

**South Portland School Department  
Redistricting Advisory Committee  
Minutes  
Tuesday, January 8, 2008  
5:30 – 6:30 p.m.**

*These notes were prepared by Steve Bailey to the best of his understanding. If you find any inaccuracies, please contact the Superintendent of Schools Office at 871-0555 within one week after receiving the notes.*

In Attendance: Suzanne Godin, Lue Bagley, Diane Lang, Elizabeth Holland, Margaret Hawkins, Elizabeth Wexler, Angela Emery, Tap Fitzgerald, Matt Green, Sue Trout, Jim Frederick, Jennifer Kirk, Beth Penney, Ali Gant, Kathy DePhillipo, Kate Clarke, Mike Eastman, Rick Carter, Steve Bailey, Marie Cross

**I. Welcome / Introductions**

Suzanne Godin, Superintendent, welcomed all and provided a clear description of the purpose of the committee.

- It is an advisory committee, not a decision making committee. The Board of Education is responsible for determining the decision.
- The Redistricting Advisory Committee has been asked to meet to think through the data, consider some guiding principles for redistricting, and look at some scenarios throughout the city.
- The School Administration will take information from this advisory group, create a plan and present to the Board of Education. The Board of Education will consider the plan during budget deliberations February 27 through March 4.
- Minutes of these meetings will be posted on a Redistricting link on the district web site at [www.spsd.org](http://www.spsd.org). Hard copies will be available at all elementary and middle schools.

**II. Why Redistricting Now?**

- The reality is, we need to do it...no one will love it (any decision)...we are coming together to think through hard questions.
- Last year a proposal was considered during the budget deliberations. It was considered “stop-gap” and didn’t take into consideration enough factors when looking at the population and K-5 student enrollment across the city. The Board decided to wait until this year to take a more comprehensive look at the factors and broader possibilities that would have a longer lasting term.
- Three elements of the issue need to be examined:
  - Enrollment trends: We now are in our 3<sup>rd</sup> year of five elementary schools. Some have larger enrollments than anticipated, and some have fewer students than anticipated.
  - Equity: Within the original elementary school plan, equity of type of facility, program for students and the same opportunity learn was the cornerstone of the plan. The same programmatic equity is expected within the middle schools. Within this definition of equity, is there equity for all students...especially considering socioeconomic factors within our school enrollments?
  - English Language Learner Program: Where instruction for ELL students had occurred during earlier years at Skillin and Memorial, once the 5 elementary schools were on line because of space and focus of staffing, the program moved to Brown and Mahoney Schools at K-5 and gr. 6-8. With a commitment to educating students within their neighborhood schools, the two school model doesn’t meet this commitment to these students. There are about 67 English Language Learner students within grades K-5 and 32 ELL students in grades 6-8.

### III. Explore the Data

- Questions
  - What is the capacity of the schools? (**See Sheet titled Elementary School (K-5) Student Capacity**)
  - Do the projected enrollment numbers include students in their neighborhood schools? (**See sheet titled South Portland Enrollment Trends**)
  - What about Skillin kindergartens—have been 4 for the past 4 years, and 3 have been projected for each of these years?
- The **Enrollment Trends** and **School Capacity** Sheets were reviewed. The projections are based on current students (where students are today) and moved forward a grade as determined by building principals.
- Within the enrollment trends, Skillin has grown beyond expectations, as has Dyer School. Kaler has held steady, but below capacity. Small and Brown are pretty close to target enrollments. The entire picture reflects where room for development within the city has been impacting the school populations.
- **2007-2008 School Enrollment** sheet was examined, including the concern with equity and in this case socioeconomic diversity. Schools range from 15% free and reduced student population at Dyer School to 40% and 47.7% at Skillin and Kaler respectively. A district average would be 29.7%. This presents a large discrepancy and impacts a local school's ability to provide extras (field trips and enrichment) as other schools might be able to do.
- **English Language Learner** data (see English Language Learners sheet). K-5 program is at Brown (last three years—now at 59 students of 67 identified at K-5 level) and Mahoney Middle School (now at 20 students of 32 identified at middle level).

### IV. Questions

- What are trends of our ELL population? Up, down, steady?
- What do we know from our 3-5 year old ELL population that attends PROP on Moser Street and within Redbank? What are these numbers?
- How do we prevent the decrease of services for our ELL students?
- If everyone were to return to their neighborhood school, Skillin would expand to over 450 students. Doesn't this emphasize the point that we need to do something?
- Is there data relating to students who receive academically gifted services?
- What is the breakout of classrooms by grade by school (current enrollments)?
- What is the current districting for middle schools and are there current maps of districting for the city?
  
- Considerations for next time for the development of Guiding Principles:
  - Students from the same elementary school attend the same middle school (currently happens for all but Kaler School).
  - Concern for grade 4 & 7 students--# of moves within a 3-year period.
  - Needs and movements of students with special needs?
  - Those who can walk to one school, not be bussed to another?
  - Can there be flexibility within the plan to work out individual family needs within new drawn lines?
  - What about the Waiver Process?
  - What about a 4<sup>th</sup> grader who is "grandfathered" at current school but incoming K student is in new district school?
  - Will the neighborhood school be the best decision for all students?

- Can programs, i.e. ELL at middle level move? Impact on classrooms, needed services by teachers?
- What have been the benefits and impact of added ELL positions?
- High needs ELL students and benefits of full-time ELL staff person.
- ELL students fall within the regular education student enrollment...they are not special education students.
- Day Treatment Program at Kaler School needs to remain there...and cannot be replicated within each of the other 4 elementary schools.

V. Next Meeting

Wednesday, January 16, 2008

5:30 – 6:30 p.m.

Memorial Middle School Library

## South Portland Enrollment Trends

School	2004-2005	2005-2006	2006-2007	2007-2008	Projected 2008-2009
Brown	276	261	265	263	250
Dyer	~	216	239	250	259
Kaler	256	212	221	218	220
Marsh	128	~	~	~	~
Skillin	398	391	403	412	432
Small	264	276	269	275	268
Elementary Totals:	1322	1356	1397	1418	1429
Mahoney	348	344	348	320	330
Memorial	359	348	341	365	347
Middle School Totals:	707	692	689	685	677
SPHS	1018	1008	999	928	952

Elementary School (K-5) Student Capacity  
South Portland School Department

Elementary Schools	# of Students (Capacity)	# of Classrooms	Special Education Classrooms
Brown	260	13	1
Dyer	260	13	1
Kaler	240	12	2
Skillin	400	20	2
Small	280	14	1
<b>Total K-5 Capacity</b>	<b>1440</b>	<b>72</b>	<b>7</b>

## English Language Learners

School	Currently Enrolled	Home School
Brown	62	4
Dyer	1	11
Kaler	0	10
Skillin	7	43
Small	0	2
Total:	70	70
Mahoney	20	4
Memorial	14	30
Total:	34	34
SPHS	40	40
<b>TOTAL ALL ELL:</b>	<b>144</b>	<b>144</b>