. Please note that at the same time members were providing input, families were receiving letters detailing impacts for their students

Members also had comments regarding the up to one year delay for changes to the Lent English program, appreciating " that Lent gets to shape part of the decision" while wondering " Why was there a delay allowed for only one community?"

I look forward to receiving your feedback. Once all your questions are answered, I hope you will share this information with other senior leaders, so that future enrollment and program balancing processes can be infused with the wisdom of the Southeast Guiding Coalition

cc: SEGC members and support staff