Regular Meeting
Tuesday, October 6, 2026 6:00 PM

Dr. Matthew Prophet Education Center - Board Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. 6:00 pm - Call to Order / Opening
2. 6:05 pm - Superintendent's Report
3. 6:10 pm - Student Representative's Report
4. 6:15 pm - Student and Public Comment
5. 6:45 pm - Comments from our Union Partners
6. 7:00 pm - Bond Accountability Committee Quarterly Report
7. 7:15 pm - Resolution to Adopt the Budget Calendar for 2027-28 (Resolution 7383) Vote - Public Comment Accepted
8. 7:30 pm - Update: Rightsizing
9. 8:30 pm - Consent Agenda: Resolutions 7384 through 7387 Vote- Public Comment Accepted
   9.(a) Adoption of the Minutes (Reso 7384)
   9.(b) Expenditure Contracts (Reso 7385)
   9.(c) Revenue Contracts (Reso 7386)
   9.(d) Resolution to Approve 2027 Legislative Principles (Reso 7387)
10. 8:35 pm - Transportation for Cleveland Students to the Marshall Campus
11. 8:40 pm - Other Business, Committee Referrals, and Future Agenda Items
12. 8:45 pm - Adjourn
13. Board Committee and Conference Reports (Informational Reports)
    - Audit Committee
    - Facilities Improvement Oversight Committee
    - Policy Committee
    - Teaching, Learning, & Enrollment Committee
    - Intergovernmental Affairs Committee

Report to The Portland Public Schools Board of Education

Date: July 29, 2026

From: Bond Accountability Committee

Subject: BAC Report #52

Committee Charge

The Portland Public Schools Board of Education (Board) has appointed a community Bond Accountability Committee ("Committee" or "BAC") whose charge is to monitor the planning and progress of the bond programs relative to voter-approved work scope, schedule, and budget objectives.

The duties of the Committee are (i) to receive and review reports and other information on the current status and planned implementation of the bond programs, including bond project and program status reports, critical path schedules, budgets and expenditures, project prioritization within bond programs, identification of risks, bond-project management key performance indicators, and annual bond performance audits; (ii) to determine whether such status and implementation are consistent with the programs approved by the voters; and (iii) to report its findings and recommendations to the Board.

The current members of the BAC are:
Greg DiLoreto, Chair
Norman Dowty
Chris Dunning, Vice Chair
Travis George
Brian Harper
Ryan Kinsella
Chris Poulsen
Jonathan Trutt
Cara Turano
Kelly Wingard
BOE Director Splitt, the BAC Liaison

Background:

In November 2012, voters approved a $482M capital improvement bond measure for Portland Public Schools. In May 2017, voters approved a $790M capital improvement bond measure. In November 2020, voters approved a $1.206B capital improvement

bond measure, and in May 2025, voters approved a $1.8B capital improvement bond measure.

All BAC meetings are publicly noticed and open to the public. Staff presentation materials, along with BAC reports, are posted on the District's website. Meetings are also video recorded, which allows BAC members and the public unable to attend scheduled meetings to watch the proceedings and review the materials at their convenience.

This BAC meeting was held at the Prophet Education Center on July 29, 2026. The BAC has a practice of alternating its meetings between in person and Zoom. Seven members participated in this meeting: Greg DiLoreto, Kelly Wingard, Brian Harper, Jonathan Trutt, Norm Dowty, Chris Dunning, Ryan Kinsella and our BOE liaison Director Splitt. **The meeting focused on four main areas: A presentation on the collaboration between RISE and the District's Finance Dept.; Updated financials for the bond program; Modernization project update; and a presentation on PROCEDEO program management plan and project team management plan for each of the three high schools and Grice-Adair Center for Educational Excellence, undergoing modernization.** We did in-depth introductions of the committee members and staff, giving the Committee a better understanding of committee member experience. Additionally, according to our revised charter, which calls for new officers at our first meeting after July 1st, we elected Greg DiLoreto as chair and Chris Dunning as vice chair.

Report

1. Whether the school district bond revenues are expended only for the purposes for which the bonds were approved, and that bond revenues are not used for any purpose prohibited by law.

- The BAC reviewed the Bond Program Administration report for Cleveland, Jefferson and Wells high schools and the Grice-Adair Center.
- An in-depth presentation was provided regarding how the District determines that projects meet the test of bond funding eligibility. The definition is that the work must add value, results in betterment of the facility, extends the property's life, or adapts it for new use. Capitalization threshold is $25K. Project are placed into one of four buckets: Construction and Renovation; Systems and Infrastructure; Sites and Grounds; and Fixtures and Equipment. All projects are reviewed by a designated PPS staff team to ensure that they meet the test of usability of bond funds.

- **Based on these reports the BAC believes the programs to have been properly funded; it appears that the school district is spending revenues only for the purposes for which the bonds were approved.**

2. Whether the bond budget is sufficient to complete the scope of work as outlined in the voter-approved bonds.

- **As presented to the BAC there are sufficient funds to complete the scope of work as outlined in the voter-approved bonds.**
- Bond funds from the 2012 bond **are nearly 100% spent, the last, approximately, $306,000 available. Bond funds from the 2017 bonds are 95% spent of which $45.4 million is still available. Encumbrances are up $10 million from our previous report. Bond funds from the 2020 bonds are 64% spent with $480 million available with early work at Jefferson, accounting for the increase in expended funds. Thirteen percent of the 2025 bond funds have been spent, most on modernization work**.
- **There is an ongoing claim dispute between the District and contractor for Benson high school. At this time the District and contractor continue to explore resolution of the various claims that have been made by both parties.**
- **A total of $4.6 billion in bonds have been approved by the voters in 2012, 2017, 2020 and 2025 combined. To date 54% have been spent, up 4% from our previous report. Outstanding encumbrances are $318.6 million. A 57% increase, and $2.1 billion in bond funds remain, the majority of which is in the 2025 bond.**

3. Whether the projects planned, in progress, and completed will meet the scope of work specified in the voter-approved bonds.

- The BAC received a presentation on the status of the three high school modernization projects and the Grice-Adair Center. Status at Jefferson HS shows the design procurement is 100% complete. Staff received the 50% construction drawings on July 17th and review is underway, with 75% of the design completed. The contractor has mobilized, and fencing is up on the site.
- Status at Cleveland HS shows the design procurement is 100% complete. Staff has completed their review of the 50% construction drawings, with 80% of the design work completed. Demolition work on the old high school began on July 6th. Construction work is at 2%.

- Wells HS design procurement is 100% complete. Design is 75% complete. Staff expects to receive the 50% construction drawings on August 19th with 100% of construction drawings due by the end of the year.
- Status at Grice-Adair Center shows that design procurement is 100% complete. No design or construction work has begun.
- **Based on these reports the BAC believes the projects planned, in progress, and completed will meet the scope of work specified in the voter-approved bonds.**

4. Whether the projects are being delivered on schedule relative to the voter-approved bonds.

- A project schedule for the modernization projects was presented. All projects show a school opening of fall 2029.
- Design phase for the 3 high schools shows completion by the end of 2026. Design for Grice-Adair Center shows completion in the 3rd quarter of 2027. Land use for Wells HS is taking considerably longer than for either Jefferson or Cleveland. Staff is working with the City of Portland's major project groups and is confident that everything is still on schedule. The schedule notes that there will still be construction occurring after the opening of Jefferson and Wells high schools, and this will be the demolition of the old schools.
- Risks to the projects include costs, scheduling, design scope creep, permitting and site security. Staff is working to mitigate these risks as follows.
    - Costs – continued value engineering at every submission to reconcile costs and value engineering as needed. The contractor is, and will, release bid packages early to gain best pricing ahead of escalating market pricing. Procurement early of steel and lock in of diesel price to avoid large price increases. Tariff impacts may affect costs. All budgets include an allowance for cost escalations to mitigate unforeseen cost increases.
    - Scheduling – staff and contractor proactively identify potential schedule risks during their regular design and construction meetings. Working closely with the contractor to develop recovery schedules when needed.
    - Design (scope creep) – consistent effort from the design team at every submission to reconcile costs and value engineering to maintain budgets. Staff weigh the cost of must haves versus nice to have design elements.
    - Permitting – Staff is working with the City of Portland major projects group in collaborative design review meetings to expedite review and permitting processes. There is also increased communication from multiple points of contacts from the professional partners reaching out to the permitting agency for status updates.

    - Site Security – there are enhanced security measures at the project sites which include increased patrols, and continuity in district property insurance prior to the contractor turning the completed projects over to the District.
- **Based on the information presented, the projects will be delivered on schedule.**

5. The Committee will receive and review copies of annual performance audit reports and financial audit reports to ensure Bond revenues are expended in compliance with state law and the ballot measure language.

- **As noted in previous BAC reports, District staff is diligent in ensuring all bond revenues comply with state law and the ballot measure language, and the BAC has seen no evidence of operating outside of this compliance.** Portland Public Schools RISE and Finance Leadership staff review the proposed projects to verify that they fall within the requirements for capital projects for which bond funds may be used.

Additionally, the Committee may provide feedback and/or advice to the Board on one or more of the following topics:

- *Alignment with the goals and principles of the Long-Range Facilities Plan;*
- *Alignment with the goals of the Business Equity Policy;*
- *District standards and innovative practices for achieving lower maintenance and construction costs while improving operating efficiency, sustainability, and increasing building longevity;*
- *Historic preservation and school renovation opportunities compatible with the architecture of surrounding Portland neighborhoods;*
- *Potential capital partnerships for joint and shared use of PPS facilities;*
- *Implementation of appropriate ways to address seismic issues;*
- *Topics and scope for the annual performance audit work plan;*
- *Compliance with ADA; and*
- *Communicating key information related to the bonds to the School Board, public groups, organizations and stakeholders.*

    - Included in the materials to the BAC was an update on **certified business equity** for each modernization project.
    - Jefferson HS – For the architect,12.05% has been paid towards the 18% aspirational goal of certified firms. Sixteen of 27 are certified subcontractor firms and 5 of the 4 required annual career learning activities have taken place. For the contractor, since not much construction work has occurred

nothing has been paid towards the 18% goal. Two of 16 are certified subcontractor firms and none of the 6 required career learning activities have taken place.

- Cleveland HS – For the architect, 37.24% has been paid towards the 18% aspirational goal of certified firms, with 17 of 25 certified subcontractor firms and 19 of the 4 required annual career learning activities having taken place. For the contractor, since little work has occurred, only 0.03% has been paid towards the 18% aspirational goal of certified firms with 14 of 30 certified subcontractor firms and 3 of 6 required annual career learning activities having taken place.
- Ida B. Wells HS – For the architect 16.4% has been paid towards the 18% aspirational goal of certified firms with 16 of 25 certified subcontractor firms, and 7 of the 4 required annual career learning activities having taken place. For the contractor nothing has been paid towards the 18% aspirational goal of 18%, again because no construction has taken place. No subcontractor firms are certified and 2 of the 6 annual career learning activities have taken place.

- **Based on the above it appears good progress is being made on certified business equity.**

- PROCEDEO provided the BAC a copy of their program management plan. This is the first time the BAC has received such a document in the years of the school modernization program. It is detailed and complete and is an impressive plan covering project approach, planning and development, management controls, development of design construction guidelines to name a few. Additionally, the BAC received a copy of the project team management plans developed and implemented by the District for each of the 3 high schools undergoing modernization. These plans are a road map of how the project will progress, from project overview, project delivery model, schedule, budget, communication, certified business recruitment plan and challenges/opportunities.

- *General Comments*

In conclusion, we continue to commend PPS with what they have accomplished as the number of projects is numerous and complex. Projects are coming in on time and generally within budget and scope. The Program Management Plan and Project team Management Plans from PROCEDEO are most impressive. We continue to appreciate the quality and professionalism of RISE and PROCEDEO staff. We thank the Board for this opportunity to serve and play a small part in the District's bond programs.

PROJECT TEAM MANAGEMENT PLAN
rev. 5/8/26

Portland Public Schools

2020 & 2025 School Building Improvement Bonds

Cleveland HS Modernization
Project Team Management Plan

1. PPS Team

Project Manager III	Erik Gerding	*egerding@pps.net*
Project Manager	Ayush Ratan	*nkotova@pps.net*
Project Manager	-	-
Construction Manager	-	-
Director of Construction	Drew Schott	*drschott@pps.net*
Deputy Program Director	Angela Caffrey	*acaffrey@pps.net*
Program Director	TJ Hopkins	*thopkins@pps.net*
School Principal	Jo Ann Wadkins	*jwadkins@pps.net*
School Planning Vice Principal	Mariam Higgins	*mhiggins@pps.net*
School FOM	Chanh Nguyen	*cnguyen1@pps.net*
A/E	Mahlum Architects – Studio Petretti	
Contractor	Skanska USA Building	

2. Executive Summary

The Cleveland High School Modernization project will replace the existing high school located at 3400 SE 26th Ave in the Hosford/Abernethy Neighborhood. Cleveland High School is a neighborhood comprehensive school serving approximately 1,550 students. The main campus buildings occupy one large 4-acre block with a staff parking lot across the street on SE 26th Ave. The Cleveland Stadium is four blocks to the east on a separate 6.5-acre parcel with a track & field and field house. Cleveland athletic programs also use Powell Park across Powell Boulevard to the south.

In Fall 2023 the comprehensive planning effort began with the eventual completion of a PPS Board approved Comprehensive Plan in April 2024. In late 2024 at the completion of Schematic Design the PPS leadership directed the project team to stop work and conduct a cost reduction study to reduce the size and cost of the project. A revised Comprehensive Plan was approved by the PPS Board in October 2025.

Project Overview

a. Overview of the bond language re: project

The 2020 Bond included $20,000,000 for Planning and Design for the Cleveland Modernization. The 2025 Bond included the overall construction costs to complete the project.

b. Description of the project

The modernized CHS will be all new construction with two primary buildings and a central courtyard in between on the main site. A mass timber hybrid building sits to the north along Franklin St. and a steel and concrete building to the south is positioned next to Powell Blvd. The parking lot across the street will receive upgrades and new landscaping. The Cleveland Stadium will receive new structures and improvements. New baseball, softball, and multi-purpose fields are planned at Powell Park across SE Powell Blvd. CHS students and staff will relocate to the Marshall High School campus during construction.

3. Project Delivery Model

The Construction Manager / General Contractor ("CM/GC") method was determined to be the most appropriate for this project. In the Fall of 2024, the Board of Education granted an exemption from the traditional Design-Bid-Build low-bid procurement process and approved the use of an Alternative Contracting Method for the construction of Cleveland High School.

CM/GC is the commonly used alternative contracting method by local governments for large, complex projects such as major modernizations involving existing buildings and sites like the Cleveland High School Modernization Project.

Under the CM/GC contracting method:

- The contractor is solicited early in the design phase pursuant to a competitive Request for Proposals (RFP) process wherein selection is based upon evaluation of factors relating to the experience, expertise, and project approach of the contractor rather than lowest bid.
- The contractor works with the owner and architect to develop the final design with the goals of improved constructability and value engineering, which results in fewer change orders and the ability to expedite the construction schedule. Under the standard design/bid/build (low bid)method, the design is completed before the project is bid and the contractor brought on board.
- During the design phase, the owner and contractor negotiate and agree on a guaranteed maximum price ("GMP") and the construction schedule for the construction phase of the project.
- Unlike traditional design-bid-build procurement, the CM/GC project delivery method allows for construction to begin before design is complete (via Early Work Amendments), reducing the overall project schedule.

4. Schedule

Land use and Public Works permits were submitted in late 2025. Land use approval is anticipated in the Spring of 2026 with abatement and demo starting in July 2026. The school program and contents will be moved to the Marshall High School campus at the end of the 2025-2026 school year. The Cleveland program will be at the Marshall campus for three school years before returning to the new building for the Fall of 2029.

5. Budget

Following the completion of the cost reduction study in April 2025, the overall project budget for the Cleveland High School Modernization project is currently set at $472,553,760. This budget breaks down as $371,013,978 for hard construction costs, $34,580,000, for professional services, $11,500,000 for owner costs, and $40,459,782 for contingency. Also included in this budget is $15,000,000 for athletic field upgrades at Powell Park. Please see attached budget for estimated allocations.

6. Communication / Coordination

The internal RISE project team includes Erik Gerding as the Senior Project Manager, Ayush Ratan as a Project Manager, with support from Drew Schott as Director of Construction.

The project team divides up roles and responsibilities as established in the Team RACI Matrix, attached for reference. The project team provides bi-weekly updates to Drew Schott Director of Construction, and Angela Caffrey, Deputy Program Director in project team update meetings. The team also provides monthly updates on project status via e-builder project status updates, regular Steering Committee meetings to District leadership and quarterly updates to the Bond Accountability Committee as needed. The project team is also holding regular meetings with District stakeholders during design to keep them up to date on project scope, design standard deviations, and other issues.

Community engagement has included the Comprehensive Planning Committee, the Design Advisory Group, outreach to neighborhood associations, feeder schools, and a number of community design workshops held at Cleveland. Stakeholder engagement has included numerous meetings with student affinity groups, education departments at the school and appropriate District level staff for design review and project input.

7. Governance/Reporting

Project decisions that are within the authority of the project team are made at the discretion of the lead project manager in consultation with members of the project team, other RISE members, Facilities Management, school personnel, and third party design consultants as needed. For decisions beyond the authority of the project team, decisions are forwarded to the appropriate party with any background information needed to assist in making the decision. Project decisions and actions will be reported out to the appropriate parties as discussed in the project communication plan, through meetings, emails, or e-builder correspondence.

8. Procurement Methodologies

To procure architectural design services for the Cleveland High School Modernization project, the project team utilized a formal RFP process in conjunction with PPS Purchasing and Contracting to solicit proposals from interested parties. The RFP's qualifications-based criteria prioritized certified business participation and workforce diversity.

To procure construction services for the CHS project, the project team determined that the Construction Manager/General Contractor (CM/GC) method was the most appropriate for this type of large, complex project. Having been granted an exemption from the traditional Design-Bid-Build low-bid procurement process, the project team issued a CM/GC RFP, in which selection was based on evaluation of factors relating to experience, expertise, project approach, certified business participation and workforce diversity, rather than lowest bid

Contracts for all other miscellaneous services, including, but not limited to arborist tree survey report, land survey, geotechnical investigation/report, hazardous material survey, and building commissioning services, were procured through one of two approaches. For smaller scopes of service, the project team has directly appointed small, certified firms where possible to complete this important project work. For larger scopes of service, the project team is utilizing the formal RFP process to select qualified firms that could complete a number of tasks over the life of the project.

9. Certified Business Recruitment Plan

PPS Purchasing and Contracting has an aspirational goal of 18% or more of project contracts by cost be awarded to certified firms. To achieve or surpass this goal on the Cleveland High School Modernization project, the project team is utilizing multiple strategies to attract, contract, and execute work with certified firms. For the RFP for architectural services the project team included categories to both proposal and interview panels requesting information and providing scoring on potential firms certified business strategies and internal workforce diversity. The participation goal for the Architectural services scope is 30%. On the CM/GC RFP the project team included evaluation criteria in the RFP to help ensure the selection of a prime contractor with a strong commitment and demonstrated success in using Certified minority firms as well as a substantive plan of outreach to, partnership with, and inclusion of Certified subcontractors.

On smaller procurements for goods, services, and other professional services, the project team is soliciting proposals from multiple companies, especially recruiting from certified firms whenever possible. The project team is also attending certified business trade gatherings such as those put on by OAME wherever possible to recruit potential certified firms who have not previously worked with the District.

10. Challenges/Opportunities

The challenges of the project include a very small urban construction site with limited construction logistics and laydown area. Just in time delivery will be required to keep materials flowing to the project without the use of large material storage areas.

Opportunities include the possibility of completing the stadium track and field improvements a year ahead of the new school completion. Additionally, the improvements at Powell Park could also be completed a year sooner providing valuable athletic facilities for CHS programs to utilize.

11. Appendices (embedded links)

Attachment 1: Draft Schedule

Attachment 2: Draft Budget

Attachment 3: Team RACI Matrix

PROJECT TEAM MANAGEMENT PLAN
rev. 05/06/26

Portland Public Schools

2020 School Building Improvement Bond

Ida B. Wells HS Modernization

Project Team Management Plan

1. PPS Team

Project Manager (PROCEDEO)	Gabe Asch	gasch@pps.net
Design Manager (PROCEDEO)	Rob Roth	rroth@pps.net
Furniture, Fixtures, Equipment Manager	Ayana Horn	ahorn@pps.net
Sr. Construction Manager (PROCEDEO)	Drew Schott	drschott@pps.net
Sr. Design Manager (PROCEDEO)	Leilani Carr	lcarr@pps.net
Sr. Communications Manager	Chris Lueneburg	clueneburg@pps.net
Community Outreach (PROCEDEO)	Kenyatta Trice	ktrice@pps.net
Senior Director of RISE (PROCEDEO)	TJ Hopkins	thopkins@pps.net
School Principal	Ayesha Coning	aconing@pps.net
VP of School Modernization	Kelly Devlin	kedevlin@pps.net
A/E	Becca Cavell - Bora Architects	cavell@bora.co
Contractor	Noelle Idehara - Hoffman Construction	noelle-Idehara@hoffmancorp.com

2. Executive Summary

On May 7th, 2024, the PPS School Board approved the comprehensive plan for a new Ida B. Wells High School to be built to the west of the existing school on the multipurpose field. Students will stay on site in the existing school during construction. The new Ida B. Wells will be a larger four-story building with state-of-the-art academic and support spaces, including specialized instructional spaces for Well's unique Career Technical Education [CTE] programs. The track and field will be relocated and reoriented, creating a more inviting approach to campus from the Capitol Highway side of the site. The Portland Parks and Recreation swimming pool will remain in its current location and is not part of this project, but parking and access to the pool facility will be improved.

A full complement of athletic fields will be provided, and the existing fields on the Rieke side of the campus will be upgraded. Two Southwest Trails through the site will be upgraded.

Under guidance of new District Staff leadership, the Board directed the three high school modernization projects in December 2024 to develop cost reduction strategies and revise the Comprehensive Plans for these projects to align with Board Resolution No. 7051 for high-quality, cost-efficient school construction.

With the Board's approval of the revised Conceptual Design for this project in November 2025, the Ida B. Wells High School Modernization project proceeded with the start of Schematic Design for this revised concept.

3. Project Overview

a. Overview of the bond language re: project

Ballot measure 26-259 approved bonds to Improve Health, Safety, and Learning; Modernize, Repair Schools
Summary: Measure authorizes up to $1.83 billion in principal amount of general obligation bonds for facilities and education investments.

"If approved, this measure would finance capital costs, including: Update, Repair Aging Elementary and Middle Schools:

- Update/replace major building systems, including roofs, siding, heating/cooling

Make Schools Safe and Secure:

- Update safety, security systems
- Seismic upgrades

Modernize, Improve Educational Materials, Technology and Schools:

- Renovate/replace schools, including Cleveland, Ida B. Wells (formerly Wilson)
- Upgrade curriculum materials, technology, including student devices….."

b. Description of the project

The new Ida B. Wells High School will be a modern, 295,000 square foot, four-story building with state-of-the-art academic and support spaces, including specialized instructional spaces for Well's unique Career Technical Education programs. This sustainably designed LEED Certified structure will also feature modern performing arts, commons and outdoor spaces. The project also includes a full complement of athletic fields, and upgrades of the existing fields on the Rieke side of the campus.

The Portland Parks and Recreation swimming pool will remain in its current location. The pool itself will not be improved as part of the project, but a new pool support building with new individual showers and dressing areas will be provided. Access pathways to the pool will be improved.

4. Project Delivery Model

The Construction Manager / General Contractor ("CM/GC") method was determined to be the most appropriate for this project. In the Fall of 2022, the Board of Education granted an exemption from the traditional Design-Bid-Build low-bid procurement process and approved the use of an Alternative Contracting Method for the construction of Ida B. Wells Modernization.

CM/GC is the commonly used alternative contracting method by local governments for large, complex projects such as major modernizations involving existing buildings and sites like the Ida B. Wells Modernization Project.

Under the CM/GC contracting method:

- The contractor is solicited early in the design phase pursuant to a competitive Request for Proposals (RFP) process wherein selection is based upon evaluation of factors relating to the experience, expertise, and project approach of the contractor rather than lowest bid.
- The contractor works with the owner and architect to develop the final design with the goals of improved constructability and value engineering, which results in fewer change orders and the ability to expedite the construction schedule. Under the standard design/bid/build (low bid)method, the design is completed before the project is bid and the contractor brought on board.
- During the design phase, the owner and contractor negotiate and agree on a guaranteed maximum price ("GMP") and the construction schedule for the construction phase of the project.
- Unlike traditional design-bid-build procurement, the CM/GC project delivery method allows construction to begin before design is complete (via Early Work Amendments), reducing the overall project schedule.

5. Schedule

Building design is based on the revised comprehensive plan, which began in May, 2025. The design will need to navigate a multi-step land use approval process, and multiple building permits; construction is planned to begin in the fall of 2026.

Students and staff will remain on site during construction and will be kept separate and safe from the impact of active construction which will be maintained by, and the responsibility of, the CMGC.

Construction is planned to start in the fall/winter of 2026/2027, completing by the summer of 2029, with move-in of students & staff into the new building in the fall of 2029. Demolition of the existing building will start in the fall of 2029, followed by site construction including the athletic fields which will be completed by the fall of 2030.

6. Budget

Following the completion of the cost reduction study in April 2025, the overall project budget for the Ida B. Wells Modernization total project is $449,350,000 (including soft costs, FF&E, contingencies and escalation).

7. Communication / Coordination

The internal RISE project team includes Gabe Asch as Project Manager, with support from Drew Schott, as Director of Construction.

The project team divides up roles and responsibilities as established in the Team RACI Matrix, attached for reference. The project team provides weekly updates to the Sr. Construction Manager, in project team update meetings. The team also provides quarterly project status updates via e-builder, regular Steering Committee meetings to District leadership, monthly BOE updates, and quarterly updates to the Bond Accountability Committee as needed. The project team is also holding regular meetings with District stakeholders during design to keep them informed of project scope, design standard deviations, and other issues.

Community engagement has been a central part of the Ida B. Wells Project since day one. Funded by the 2020/2025 Bonds, the project has prioritized meaningful input from students, families, staff, and local stakeholders throughout the planning and design process, including the following;

- Thousands of comments gathered through surveys, workshops, open houses, and more
- Major engagement events included:
  - Conceptual Master Planning Committee (CMPC) meetings
  - Comprehensive Planning Committee (CPC) meetings
  - Design Advisory Group (DAG) meetings
  - Community Design Workshops (CDWs)

- Staff engagement: Attendance at Ida B. Wells Staff meetings, school department specific meetings and meetings with district leadership staff
- Student and family outreach: Classroom visits, student design club, PTSA meetings, and community tabling events like Back to School Night.
- Ongoing communication: Meeting materials and summaries are available to the public to ensure transparency and continued access.

8. Governance/Reporting

Project decisions that are within the authority of the project team are made at the discretion of the lead project manager in consultation with members of the project team, other RISE members, Facilities Management, school personnel, and third-party design consultants as needed. For decisions beyond the authority of the project team, decisions are forwarded to the appropriate party with any background information needed to assist in making the decision. Project decisions and actions will be reported out to the appropriate parties as discussed in the project communication plan, through meetings, emails, or e-builder correspondence.

9. Procurement Methodologies

The project team utilized a formal RFP process in conjunction with PPS Purchasing and Contracting to procure architectural design services for the Ida B. Wells High School Modernization project and solicit proposals from interested parties. The RFP's qualifications-based criteria prioritized certified business participation and workforce diversity.

To procure construction services for the Ida B. Wells project, the project team determined that the Construction Manager/General Contractor (CM/GC) method was the most appropriate for this type of large, complex project. Having been granted exemption from the traditional Design-Bid-Build low-bid procurement process, the project team issued a CM/GC RFP, in which selection was based on evaluation of factors relating to experience, expertise, project approach, certified business participation and workforce diversity, rather than lowest bid.

Contracts for all other miscellaneous services, including, but not limited to arborist tree survey report, land survey, geotechnical investigation/report, hazardous material survey, and building commissioning services, were procured through one of two approaches. For smaller scopes of service, the project team has directly appointed small, certified firms where it is possible to complete this important project work. For larger scopes of service, the project team is utilizing the formal RFP process to select qualified firms that could complete several tasks over the life of the project.

10. Certified Business Recruitment Plan

PPS Purchasing and Contracting has an aspirational goal of 18% or more of project contracts by cost be awarded to certified firms. To achieve or surpass this goal on the Ida B. Wells High School Modernization project, the project team utilizes multiple strategies to attract, contract, and execute work with certified firms. For the architectural services RFP, the project team included categories to the proposal and interview panels requesting information and providing scoring on potential firms certified business strategies and internal workforce diversity. For the CM/GC RFP, the project team included evaluation criteria in the RFP to help ensure the selection of a prime contractor with a strong commitment and demonstrated success in using Certified minority firms as well as a substantive plan of outreach to, partnership with, and inclusion of Certified subcontractors.

On smaller procurements for goods, services, and other professional services, the project team is soliciting proposals from multiple companies, especially recruiting from certified firms whenever possible. The project team also attends certified business trade gatherings such as those put on by OAME wherever possible to recruit potential certified firms who have not previously worked with the District.

11. Challenges/Opportunities

The challenges of the project include a tight, phased design & construction schedule, and occupancy of an active construction site by students & teachers.

Each of these challenges offer opportunities, including careful coordination among the owner-architect-contractor team & stakeholders to meet the scheduled/2025 completion dates, careful planning from a facility and programmatic standpoint to minimize impact on students & teachers, and a strategic approach to pre-construction planning & investigations.

12. Appendices (embedded links)

Attachment 1: Draft Schedule

Attachment 2: Draft Budget

Attachment 3: Team RACI Matrix

PROJECT TEAM MANAGEMENT PLAN
rev. 5/7/26

Portland Public Schools

2020 School Building Improvement Bond

Jefferson HS Modernization
Project Team Management Plan

1. PPS Team

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Contractor	Colas Hoffman Construction	

2. Executive Summary

The Jefferson High School Modernization project will modernize the historic Jefferson High School located at 5210 N Kerby Ave, Portland, OR 97217. The existing 14-acre site includes the original 1909 school building, plus later additions, and a track and fields.

In late 2019, a Conceptual Master Planning Committee that included parents, teachers, students and community stakeholders worked together to help inform the budget of the Jefferson High School Modernization project for inclusion on the District's successful 2020 Bond measure. In 2022, a Comprehensive Planning Committee, in coordination with extensive community and District stakeholder engagement, helped develop a Comprehensive Plan for the Jefferson High School Modernization project that was approved by the Portland Public Schools Board of Education in December 2022.

The approved Comprehensive Plan was a multi-phase project that included both renovation and new construction, with students swinging on-site occupying existing buildings. Those initial phased plan estimates exceeded the budget, prompting a shift to a single-phase approach with off-site student relocation to preserve the original 1909 building. However, strong community feedback led the Board of Education to reconsider the plan of relocating students off-site. This led to a project

pivot and in December of 2023, the Board approved a new approach in which it kept students on campus during the construction of a new building on the North end of the site.

Following development of this new building approach through 2024, under guidance of new District Staff leadership, the Board directed the three high school modernization projects in December 2024 to develop cost reduction strategies and revise the Comprehensive Plans for these projects to align with Board Resolution No. 7051 for high-quality, cost-efficient school construction.

With the Board's approval of the revised Conceptual Design for this project in April 2025, the Jefferson High School Modernization project proceeded with the start of Schematic Design for this revised concept.

3. Project Overview

a. Overview of the bond language re: project

In the July 28, 2020 referral to voters approved by PPS Board of Education, proposed health and safety investments include "2020 Modernizations - transforming the historic Jefferson… into [a] modernized 21st century [center] of learning."

b. Description of the project

The current Comprehensive Plan includes a compact, four-story building accommodating 1,700 students, on the existing track and football field at the North side of the site. In the first phase of construction, students will remain on site in the existing school buildings during the construction of the new school. Two new multipurpose baseball and softball fields located to the south of the existing school will be permitted and constructed during the first phase to avoid the complete loss of athletic fields during construction.

Upon completion of the new school, students will occupy the new facility and the old school buildings will be demolished. Following demolition of the old school, a second phase of construction will complete the site work for the modernization project. This work will be scheduled for completion before demolition of the existing track and field begins.

4. Project Delivery Model

The Construction Manager / General Contractor ("CM/GC") method was determined to be the most appropriate for this project. In the Fall of 2022, the Board of Education granted an exemption from the traditional Design-Bid-Build low-bid procurement process and approved the use of an Alternative Contracting Method for the construction of Jefferson High School Modernization.

CM/GC is the commonly used alternative contracting method by local governments for large, complex projects such as major modernizations involving existing buildings and sites like the Jefferson High School Modernization Project.

Under the CM/GC contracting method:

- The contractor is solicited early in the design phase pursuant to a competitive Request for Proposals (RFP) process wherein selection is based upon evaluation of factors relating to the experience, expertise, and project approach of the contractor rather than lowest bid.
- The contractor works with the owner and architect to develop the final design with the goals of improved constructability and value engineering, which results in fewer change orders and the ability to expedite the construction schedule. Under the standard design/bid/build (low bid)method, the design is completed before the project is bid and the contractor brought on board.
- During the design phase, the owner and contractor negotiate and agree on a guaranteed maximum price ("GMP") and the construction schedule for the construction phase of the project.
- Unlike traditional design-bid-build procurement, the CM/GC project delivery method allows for construction to begin before design is complete (via Early Work Amendments), reducing the overall project schedule.

5. Schedule

Building design based on the revised comprehensive plan began in May, 2025. The design will need to navigate a multi-step land use approval process, and multiple building permits; construction is planned to begin in the summer of 2026.

Students and staff will remain on site during construction, and will be kept separate and safe from the impact of that construction.

An Early Field Phase of construction is planned to start in the summer of 2026, with Site Preparation to begin in the Fall of 2026 and Building Construction to begin in the Winter of 2026/27. Construction is planned to be complete by the summer of 2029, with move-in of students & staff into the new building in the Fall of 2029. Abatement & Demolition of the existing building will start in the Fall of 2029, followed by Site Construction of the track & field which will be completed by the fall of 2030.

6. Budget

Following the completion of the cost reduction study in April 2025, the overall project budget for the Jefferson High School Modernization project is currently set at $466,007,500. This budget breaks down as $372,075,017 for hard construction costs, $46,901,160 for professional services, $24,924,383 for owner costs, and $22,106,940 for contingency. Please see attached budget for estimated allocations.

7. Communication / Coordination

The team provides regular updates on project status via e-builder project status updates, regular Steering Committee meetings to District leadership and quarterly updates to the Bond Accountability Committee as needed. The project team is also holding regular meetings with District stakeholders during design to keep them up to date on project scope, design standard deviations, and other issues.

Community engagement has been a central part of the Jefferson Modernization Project since day one. Funded by the 2020 Bond, the project has prioritized meaningful input from students, families, staff, and local stakeholders throughout the planning and design process, including the following -

- More than 4,500 comments gathered through surveys, workshops, open houses, and more
- Major engagement events included:
  - 5 Conceptual Master Planning Committee (CMPC) meetings
  - 7 Comprehensive Planning Committee (CPC) meetings
  - 7 Town Halls
  - 6 Design Advisory Group (DAG) meetings
  - 5 Community Design Workshops (CDW)
  - 5 Community Information Sessions (CIS)
  - 2 Design Justice Workshops
- Staff engagement: Attendance at JHS Staff meetings, school department specific meetings and meetings with district leadership staff
- Student and family outreach: Classroom visits, the Demo Design Club, PTSA meetings, and community tabling at events like Back to School Night, Good in the Hood and Juneteenth
- Ongoing communication: Meeting materials and summaries are available to the public to ensure transparency and continued access.

8. Governance/Reporting

Project decisions that are within the authority of the project team are made at the discretion of the lead project manager in consultation with members of the project team, other RISE members, Facilities Management, school personnel, and third party design consultants as needed. For decisions beyond the authority of the project team, decisions are forwarded to the appropriate party with any background information needed to assist in making the decision. Project decisions and actions will be reported out to the appropriate parties as discussed in the project communication plan, through meetings, emails, or e-Builder correspondence.

9. Procurement Methodologies

To procure architectural design services for the Jefferson High School Modernization project, the project team utilized a formal RFP process in conjunction with PPS Purchasing and Contracting to solicit proposals from interested parties. The RFP's qualifications-based criteria prioritized certified business participation and workforce diversity.

To procure construction services for the JHS project, the project team determined that the Construction Manager/General Contractor (CM/GC) method was the most appropriate for this type of large, complex project. Having been granted an exemption from the traditional Design-Bid-Build low-bid procurement process, the project team issued a CM/GC RFP, in which selection was based on evaluation of factors relating to experience, expertise, project approach, certified business participation and workforce diversity, rather than lowest bid

Contracts for all other miscellaneous services, including, but not limited to arborist tree survey report, land survey, geotechnical investigation/report, hazardous material survey, and building commissioning services, were procured through one of two approaches. For smaller scopes of

service, the project team has directly appointed small, certified firms where possible to complete this important project work. For larger scopes of service, the project team is utilizing the formal RFP process to select qualified firms that could complete a number of tasks over the life of the project.

10. Certified Business Recruitment Plan

PPS Purchasing and Contracting has an aspirational goal of 18% or more of project contracts by cost be awarded to certified firms. To achieve or surpass this goal on the Jefferson High School Modernization project, the project team is utilizing multiple strategies to attract, contract, and execute work with certified firms. For the RFP for architectural services the project team included categories to both proposal and interview panels requesting information and providing scoring on potential firms certified business strategies and internal workforce diversity. On the CM/GC RFP the project team included evaluation criteria in the RFP to help ensure the selection of a prime contractor with a strong commitment and demonstrated success in using Certified minority firms as well as a substantive plan of outreach to, partnership with, and inclusion of Certified subcontractors.

On smaller procurements for goods, services, and other professional services, the project team is soliciting proposals from multiple companies, especially recruiting from certified firms whenever possible. The project team is also attending certified business trade gatherings such as those put on by OAME wherever possible to recruit potential certified firms who have not previously worked with the District.

11. Challenges/Opportunities

The challenges of the project include a tight, phased design & construction schedule, a constrained site, and occupancy of an active construction site by students & teachers.

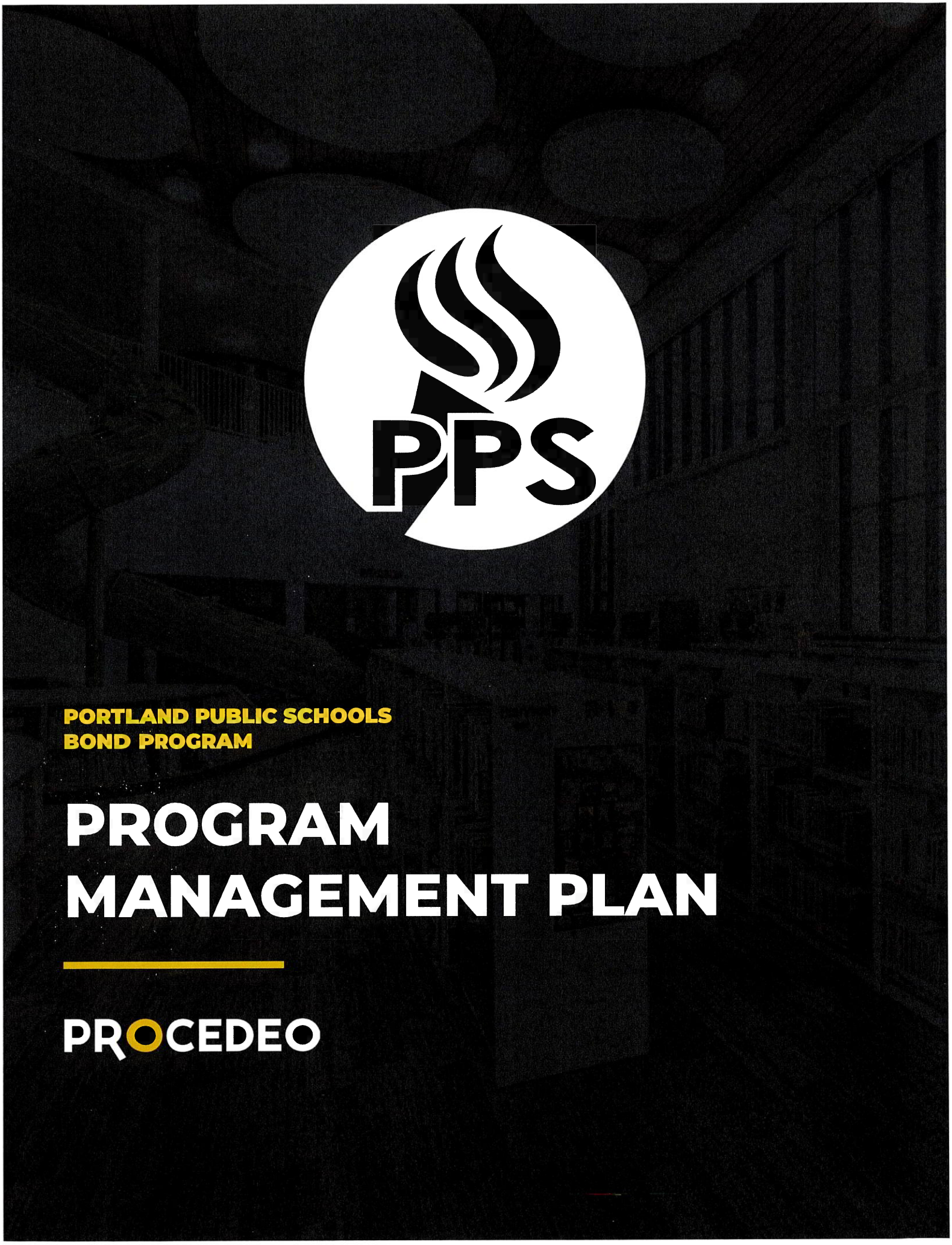
Each of these challenges offer opportunities, including careful coordination among the owner-architect-contractor team & stakeholders in order to meet the ultimate completion dates, careful planning from a facility and programmatic standpoint in order to minimize impact on students & teachers, and a strategic approach to pre-construction planning & investigations.

12. Appendices (embedded links)

Attachment 1: Draft Schedule

Attachment 2: Draft Budget

Attachment 3: Team RACI Matrix



PORTLAND PUBLIC SCHOOLS
BOND PROGRAM

PROGRAM MANAGEMENT PLAN

PROCEDEO

TABLE OF CONTENTS

Table of Contents 2

A. Introduction 3

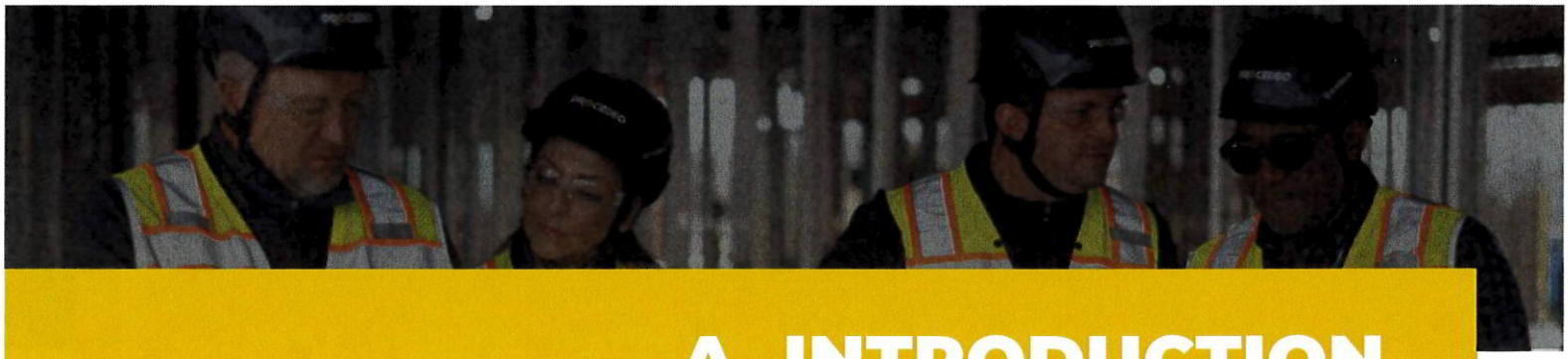
B. Objectives and KPIs 4

C. Program Management Plan 12

1. *Program Management Approach and Organization*
2. *Program Planning and Development Activities*
3. *Program Management Controls*
4. *Procurement Strategies and Procedures*
5. *Processes and Procedures*
6. *Program Communication Procedures*
7. *Development of Design Process Guidelines*
8. *Development of Construction Process Guidelines*
9. *Project Acceptance and Turn Over Guidelines*

D. Exhibits 30

1. Organizational Chart
2. Program Master Schedule
3. Projects Budget
4. Processes & Procedures
5. PMP Acknowledgment



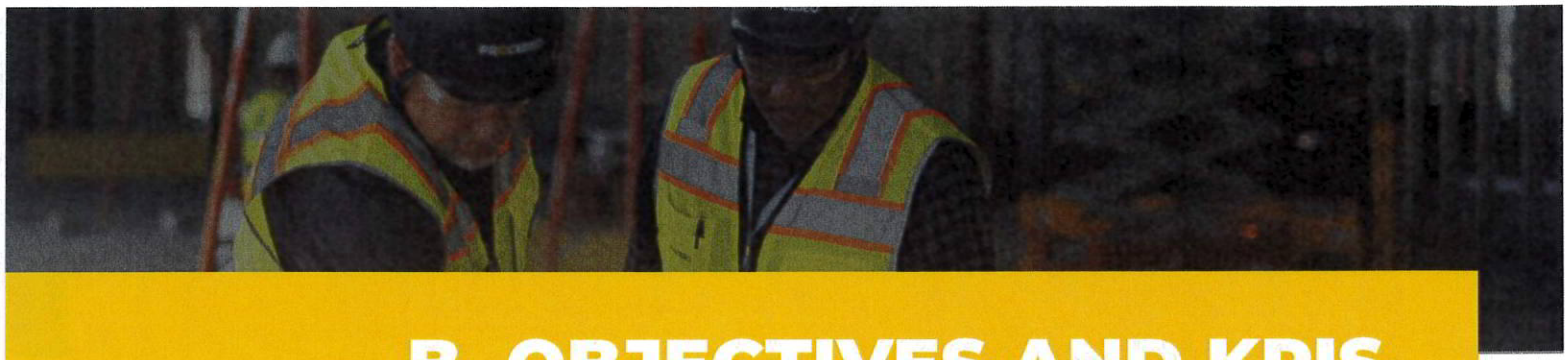
A. INTRODUCTION

In May 2025, the voters of Portland, OR approved a $1.83B bond program for Portland Public Schools (PPS). The primary purpose of this Program Management Plan (PMP) is to provide an overview of the PPS 2025 Bond Program and provide updates from the Program Manager (PgM), PROCEDEO, whom is responsible for overseeing the day-to-day operation to all bond program projects.

This PMP will effectively outline the typical sequence of activities for the design and construction phases in a project, provide updates to the schedule and budget models for all of the projects in this program, and supporting information for the management tools that will be utilized.

As per Exhibit A – Statement of Services Article B.1 from the agreement between PPS and PgM, this PMP was first submitted on March 9th, 2026 and is updated to PPS every six months (January and June).





B. OBJECTIVES AND KPIS

> When building principals are centered in operational decision-making, schools function not just more efficiently, but more equitably—because the people closest to students are guiding the systems that serve them.

-Tammy Campbell

WORK PLAN FOR RISE DEPARTMENT (OFFICE/DEPARTMENT)	
Department Goal:	The RISE Department (Real Estate, Infrastructure, and School Enhancements) advances Portland Public Schools' mission by strategically planning, developing, and stewarding district facilities and assets. We deliver safe, modern, and equitable learning environments through thoughtful real estate strategy, responsible infrastructure investment, and high-quality school enhancements — ensuring every capital decision supports student success and long-term community value.
Long Term Implications (What will be different in the organization because of this goal)	· Real estate decisions align with long-range enrollment and educational strategy. · Infrastructure investments are prioritized using lifecycle data and risk modeling. · Enhancements support instructional goals — not just aesthetics or immediate pressure. **Organizational shift:** A formal capital prioritization framework becomes standard practice.
Key Collaborators	Jon Franco, Deborah Kafoury, Sarah Norman, Joanna Evenson, Jennifer Eggers, TJ Hopkins, Nichole Watson, and Angela Caffrey
Barriers to Success	1. Cultural resistance to change 2. Competing Priorities (Academic vs. Capital) 3. Funding Constraints & Volatility 4. Data Gaps & Asset Visibility 5. Political & Community Pressure 6. Organizational Silos 7. Capacity & Talent Gaps 8. Decision Paralysis 9. Trust & Legacy Issues 10. Mission Drift

Steps to Mitigate Barriers		
	COMPLETE AND ONGOING	1. Cultural Resistance - Establish Governance & Transparency a. Create a Capital Work Plan b. Implement a transparent Scoring Framework c. Hold Quarterly Capital Alignment Sessions
	IN PROGRESS	2. Academic vs Capital Tensions - Align Planning Cycles a. Integrate Capital into academic planning calendar b. Develop an "Educational Impact Lens"
	IN PROGRESS	3. Funding Volatility - Build Multi-year Financial Discipline a. Establish a 5-10 Year Capital Forecast b. Create a Capital Reserve Policy c. Standardize Cost Benchmarking
	OPTIONS PROVIDED	4. Data Gaps - Invest Early in Asset Intelligence a. Complete District-wide Facility Condition Assessment (FCA) b. Adopt Asset Management Software c. Publish a Portfolio Dashboard
	COMPLETE AND ONGOING	5. Political & Community Pressure - Proactive Communication a. Publish Capital Prioritization Framework Publicly (website) b. Standardize Community Engagement Playbooks c. Train/Coach Leadership on Unified Messaging
	IN PROGRESS COMPLETE COMPLETE IN PROGRESS	6. Organizational Silos - Formal Integration Mechanisms a. Monthly Capital Integration Meetings b. Shared Data Platforms c. Cross-Departmental KPI Dashboard
	COMPLETE AND ONGOING	7. Talent & Capacity Gaps - Build Portfolio Compentency a. Redefine Roles b. Targeted Upskilling c. Recruit Strategically
	ONGOING	8. Decision Paralysis - Set Decision Timelines a. Establish Decision Gates (Concept & Funding Approvals, Scope Lock, GMP Validations) b. Require Written Recommendations Memos
	ONGOING	9. Legacy Trust Issues - Delivery Early Wins a. Identify 3 quick wins in first 6 months b. Over-communicate performance matrics
	ONGOING	10. Mission Drift - Embed Accountability a. Annual RISE Performance Report b. Tie Leadership Goals to Portfolios Outcomes c. Revisit Mission Annually

PILLAR 1: GOVERNANCE AND DECISION FRAMEWORK

TIME FRAME	WORK PLAN STRATEGIES	KPI-KEY PERFORMANCE INDICATORS (METRICS)
Short Term: 30 Days	☑ Define Decision Rights Matrix (RACI)	☑ Decision Rights Approved by Leadership
	☑ Develop Prioritization scoring framework	☑ Scoring framework tested on at least 3 projects (consolidated) as modernizations are defined.
Short Term: 60 Days	☑ Establish Monthly Capital Integration Meetings	☑ Monthly Integration Meeting occurring with documented meeting minutes
	☑ Create Standardized Board Reporting Template	☑ Board Reporting format adopted
Long Term: 90+ Days	☑ Publish Prioritization Framework internally	☑ Framework formally adopted
	☑ Refine based on feedback	☑ Reduction in ad hoc project approvals
	· Align capital Calendar with academic planning cycle	· Clear annual capital planning calendar published

☑ = completed or ongoing task

PILLAR 2: PORTFOLIO & ASSET INTELLIGENCE - SHIFT FROM PROJECT MANAGEMENT TO ASSET PORTFOLIO MANAGEMENT

TIME FRAME	WORK PLAN STRATEGIES	KPI-KEY PERFORMANCE INDICATORS (METRICS)
Short Term: 30 Days	☑ Inventory all active capital projects	☑ 100% Project inventory complete
Short Term: 60 Days	☑ Identify top 10 infrastructure risk assets	☑ Risk Ranking completed
Long Term: 90+ Days	· Launch Live Dashboard · Present Portfolio health report to leadership · Establish annual asset review cadence · Compile facility condition data (FCA Baseline) · Identify Deferred maintenance backlog · Create 5- year capital forecast develop portfolio dashboard prototype	· Dashboard updated monthly · Portfolio health presentation delivered · Leadership alignment on top 5 capital risk · Baseline FCI documented · Preliminary deferred maintenance total identified · Draft 5 year forecast complete · Dashboard includes: Schedule health, budget variance, FCI

☑ = completed or ongoing task

PILLAR 3: FINANCIAL DISCIPLINE & BOND STEWARDSHIP - STRENGTHEN FISCAL CREDIBILITY AND PREDICTABILITY

TIME FRAME	WORK PLAN STRATEGIES	KPI-KEY PERFORMANCE INDICATORS (METRICS)
Short Term: 30 Days	☑ Review bond budget status and contingency trends ☑ Standardize budget variance reporting ☑ Benchmark $/SF on modernization projects	☑ Budget variance report established ☑ Contingency draw tracking implemented ☑ Cost benchmark analysis completed
Short Term: 60 Days	☑ Develop multi-year capital funding forecast ☑ Identify cost escalation risk exposures ☑ Create contingency policy thresholds	☑ 5-year funding forecast draft complete ☑ Escalation risk quantified ☑ Contingency policy drafted
Long Term: 90+ Days	☑ Present financial controls framework to Board ☑ Implement monthly capital financial dashboard	☑ Monthly reporting accuracy >95% ☑ Forecast variance <5% ☑ Financial dashboard publicly shareable

☑ = completed or ongoing task

PILLAR 4: ORGANIZATIONAL ALIGNMENT & CAPACITY - BREAK DOWN SILOS AND BUILD PORTFOLIO COMPETENCY

TIME FRAME	WORK PLAN STRATEGIES	KPI-KEY PERFORMANCE INDICATORS (METRICS)
Short Term: 30 Days	☑ Define RISE org structure and role clarity ☑ Identify talent gaps (real estate analytics, capital finance, lifecycle planning) ☑ Launch bi-weekly cross-functional huddles	☑ Org chart finalized ☑ Gap analysis documented ☑ Cross-functional meeting attendance >90%
Short Term: 60 Days	☑ Develop role-specific performance expectations ☑ Begin targeted training (financial modeling, lifecycle planning) ☑ Standardize project reporting format	☑ Performance goals assigned to 100% of team ☑ At least 1 training session delivered ☑ All projects reporting in consistent format
Long Term: 90+ Days	· Evaluate role alignment effectiveness ☑ Adjust responsibilities as needed · Introduce portfolio-level KPIs ☑ Foster a sustainable Program Controls Infrastructure ☑ Continue targeted training as needed	· 100% staff tied to measurable KPIs ☑ Reduced reporting inconsistencies · Leadership confidence rating improves (qualitative survey) · Internal auditing and daily tracking

☑ = completed or ongoing task

PILLAR 5: COMMUNITY & STAKEHOLDER TRUST - BUILD CREDIBILITY AND PREDICTABILITY

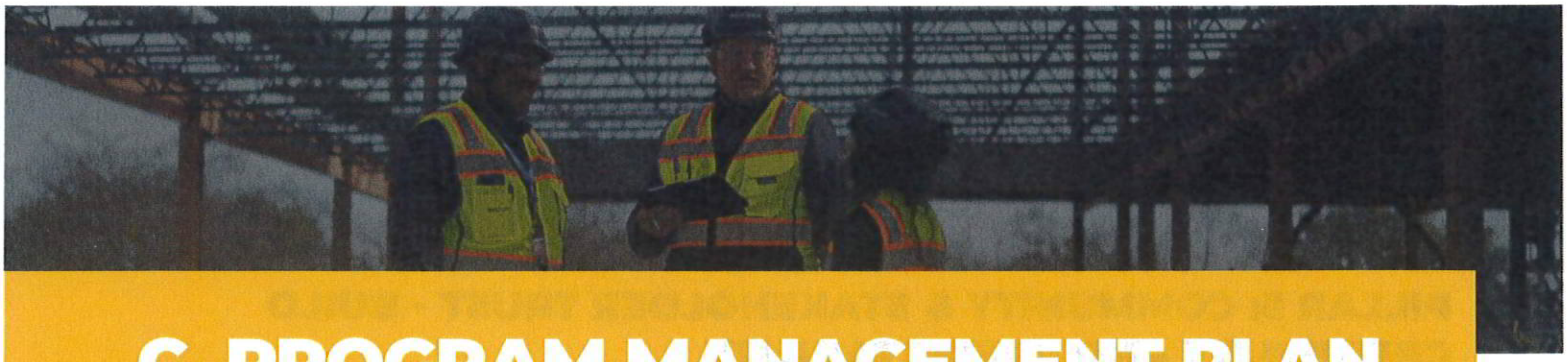
TIME FRAME	WORK PLAN STRATEGIES	KPI-KEY PERFORMANCE INDICATORS (METRICS)
Short Term: 30 Days	☑ Identify 3 early "credibility wins" · Align messaging framework ☑ Map key stakeholder engagement plan	☑ 3 quick wins defined · Messaging guide drafted ☑ Stakeholder map completed
Short Term: 60 Days	☑ Deliver at least 1 visible quick win ☑ Launch capital transparency webpage update ☑ Conduct structured community touchpoint	☑ Public-facing update published ☑ Positive stakeholder feedback documented ☑ Zero conflicting public messaging
Long Term: 90+ Days	· Identify RISE progress report content ☑ Present roadmap for next 12 months ☑ Leverage partnerships with community-based organizations	· Report delivered on time · Leadership endorsement ☑ Clear 12-month strategic direction adopted ☑ Documented increase in event attendance

Portfolio - Level KPIs (Quarterly Tracking)

Across all above pillars, RISE will begin to track:

- Schedule variance < 5%
- Budget variance < 3–5%
- Contingency burn rate within forecast
- Facility Condition Index trending upward
- % of projects aligned with educational priority categories
- % of capital requests evaluated through scoring framework
- Stakeholder satisfaction score (annual survey)

☑ = completed or ongoing task



C. PROGRAM MANAGEMENT PLAN

1. PROGRAM MANAGEMENT APPROACH AND ORGANIZATION

As the Program Manager (PgM), PROCEDEO is responsible for the day-to-day management of all bond program activity, which includes the completion of the projects within the approved bond program budget.

PgM approach is to assist PPS in making decisions for the best interests of the students and community, and support Board of Education (BOE), Bond Accountability Committee (BAC) and Community expectations.

BOE, BAC AND COMMUNITY INPUT

Throughout the Bond Program, there are many opportunities for BOE, BAC, FIOC, and community input. Per established PPS procedures, the BOE is presented with project information for new schools, additions, and major renovations.

In addition to the project information; program status will be presented to the BOE as needed. This information includes overall status of the projects, program expenditures, and a report for all changes monthly or at a cadence determined by the BOE.

Consistent with the development of PPS's Strategic Plan, PPS has formed a Bond Accountability Committee (BAC). The primary function of the BAC is to meet with the PgM quarterly to review the status of the Bond to ensure that the implementation is:

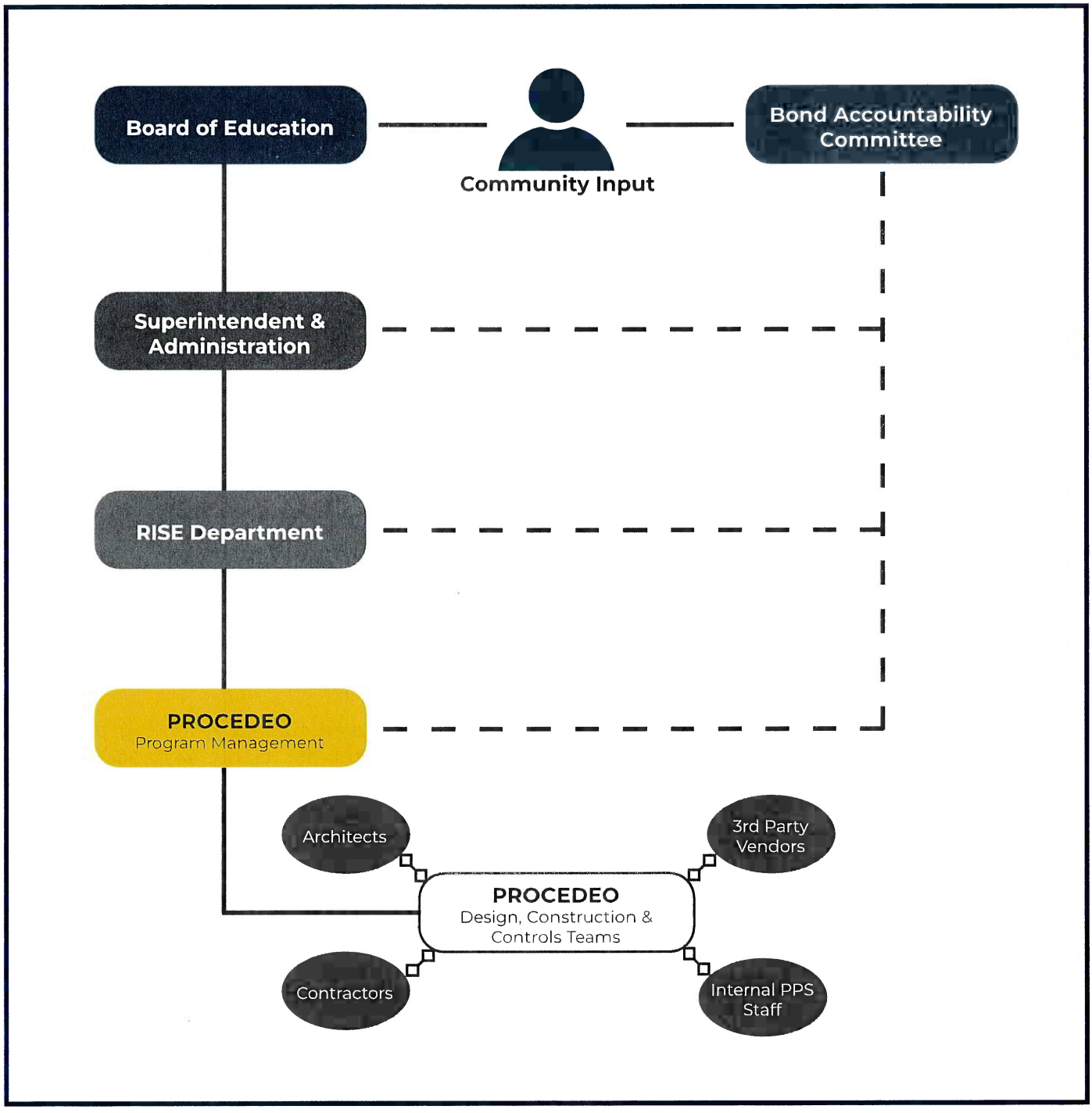
- *Consistent with the promises made to the community.*
- *Managed effectively within the approved scope, budget, and schedule.*
- *Consistent with the needs of PPS and in support of PPS's Strategic Plan, and being effectively communicated to the Community.*

The BAC will present to the BOE and the Superintendent regularly to advise them on the implementation of the Bond Program. Community members can also provide input to the Board and Superintendent at the monthly BOE meetings, specifically those meetings when planning and design milestone information is being presented.

PROGRAM TEAM & COMMUNITY INPUT

To facilitate effective management of the program and ensure that the program is delivered on time and within budget, PgM includes over 20 team members. Design Managers who oversee the planning and design phase of the projects, Construction Managers who oversee the construction phase of the projects and assigned Project Managers that serve as a single point of contact for each project. The PgM also includes a project controls team that manages and administers all document and cost procedures. **Refer to Exhibit 1** for PROCEDEO's organizational chart.

Providing essential context for understanding the program's decision-making structure, the graphic below illustrates how information from the community is processed through the Board of Education (BOE) and the Bond Accountability Committee (BAC) before reaching the program management team.



2. PROGRAM PLANNING AND DEVELOPMENT ACTIVITIES

Program Planning includes capital improvements, new building additions and interior renovations. Improvements are issued to take place at three of PPS's high schools to accommodate PPS's Educational Specifications as well as upgrading other facilities. This includes some locations originally built in the early 1900's. The majority of work will include (but not limited to):

2025 BOND

- *Update and Repair Aging Elementary and Middle Schools: Update or replace leaking or deteriorating school roofs, mechanical systems (heating and cooling), and other building repair.*
- *Make Schools Safe and Secure: Update safety and security systems - including additional cameras, fencing to protect students and staff.*
- *Seismic upgrades.*
- *Modernize, Improve Educational Materials, Technology, Schools: Renovate/replace Jefferson, Cleveland and Ida B. Wells (formerly Wilson) High Schools.*
- *Utilize any high school improvement cost savings to update/repair elementary and middle schools.*
- *Provide comprehensive, culturally relevant, and current curriculum materials across core and supplemental subject areas.*
- *Replace or provide student tablets and laptops to provide equitable access to classroom learning, and update classroom and PPS technology exterior and site improvements.*

2012 BOND OVERSIGHT

- Modernizations: Franklin, Grant, Roosevelt, Faubion
- Consolidated: Accessibility, seismic

2017 BOND OVERSIGHT

- Modernizations: Benson, Lincoln, McDaniel, Kellogg
- Consolidated: Water quality, security upgrades, new roofs, asbestos abatement, radon remediation, lead paint stabilization, life safety upgrades, accessibility, seismic

2020 BOND OVERSIGHT

- Modernizations: Pre-Planning and Design Jefferson, Ida B. Wells, and Cleveland; Grice-Adair Center for Educational Excellence, Roosevelt, and Benson
- Consolidated: Curriculum materials, new technology, Health & Safety, seismic, roofing

PROGRAM AND PROJECTS

The $1.83B 2025 Bond Program, $1.20B 2020 Bond Program, $790M 2017 Bond Program, and the $482M 2012 Bond Program are currently comprised of several projects. The total scope of work for these projects is what is referred to as the "Program". The general scopes of work, budgets and allocations were presented to the voters. Based on the established bond program scope of work and budget, during the pre-bond planning, the Program Management Team generated criteria from which to develop a preliminary master program schedule.

The PgM is continuously reviewing the project scopes of work for clarity and accuracy, and preparing or updating preliminary budget assessments for each project and facility, including both construction and non-construction costs. The PgM has also established a preliminary program schedule outlining the major design and construction activities associated with each package at each site. Detailed project lists, budgets, and schedules for each facility will be presented to principals and architects for use during programming and design.

To realize efficiency in completing activities, groups of projects are initiated at the same time. Each project is monitored through five periods or milestones.

Refer to Exhibit 2 for graphic representation of the bond program preliminary master schedule, which outlines the phasing and procurement timeline for each project. The schedule is updated on a monthly basis to reflect and track changes and activities.

To understand this summary schedule, it will reflect as follows:

- *Blue bars represent the architects procurement phases.*
- *Red bars represent the design phases.*
- *Yellow and orange bars represent the permitting phases.*
- *Green bars represent the construction phases.*
- *Purple bars represent the close-out and warranty phases.*



3. PROGRAM MANAGEMENT CONTROLS

There are many best practices for implementing a successful bond program. These best practices can be grouped into three categories: the right people, the right tools, and the right processes.

To ensure that the Bond Program is delivered per PPS and taxpayer expectations, the PgM has set up a structure of controls to track, process, and report progress and risks. In addition to reporting to PPS, the PgM is expected to meet on a regular basis with PPS to discuss: Budget, Finance and Accounting, and Bond Program Communication Services.

BUDGET, FINANCE AND ACCOUNTING

Monitoring the scope of work and the budget is one of the major tasks for the PgM. Consequently, the budgets for the individual projects, which collectively add up to the total of $4.31B, must be set up to reflect a multi-level account code structure that includes: the bond year, the bid package sequence number, the bond tranche, the department identification, standard account codes, and category type. PROCEDEO is working with PPS's current accounting structure to further explore the tools needed for efficient monitoring. **Exhibit 3** is the current project budget model PPS is utilizing.

On a monthly basis, actual expenditure costs are being reconciled to ensure that all bond expenditures are allowable and acceptable.

OWNER REPRESENTATION

Owner representation services provide structured support throughout all stages of design and construction. Early engagement is used to understand project requirements and determine the most effective approach for meeting program objectives. With the owner's interests as the guiding priority, the PROCEDEO team manages each phase of project delivery by coordinating with all participants to ensure safe execution, schedule adherence, budget discipline, and consistent quality.

As owner representatives, the PROCEDEO team helps with:

- *Cost analysis*
- *Budget control*
- *Schedule control*
- *On-site inspections and observations*
- *Procurement*
- *Closeout*
- *Facilitate facility maintenance training*



PROGRAM MANAGEMENT

PgM services provide a structured, strategic framework for planning, designing, constructing, and maintaining district facilities. These services align capital investments with long-term educational goals, ensuring that every project advances the district's broader mission while supporting transparent, accountable decision-making.

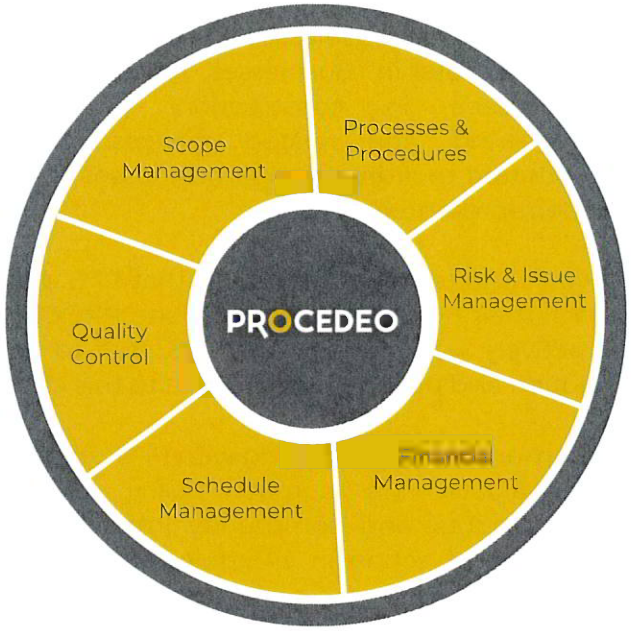
Acting as an extension of district staff, the PgM team applies proven methodologies and technical expertise to develop tailored approaches for each project. This includes comprehensive support across master planning, procurement, design coordination, construction oversight, warranty administration, and post-occupancy evaluation - ensuring that each phase is managed with clairty, consistency, and professional rigor.

Throughout the program lifecycle, disciplined attention to detail supports reliable schedules, responsible budget management, and consistent quality across all facilities. This structured approach provides districts with the confidence that capital improvements are delivered efficiently, responsibly, and in alignment with community expectations.

FACILITY CONDITION ASSESSMENT

Facility Condition Assessment (FCA) is an evaluation of the health of your assets and facilities to help stakeholders accurately plan their capital investment targets.

The last FCA was performed in 2020 and RISE is currently reviewing that information to put into a workable format.





4. PROCUREMENT STRATEGIES AND PROCEDURES

BUSINESS, CONTRACTOR WORKFORCE AND CAREER LEARNING EQUITY

BUSINESS EQUITY

PROCEDEO recognizes PPS's goal of 18% for the participation of Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB) and/or Service-Disabled Veteran Businesses (SDV) ("Certified Businesses") in construction, architecture, engineering, and related services. We are committed to lifting diverse businesses that are underrepresented.

It was reported for the FY24-25, that PPS did not reach their Business Equity Goal and PROCEDEO is actively working with the PPS Staff to find a solution and provide further input to this effort.

Communication is on-going with PPS Leadership to evaluate the current policy, threshold requirements, and community impact for the best plan of action in all equity efforts for the Program.

CONTRACTOR WORKFORCE EQUITY

PROCEDEO recognizes PPS's goal for 20% apprenticeable trade hours for this program as approved via the Contractor Workforce Equity Administrative Directive 8.50.097-AD. We also acknowledge the aspirational goals of 25% minority and 14% female labor hours as recommended by the Construction Career Pathways Regional Framework (C2P2). Although the FY24-25 reporting update distinguished a shortfall in reaching the goal for the female labor hours, PROCEDEO is researching, alongside the PPS staff, for any solutions to the shortage of females in the construction industry PPS along with other regional public agencies are experiencing.

CAREER LEARNING EQUITY

PROCEDEO is excited to be a part of the efforts involved with the Career Learning Administrative Directive 8.50.098-AD. Below are a list of examples PROCEDEO has implemented in other programs along with their successes, which is a goal to implement with PPS:

1. Student Design Charrettes (Student Voice & Equity)

OVERVIEW

- *PROCEDEO is partnering with PPS to host inclusive student design charrettes that elevate student voice—particularly students from historically underserved communities—during planning and design of PPS facilities.*

KEY ACTIVITIES

- *Charrettes coordinated with PPS Career & Technical Education (CTE), arts, and STEM programs.*
- *Targeted outreach to schools serving Black, Indigenous, students of color, and students experiencing economic disadvantage.*
- *Collaboration with PPS educators to ensure culturally responsive engagement.*
- *Student presentations to PPS leadership, designers, and contractors.*

OUTCOMES

- *Equitable student participation in capital planning.*
- *Facilities that better reflect student needs and community identity.*
- *Early exposure to design, planning, and decision-making careers.*

2. AEC Career Awareness & Career Learning Equity

OVERVIEW

- *PROCEDEO is supporting PPS Career Learning Equity initiatives by connecting classroom learning to real AEC career pathways.*

KEY ACTIVITIES

- *Classroom sessions aligned with PPS Career Learning Standards and CTE pathways.*
- *Participation from local and diverse AEC firms, including MWESB-certified businesses.*
- *Hands-on demonstrations emphasizing both professional and skilled trade careers.*
- *Career pathway mapping showing entry points from high school to apprenticeships, community college, and university programs.*

OUTCOMES

- *Increased awareness of high-wage, high-demand careers accessible to PPS students.*
- *Clear connections between education, industry, and economic mobility.*

3. Field Trips & Job Site Experiences (Local & Diverse Workforce Exposure)

OVERVIEW

- *PROCEDEO is coordinating equitable access to job site and office visits that highlight PPS projects and local workforce participation.*

KEY ACTIVITIES

- *Structured site visits to PPS bond projects with safety and accessibility accommodations.*
- *Visits to local architecture, engineering, and construction firms, prioritizing MWESB and community-based businesses.*
- *Demonstrations of construction sequencing, project controls, and quality management.*
- *Exposure to union and non-union apprenticeship programs.*

OUTCOMES

- *Increased student understanding of construction and professional career pathways.*
- *Visibility into local businesses contributing to PPS investments.*

4. Student Internship & Mentorship Programs (Workforce & Economic Equity)

OVERVIEW

- *PROCEDEO is supporting PPS workforce and contractor equity goals by creating paid and unpaid internship pathways tied to the RISE Program.*

KEY ACTIVITIES

- *Paid internships prioritized for PPS students from underrepresented communities.*
- *Intern placements with PROCEDEO, prime consultants, contractors, and subcontractors.*
- *Job shadowing and mentorship programs with local AEC professionals.*
- *Alignment with PPS, Portland Community College, and regional workforce organizations.*

OUTCOMES

- *Tangible workforce experience tied to PPS investments.*
- *Strengthened local talent pipeline supporting future PPS projects.*

5. Community, Business & Contractor Collaboration (PPS Equity Goals)

OVERVIEW

- *PROCEDEO is leveraging the PPS bond program to strengthen relationships between students, local businesses, and the AEC industry.*

KEY ACTIVITIES

- *Partnerships with MWESB-certified firms, local contractors, and emerging businesses.*
- *Coordination with PPS Office of Equity, CTE leadership, and community partners.*
- *Participation in PPS-sponsored workforce, career fairs, and contractor outreach events.*
- *Support for supplier diversity and local economic participation goals.*

OUTCOMES

- *Increased student exposure to diverse business ownership and leadership.*
- *Stronger alignment between PPS equity commitments and capital delivery.*

CERTIFIED BUSINESS OUTREACH & PROGRAM EFFORTS

PROCEDEO's goal is to meet PPS's small business goal and exceed it. We do this through community outreach with the AEC community and partnering with NAMC as well as Portland Metro Chamber. We have developed an outreach program that we are training PPS staff who connects with the firms, walks them through the process of getting certified and follows up with them to offer additional training or help with tasks like billing.

With the PPS program, the delivery method chosen for all the projects is Construction Manager / General Contractor (CM/GC), which allows for greater involvement in selecting subcontractors and an opportunity to advocate for these firms directly. In some cases, we pair these firms with more established contractors through joint venture partnerships, so they get on-the-ground experience with guidance that allows them to build up their bonding capacity. This support is critical to foster a more robust, diverse ecosystem that better represents the communities we serve. With a goal of holding monthly "Working with PPS Info Sessions" and bi-monthly "PPS Contractor Presents Series" outreach events, PROCEDEO aims to cultivate that effort and grow the community through the Bond program.



DESIGN & CONSTRUCTION PROCUREMENT

The PgM team specializes in providing a compliant, streamlined procurement framework that supports timely project delivery and maximizes district value. This structure ensures capital investments align with long-term program goals while maintaining transparency and accountability.

Using established third-party vendor pools, the team accelerates contracting, reduces administrative workload, and ensures rapid access to qualified design, construction, and specialty service providers. This approach strengthens competition and improves responsiveness across all project needs.

Throughout the procurement lifecycle, the team tracks RFP status, evaluations, and award timelines to maintain schedule certainty and keep projects advancing toward key milestones. This disciplined oversight ensures procurement activities remain efficient, compliant, and aligned with district priorities.



5. PROCESSES AND PROCEDURES

SCHEDULE

Construction project timelines are mission critical and owning schedule control can be a daunting task. PROCEDEO's experience and best practices allow us to bring together all the moving parts into your project scheduling process. It begins with the development of a realistic and accurate baseline schedule. We use a wide array of tools and strategies to maintain schedule control throughout a project, including:

- *Master scheduling*
- *Baseline scheduling*
- *Progress/delay analysis*
- *Micro scheduling*
- *3-week and 6-week look ahead schedules*
- *Planning*
- *Phasing*
- *Cost Estimating*

A monthly schedule update is being provided to PPS.

BUDGET

Managing cost on a construction project begins well before any construction activity starts. The client-focused cost control methods begin with establishing an accurate benchmark of costs to create a project budget. With this PPS bond's accounting tools already established, the PgM team is working alongside the current systems to fine tune financial accountability as it relates to managing the cost control for our client's projects.

Combining historical cost data, information from industry experts, and past experiences to analyze the current project budgets for your scope of work, creates accountability throughout a project by establishing projection worksheets and other cost-control measures to monitor and maintain the budget.

A monthly budget update is being provided to PPS.

CHANGE MANAGEMENT

Change is inevitable on construction projects and PROCEDEO is providing a thorough change management approach that effectively integrate a balanced procedure for recognizing, planning, and evaluating capital project changes. Our team validates all aspects of the change, is aiding the PPS team in negotiating with the general contractors, and creates a transparent process where the client is provided with all details, including:

- *Historical cost database*
- *Dashboard financial reporting*
- *Variance tracking*



BOND PROGRAM AND PROJECT GUIDELINES

To ensure that all bond accounting line items are accomplished consistently with the intent of scope descriptions and resources provided under the approved bond program, certain guidelines have been established for, architects/engineers, and the PgM to follow:

- *No project at any site will be added or deleted without prior written approval by the PPS Superintendent (or Senior Chief or Operations), and PPS Board of Education, when applicable.*
- *Scope of work for any line item approved by the PPS Superintendent (or Senior Chief of Operations) will not be significantly reduced or expanded without prior written justification to and written approval by the PPS Superintendent (or Senior Chief of Operations).*
- *Line-item budget adjustments within a bid package at an individual facility, e.g., from "Non- Construction Contingency" to "Furnishings & Equipment" must be requested from and authorized by the PgM and the PPS Superintendent (or Senior Chief of Operations).*
- *Costs to abate hazardous materials in the path of new construction will be paid from a separate budget established under the bond program and shall not decrease the budgets for authorized projects at any facility unless previously approved, prior to PROCEDEO contract.*
- *Costs for Seismic upgrades will be paid from a separate budget established under the bond program and shall not decrease the budgets for authorized projects at any facility.*
- *Projected cost variances for an individual line item is being managed within a specific package at each facility, balancing overruns and underruns in the construction budget, up to the time bids are received and/or a guaranteed maximum price (GMP) is established.*
- *Cost overruns shall be the responsibility of the project architect or engineer, working with the PgM to reconcile pricing with budget allowances by one of the following means:*
    1. *Identifying unnecessary costly requirements of the bid documents and negotiating price reductions with the apparent low-bidder or CM/GC as allowable.*
    2. *Undertaking redesign of the work as necessary, without additional design fees and without serious impact to the original scope of work.*
    3. *Submitting to the PgM a written request for supplemental funding (from within available bond program resources) to cover overruns which are the result of inadequate line-item budgets or other unforeseeable factors).*
- *Initial construction contract commitments are preserving a contingency within the total budget to cover conflicts, changed conditions, and design revisions during construction.*
- *Uncommitted funds are being retained at each facility until work under a given package is substantially complete and final costs are identified, at which time any savings are reverted to a central PPS program contingency fund.*
- *Contingency funds, whether created with the bond program budget or accumulated through project savings or increased bond interest earnings, shall be allocated first as necessary to complete authorized bond program projects and only later, with the PPS Superintendent (or Senior Chief of Operations) approval, to fund other improvements from priority lists recommended by the PgM or to meet subsequently identified needs.*

The above guardrails will be implemented for all new projects going forward, and for established or in-progress projects, we will monitor adherence and oversee any impacts on operations.

PPS BOND PROGRAM MANAGEMENT TOOLS

The PROCEDEO Team is implementing two enterprise-wide programs and project management applications to capture and manage the program and project information, e.g, project budget, project expenditures, design issues, construction requests for information, and change requests. The project management control system (PMCS) is available via the Internet and accessible to all parties associated with a project: PPS, PMs, design and construction team, which allows collaboration across the life of the project. This collaboration ensures efficient use of resources as well as effective communications between all the project parties.

EGNYTE – INFORMATION & DATA MANAGEMENT SERVICE

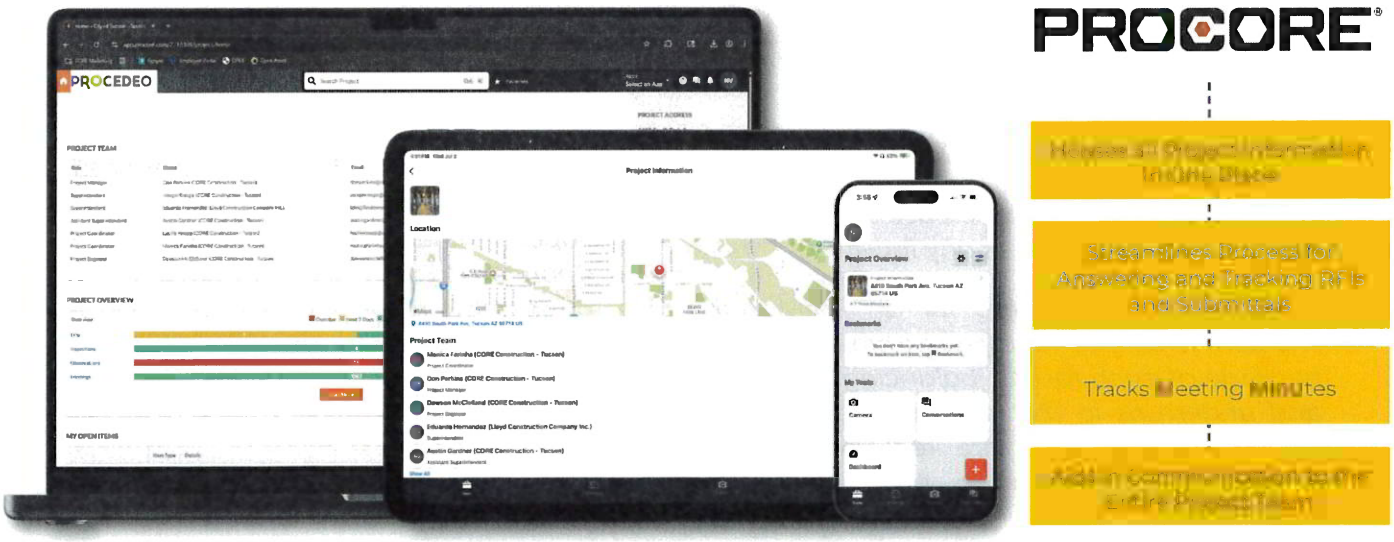
Egnyte is a cloud-based file-sharing solution designed to help the PROCEDEO team collaborate and provide secured access to confidential data. Egnyte's features include customizable branding, secure file sharing, multiple-user management, data authentication, offline access, and file locking. For the PPS Bond Program, the PgM is utilizing this data management service to effectively manage, organize, and process all documentation associated to the program.

PROJECT MANAGEMENT SYSTEM: E-BUILDER

From a project level, the PgM is utilizing E-Builder to track day-to-day operations for all of the projects as part of the Bond Program. E-Builder is a cloud-based construction program and capital project management platform designed especially for owners, program managers, and large capital project teams rather than just field contractors. It helps manage construction programs and capital improvement projects from planning through completion and operations. As a program manager, having this ability to work on the same platform makes this management tool essential to PROCEDEO's operation.

PROCORE

The PROCEDEO Team is leveraging Procore, an industry-standard project management platform, to ensure seamless project and document management for PPS. Procore will serve as a centralized hub, housing all project information in one place, streamlining processes for tracking RFIs, meeting minutes, submittal logs, and construction reports. This platform will allow for accurate and traceable documentation, ensuring transparency and efficiency throughout the program. Additionally, Procore's capabilities will enable real-time updates, secure storage, and easy retrieval of documents, drawings, and other project records, ensuring that stakeholders have access to up-to-date information at all times.



6. PROGRAM COMMUNICATION PROCEDURES

BOND PROGRAM COMMUNICATIONS

The PgM believes the most important aspect of a successful program is good communication across everyone engaged in the process. The PgM suggests a monthly meeting between the PROCEDEO staff and PPS to provide a status update on all things related to the bond. The PgM team is developing an agenda and is leading the in-person meeting which is suggested to take place at a location determined by PPS. Discussions and reporting to be presented in these meetings will include but are not limited to:

- *Bond Status Updates*
- *Project Status Updates*
- *Principal Updates – during Construction (bi-weekly)*
- *Summer School Readiness Reports*

EXTERNAL COMMUNICATION

PROCEDEO is coordinating with PPS to support external communication by supplying accurate and timely project information for PPS to publish through its already existing public-facing bond website. In addition, as the PgM, PROCEDEO is maintaining a separate external site dedicated solely to vendor opportunities, program schedule information, and financial status updates, ensuring PPS and industry partners have access to the detailed data necessary to support procurement and program transparency. This is accessible via https://bond.pps.net/ as an external link to the page.

The website includes an overview, a total projects page, and a dedicated sub-page for each project. While PgM manages an extension site that supports the 2025 Bond Program Status updates and all vendor opportunities, they also oversee the project information that is published by PPS on the main Bond Hub (PPS.bonds.com). The PgM extension site is accessible through the PPS Bond Hub and serves as the detailed project-tracking layer.

Through this extension, users can follow project-specific information such as budget, scheduled completion dates, actualized design and construction progress.

Clear and effective communication is critical to the success of any Bond Program. At PROCEDEO, we emphasize collaboration and transparency at every level. However, to ensure clarity, accountability, and alignment, it is essential that the client understands the Program Director serves as the primary point of contact for all matters related to PROCEDEO.

INTERNAL / EXTERNAL (BOE ACCESS) COMMUNICATION: OPEX - THE CLIENT DASHBOARD

In addition to the use of E-Builder, PROCEDEO has developed a proprietary software dashboard reporting tool named Operational Excellence. The PgM created this reporting tool to promote a transparent and collaborative process with PPS. The dashboard shows all relative project status information such as project team members, budget, schedule look-ahead, contractor billing, issues log, etc. See the images below of a sample view of the dashboard.

PEOPLESOFT & E-BUILDER: PPS DISTRICT WIDE ACCOUNTING AND CONSTRUCTION MANAGEMENT SYSTEM

In order to appropriately manage the financial aspect of the program, the PgM is utilizing PPS's accounting system that is already in place (PeopleSoft & E-Builder) to integrate with all of the program's management tools; previously described in the communications tool section of the PMP.

7. DEVELOPMENT OF DESIGN PROCESS GUIDELINES

DESIGN PROCESS GUIDELINES

At the time of PROCEDEO's contract initiation, PPS had researched, evaluated and prioritized the line items of work for each of the modernization project listed in the 2025 bond. The PgM has now assigned a Design Manager (DM) and PM to have primary responsibility for completion of each package. The PM and DM, working with an architect, engineer, or other professional consultant for design, are coordinating the efforts of the contractor(s) who are executing the work, and are consulting with principals as appropriate during critical phases of the projects.

PPS has several documents that have been developed to ensure consistency and equity of scope among projects. These documents include:

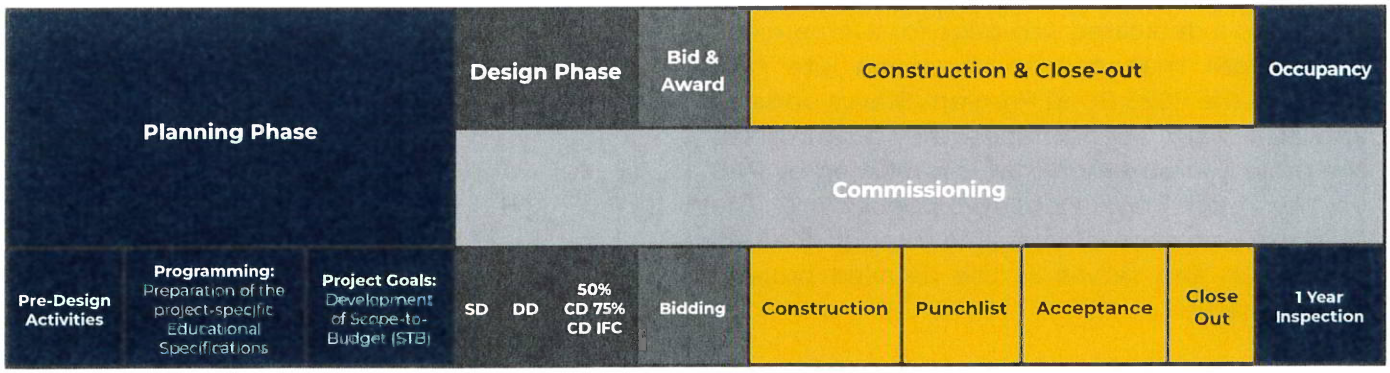
- ***Facility Standards:*** *describe the specific materials, equipment or systems that are to be adhered to in the design of the project.*
- ***Educational Specifications:*** *describes the individual spaces, e.g., linear feet of tack strip, white boards, teaching wall locations, etc., within a facility that supports the principals of good teaching and learning and promote sound educational programs.*

DESIGN, CONSTRUCTION & CLOSE-OUT PHASES OF A PROJECT

While the steps are typically sequential, different delivery models allow overlap between some of the phases. The figure below shows the sequence of the phases of a project; the width of the blocks are not meant to be representative of the duration of each of the activities.

As each project or bid package is initiated it generally will progress through the typical sequence of design and construction activities outlined on the following pages.

PHASES OF A PROJECT



THE DESIGN PROCESS

PRE-DESIGN ACTIVITIES

A single point-of-contact is assigned by PROCEDEO and this person is known as the Design Manager. Utilizing the Vendor Selection Matrix criteria, an Archtiect/Engineer team is selected, who then meets with the Design Manager, the principal, and select PPS staff to review the scope, schedule, and budget for the assigned projects. This process is facilitated and monitored by the Design Manager.

PROGRAMMING

The project architect works with the Design Manager and PPS staff during the programming phase to clarify the line items comprising the project. PPS staff explains the needs and expectations for the project (within the previously authorized scope), describing the function and uses of specific facilities to be added or remodeled, and the architect identifies the code requirements, PPS standards, existing conditions, and other constraints important to an understanding of the design criteria and the development of a schematic design within the budget.

SCHEMATIC DESIGN (SD)

After consensus is established on-site for a detailed program, the project architect develops concepts and alternatives. Discussions with PPS staff result in a preliminary agreement as to basic design and essential elements of the work. The architect prepares SD drawings, which show the scale and relationship of the project's components. These documents are submitted to the PgM and PPS for approval before the architect begins the design development phase.

DESIGN DEVELOPMENT (DD)

The project architect and relevant consulting engineers prepare DD documents describing the size and character of the project with greater detail as to architectural, structural, civil, mechanical, and electrical systems, materials, and other such essential elements as may be appropriate. These documents are submitted to the PgM and PPS for approval before the architect begins final construction documents, and the architect's statement of probable construction cost is reviewed to ensure that the project is still within budget.

During the review process, the submission is vetted by the various PPS user groups including Program Directors, safety & security reps, facilities staff, maintenance, and IT. This review is completed with the A/E teams in attendance and all comments are to be incorporated into the project during construction documentation.

CONSTRUCTION DOCUMENTS

The project architect then prepares working drawings and specifications, referred to as CDs. Periodic review of in-progress documents by the PM, PPS departments, and key members of the PgM ensures that proposed details and probable costs conform to the approved design and the budget. Finally, the project architect submits the completed documents with necessary bidding information for approval by the PgM.

BID AND AWARD

In a traditional "design-bid-build" process, an owner at this point would solicit bids for construction of the project. Contractors and key members of the PgM for the type of work involved would review CDs, request clarification as needed, and collect bids from a variety of specialized subcontractors before submitting lump-sum bids. At a set time, the bids are opened and a contract would be awarded to the general contractor (GC) based on the lowest responsive bid proposal acceptable to PPS.

8. DEVELOPMENT OF CONSTRUCTION PROCESS GUIDELINES

THE CONSTRUCTION PROCESS

COMMISSIONING

The commissioning process comprises the integrated application of a set of engineering techniques and procedures to check, inspect and test every operational component of a project. Commissioning activities are applicable to all phases of the project, from the basic and detailed design, procurement, construction and assembly, until the final handover of the building to the owner.

CM/GC

CM/GC is a collaborative project delivery method authorized for public agencies in Oregon (under ORS 279C). A CM/GC is selected during the early stages of design based on their qualifications, which include their demonstrated ability to partner with designers and add their "hands-on" perspectives on existing conditions and construction techniques to design development, construction documentation, and cost control. As CDs are finalized, the CM/GC obtains competitive proposals from pre-qualified subcontractors and works with the PgM to fix a Guaranteed Maximum Price (GMP) representing the maximum amount PPS will have to pay for the project as defined in the CDs. This process has an added benefit: if the schedule compels it, the CM/GC can begin some critical work before documents are complete.

As with any delivery method, incomplete and/or inaccurate construction drawings will result in change orders. The misunderstanding associated with the GMP is that this maximum price will not be exceeded in any case. It is important to understand that the GMP is based on the plans and specifications at the time of the GMP with some reasonable assumptions made and a reasonable contingency included.

Major changes in scope will result in a change order, which increases the GMP contract. In addition, any Owner changes to the project and scope require a change order. By requiring the documents by 100% complete prior to receiving the GMP, the risk of unanticipated change orders is minimized.

CONSTRUCTION

The GC or CM/GC furnishes all labor, equipment, and materials necessary to complete the specified work within the prescribed time for the amount stated in the bid or GMP. Prior to construction, the architect and the Construction Manager (CM) and Program Manager (PM) review the contractor's detailed work schedule to confirm completeness and constructability, and to ensure compliance with PPS requirements for coordinating work with the building staff and the academic calendar. The principal and select PPS staff continue to meet regularly with the CM, PM, architect, and contractor during construction to stay informed and help resolve any conflicts or unexpected problems which may arise.

SUBSTANTIAL COMPLETION

The project architect observes construction to ensure that all materials and workmanship comply with the contract documents, and the project manager monitors the project overall to verify that quality, costs, and progress are maintained, with the least impact to education and administrative operations. Once the work completed has been deemed to be used for it's intended purposes, 'Substantial Completion' has been reached. This will vary by project and its projected scope of work.

9. PROJECT ACCEPTANCE AND TURN-OVER GUIDELINES

THE CLOSEOUT PROCESS

PUNCHLIST & FINAL COMPLETION

While wrapping up the construction process, the project architect and appointed PM is not only ensuring that all materials and workmanship comply with the contract documents, but will create a list of items that do not comply in order to verify that quality, costs, and progress are maintained. These Punchlist items are to be completed at subsidiary cost and can only be approved by the owner or their hired representative. Once the project is complete and requires no additional work, 'Final Completion' has been reached.

CLEANING, MOVE-IN AND OCCUPANCY

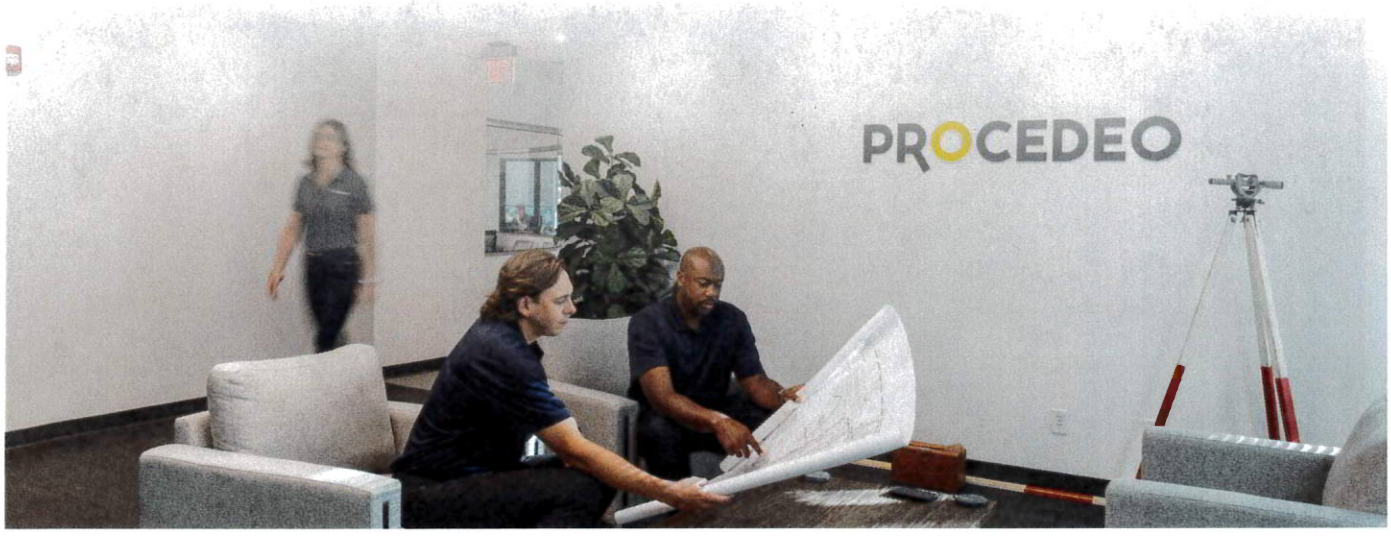
The PM and architect monitor progress to ensure the project is completed on time. The principal works with the architect, contractor, and PPS staff to coordinate the ordering, delivery, and setup of furnishings, movable equipment, and supplies in time for classes to begin. The GC or CM/GC will be responsible for what is referred to as a construction clean. Once the construction clean is completed, PPS staff will complete the final clean, which includes activities such as stripping and waxing of floors.

CLOSE-OUT

Close-out is the final phase: the contractor has completed the work and corrected any deficiencies; the architect certifies that all work has been completed satisfactorily; the PM verifies that all contract requirements and documents are complete; and PPS makes final payment to the contractor and closes all accounts on the project.

WARRANTY

During the first year after a project is completed, if items are found to be deficient or incorrect, the GC or CM/GC is called back to the site to repair the item with the architect, as verification of proper completion of warranty items. The site-based maintenance representative and the PM complete this coordination.





D. EXHIBITS

1. Organizational Chart
2. Program Master Schedule
3. Projects Budget
4. Process & Procedures
5. PMP Acknowledgment



EXHIBIT 1 - ORGANIZATIONAL CHART

Please see the following page.

PORTLAND PUBLIC SCHOOLS REAL ESTATE, INFRASTRUCTURE AND

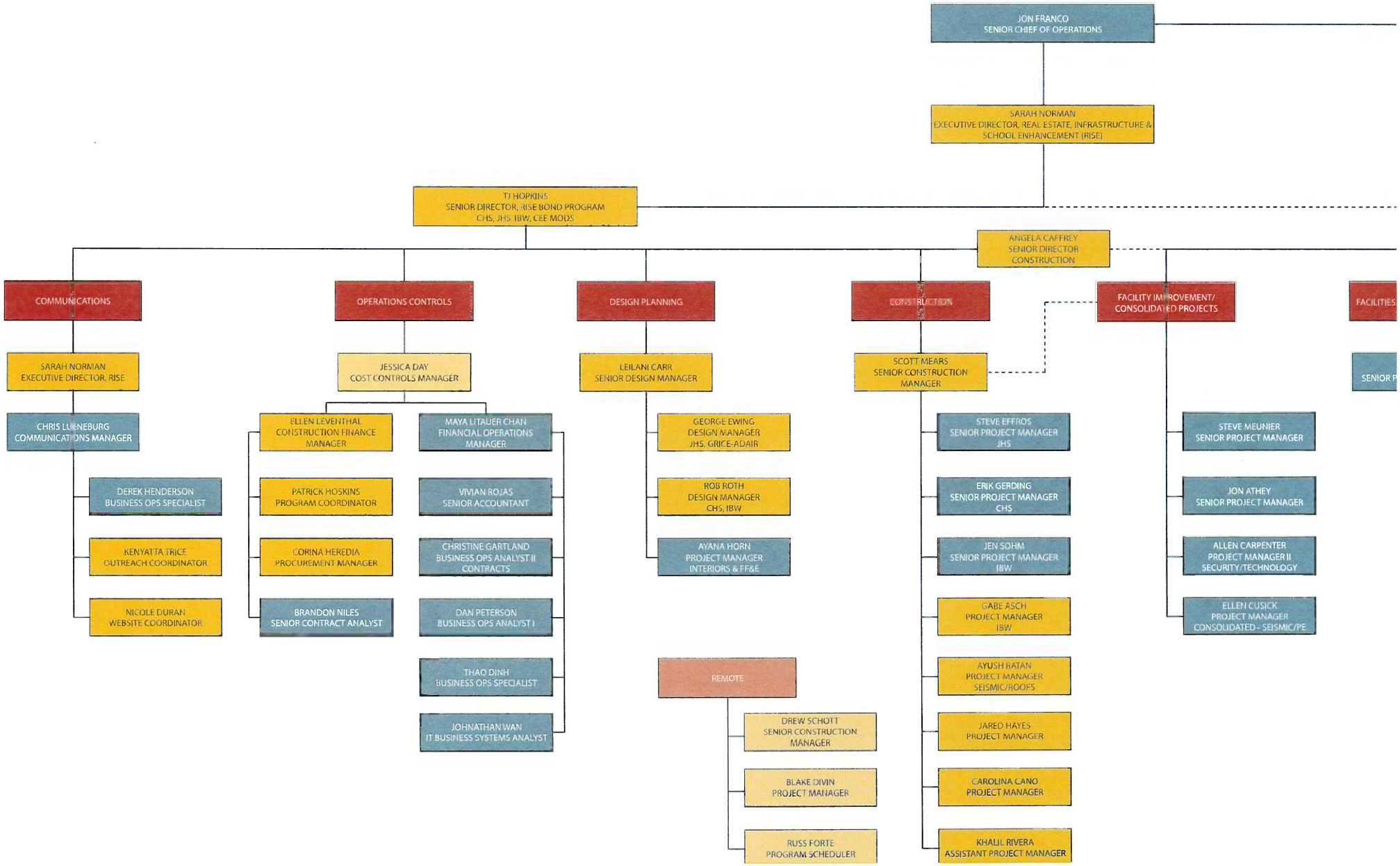
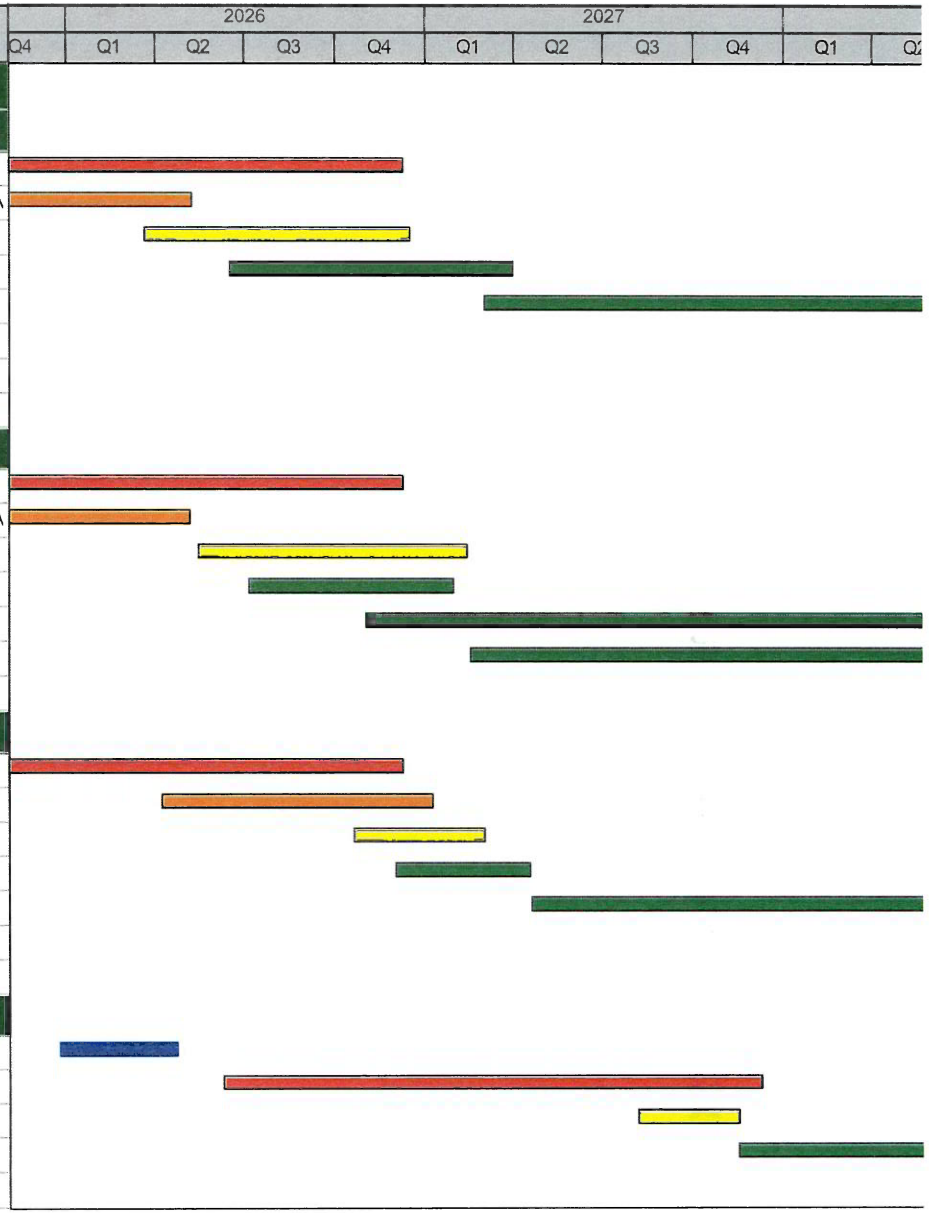


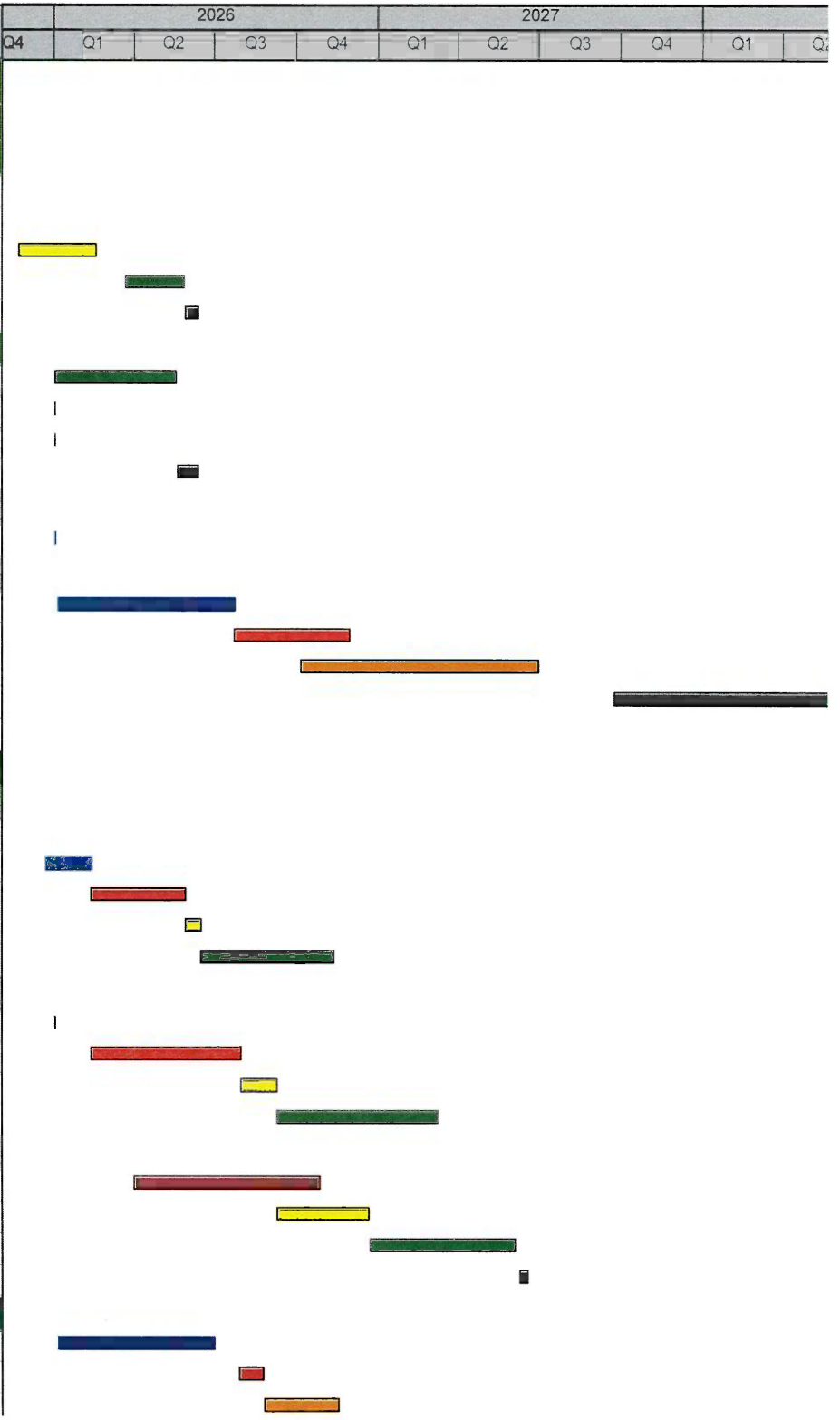
EXHIBIT 2 - PROGRAM MASTER SCHEDULE

Please see the following pages.

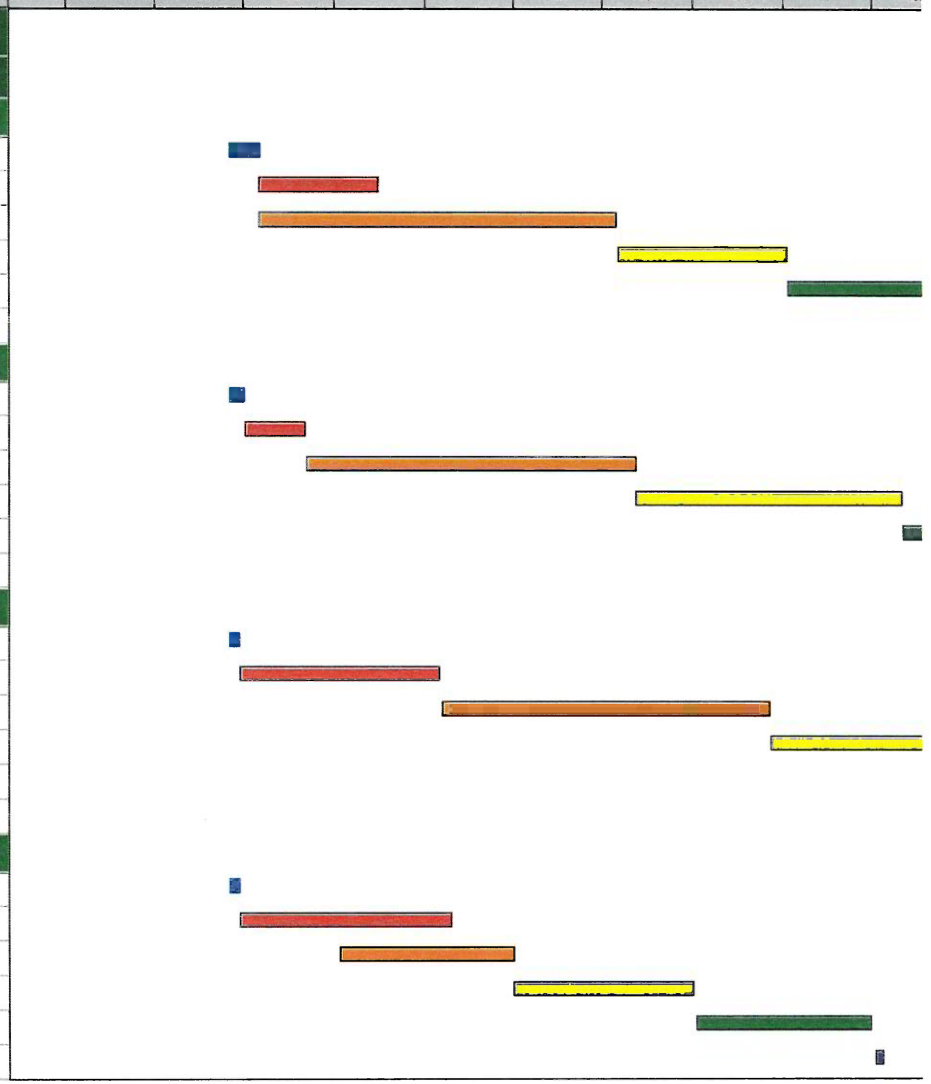
Activity Name	Duration	Start	Finish
Portland PS Bond Program			
JEFFERSON HS			
PROJECT REDESIGN & CONSTRUCTION DOCUMENTS	479	02-Jan-25 A	08-Dec-26
LAND USE PERMIT	151	06-Oct-25 A	07-May-26 A
BUILDING PERMITS	185	20-Mar-26 A	16-Dec-26
CONSTRUCTION - SOUTH FIELDS	206	15-Jun-26	29-Mar-27
CONSTRUCTION - NEW BUILDING	589	01-Mar-27	31-May-29
CLOSE-OUT & WARRANTY	60	01-Jun-29*	23-Aug-29
DEMO - OLD BUILDING	100	01-Jun-29	18-Oct-29
CONSTRUCTION - FOOTBALL STADIUM	203	19-Oct-29	30-Jul-30
CLEVELAND HS			
PROJECT REDESIGN & CONSTRUCTION DOCUMENTS	479	02-Jan-25 A	08-Dec-26
LAND USE PERMIT	150	01-Oct-25 A	05-May-26 A
BUILDING PERMITS	40	14-May-26 A	12-Feb-27
DEMO & SITEWORK	150	06-Jul-26	29-Jan-27
CONSTRUCTION - STADIUM	479	02-Nov-26	31-Aug-28
CONSTRUCTION - NEW BUILDING	630	15-Feb-27	13-Jul-29
CLOSE-OUT & WARRANTY	60	16-Jul-29	05-Oct-29
IDA B WELLS HS			
PROJECT REDESIGN & CONSTRUCTION DOCUMENTS	479	02-Jan-25 A	08-Dec-26
LAND USE PERMIT	151	08-Apr-26 A	08-Jan-27
BUILDING PERMITS	96	19-Oct-26	01-Mar-27
DEMO & SITEWORK	98	02-Dec-26	16-Apr-27
CONSTRUCTION - NEW BUILDING	575	19-Apr-27	29-Jun-29
CONSTRUCTION - NEW FIELDS	339	15-May-29	30-Aug-30
CLOSE-OUT & WARRANTY	60	05-Jul-29*	26-Sep-29
GRICE-ADAIR CENTER FOR EDUCATION EXCELLENCE			
A/E PROCUREMENT	43	24-Dec-25 A	22-Apr-26 A
PROGRAMMING & DESIGN	393	08-Jun-26*	08-Dec-27
BUILDING PERMITS	73	05-Aug-27	15-Nov-27
DEMOLITION & CONSTRUCTION	392	16-Nov-27	16-May-29
CLOSE-OUT & WARRANTY	60	17-May-29	08-Aug-29



Activity Name	Duration	Start	Finish
Portland PS Bond Program			
ATHLETIC FACILITIES			
GRANT HS LIGHTS			
DESIGN	37	01-Jan-25 A	28-Feb-25 A
LAND USE PERMIT	150	01-Mar-25 A	08-Aug-25 A
PERMITTING	65	21-Nov-25 A	16-Feb-26 A
CONSTRUCTION	49	23-Mar-26 A	26-May-26 A
CLOSE-OUT	10	28-May-26 A	11-Jun-26
MARSHALL MS HUB			
CONSTRUCTION	195	01-Jan-26 A	18-May-26 A
PERMITTING	66	01-Jan-26 A	01-Jan-26 A
DESIGN	35	01-Jan-26 A	01-Jan-26 A
CLOSE-OUT	17	20-May-26 A	12-Jun-26
HUB FIELD AND LIGHTS			
A/E PROCUREMENT	34	01-Jan-26 A	01-Jan-26 A
UPPER FIELD (MULTI-USE)			
A/E PROCUREMENT	34	05-Jan-26 A	22-Jul-26
DESIGN	93	23-Jul-26	30-Nov-26
LAND USE PERMIT	193	05-Oct-26*	30-Jun-27
CONSTRUCTION	195	23-Sep-27	21-Jun-28
CLOSE-OUT	5	26-Jun-28	30-Jun-28
JACKSON MS HUB			
PHASE 0			
LAND USE PERMIT	43	01-Jan-24 A	10-Sep-24 A
DIRECT SELECT / COOP PROCUREMENT	25	22-Dec-25 A	11-Feb-26 A
DESIGN	37	11-Feb-26 A	29-May-26 A
PERMITTING	11	29-May-26 A	15-Jun-26
CONSTRUCTION	107	16-Jun-26	11-Nov-26
PHASE 1A			
LAND USE PERMIT	98	01-Jan-26 A	01-Jan-26 A
DESIGN	37	11-Feb-26 A	30-Jul-26
PERMITTING	28	31-Jul-26	08-Sep-26
CONSTRUCTION	129	09-Sep-26	08-Mar-27
PHASE 1B			
DESIGN	238	01-Apr-26 A	26-Oct-26
PERMITTING	74	09-Sep-26	21-Dec-26
CONSTRUCTION	119	22-Dec-26	04-Jun-27
CLOSE-OUT	8	09-Jun-27	18-Jun-27
POWELL PARK			
P&R NEGOTIATIONS	105	05-Jan-26 A	30-Jun-26
DESIGN	20	28-Jul-26	24-Aug-26
LAND USE PERMIT	60	25-Aug-26	16-Nov-26



Activity Name	Duration	Start	Finish
Portland PS Bond Program			
ATHLETIC FACILITIES			
ROOSEVELT HS ATHLETIC IMPROVEMENTS			
A/E PROCUREMENT	23	15-Jun-26*	15-Jul-26
DESIGN	87	16-Jul-26	13-Nov-26
LAND USE PERMIT	261	16-Jul-26*	15-Jul-27
PERMITTING	124	16-Jul-27	05-Jan-28
CONSTRUCTION	197	06-Jan-28	06-Oct-28
CLOSE-OUT	5	11-Oct-28	17-Oct-28
FRANKLIN FIELD			
A/E PROCUREMENT	12	15-Jun-26*	30-Jun-26
DESIGN	44	01-Jul-26	31-Aug-26
LAND USE PERMIT	240	01-Sep-26	02-Aug-27
PERMITTING	195	03-Aug-27	01-May-28
CONSTRUCTION	196	02-May-28	30-Jan-29
CLOSE-OUT	5	02-Feb-29	08-Feb-29
WEST SYLVAN MS FIELD			
A/E PROCUREMENT	9	15-Jun-26*	25-Jun-26
DESIGN	146	26-Jun-26	15-Jan-27
LAND USE PERMIT	240	18-Jan-27	17-Dec-27
PERMITTING	195	20-Dec-27	15-Sep-28
CONSTRUCTION	197	18-Sep-28	19-Jun-29
CLOSE-OUT	5	22-Jun-29	28-Jun-29
GRANT HS SEATING			
A/E PROCUREMENT	43	15-Jun-26 A	25-Jun-26
DESIGN	153	26-Jun-26	26-Jan-27
LAND USE PERMIT	128	05-Oct-26*	31-Mar-27
PERMITTING	132	01-Apr-27	01-Oct-27
CONSTRUCTION	129	04-Oct-27	30-Mar-28
CLOSE-OUT	5	04-Apr-28	10-Apr-28



Activity Name	Duration	Start	Finish
Portland PS Bond Program			
ALL SEISMIC 2025 BOND			
BEVERLY CLEARY FERNWOOD FULL SEISMIC			
DESIGN	238	15-Jan-26 A	20-Nov-26
PERMITTING	63	23-Nov-26	17-Feb-27
CONSTRUCTION	311	11-Jun-27	18-Aug-28
CLOSE-OUT	30	21-Aug-28	29-Sep-28
VERNON & WINTERHAVEN APPROACH B- PARTIAL SEISMIC			
DESIGN	238	18-Sep-25 A	24-Dec-25 A
PERMITTING	119	25-Nov-25 A	15-Jul-26
CONSTRUCTION	57	20-Jul-26	06-Oct-26
CLOSE-OUT	30	07-Oct-26	17-Nov-26
AINSWORTH & KELLY PARTIAL SEISMIC			
DESIGN	150	10-Jun-26	05-Jan-27
PERMITTING	66	06-Jan-27	07-Apr-27
CONSTRUCTION	56	11-Jun-27	27-Aug-27
CLOSE-OUT	45	30-Aug-27	29-Oct-27
RICHMOND PARTIAL SEISMIC & ROOF			
DESIGN	150	30-Apr-26 A	25-Nov-26
PERMITTING	100	26-Nov-26	14-Apr-27
CONSTRUCTION	56	11-Jun-27	27-Aug-27
CLOSE-OUT	31	30-Aug-27	11-Oct-27
CAPITOL HILL SEISMIC & ROOF			
DESIGN	120	28-Apr-26 A	12-Oct-26
PERMITTING	97	13-Oct-26	24-Feb-27
CONSTRUCTION - PHASE 1	48	11-Jun-27	17-Aug-27
CLOSE-OUT - PHASE 1	23	18-Aug-27	17-Sep-27
CONSTRUCTION - PHASE 2	48	14-Jun-28	18-Aug-28
CLOSE-OUT - PHASE 2	30	21-Aug-28	29-Sep-28
BEACH SEISMIC & ROOF			
DESIGN	120	25-Jun-26	09-Dec-26
PERMITTING	14	04-Feb-27	23-Feb-27
CONSTRUCTION - PHASE 1	48	07-Jun-27	11-Aug-27
CLOSE-OUT - PHASE 1	23	12-Aug-27	13-Sep-27
CONSTRUCTION - PHASE 2	48	14-Jun-28	18-Aug-28
CLOSE-OUT - PHASE 2	30	21-Aug-28	29-Sep-28
ROSE CITY PARK SEISMIC AND ROOF			
DESIGN	160	10-Sep-26	21-Apr-27
PERMITTING	215	22-Apr-27	16-Feb-28
CONSTRUCTION	311	16-Jun-28	24-Aug-29
CLOSE-OUT	30	27-Aug-29	05-Oct-29

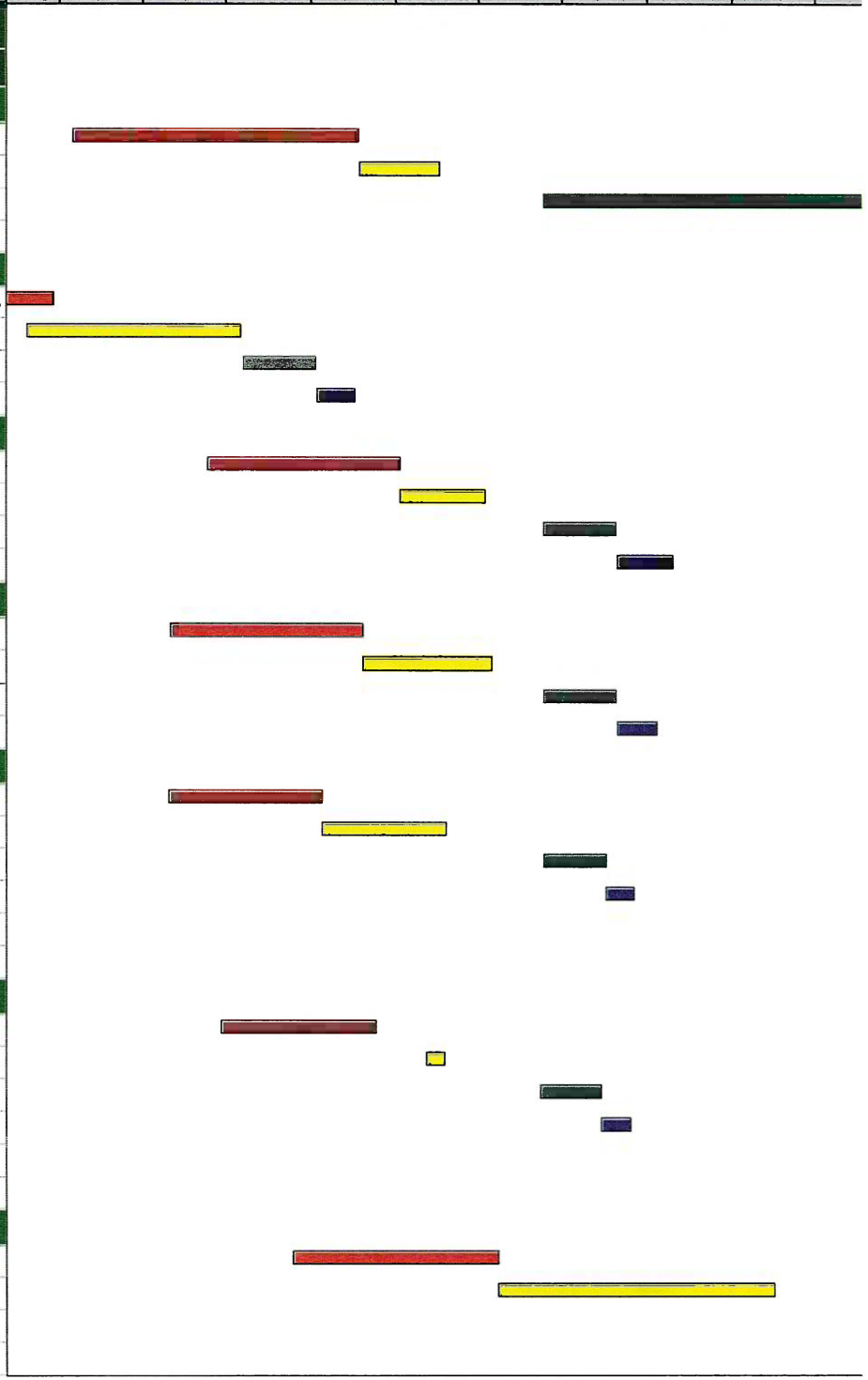


EXHIBIT 3 - PROJECT BUDGET

Please see the following pages.

2012 Bond Program Status – Budget Update - Overview

Modernizations: Franklin HS, Grant HS, Roosevelt HS, and Faubion PK-8
Middle School Science Upgrades
Consolidated Projects: Accessibility, Seismic

Project	Budget	Outstanding Encumbrance	Amount Paid to Date	Remaining Balance
Franklin HS Mod	$110,950,414	$0	$110,950,414	$0
Grant HS Mod	$155,300,188	$0	$155,300,188	$0
Roosevelt HS Mod	$97,128,043	$0	$97,128,043	$0
Faubion Replace	$30,653,663	$0	$30,653,663	$0
Grant Upper Field	$3,170,988	$0	$3,170,988	$0
RHS Phase IV	$6,153,741	$0	$6,153,741	$0
Other Projects	$112,740,428	$8,100	$112,710,428	$21,900
Grant & Franklin Add Ons	$367,663	$92,879	$72,164	$202,620
Administration	$31,284,018	$0	$31,284,018	$0
Contingency	$83,104	$0	-$902	$84,006
PPS 2012 Bond Program Total	**$547,832,249**	**$100,979**	**$547,422,744**	$308,526



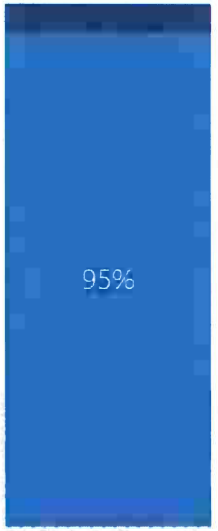
2012 Bond

2017 Bond Program Status – Budget Update - Overview

Modernizations: Benson Polytechnic, Lincoln, McDaniel, Kellogg Middle School and Multiple Pathways to Graduation

Consolidated Projects: Water Quality, Security Upgrades, New Roofs, Asbestos Abatement, Radon Remediation, Lead Paint Stabilization, Life Safety Upgrades, Accessibility, Seismic

Project	Budget	Outstanding Encumbrance	Amount Paid to Date	Remaining balance
Benson HS Mod	$146,614,560	$158,943	$143,508,637	$2,946,980
Benson Add Ons	$2,865,020	$417,585	$1,092,198	$1,355,237
Benson Swings	$12,199,595	$0	$12,199,595	$0
Lincoln HS Repl	$240,836,448	$28,738	$224,096,580	$16,711,130
Kellogg MS Replace	$57,648,703	$0	$57,648,703	$0
McDaniel Mod	$197,000,000	$39,657	$196,817,745	$142,598
Health & Safety	$169,256,030	$23,133,634	$122,993,632	$23,128,764
Athletics	$4,895,489	$174,034	$2,278,729	$2,442,726
Administration	$61,087,401	$203,184	$60,873,810	$10,407
Contingency	$42,039	$0	$0	$42,039
PPS 2017 Bond Program Total	**$892,445,285**	**$24,155,774**	**$821,509,629**	**$46,779,882**



2017 Bond

2020 Bond Program Status – Budget Update - Overview

Modernizations: Jefferson HS, Pre-Planning/Design Ida B Wells and Cleveland HS, Grice-Adair Center for Educational Excellence, Roosevelt (added capacity), and Benson
Consolidated Projects: Curriculum Materials, New Technology for classroom and distance learning, Health & Safety, Seismic, Security, Re-Roofing

Project	Budget Managed by PROCEDEO	Budget Managed by PPS	Outstanding Encumbrance	Amount Paid to Date	Remaining Balance
Benson 2020 Funds		$164,903,890	$640,328	$162,803,433	$1,460,129
Jefferson HS Mod	$366,007,500		$38,429,302	$30,053,013	$297,525,185
Jefferson Add Ons	$152,175		$149,945	$250	$1,980
CEE	$60,000,000		$34,238	$16,222,680	$43,743,082
Cleveland HS – Design	$23,679,515		$8,412,380	$15,270,600	-$3,465
Cleveland Swing Site	$137,500		$1,800	$105,905	$29,795
Wells HS – Design	$20,000,000		$2,404,163	$17,584,080	$11,757
Roosevelt PhV – Design		$2,000,000	$1,035	$97,625	$1,901,340
MPG Building		$80,447,075	$267,192	$77,947,593	$2,232,290
Curriculum		$63,319,191	$1,255,550	$54,617,744	$7,445,897
Technology		$136,100,000	$16,660,493	$91,534,529	$27,904,978
Infra Projects		$268,153,105	$19,787,893	$235,023,435	$13,341,777
Administration		$51,706,045	$1,239,513	$34,440,015	$16,026,517
2017 Bond Balance		$0	$0	$0	$0
Contingency – OSM		$79,451,387	$0	$0	$79,451,387
Unallocated Funds		$17,649,899	$0	$0	$17,649,899
PPS 2020 Bond Program Total	**$469,976,690**	**$863,730,592**	**$89,283,832**	**$735,700,902**	**$508,722,548**



2020 Bond

2025 Bond Program Status – Budget Update - Overview

Modernizations: Cleveland HS, Ida B Wells HS, and Jefferson

Consolidated Projects: Security Upgrades, Seismic, Technology, Improvements for Roosevelt, Lincoln, Franklin, and Grant, and New Athletic Hub Facilities at Jackson MS and Marshall Campuses

Project	Budget Managed by PROCEDEO	Budget Managed by PPS	Outstanding Encumbrance	Amount Paid to Date	Remaining Balance
Priority Scope		$190,000,000	$10,622,793	$344,233	$179,032,974
Athletics		$79,000,000	$1,347,024	$2,047,435	$75,605,541
Technology		$176,000,000	$3,916,460	$26,452,579	$145,630,961
Physical Education		$10,000,000	$0	$0	$10,000,000
Curriculum		$56,000,000	$0	$0	$56,000,000
Jefferson HS Modernization	$100,000,000		$0	$0	$100,000,000
Cleveland HS Modernization	$448,911,745		$12,273,030	$393,615	$436,245,100
Ida B Wells HS Modernization	$429,350,000		$29,359,062	$507,760	$399,483,178
Elementary & Middle Schools		$171,738,255	$0	$0	$171,738,255
Admin		$83,050,000	$57,898,825	$7,570,008	$17,581,167
Contingency		$125,956,806	$0	$0	$125,956,806
PPS 2025 Bond Program Total	**$978,261,745**	**$891,745,061**	**$115,417,194**	**$37,315,630**	**$1,717,273,982**



2025 Bond

SAMPLE PPS PROJECT BUDGET 2025 BOND PROGRAM
BUDGET/COST BREAKDOWN, CALCULATED PER ALL IN
PROJECT NAME

LOC XXX
Job # XXX-XXX

PROCEDEO

Line LN	Description	Object Code	Sub-Objt	Formula	Budget Amount
	CONSTRUCTION				
1	Construction Budget CCL	XXXXXX	XXX		0.00
2	Move/Swing/Temp. Facilities	XXXXXX	XXX		0.00
3	Estimating CCL	XXXXXX	XXX	XX% * LN(1+5)	0.00
4	Total Construction before Security/Technology				$ -
5	Project Contingency / GC Contract -Owner Approved	XXXXXX	XXX	XX% * LN1	0.00
6	Total Contractor Construction Amount				$ -
7	Utility Costs and Connection Fees - electric	XXXXXX	XXX	XX% * LN1	0.00
8	Land Acquisition	XXXXXX	XXX	XX% * LN1	0.00
9	Technology	XXXXXX	XXX	XX% * LN1	0.00
10				**TOTAL PROJECT CONSTRUCTION and CONTINGENCY**	$ -
11	**ARCHITECT/ AE**				
12	Owner Provided Arch and Eng Svcs	XXXXXX	XXX	XX% * LN10	0.00
13	Add Services for Design AE	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
14	RAS Review	XXXXXX	XXX	lump sum	0.00
15	AE Reimbursable	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
16				**TOTAL ARCHITECT**	$ -
17	**SOFT COSTS**				
18	Material Testing	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
19	Geotechnical	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
20	Land Surveying	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
21	Cost Estimating	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
22	Commissioning	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
23	Roof Inspection	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
24	Land Use Consultant	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
25	TIA TMP	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
26	Other Engineering Svcs	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
27	Other Design Services	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
28	Moving Expenses	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
29	Test & Balance	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
30					
31	FF&E for Campus - based upon purpose & extent of addition	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
32	FF&E Contingency	XXXXXX	XXX	XX% * LN31	0.00
33					
34					
35	Haz-Mat Abatement	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
36	Haz-Mat Contingency	XXXXXX	XXX	XX% * LN35	0.00
37	Haz-Mat Sample/Monitoring & Hazmat Design Fee	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
38					
39	Permits	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
40	Fees & Dues	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
41	Overtime-Custodial Support	XXXXXX	XXX	XX% * LN(1+2+3)	0.00
42	District Held Builder's Risk	XXXXXX	XXX	XX% * LN(4+5)	0.00
43	DCIP	XXXXXX	XXX	XX% * LN(4+5)	0.00
44					
45				**TOTAL SOFT COSTS**	$ -
46				**TOTAL CONSTRUCTION, ARCHITECT, SOFT COSTS**	$ -
47	Contingency	XXXXXX	XXX	XX% * LN(46)	0.00
48				**TOTAL BUDGET AMOUNT TO ORGANIZATION CODE**	$ -
49	Admin Costs	Multiple	Multiple	XX% * LN(1+5)	0.00
50				**PROJECT BUDGET ALLOCATION**	$ -
51				**LAND BUDGET ALLOCATION**	**0.00**
52				**TOTAL BUDGET ALLOCATION**	$ -

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EXHIBIT 4 - PROCESSES AND PROCEDURES

A. PROGRAM MANAGEMENT TEAM

1. PROGRAM MANAGEMENT TEAM ON SITE

Program Manager is to continuously maintain in Portland, Oregon, a sufficient team of full-time, on-site, and experienced program management staff(the "PM Team") is leading the Program and its projects and to perform the Services, including without limitation to regularly meet with PPS leaders and staff, manage projects, and address Program needs. The on-site PM Team may be supported by team members in other locations. Program Manager will maintain capacity, personnel, and systems adequate to increase or decrease Services and projects based on Program needs and PPS direction, upon reasonable notice. PPS will provide the on-site PM Team members with dedicated office/cubicle space.

2. STABILITY OF PM TEAM

Program Manager is making sure that the PM Team's leadership and Key Personnel will in fact be continuously present or available, committed, and (unless otherwise agreed) engaged full time on PPS's Program and projects. Should any member of the PM Team not be able to so continue on the Program or a project, Program Manager is providing no less than 45 days' advance written notice (except in emergencies or beyond the control of Program Manager) to PPS's Senior Chief of Operations or designer, together with its proposal for replacement individuals, who must have substantial prior experience on the Program or its projects and have qualifications commensurate with the departing PM Team member. PPS retains the right to object to any proposed PM Team member.

3. AUDIT/EVALUATION OF PROGRAM MANAGER

PPS is auditing and evaluating Program Manager's performance from time to time in its discretion, including evaluation of key performance indicators, Program and project progress, compliance with budget and financial integrity, and other relevant factors. Program Manager will cooperate and provide fully transparent examinations of its Services and finances, including without limitation prompt access to PPS of all Program and project documentation and Key Personnel and staff on the PM Team.

4. SCOPE OF PROGRAM MANAGER AUTHORITY

PPS may in writing confer limited, enumerated authority to Program Manager and its PM Team to represent and act on behalf of PPS, but Program Manager otherwise has no legal authority to bind PPS with respect to other persons or entities.

B. PROGRAM MANAGEMENT SERVICES

1. PROGRAM MANAGEMENT PLAN

Within 30 calendar days after the effective date of this Contract, Program Manager is producing to PPS a written "first 90 days" plan outlining, among other things, onboarding and staffing plans; within 90 calendar days after the effective date of this Contract, Program Manager is producing to PPS a comprehensive management plan that sets out Program Manager's team and is managing, overseeing, and leading the Program and its projects, including without limitation its management and organizational approach for the Program and for each project, staffing models and requirements (incorporating the use of PPS staff), and Program and project controls. Program Manager is expecting to incorporate existing PPS Program and project controls for bond-funded projects. The Program Management Plan must also address the following:

- Program management approach and organization, including executive, management, and team staffing plan and responsibilities;
- Program planning and development activities, including strategic planning for, prioritizing, and defining the scope, schedule, and budget of the projects;
- Program management controls, including scope management, budget/cost data and controls, complete schedules, and quality management;
- Procurement strategies and procedures (in conformance with established PPS procurement rules), including strategy for procurement of design services and construction, if required; procedures for pre-purchase of material, systems, and equipment, if required; and evaluating and approving substitutions;
- Design services authorization processes and procedures, including administrative approval processes and responsibilities and key documentation for professional services and preconstruction services;
- Processes and procedures for consistent and efficient project construction procurement and management, such as awarding and negotiating contracts, approving subcontractors and suppliers, providing notices to proceed, processing change orders, certifying payment applications, and closing out projects, including complying with PPS processes and procedures mandated by Oregon Revised Statutes or audit compliance;
- Program communication procedures, including systems, meetings, reporting, investigation, and records;
- Compliance with PPS's project management information system for bond-funded projects, records maintenance, and information management procedures throughout the Program, including conformance with existing auditable workflow and data management systems, data security, project activities, and other tasks;
- Design of processes and guidelines, including assessment, prioritization, project scope definition, design development, coordination, and permit process;
- Construction process guidelines, including preconstruction and construction administrative services, construction phase processes and procedures, program coordination, change order management, commissioning, and project closeout procedures; and
- Project acceptance and turnover guidelines relating to project completion, closeout management, and transition of facilities to PPS and public occupancy and use, including record documentation, manuals, and warranties.

2. PROGRAM SCHEDULE
Program Manager is creating a baseline Program Schedule with appropriate milestones, and provide regular updates to the Program Schedule, identifying any variances from baseline, throughout the term of the Contract. The Program Schedule will clearly identify critical path activities and note any subsequent changes to the activities defined as critical path.

3. FISCAL AND BUDGET MANAGEMENT
Program Manager is responsible for budget and fiscal oversight of the Program and its projects to ensure financial integrity and project and Program completion within Program Cost Budget, including without limitation analysis and management of budget, cash flow, programming, strategic planning, contract documents, permitting, contingency management, risk identification and management, progress payment approvals and audits, and financial closeout of projects.

4. INFORMATION MANAGEMENT
Program Manager is implementing and, for the duration of the Program, maintaining and upgrading as necessary a web-based Program Management Information System ("PMIS") to receive, analyze, distribute, approve, and maintain Program and project reports, Program and project schedules, and other communications and data, with regular reports and documentation as agreed by PPS and Program Manager. PMIS will contain, at a minimum, current status on contracts, Program Cost Budget, schedule and quality on a Program and project basis. Activities under the Program and for each project will be scheduled and documented through PMIS. Through PMIS, Program Manager is organizing information by project, activity, and other relevant categories. Program Manager is collecting information pertaining to each project and update PMIS on at least a weekly basis. Use of PMIS will not preclude Program Manager from being required to maintain existing PPS workflow and data management procedures.

5. PROGRAM REPORTS
Program Manager is preparing and distributing to PPS a monthly Program report to inform PPS and stakeholders with relevant information about the Program and each project. The specific contents of the monthly report will be agreed upon by PPS and Program Manager.

6. DESIGN STANDARDS
Program Manager is providing advice and input to PPS in modifying and updating PPS's design standards to be used in the projects.

7. PROGRAM ADMINISTRATION
Program Manager is providing sufficient on-site resources to administer, manage, and evaluate the Program, including both the foregoing duties and, without limitation, the following:

- Establish and maintain a weekly and monthly reporting regime to keep PPS fully informed of the Program and the progress of each project;
- Support, protect, and defend PPS's interests in all intersections with the design team, construction contractors and suppliers, and third parties;
- Monitor, analyze, and evaluate project data to determine progress, identify obstacles, risks, and opportunities, and provide active, comprehensive management of the costs and schedules for the Program and its projects;
- Manage activities of designated PPS staff and contractors;
- Manage and administer Program communications and data retention;
- Prepare and participate in presentations to PPS's Board of Education and engage in discussions with PPS leaders, Board members, PPS staff, and community stakeholders;
- Coordinate, support, and cooperate with PPS staff, internal and external auditors, accountants, legal counsel, and other PPS Program Managers;

- Maintain confidentiality of personal identifying information, personal health information, and privileged information, but otherwise cooperate with PPS's production of publicly available information in response to relevant requests; and
- Engage with relevant PPS communities concerning the projects.

C. PROJECT MANAGEMENT SERVICES

Program Manager is providing all services needed for the successful completion of each project within the time and budget allowed by PPS. These services include the applicable Program Management Services identified above, scaled to each project, and (without limitation) the following:

1. GENERAL SERVICES FOR EACH PROJECT

a. Fiscal and Budget Management: Program Manager is providing fiscal and budget management for each project, consistent with Program Management Services identified above.

b. Project Management Plan: Consistent with the Program Management Plan, Program Manager is preparing and proposing to PPS a Project Management Plan for each project, which will address the same issues identified in the Program Management Plan, tailored to each project.

c. Project Scheduling: Program Manager is requiring and administering a uniform critical-path method schedule for the construction of each project, using all relevant inputs, connections, and formulas. Program Manager is requiring and continuously evaluating the CM/GC's or general contractor's critical-path Project Schedule for each project to ensure that it accurately reflects current project progress and planning. Program Manager will present the Project Schedule to PPS and others (including without limitation during community outreach efforts) together with Program Manager's analysis and recommendations to maintain safety, scope, quality, budget, and time for project completion. All schedules must be easily and regularly communicated to PPS in usable formats, analyses, and summaries to understand the actual performance of and schedule for the construction work.

d. Contingencies: Program Manager is establishing and recommending contingency funds and plans to mitigate financial, cost, schedule, and other risks associated with each project and the Risk Management Plan. Program Manager is responsible to approve the use of contingency funds in any construction contract to maintain cost discipline and permit timely completion of the project within the contract sum or guaranteed maximum price.

e. Project Services:

1. *Within the enumerated scope authorized by PPS in writing, act as PPS's authorized agent and principal contact under project design and construction contracts to (a) decide, approve, or reject project matters on behalf of PPS; (b) receive and transmit project contractual notices, inspection reports, and other communications; (c) transmit project notices, reports, and communications promptly to PPS with appropriate Program Manager recommendations; and (d) communicate PPS and Program Manager decisions to project participants;*

2. *Oversee and communicate with project participants, which may include both PPS employees and external contractors or vendors, to ensure project success, all within the limits of PPS's contractual and legal duties;*

3. *Oversee PPS contractor and vendor performance and billings relative to contract obligations;*

4. *Develop and implement quality assurance plans (e.g., testing, inspection) for each project consistent with the limits of PPS's contractual and legal duties;*

5. *Schedule, conduct, and maintain minutes of regular progress meetings among the architect of record, relevant engineers, and the general contractor or CM/GC, and other meetings as appropriate, to monitor progress and resolve outstanding issues for each project;*

6. *Maintain project files and records, in compliance with existing PPS audit-required workflow and document management systems;*

7. *Notify PPS of contractual notices and other communications from project participants;*

8. *Assist and advise PPS and cooperate with PPS's legal counsel and forensic consultants with respect to claims and disputes, including without limitation preserving data, documents, electronically stored information, objects, and other potential evidence relating to claims and disputes; and*

9. *Observe project activities and progress and (a) consistent with PPS's legal and contractual duties, initiate or act upon requests to address opportunities, concerns, or disputes to efficiently achieve project safety, schedule, costs, and other goals; and (b) report to PPS on the observations, reports, requests, and actions, and their outcomes.*

f. Design/Engineering Review Services:

1. *Review, in detail, all Drawings and Specifications to ensure compliance with PPS's technical requirements and construction standards;*

2. *Coordinate all activities of project teams, providing overall team leadership and guidance throughout the entire process;*

3. *Maintain a detailed project budget to address all projected costs;*

4. *Process and carefully review all submittals, product samples, shop drawings, requests for information and clarifications. Provide tracking, oversight and coordination of submittal reviews, samples and shop drawings, in compliance with existing PPS audit-required workflow and documentation management systems;*

5. *Perform statistically based quality design reviews;*

6. *Provide oversight of the design teams, including without limitation coordination of interfaces with PPS personnel; and*

7. *Record design or programmatic changes that are made and approved by PPS, and log these changes and their cost and time in the form of design-phase change orders. Any deviations from the quality specifications contained in the Specifications document will be conspicuously noted.*

g. Preconstruction Services: Program Manager is regularly reviewing the development of the design for each project and provide recommendations to PPS for systems, materials, equipment, and techniques that are utilized to achieve the standards for each project. Program Manager is providing advice to PPS on construction feasibility, availability of materials and labor, and procurement and time requirements for installation and construction. To the extent that PPS approves or modifies its recommendations, Program Manager is assisting in negotiating or carrying out the recommendations with other relevant parties.

1. *Program Manager is performing at least the following preconstruction services:*
2. *Participate with PPS staff and its architect or engineers to address cost, constructability, project efficiency, and potential cost savings of project design and design elements, and provide cost estimating and constructability analyses as requested;*
3. *Participate with project architects, engineers, and specialty Program Managers ("Design Team") (i) to validate project scope, project budget, and schedule parameters; and (ii) to assist in developing better design and construction plans during the designers' preparation of construction drawings and specifications;*
4. *Determine the need for retaining Program Managers to provide professional and other services for each project and assist PPS in reviewing qualifications and selecting Program Managers;*
5. *Ensure completion of final bid packages, requests for proposals, and project phasing elements and requirements;*
6. *Recommend procurement strategies compliant with law to select potential contractors and assist PPS in the evaluation of written bids or proposals and the selection of contractors, subcontractors, and vendors;*
7. *Ensure compliance by project participants with legal requirements for procurements;*
8. *Represent or assist PPS in the negotiation of the terms of construction and vendor contracts;*
9. *Require and continuously evaluate the CM/GC's or general contractor's critical-path Project Schedule for each project to ensure that it properly applies critical-path logic and formulas and accurately reflects current project progress and planning. Program Manager will present the Project Schedule to PPS and others (including without limitation during community outreach efforts) together with Program Manger's analysis and recommendations to maintain safety, scope, quality, budget, and time for project completion;*
10. *Develop and administer detailed cost tracking and reporting systems for design and construction of the project; and*
11. *Identify and participate with the design team to capitalize on opportunities for efficiencies and cost savings in the design documents as well as during construction of the project.*

h. Construction Phase Services: During construction phases of a project, Program Manager is providing the following services:

1. *Obtain and coordinate necessary reports and reviews from the design team and the contractor or CM/GC to ensure compliance with safety, budget, and time requirements;*
2. *Ensure that contractor or CM/GC comply with all permitting requirements and permits required of them. Assist PPS in obtaining all necessary permits that it is to produce under the contract documents;*
3. *Analyze, approve, revise, reject and compare applications for payment, submittals, daily reports, costs, and receipts in accordance with PPS's duties and requirements, including review of all documentation of costs on each Application for Payment;*

4. *Provide audit support as required;*
5. *Coordinate closely with inspection activities to ensure that submittals correspond with PPS and industry standards and that delivered equipment and materials correspond with submittals and PPS and industry standards;*
6. *Conduct weekly pre-construction and construction meetings with the general contractor or CM/GC, the architect, and other key members of the project delivery team;*
7. *Establish lines of communication and construction administration procedures for the processing of submittals, shop drawings, requests for information, change requests, etc. Prepare a project procedures manual to define the handling of all project documentation, in concert with PPS's desired forms and processes;*
8. *Coordinate dispute resolution and claims avoidance services;*
9. *Identify potential liabilities in the requests for information that could develop into future requests for change orders;*
10. *Ensure that operations and maintenance manuals are assembled on an ongoing basis during construction to facilitate training, maintain warranties, and assist with final compilation;*
11. *Manage and maintain all project documents and files and ensure as-built drawings are kept current by Contractor; and*
12. *Select the services of independent testing laboratories and review their reports.*

i. Occupancy and Post-Occupancy:

1. *Assist the Architect in performing interim and final inspections and in monitoring all corrective work;*
2. *Assist the Architect in developing an appropriate punch list of outstanding items to be corrected at the time of Substantial Completion. Monitor completion of the punch list items by the contractor;*
3. *Coordinate the delivery, assembly, and installation of furniture, fixtures, and equipment;*
4. *Coordinate required training sessions with PPS and contractors and ensure that training is accomplished;*
5. *Review operations and maintenance manuals for each project to ensure they meet specified requirements;*
6. *Assist PPS to obtain occupancy permits, including preparation of relevant documents for governmental agencies as well as facilitating inspections by governmental agencies;*
7. *Coordinate with commissioning services providers; and*
8. *Verify that all warranties have been received and are in effect and coordinate warranty repair work.*

2. SERVICES FOR CM/GC PROJECTS.

For projects in which PPS selects and contracts with a CM/GC, Program Manager is ensuring that the CM/GC is under contract to provide a full scope of design-phase and preconstruction services, as well as construction management services through construction of the project, which may include some of the functions identified in Section C herein. Program Manager and PPS will adjust Program Manager's duties to properly interface with the duties of the CM/GC and will ensure that (a) the CM/GC in fact performs its required construction management services and (b) CM/GC's construction management team participates actively in the design, value engineering, planning, and construction of the project.

D. RISK MANAGEMENT

1. RISK MANAGEMENT PLAN

Program Manager is investigating each project, preparing a risk evaluation, and preparing a risk management plan for PPS's approval. Program Manager, after approval, is implementing, managing, and evaluating the risk management plan. Risks include, without limitation:

- *Safety of students, PPS personnel, construction workers and the public;*
- *Possible continuing operation of PPS or public functions in or adjacent to project sites;*
- *Financial risks for each project during its design and construction, including appropriate prequalification of participants, financial disclosures, audits, and methods to ensure full payment of all construction workers;*
- *Design and engineering risks;*
- *Schedule risks for each project; and*
- *The proper establishment and application of contingency funds to address risks.*

2. PROGRAM AND PROJECT AUDITS:

Program Manager is proposing appropriate terms and methods for PPS or its representatives to evaluate or audit (a) Project and Program costs, (b) Project and Program schedules, (c) Project safety standards and performance, and (d) other performance criteria and key performance indicators, during the course of the Program and each project, and at their termination. PPS reserves the right to conduct these audits or other audits under any awarded contract.

3. PROJECT SAFETY

Each CM/GC or general contractor is to be singularly responsible for safety at project sites, in accordance with their contracts and applicable law. PPS and Program Manager are not responsible for the creation or implementation of safety programs and may not direct or enforce safety standards for matters under the control of the CM/GC or general contractor. Program Manager is responsible to survey and evaluate the performance of those safety plans and report any deficiencies to the applicable contractor and to PPS.



E. PROCESS IMPROVEMENTS

Procedure/Process Name	Description	Date
Agendas and Meeting Minutes	Created templates and refined the procedure. For all 2025 bond projects, we are ensuring these are kept in Procore.	**Feb-26**
Website Updates	To establish a routine procedure for providing updates, reviewing and maintaining quality assurance (recurring monthly by the 15th of the month).	**Mar-26**
Communications	Process defining the objectives for communication both internally with PPS and externally to the Public through website updates and community events.	**Mar-26**
Bond Cashflow Submission & Timeline	Process to establish a submission timeline for periodic cash flow reports to help District prepare for upcoming needs (recurring monthly at the BOE meetings).	**Mar-26**
Monthly Schedule Update	When maintaining and updating both program & project-level schedules (recurring monthly at BOE meetings).	**Mar-26**
Design Review Process	Bluebeam Project & Session requirements when in Design	**Mar-26**
EWA Process	Set a template for all Early Work Authorizations and using BlueBeam for initial reviews.	**Apr-26**
Construction Closeouts	Reviewed and revamped the Closeout checklist to be more thorough and enforcable.	**Apr-26**
Vendor Pool Process	Utilizing master contracts in a pool system to pre-assign vendors to certain campuses and more quickly issue task orders.	**May-26**
Permit Process	Permit tracker has been created to ensure all construction permits are being tracked and all old permits are being closed.	**Jun-26**
Project Status Updates (PSUs)	Simplified this workflow by reducing the number of required fields, making the information more relevant to current operations, and reducing the frequency from monthly to quarterly.	**Jun-26**
Facilitron	Established a new SOP to create consistency amongst the maintenance blocks and set requirements on when/how they should be submitted.	**Jun-26**
NTPs	Created NTP and Limited NTP templates for all project types and ensuring dates are properly recorded.	**Jun-26**
GMP Contingency Approvals (GMPCA)	Streamlined this e-Builder process by eliminating the CM review step	**Pending**
Contractor Pay Apps (CPAs)	Added a step for a Controls review to verify financial completeness and accuracy	**Pending**

EXHIBIT 5 - PMP ACKNOWLEDGMENT

Portland Public School Bond Program

Program Management Plan PMP

Date of initial Version Issued for Approval: March 9, 2026
Date of Bi-Annual Submission Version 1 Issued for Approval: July 7, 2026

By: _____

Dr. Jon Franco

Senior Chief of Operations

Portland Public Schools

☑ Acknowledged and Approved ☐ Revise ☐ Reject

Resolution No. 7383

Resolution to Adopt the Budget Calendar for 2027-28

The Portland Public Schools Board of Education adopts the following Budget Calendar for 2027-28 budget development:

Portland Public Schools
Calendar to Adopt the 2027-28 Budget

			Board Inform / Review	Board Action	
BUDGET PLANNING	**October 6, 2026**	***School Board Meeting*** Board reviews & adopts draft 2027-28 Budget Calendar	✔	✔	PEC
	October 2026 - February 2027	***Community Engagement***			TBD
	November 4, 2026	School Board Meeting Board appoints Community Budget Review Committee (CBRC) members		✔	PEC
	December 15, 2026	School Board Budget Work Session Establish priorities, budget principles, and policies	✔		PEC
	January - March 2027	***School Board Budget Work Sessions*** Inclusive of budget trainings, CBRC work session, and school staffing	✔		PEC
BUDGET BUILDING	**April 2027**	***Publish 1st Notice of Budget Committee Meeting*** *(5 to 30 days before the meeting)*			The Oregonian Web Site
	April 2027	***Publish 2nd Notice of Budget Committee Meeting*** *(5 to 30 days before the meeting)*			The Oregonian Web Site
	April 20, 2027	***Budget Committee Meeting (School Board Work Session)*** *CBRC in attendance* **Proposed Budget:** Superintendent delivers 2027-28 Proposed Budget message and presentation	✔		PEC
	May 11, 2027	***School Board Meeting*** CBRC presents 2027-28 Proposed Budget Report to the Board Board discussion and feedback focused on the budget	✔		PEC
	May 13, 2027	***Budget Committee Meeting and Budget Work Session*** Board conducts a public hearing and work session on the Proposed Budget	✔		TBD
	May 25, 2027	***Budget Committee Meeting*** **Approved Budget**: Board as Budget Committee approves 2027-28 Proposed Budget		✔	PEC
	June 2027	***Publish Notice of Budget Hearing and Budget Summary*** *(5 to 30 days before the meeting)*			The Oregonian Web Site
	June 29, 2027	***TSCC Hearing (pending TSCC confirmation)*** TSCC certifies 2027-28 Approved Budget ***Budget Committee Meeting (School Board Meeting)*** **Adopted Budget:** Board conducts a public hearing, adopts budget, makes appropriations, and imposes taxes	✔	✔	PEC
	July 15, 2027	***Submit Tax Certification documentations*** *File budget information with County Recorder and Designated Agencies*			



RIGHTSIZE. RIGHT SUPPORT.
RIGHT *for* STUDENTS.

October 6, 2026 Board Meeting

Purpose

Provide overview of the two proposed scenarios to stabilize enrollment and provide sustainable, balanced programming for every student in Portland Public Schools.

Today we will:

a Describe how the scenarios were developed

b Explain the proposed changes in each of the scenarios

c Evaluate each of the scenarios on the Key Performance Indicators and compare impacts if there are no changes

d Provide an overview of the impacts on each school or program

Today's Discussion

- How could these changes strengthen students' learning experiences and access to programs? Where might they create challenges?
- Which proposed changes seem most aligned with our guiding principles? Which raise concerns, and why?

No decision is requested today.



Board Resolution No. 7296

"...to continue to ensure well-resourced, sustainable schools and equitable access to opportunities for all students across the District, be it resolved that in April 2026, the District will launch phase three of Growing Great Schools, focusing on the school and program rightsizing process."

"The Board of Directors directs the Superintendent to launch the district-wide rightsizing process within the Growing Great Schools District-wide process to consider school and program consolidations, boundary adjustment, special program changes, and grade reconfigurations."

Approved April 14, 2026

Actions to Date

March	April	May	June
Southeast Enrollment Balancing Interviews, Surveys, Focus Groups	Board of Education Public Engagements (5)	Community Outreach: Culturally Specific and Special Education Specific	Culturally Specific Outreach
Current State Analysis	Review Feedback from Community to Inform Guiding Principles	**May 26 Adopt Rightsizing Guiding Principles**	Scenario + Key Performance Indicator Development
03/10 Board Meeting: Rightsizing Planning **03/12 TLE Committee:** Enrollment Trends + Efforts **03/31 Board Meeting:** Peer Districts + Effective Practices	**04/14 Board Meeting:** Resolution: Initiate Process **04/28 Board Meeting:** Reflection on Engagements	**05/12 Board Meeting:** Discuss Guiding Principles **05/26 Board Meeting:** Resolution: Adopt Guiding Principles	**06/11 TLE Committee:** Alternative & Focus Programs and Schools Overview
Board Meetings: • **March 10** • **March 31**	**Board Meetings:** • **April 14** • **April 28**	**Board Meetings:** • **May 12** • **May 26**	**Board Meetings:** • **June 9** • **June 23**

Grade Band	Average General Fund only Per Student
K-5	$10,037.04
MS	$9,280.79
HS	$8,609.99
K-12 Overall	$9,484.17

School	Formula $ Per Student
Grant	$8,010.06
Jefferson	$13,638.41

Analysis Scope & Takeaway

- **What is included:** General Fund non-equity staffing formulas only (baseline staff all schools receive).
- **What is excluded:** Targeted special/equity funds (SPED, MLL, Title I, M98).
- **Economies of scale drive costs:** Elementary schools cost ~$1,400 more per student than high schools due to smaller facility size.
- **Enrollment impact:** Fixed baseline positions spread over fewer students result in substantially higher per-pupil costs (e.g., Jefferson costs +70% more per student than Grant under the exact same staffing formula).

Grade Band	School	Projected Enrollment	Average Class Size	General Fund FTE	Student: FTE	$ Per Pupil General Fund	Subsidy Received
K-5	Rosa Parks	161	23.0	13.0	12.4	$12,869.57	$545,049.34
K-5	Whitman	196	21.8	15.0	13.1	$12,204.08	$533,103.54
K-5	Creston	198	28.3	13.0	15.3	$10,464.65	$194,135.21
K-5	Rieke	255	23.2	17.2	14.9	$10,760.78	$325,537.77
K-5	Beach	286	22.0	20.0	14.3	$11,160.84	$479,528.64
K-5	Woodstock	351	23.4	22.2	15.8	$10,096.87	$215,057.88
K-5	Atkinson	358	23.9	22.0	16.3	$9,810.06	$116,668.72
K-5	Kelly	412	24.2	24.6	16.8	$9,533.98	$20,523.78
K-5	Ainsworth	554	25.2	32.0	17.3	$9,227.44	-$142,227.74
K-5	Richmond	505	28.1	26.0	19.5	$8,221.78	-$637,503.62

Based on the district K–12 baseline average of **$9,484.17 per student**
(General Fund core staffing formulas only; excludes targeted equity and grant funds).

Modeling Framework

Rightsizing

What does sustainable mean for my student or school?

When enrollment is above the a threshold it allows schools to increase consistency for students.

- Staff levels are more stable so students can work with staff over number of years to build strong academic relationships.
- Academic programs that reflect current industry trends have the chance to develop over time, such as robotics.

When we operate a portfolio of schools that is aligned with our student population:

- When we invest in a new heating and cooling system at a school serving more students, that investment improves daily learning conditions for more children.
- Facility maintenance resources go further. With fewer buildings to maintain, crews can address repairs more quickly and focus resources on keeping schools safe, comfortable, and in good condition.

Applying Criteria to Develop Scenarios

Guiding Question: How can we increase the number of school sites that operate in a sustainable enrollment range, so that students across our district can experience stable and adequately resourced programs while also using our buildings efficiently?

Definition Sustainable Enrollment Range: Minimum enrollment to offer stable programming.

Threshold: minimum enrollment

- Elementary threshold 360 students
- K8 and Middle School threshold 500 students
- High School threshold 1100 students

Functional capacity: A practical estimate of how many students a school site accommodates.

Applying Criteria to Develop Scenarios

- **Enrollment Trends & Capacity:** Evaluated projected enrollment patterns and capacity by grade band through 2031-32.
- **Facility & Capital Viability:** Assessed facility condition alongside enrollment to identify viability of site.
- **Programmatic & Grade-Band Optimization:** Examined K-8 to K-5/6-8 conversions and specialized programs during regional analyses to strengthen middle school cohorts and DLI pathways as well as feeder pattern alignment where possible.
- **Student & Operational Guardrails:** Capped receiving schools at no more than two per closure. Ensured students transition to higher-quality facilities.

Applying Criteria to Develop Scenarios

We gathered information and applied the criteria to improve the learning experiences for students within each region and across the system as a whole.

Assessing Solutions Based on Guiding Principles

Well-Resourced Schools

Students can get the support they need every day of the week.

This could include small group reading or math support.

Safe and Healthy Learning Environments

Students do not have travel on buses for hours each day.

Students have spaces at school where they can play and move safely.

Educational Options

The school close to where students live have athletic programs that connect to the high school.

There are also opportunities to choose smaller setting where a student can pursue an interest.

PPS Equity Lens

Students and families who live in our historically underserved communities have access to vibrant academics without having to leave their neighborhood.

What STAYED THE SAME



Number of Available Seats in:

- Kindergarten DLI Programs
- ACCESS Alternative Program
- Benson and da Vinci focus option schools



All 5 languages sustained in Dual Language Immersion (DLI) Programs



Schools or programs with specific entrance requirements (DART, Pioneer, Alliance)

Key Performance Indicators

Rightsizing

Key Performance Indicators

Physical Environment and Pathway Indicators

How well do our school spaces support academic programming and are they sustainable?

Classrooms are a comfortable temperature.

Balance and Impact

Who is impacted by these changes— are the effects distributed equitably across student groups?

If students have to go to a new school, they move with a group of classmates.

Opportunity and Stability

Do students have access to stable, comparable learning environments?

Students are able to build their skills in courses that are offered every year that prepare them for high school like Algebra or Spanish.

PORTLAND | Public Schools

RIGHTSIZING

Comparing three scenarios

Portland Public Schools has more school buildings than our enrollment supports. This compares what the district would look like under each of three scenarios.

WHAT GUIDES THE WORK

Well-resourced schools
Consistent access to strong academic programming across PPS.

Safe and healthy learning environments
Facilities that support student safety, wellness, and long-term sustainability.

Educational options
A strong network of neighborhood schools balanced with educational options.

PPS equity lens
Centering students most impacted by inequities in every decision.

The three scenarios

All figures are projections for the **2031-32 school year** unless noted.

SCENARIO A

Closures, program moves, and boundary changes bring about two thirds of schools up to a sustainable size. About 80% of students will attend a sustainable school.

SCENARIO B

A smaller set of the same moves brings more than half of schools up to a sustainable size. About 73% of students will attend a sustainable school.

STATUS QUO

No schools close and no boundaries change. Enrollment keeps declining, so more schools fall below the size needed to staff a full program. About 48% of students will attend a sustainable school.

District-wide, side by side

Measure	SCENARIO A	SCENARIO B	STATUS QUO
Schools or sites that would close	14	11	0
Students who would change schools	27%	24%	0%
Schools above the sustainability threshold	67%	57%	26%
Students attending a school above the threshold	80%	73%	48%
Students Experiencing Poverty in Sustainable Schools	81%	74%	42%
Historically Underserved Students in Sustainable Schools	83%	78%	46%
Students Receiving Special Education Services in Sustainable Schools	77%	69%	41%
Multilingual Learners in Sustainable Schools	87%	77%	44%

SUSTAINABILITY THRESHOLDS

K-5: 360 students

K-8 and middle school: 500 students

High school: 1,100 students

School Sites Across the District: Scenario A

14	67%	27%
schools close	schools above sustainability threshold	K–8 students move

SCHOOLS CLOSING — 14

Beach · Buckman · Creston · Irvington · James John · Lewis · Maplewood · Marysville · Peninsula · Rose City Park · Sabin · Sellwood MS · Stephenson · Woodmere

The MLC (9–12) high school program also closes; students move to their neighborhood high school. It is not counted as a school closure.

ATTENDANCE BOUNDARY CHANGES — 38

Abernethy · Arleta · Astor · Atkinson · Beaumont MS · Beverly Cleary · Brentwood MS · Capitol Hill · Chief Joseph · Cleveland HS · Dr. Martin Luther King Jr. · Duniway · Faubion · Franklin HS · George MS · Harriet Tubman MS · Harrison Park MS · Hayhurst · Hosford MS · Jackson MS · Jefferson HS · Kellogg MS · Kelly · Lent · Lincoln HS · Llewellyn · Markham · McDaniel · Mt. Tabor MS · Ockley Green MS · Rieke · Robert Gray MS · Roosevelt HS · Rosa Parks · Scott · Sitton · Sunnyside Environmental · Whitman

PROGRAM MOVES — 13

Spanish: Beach, James John, and Sitton to Cesar Chavez · Atkinson to Lent · Scott to Rigler · Beaumont MS to Roseway Heights MS · Chavez 6–8 and Ockley Green MS to George MS · Vietnamese: Rose City Park to Vestal · Mandarin: Clark to Woodstock · MLK Jr. to Boise-Eliot/Humboldt · Creston Deaf and Hard of Hearing to Glencoe · Odyssey moves to the MLC site

GRADE-LEVEL CHANGES — 8

Beverly Cleary 6–8 to Beaumont MS · Laurelhurst 6–8 to Mt. Tabor MS · Bridger Creative Science 6–8 to Harrison Park MS · Sunnyside Environmental 6–8 to Hosford MS · Faubion 6–8 to Ockley Green MS · Vernon 6–8 to Harriet Tubman MS · Chavez 6–8 to George · MLC becomes K-8

School Sites Across the District: Scenario B

11	57%	24%
schools close	schools above sustainability threshold	K-8 students move

SCHOOLS CLOSING — 11

Beach · Buckman · Creston · Irvington · James John · Maplewood · Marysville · Peninsula · Sabin · Sellwood MS · Woodmere

The MLC (9–12) high school program also closes; students move to their neighborhood high school. It is not counted as a school closure.

ATTENDANCE BOUNDARY CHANGES — 34

Abernethy · Arleta · Astor · Atkinson · Beaumont MS · Beverly Cleary · Brentwood MS · Chief Joseph · Cleveland HS · Dr. Martin Luther King Jr. · Faubion · Franklin HS · George MS · Harriet Tubman MS · Harrison Park MS · Hayhurst · Hosford MS · Jackson MS · Jefferson HS · Kellogg MS · Kelly · Lent · Lewis · Lincoln HS · McDaniel · Mt. Tabor MS · Ockley Green MS · Rieke · Robert Gray MS · Roosevelt HS · Rosa Parks · Sitton · Sunnyside Environmental · Whitman

PROGRAM MOVES — 12

Spanish: Beach, James John, and Sitton to Cesar Chavez · Atkinson to Lent · Scott to Rigler · Beaumont MS to Roseway Heights MS · Chavez 6–8 and Ockley Green MS to George MS · Mandarin: Clark to Woodstock · MLK Jr. to Boise-Eliot/Humboldt · Creston Deaf and Hard of Hearing to Glencoe · Odyssey moves to the MLC site

GRADE-LEVEL CHANGES — 8

Beverly Cleary 6–8 to Beaumont MS · Laurelhurst 6–8 to Mt. Tabor MS · Bridger Creative Science 6–8 to Harrison Park MS · Sunnyside Environmental 6–8 to Hosford MS · Faubion 6–8 to Ockley Green MS · Vernon 6–8 to Harriet Tubman MS · Chavez 6-8 to George · MLC becomes K-8

School Sites Across the District - Current State

Area - Region	Total Number of Schools/Programs	Elementary K5	K8 Schools	Middle Schools 6-8	High Schools 9-12
District	80 schools 2 programs	45	13	15	9
West - LHS/WHS	18	10	3	3	2
North - JHS/RHS	19	10	4	3	2
NE -GHS/MHS	15	8	2	3	2
Southeast-CHS/FHS	27	17	3	5	2
Multiple Areas Benson, da Vinci, ACCESS	3		1	1	1

School Sites Across the District: Scenario A

Area - Region	Schools Closing	Attendance Boundary Changes	Program Moves	Grade - Level Changes	Total Schools Remaining Open
District- Scenario A	14	38	13	8	68
West - LHS/WHS	2	7	1	1	16
North - JHS/RHS	4	11	6	3	15
NE -GHS/MHS	2	5	4	2	13
Southeast-CHS/FHS	6	15	2	2	21
Multiple Areas Benson, da Vinci, ACCESS	0				3

Scenario B: 65 Schools/Programs

Lewis, Stephenson and Rose City Park remain open.

RIGHTSIZING · REGIONAL SUMMARY

Jefferson / Roosevelt region

Schools in the Jefferson and Roosevelt high school areas, compared across three scenarios.

PORTLAND | Public Schools

SCENARIO A

4 schools close

Beach · James John · Peninsula · Sabin

SCENARIO B

4 schools close

Beach · James John · Peninsula · Sabin

STATUS QUO

0 schools close

No schools close and no boundaries change.

Scenarios A and B close the same schools in this region, so their results are nearly identical.

Jefferson / Roosevelt, side by side

All figures are projections for the **2031-32 school year**.

Measure	SCENARIO A	SCENARIO B	STATUS QUO
Schools that would close	4	4	0
Schools above the sustainability threshold	73%	73%	16%
Students attending a school above the threshold	82%	82%	36%
Students Experiencing Poverty in Sustainable Schools	84%	84%	32%
Historically Underserved Students in Sustainable Schools	85%	85%	35%
Students Receiving Special Education Services in Sustainable Schools	80%	80%	26%
Multilingual Learners in Sustainable Schools	92%	92%	34%

SUSTAINABILITY THRESHOLDS

K-5: 360 students | **K-8 and middle school:** 500 students | **High school:** 1,100 students

RIGHTSIZING · JEFFERSON / ROOSEVELT REGION

What changes under each scenario

Every school affected in this region, grouped by the kind of change.

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SCENARIO A

4 schools close · **73%** of schools above threshold

⊗ SCHOOLS CLOSING — 4

Beach · James John · Peninsula · Sabin

◫ ATTENDANCE BOUNDARY CHANGES — 11

Astor · Chief Joseph · Dr. Martin Luther King Jr. · Faubion · George MS · Harriet Tubman MS · Jefferson HS · Ockley Green MS · Roosevelt HS · Rosa Parks · Sitton

→ PROGRAM MOVES — 6

Spanish: Beach, James John, and Sitton to Cesar Chavez · Spanish: Chavez 6–8 and Ockley Green MS to George MS · Mandarin: MLK Jr. to Boise-Eliot/Humboldt

↑↓ GRADE-LEVEL CHANGES — 3

Faubion 6–8 to Ockley Green MS · Vernon 6–8 to Harriet Tubman MS · Chavez 6-8 to George

SCENARIO B

4 schools close · **73%** of schools above threshold

⊗ SCHOOLS CLOSING — 4

Beach · James John · Peninsula · Sabin

◫ ATTENDANCE BOUNDARY CHANGES — 11

Astor · Chief Joseph · Dr. Martin Luther King Jr. · Faubion · George MS · Harriet Tubman MS · Jefferson HS · Ockley Green MS · Roosevelt HS · Rosa Parks · Sitton

→ PROGRAM MOVES — 6

Spanish: Beach, James John, and Sitton to Cesar Chavez · Spanish: Chavez 6–8 and Ockley Green MS to George MS · Mandarin: MLK Jr. to Boise-Eliot/Humboldt

↑↓ GRADE-LEVEL CHANGES — 3

Faubion 6–8 to Ockley Green MS · Vernon 6–8 to Harriet Tubman MS · Chavez 6-8 to George

Boundary changes include schools that gain area as well as those that lose it. All figures are projections for the 2031–32 school year.

Updated October 3, 2026

RIGHTSIZING · REGIONAL SUMMARY

Grant / McDaniel region

Schools in the Grant and McDaniel high school areas, compared across three scenarios.

PORTLAND | Public Schools

SCENARIO A

2 schools close

Irvington · Rose City Park

SCENARIO B

1 school closes

Irvington

STATUS QUO

0 schools close

No schools close and no boundaries change.

Grant / McDaniel, side by side

All figures are projections for the **2031-32 school year**.

Measure	SCENARIO A	SCENARIO B	STATUS QUO
Schools that would close	2	1	0
Schools above the sustainability threshold	69%	57%	40%
Students attending a school above the threshold	82%	75%	59%
Students Experiencing Poverty in Sustainable Schools	85%	74%	53%
Historically Underserved Students in Sustainable Schools	87%	77%	57%
Students Receiving Special Education Services in Sustainable Schools	78%	68%	57%
Multilingual Learners in Sustainable Schools	87%	79%	48%

SUSTAINABILITY THRESHOLDS

K-5: 360 students | **K-8 and middle school:** 500 students | **High school:** 1,100 students

RIGHTSIZING · GRANT / MCDANIEL REGION

What changes under each scenario

Every school affected in this region, grouped by the kind of change.

PORTLAND | Public Schools

SCENARIO A

2 schools close · **69%** of schools above threshold

⊗ SCHOOLS CLOSING — 2

Irvington · Rose City Park

◫ ATTENDANCE BOUNDARY CHANGES — 5

Beaumont MS · Beverly Cleary · McDaniel · Scott · Harrison Park MS

→ PROGRAM MOVES — 4

Spanish: Scott to Rigler · Spanish: Beaumont MS to Roseway Heights MS · Vietnamese: Rose City Park to Vestal · Mandarin: Clark to Woodstock

↑↓ GRADE-LEVEL CHANGES — 2

Beverly Cleary 6–8 to Beaumont MS · Laurelhurst 6–8 to Mt. Tabor MS

SCENARIO B

1 school closes · **57%** of schools above threshold

⊗ SCHOOLS CLOSING — 1

Irvington

◫ ATTENDANCE BOUNDARY CHANGES — 4

Beaumont MS · Beverly Cleary · McDaniel · Harrison Park MS

→ PROGRAM MOVES — 3

Spanish: Scott to Rigler · Spanish: Beaumont MS to Roseway Heights MS · Mandarin: Clark to Woodstock

↑↓ GRADE-LEVEL CHANGES — 2

Beverly Cleary 6–8 to Beaumont MS · Laurelhurst 6–8 to Mt. Tabor MS

Boundary changes include schools that gain area as well as those that lose it. All figures are projections for the 2031–32 school year.

Updated October 3, 2026

RIGHTSIZING · REGIONAL SUMMARY

Cleveland / Franklin region

Schools in the Cleveland and Franklin high school areas, compared across three scenarios.

PORTLAND | Public Schools

SCENARIO A

6 schools close

Buckman · Creston · Lewis · Marysville · Sellwood MS · Woodmere

SCENARIO B

5 schools close

Buckman · Creston · Marysville · Sellwood MS · Woodmere

STATUS QUO

0 schools close

No schools close and no boundaries change.

Cleveland / Franklin, side by side

All figures are projections for the **2031-32 school year**.

Measure	SCENARIO A	SCENARIO B	STATUS QUO
Schools that would close	6	5	0
Schools above the sustainability threshold	71%	59%	19%
Students attending a school above the threshold	82%	73%	38%
Students Experiencing Poverty in Sustainable Schools	81%	75%	36%
Historically Underserved Students in Sustainable Schools	84%	78%	37%
Students Receiving Special Education Services in Sustainable Schools	80%	69%	30%
Multilingual Learners in Sustainable Schools	86%	83%	43%

SUSTAINABILITY THRESHOLDS — **K-5:** 360 students | **K-8 and middle school:** 500 students | **High school:** 1,100 students

RIGHTSIZING · CLEVELAND / FRANKLIN REGION

What changes under each scenario

Every school affected in this region, grouped by the kind of change.

PORTLAND | Public Schools

SCENARIO A

6 schools close · **71%** of schools above threshold

⊗ SCHOOLS CLOSING — 6

Buckman · Creston · Lewis · Marysville · Sellwood MS · Woodmere

◫ ATTENDANCE BOUNDARY CHANGES — 15

Abernethy · Arleta · Atkinson · Brentwood MS · Cleveland HS · Duniway · Franklin HS · Hosford MS · Kellogg MS · Kelly · Lent · Llewellyn · Mt. Tabor · Sunnyside Environmental · Whitman

→ PROGRAM MOVES — 2

Spanish: Atkinson to Lent · Creston Deaf and Hard of Hearing to Glencoe

⇅ GRADE-LEVEL CHANGES — 2

Bridger Creative Science 6–8 to Harrison Park MS · Sunnyside Environmental 6–8 to Hosford MS

SCENARIO B

5 schools close · **59%** of schools above threshold

⊗ SCHOOLS CLOSING — 5

Buckman · Creston · Marysville · Sellwood MS · Woodmere

◫ ATTENDANCE BOUNDARY CHANGES — 14

Abernethy · Arleta · Atkinson · Brentwood MS · Cleveland HS · Franklin HS · Hosford MS · Kellogg MS · Kelly · Lent · Lewis · Mt. Tabor · Sunnyside Environmental · Whitman

→ PROGRAM MOVES — 2

Spanish: Atkinson to Lent · Creston Deaf and Hard of Hearing to Glencoe

⇅ GRADE-LEVEL CHANGES — 2

Bridger Creative Science 6–8 to Harrison Park MS · Sunnyside Environmental 6–8 to Hosford MS

Boundary changes include schools that gain area as well as those that lose it. All figures are projections for the 2031–32 school year.

Updated October 3, 2026

RIGHTSIZING · REGIONAL SUMMARY

Ida B. Wells / Lincoln region

Schools in the Ida B. Wells and Lincoln high school areas, compared across three scenarios.

PORTLAND | Public Schools

SCENARIO A

2 schools close

Maplewood · Stephenson

SCENARIO B

1 school closes

Maplewood

STATUS QUO

0 schools close

No schools close and no boundaries change.

Ida B. Wells / Lincoln, side by side

All figures are projections for the **2031–32 school year**.

Measure	SCENARIO A	SCENARIO B	STATUS QUO
Schools that would close	2	1	0
Schools above the sustainability threshold	60%	44%	35%
Students attending a school above the threshold	75%	64%	62%
Students Experiencing Poverty in Sustainable Schools	68%	54%	53%
Historically Underserved Students in Sustainable Schools	74%	61%	62%
Students Receiving Special Education Services in Sustainable Schools	71%	59%	54%
Multilingual Learners in Sustainable Schools	74%	58%	58%

SUSTAINABILITY THRESHOLDS

K-5: 360 students | **K-8 and middle school:** 500 students | **High school:** 1,100 students

RIGHTSIZING · IDA B. WELLS / LINCOLN REGION

What changes under each scenario

Every school affected in this region, grouped by the kind of change.

PORTLAND | Public Schools

SCENARIO A

2 schools close · **60%** of schools above threshold

⊗ SCHOOLS CLOSING — 2

Maplewood · Stephenson

The MLC (9–12) high school program also closes; students move to their neighborhood high school. It is not counted as a school closure.

◫ ATTENDANCE BOUNDARY CHANGES — 7

Capitol Hill · Hayhurst · Jackson MS · Lincoln HS · Markham · Rieke · Robert Gray MS

→ PROGRAM MOVES — 1

Odyssey moves to the MLC site

↑↓ GRADE-LEVEL CHANGES — 1

MLC becomes K-8

SCENARIO B

1 school closes · **44%** of schools above threshold

⊗ SCHOOLS CLOSING — 1

Maplewood

The MLC (9–12) high school program also closes; students move to their neighborhood high school. It is not counted as a school closure.

◫ ATTENDANCE BOUNDARY CHANGES — 5

Hayhurst · Jackson MS · Lincoln HS · Rieke · Robert Gray MS

→ PROGRAM MOVES — 1

Odyssey moves to the MLC site

↑↓ GRADE-LEVEL CHANGES — 1

MLC becomes K-8

School Level Summary of Changes

RIGHTSIZE. RIGHT SUPPORT.
RIGHT for STUDENTS.

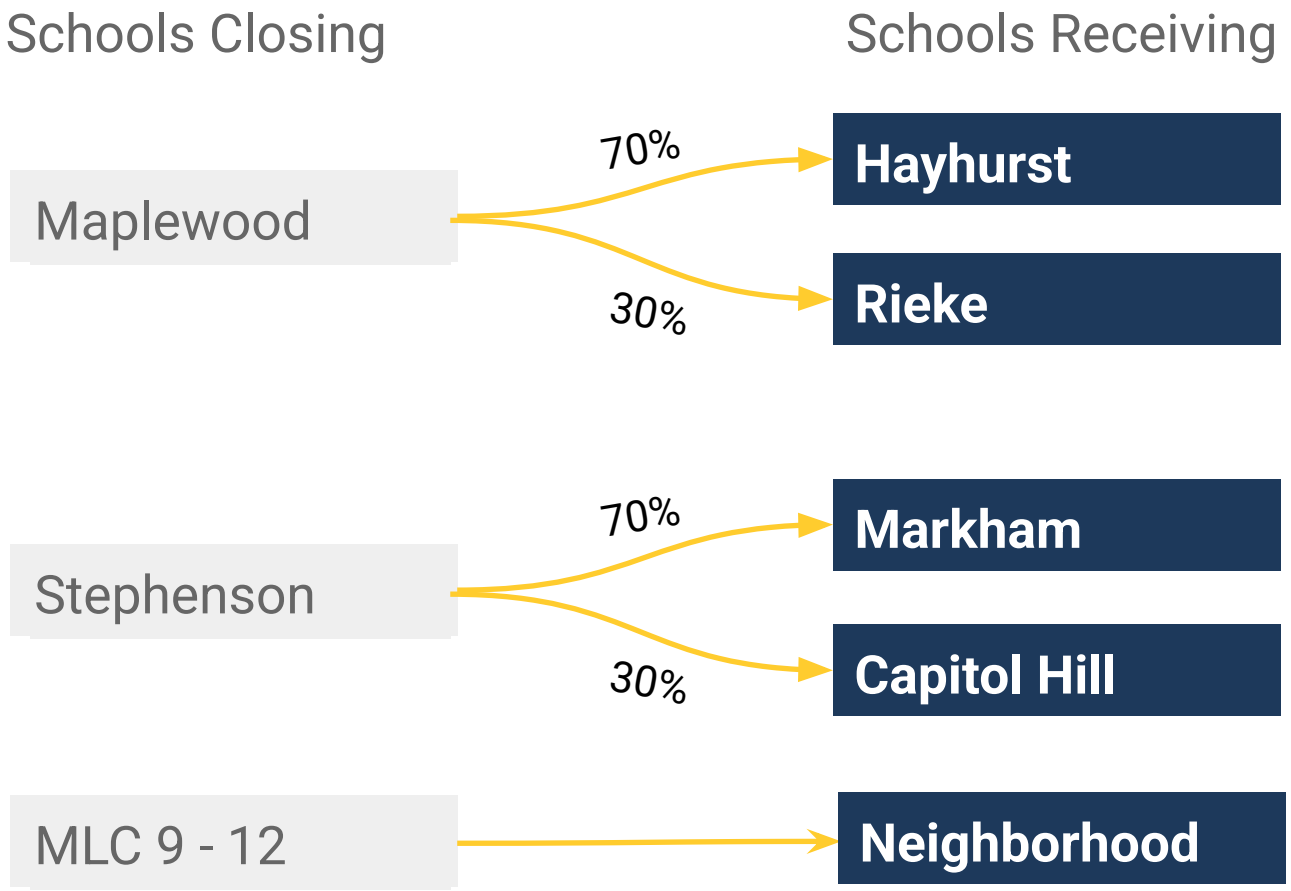
WEST

Ida B. Wells/Lincoln Attendance Areas

RIGHTSIZE. RIGHT SUPPORT.
RIGHT for STUDENTS.

Wells & Lincoln: Closure & Consolidations

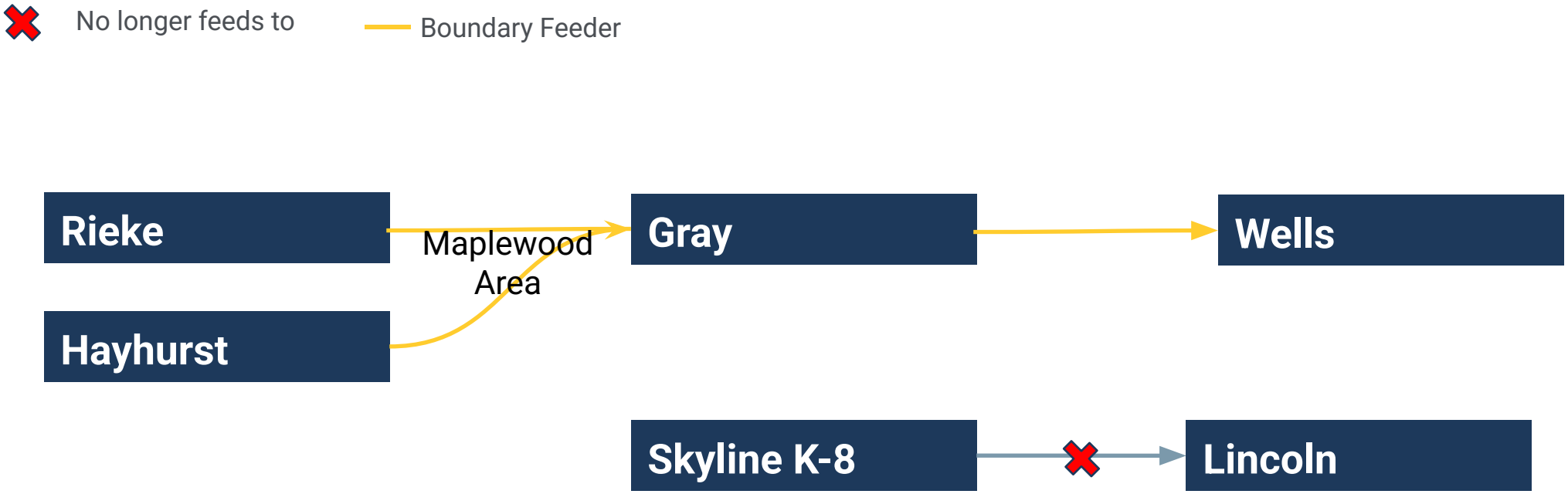
Neighborhood Boundary



Scenario B

Stephenson does not close in Scenario B.

Wells & Lincoln: Other Changes Continued

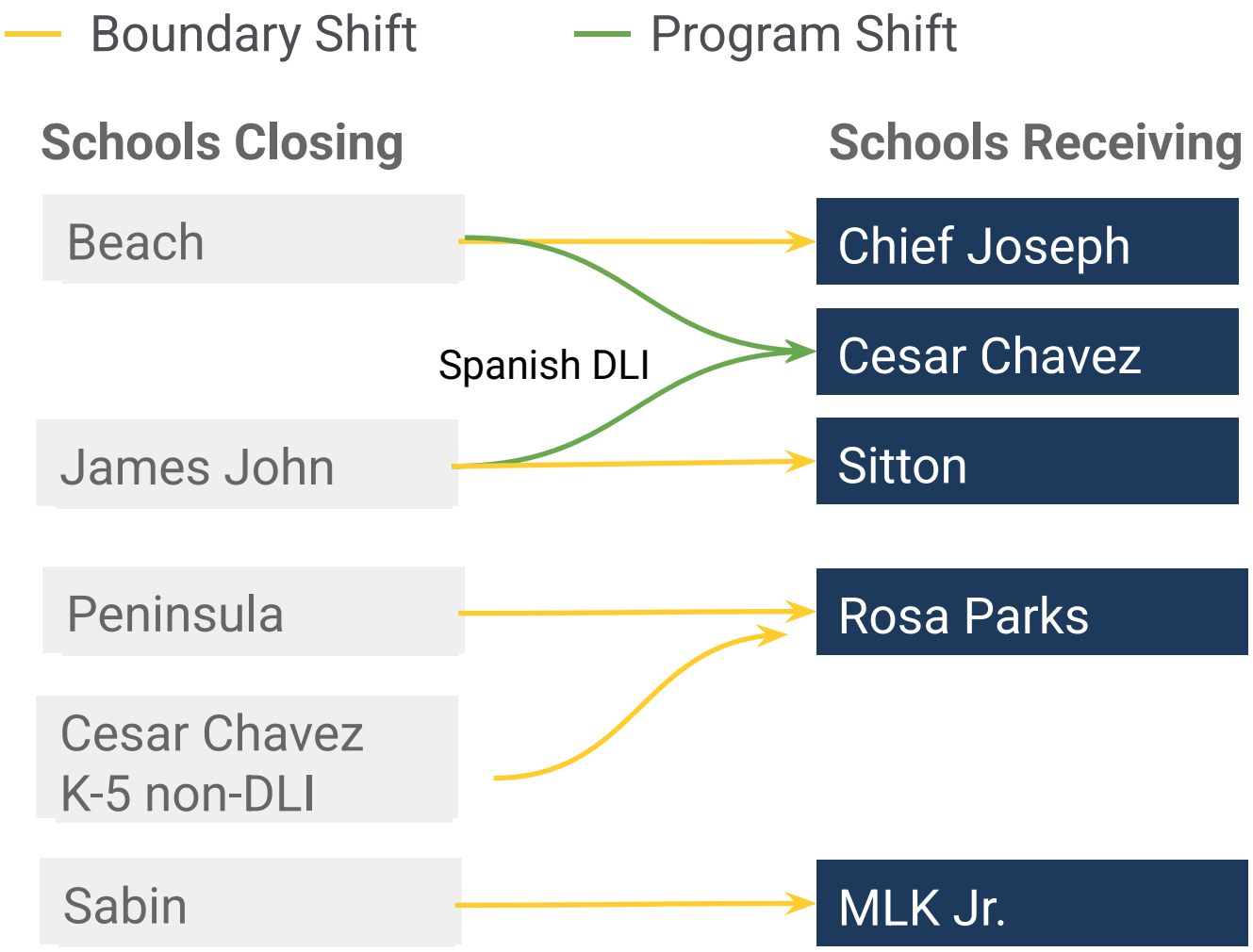


NORTH

Jefferson/Roosevelt Attendance Areas

RIGHTSIZE. RIGHT SUPPORT.
RIGHT for STUDENTS.

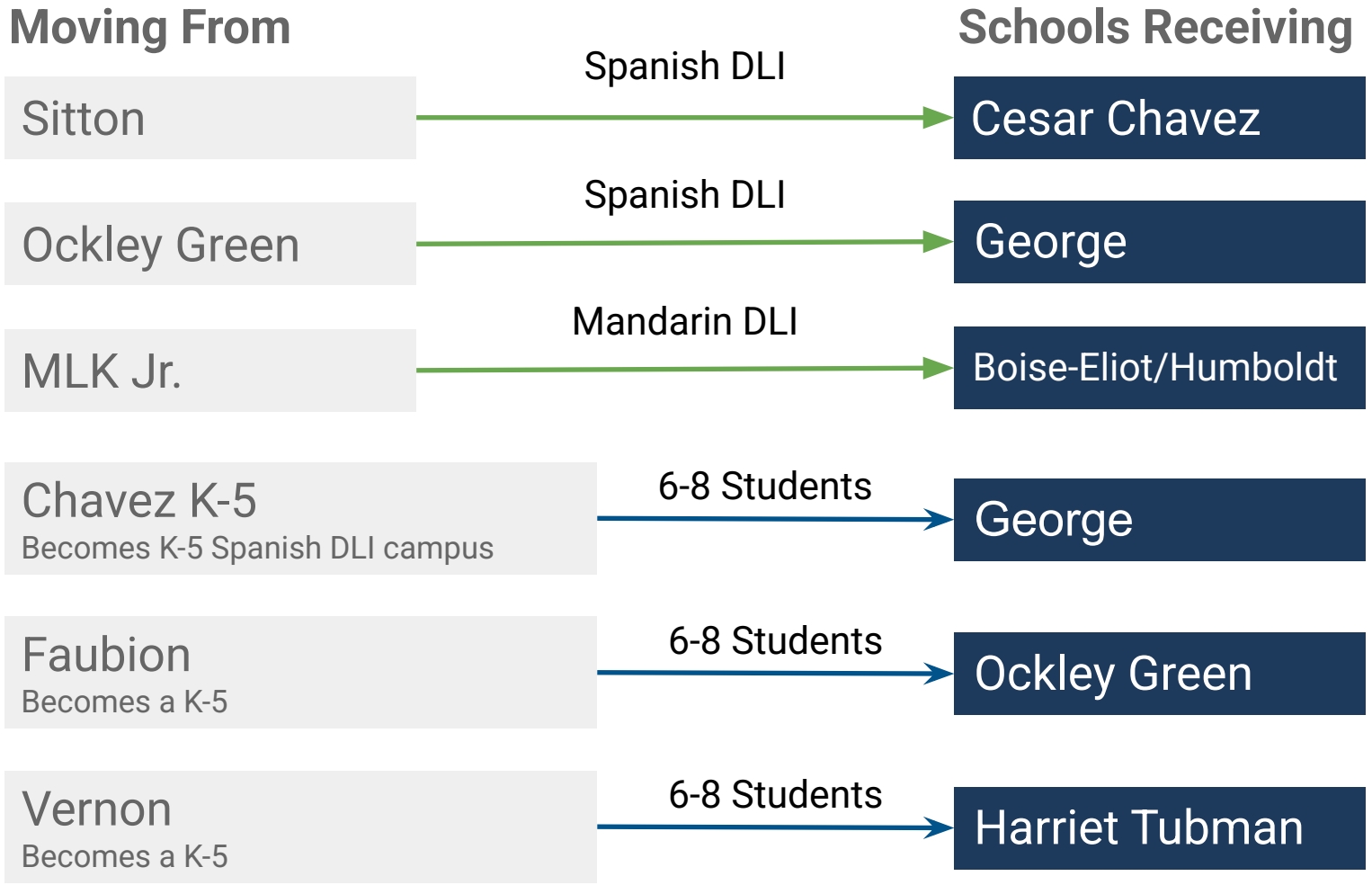
Jefferson & Roosevelt: Closure & Consolidations



Jefferson & Roosevelt: Other Changes

Program Shift

Gradeband Reconfiguration

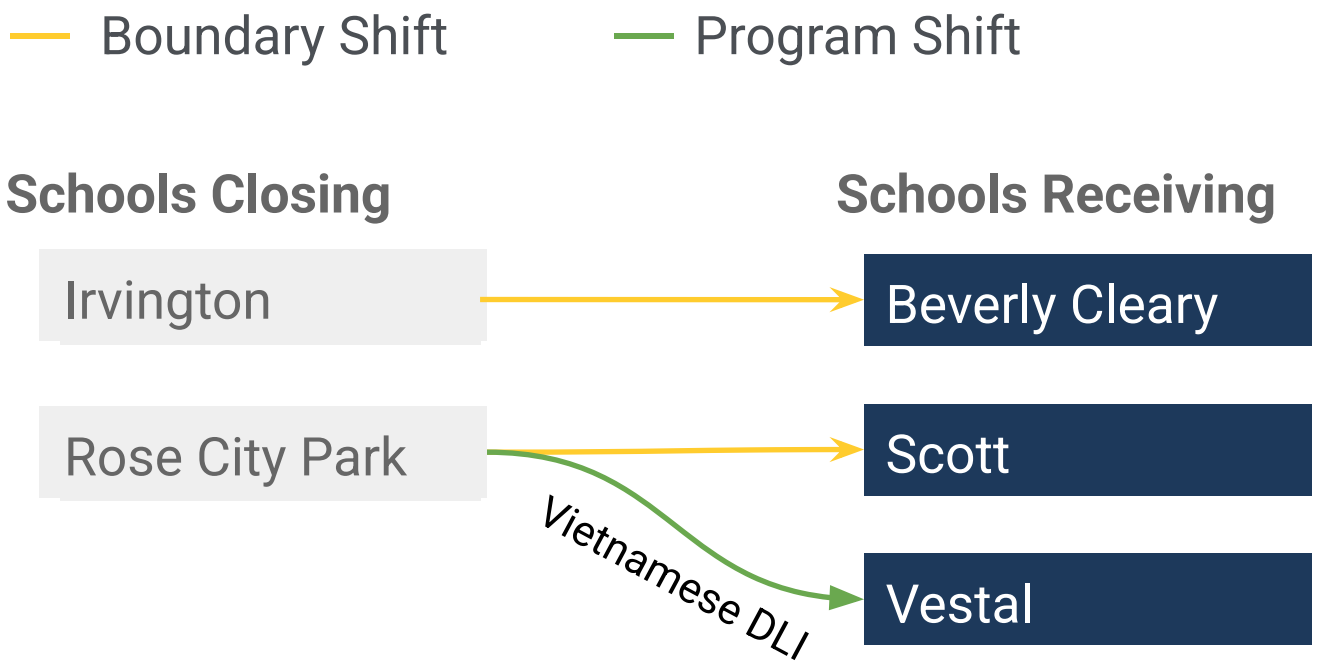


NORTHEAST

Grant/McDaniel Attendance Areas

RIGHTSIZE. RIGHT SUPPORT.
RIGHT for STUDENTS.

Grant & McDaniel: Closure and Consolidations



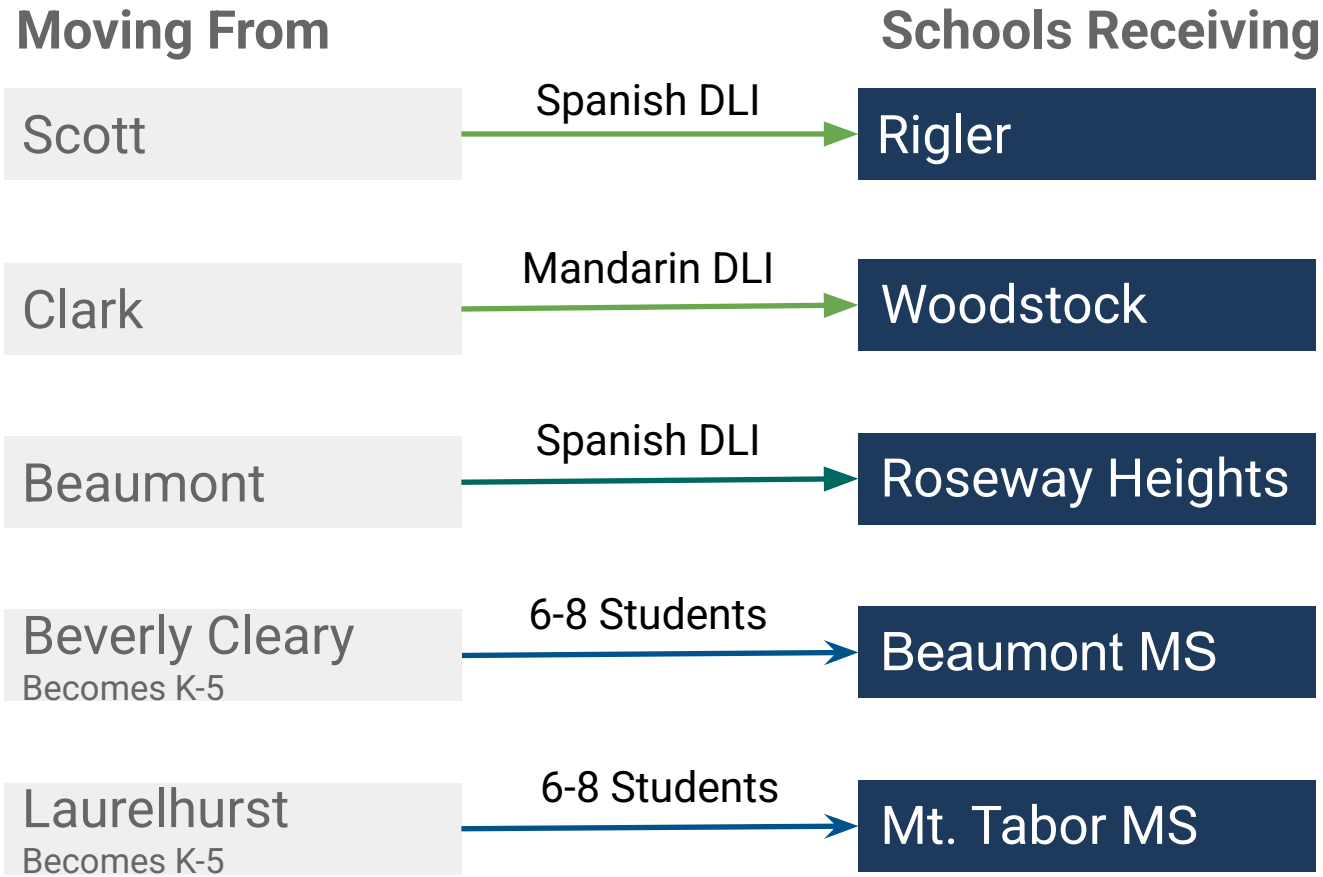
Scenario B

Rose City Park does not close in Scenario B.

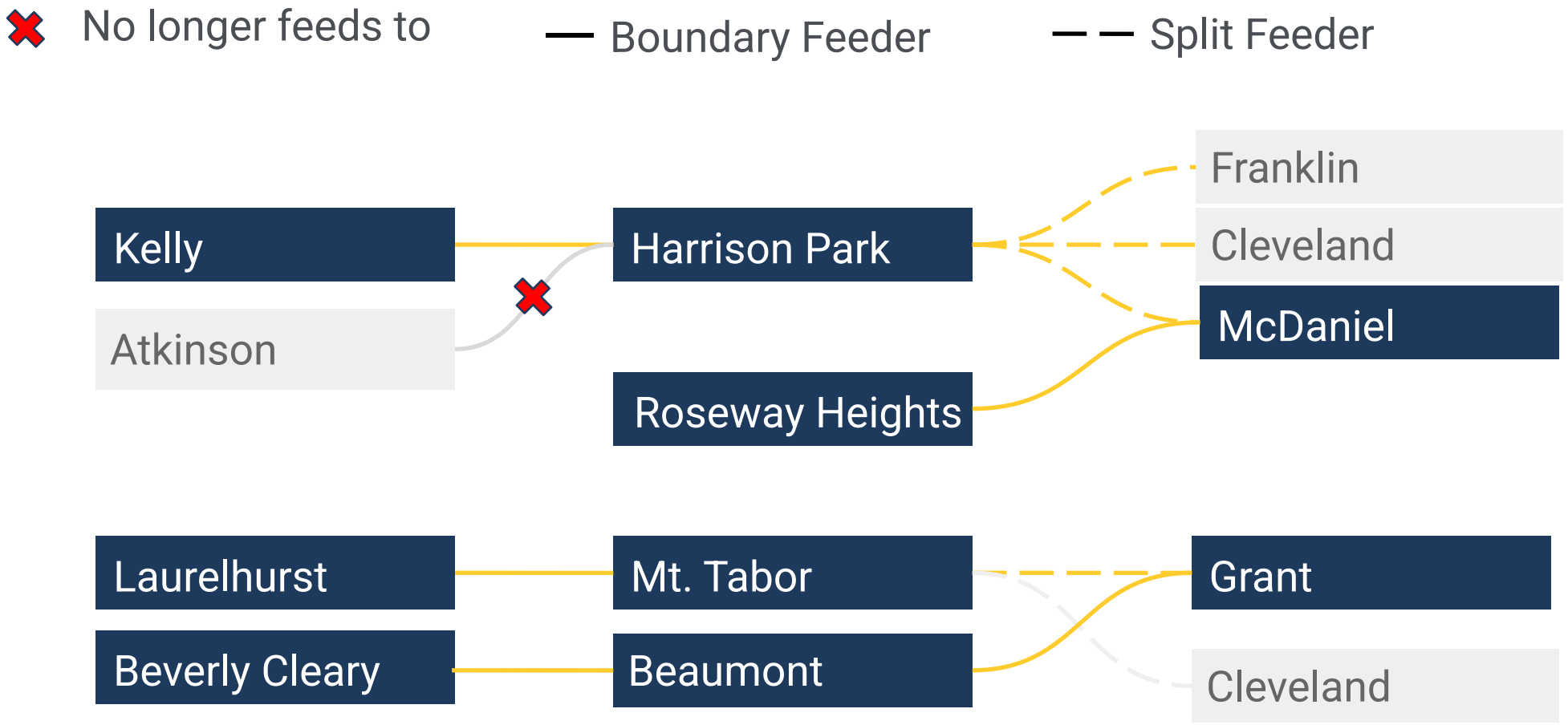
Grant & McDaniel: Other Changes

— Program Shift

— Gradeband Reconfiguration



Grant & McDaniel: Other Changes Continued



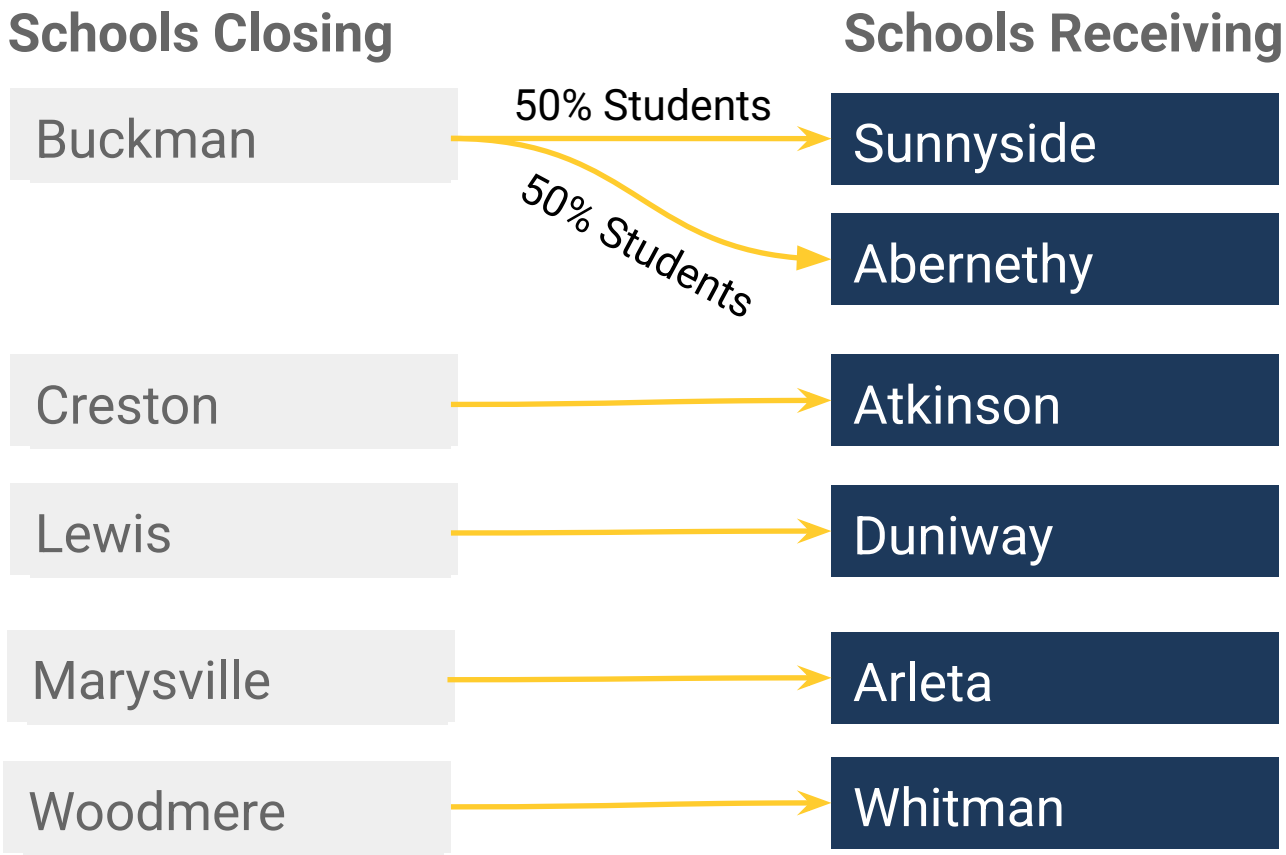
SOUTHEAST

Cleveland/Franklin Attendance Areas

RIGHTSIZE. RIGHT SUPPORT.
RIGHT for STUDENTS.

Cleveland & Franklin: K5 Closure & Consolidations

— Boundary Shift

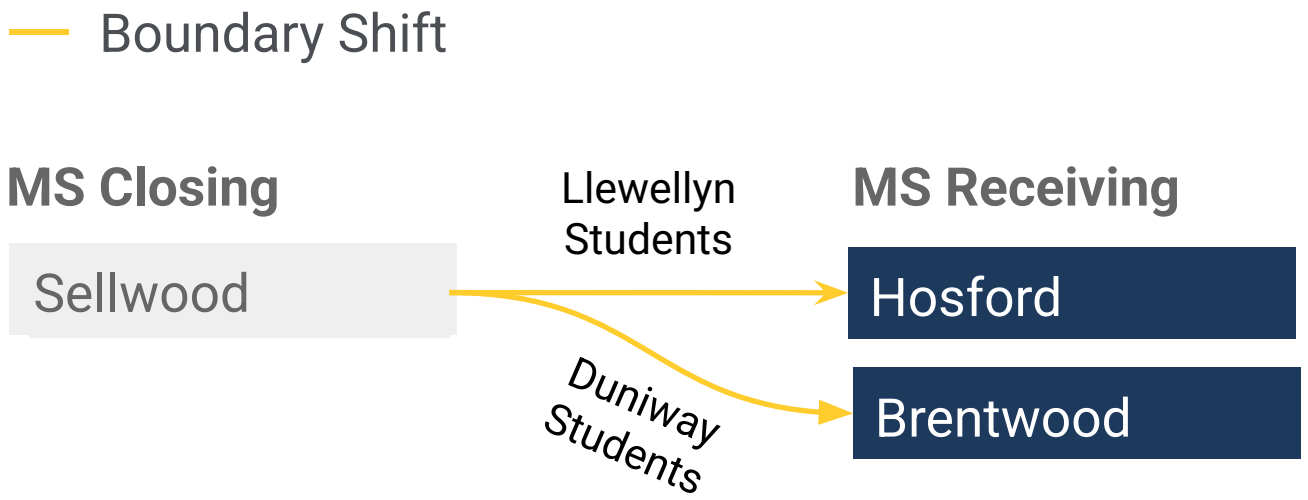


Scenario B

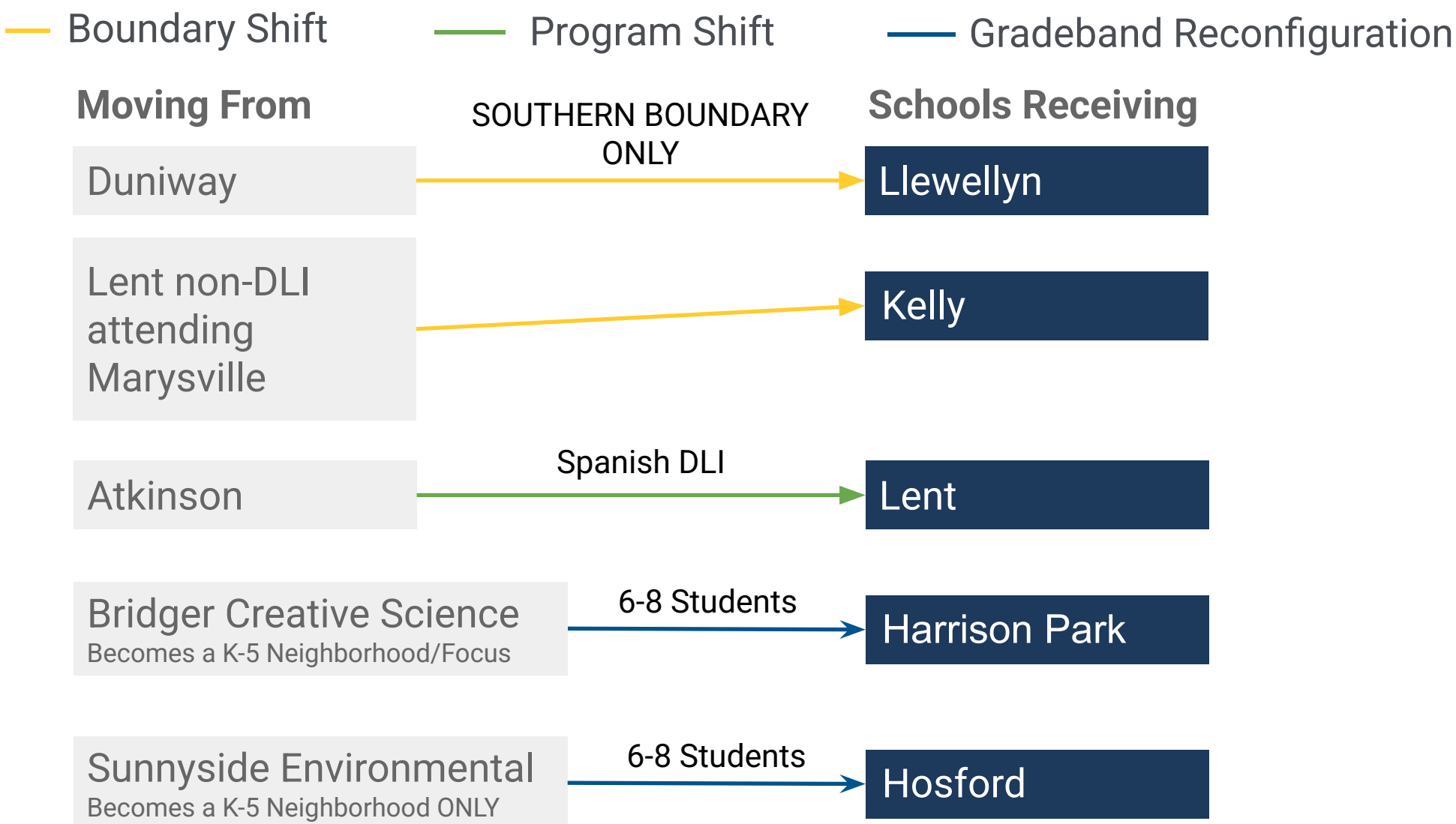
Lewis does not close in Scenario B.

Cleveland & Franklin: Middle School Closure & Consolidation

Students from Sellwood will either go to Hosford or Brentwood depending on if they are in the new Duniway boundary, or the new Llewellyn boundary.



Cleveland & Franklin: Other Changes



Balance and Impact

Kindergarten - 8th Grade Students Who Move				
	Scenario A Number	Scenario A Percent	Scenario B Number	Scenario B Percent
All Students	7981	27%	6988	24%
Students Experiencing Poverty	2648	27%	2450	25%
Students Receiving Special Education Services	1545	27%	1379	24%
Multilingual Learners	1006	31%	909	28%
Historically Underserved by Race	2888	28%	2731	26%

Next Steps

October	November	December
10/05: Scenario Release Collect Feedback & Synthesize	**Mid-November:** **Publish Superintendent's Recommendation**	**Board Consideration & Vote**
10/06 Board Meeting: Scenarios **10/13 TLE Committee:** Dual Language Immersion and Middle Grades **10/20 Board Meeting:** Scenarios	**11/04 Board Meeting** Feedback Summary **11/09 FIO Committee** Rightsizing **11/10 TLE Committee** Rightsizing **11/17 Board Meeting:** Superintendent's Recommendation	**12/15 Board Meeting:** Rightsizing Vote

Rightsize. Right Support. Right for Students.
Fall 2026 Engagement Timeline - Phase III: Making Meaning Together (By Date)

Engagement	Location	Zone	Date	Time	Stakeholder
Board of Education Community Connection	Roosevelt HS	St. Johns	**Oct 9**	1:00p	All
Community Voice: Special Education Families	Kellogg	Southeast	**Oct 13**	6:00p	Families of Students with IEPs
District Student Council + Native Student Council	PEC	All	**Oct 13**	5:00p	High School Students
The Village Table	Jackson MS	Tryon Creek	**Oct 14**	6:00p	Parents/Caregivers, Site Councils, Principals
Student Voice Advisory Council, Jr. NSC, Jr. BSU	Virtual	All	**Oct 15**	5:00p	Middle School Students, Native, Black
Educator Town Hall (tentative)	Virtual	All	**Oct 15**	5:00p	All PPS Educators
Board of Education Community Connection	McDaniel	Rocky Butte	**Oct 17**	6:00p	All
Black Student Union	PEC	All	**Oct 19**	5:00p	Black High School Students
Latinx Community Conversation	TBD	TBD	**Oct 19**	6:00p	Latinx/Hispanic Families, Partners
Community Voice: Multilingual Families	Virtual	All	**Oct 19**	6:00p	Non-English Speaking Families, Partners
Community Voice: Black Families	TBD	TBD	**Oct 22**	6:00p	Black/African Am Families, Partners
Native Community Conversation	Barbie's Village	Central City	**Oct 26**	6:00p	Native Families, Partners
Board of Education Community Connections	McDaniel High School	Rocky Butte	**Oct 27**	6:00p	All
Board of Education Community Connections	Virtual via Zoom	All	**Oct 28**	6:00p	All
Board of Education Community Connections	Cleveland at Marshall	Southeast	**Oct 29**	6:00p	All

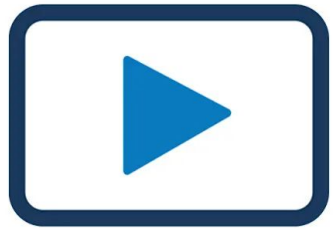
Resources and Where to Learn More

View Board Presentations



pps.net/rightsizing

Watch Informational Videos



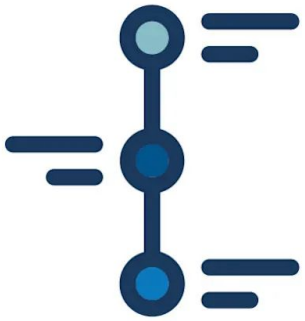
Ask a Question and Read Answers to FAQs





Join Us at an Engagement Event

Follow the Timeline



RIGHTSIZE. RIGHT SUPPORT.
RIGHT for STUDENTS.

Questions and Discussion



To: Board of Education
From: Dr. Kimberlee Armstrong, Superintendent
Dr. Jon Franco, Senior Chief of Operations
RE: Rightsizing Update: Scenario Release
Date: October 5, 2026

Introduction

This memo presents two proposed rightsizing scenarios for Board review and community engagement. Both scenarios seek to stabilize enrollment, strengthen academic program pathways, and align the district's use of school facilities with student needs. They combine school consolidations, grade reconfigurations, program moves, and boundary changes.

Scenario A proposes 14 school closures, while Scenario B proposes 11. The primary differences concern Stephenson, Rose City Park, and Lewis, which would close under Scenario A and remain open under Scenario B. Community feedback will inform the Superintendent's recommendation in mid-November. The Board of Education will vote on the Superintendent's recommendation at a public meeting in December.

Background

On April 14, 2026, the Board adopted Resolution 7296, directing Superintendent Armstrong to begin an enrollment balancing review and launch a districtwide rightsizing process within Growing Great Schools. The direction includes consideration of school and program consolidations, boundary adjustments, special program changes, and grade reconfigurations to support well-resourced, sustainable schools and equitable access to opportunities for students across the district.

Following community engagement throughout March and April, the Board adopted four guiding principles and an overview of a workplan through Resolution 7307 on May 26, 2026. These principles and applicable Board policies have informed the development of the proposed scenarios.

Central office teams in Academics, Activities and Athletics, Data and Modeling, Operations, and Communications and Engagement have worked together to develop two scenarios for feedback from community members, families, students, and staff. Both scenarios will be compared with projections of enrollment and school sustainability if no action is taken.

District leaders and planning staff developed the proposed changes using criteria focused on enrollment sufficient to sustain stable, adequately resourced programming, effective use of buildings, and keeping school communities together through change as much as possible. These criteria sometimes pull in different directions: preserving a community may require a larger boundary adjustment, while consolidating an underenrolled immersion program may lengthen some students' trips. Criteria were weighed against one another rather than applied in a fixed ranking, with the balance differing by regional conditions.

The scenarios differ primarily in the number of proposed school closures. Scenario B would affect fewer families and change fewer boundaries, while leaving 43% of schools below the enrollment needed for stable, sustainable programming. Scenario A would involve more transitions and boundary changes while bringing 67% of schools to sustainable enrollment levels. Community review will help inform how these benefits and burdens are balanced in the Superintendent's recommendation.

Rightsizing modeling responds to uneven enrollment across schools and programs, underenrolled dual language immersion classrooms, and the need to strengthen middle school enrollment. The analysis considers functional capacity, facility conditions and planned improvements, geographic access, and existing feeder patterns. These conditions differ across regions and require different combinations of changes.

In the Roosevelt and Jefferson region, dual language immersion consolidation and middle school enrollment were primary drivers. In the Grant and McDaniel and Cleveland and Franklin regions, modeling emphasized K–8 reconfiguration, language pathways, facility considerations, and reducing split feeders. In the Lincoln and Wells region, geographic isolation, travel distances, and elementary enrollment were central considerations; immersion programs were already consolidated.

The regional approach also seeks to address lessons from prior southeast changes by considering more comprehensive school and program changes, preserving community connections where possible, and limiting repeated transitions. The scenarios identify proposed assignments and program locations; receiving school readiness, transportation, staffing, and transition supports will require further implementation planning.

Scenario A

Overview

Scenario A proposes 14 school closures, eight grade reconfigurations, 13 program moves, one program discontinuation, and 38 boundary changes. Seven K–8 schools would become K–5 schools: Beverly Cleary, Laurelhurst, Sunnyside, Bridger Creative Science, César Chávez, Faubion, and Vernon. Metropolitan Learning Center would become K–8.

Program moves consolidate Spanish and Chinese immersion pathways, relocate Creston's Deaf and Hard of Hearing program to Glencoe, move Rose City Park's Vietnamese immersion program to Vestal, and relocate Odyssey to Metropolitan Learning Center. Sunnyside's environmental focus option would be discontinued; it would become a neighborhood school with no new lottery transfers, while existing lottery students could remain through fifth grade. Odyssey's relocation would leave East Sylvan vacant and available for consideration through the building repurposing process. No alternative or focus option school closure is proposed.

Regional Analysis

Lincoln and Wells: Maplewood would consolidate into Hayhurst and Rieke, with a proposed distribution of 70 percent to Hayhurst and 30 percent to Rieke. Stephenson would consolidate into Markham and Capitol Hill using the same proportions. Targeted boundary adjustments would balance nearby campuses, shift the Maplewood middle school area from Jackson to Robert Gray, and change Skyline's high school assignment from Lincoln to Roosevelt. Skyline would remain K–8. Bridlemile's existing pathways would be retained because changes would substantially affect middle school enrollment.

Grant and McDaniel: Irvington would consolidate into Beverly Cleary for K–5, with the Irvington middle school area assigned to Beaumont. Rose City Park's neighborhood K–5 students would move to Scott and its Vietnamese immersion program to Vestal. Beverly Cleary and Laurelhurst would become K–5, with middle grades moving to Beaumont and Mt. Tabor, respectively. Scott's Spanish immersion program would move to Rigler, Beaumont's middle grades Spanish immersion to Roseway Heights, and Clark's Chinese immersion to

Woodstock. These changes seek to strengthen middle school enrollment and language pathways while accounting for Beverly Cleary seismic work and Rose City Park facility concerns.

Cleveland and Franklin: Buckman would consolidate into Abernethy and Sunnyside, with a proposed distribution of 50 percent to each. Creston's neighborhood K–5 students would move to Atkinson and its Deaf and Hard of Hearing program to Glencoe. Marysville would consolidate into Arleta, Woodmere into Whitman, and Lewis into Duniway. Sellwood would consolidate into Hosford for the Llewellyn area and Brentwood for the Duniway and Lewis areas. Sunnyside and Bridger Creative Science would become K–5. Atkinson's Spanish immersion program would move to Lent, and Woodstock would receive Clark's Chinese immersion program. Boundary changes would strengthen middle school pathways and address split feeders, with facility conditions and prior student transitions informing implementation planning.

Roosevelt and Jefferson: Beach's neighborhood K–5 students would move to Chief Joseph and James John's to Sitton; both schools' Spanish immersion programs, together with Sitton's, would consolidate at César Chávez. Peninsula would consolidate into Rosa Parks and Sabin into Dr. Martin Luther King Jr. César Chávez would become a K–5 Spanish immersion hub, with non-immersion K–5 students assigned to Rosa Parks and middle grades to George. Faubion's middle grades would move to Ockley Green and Vernon's to Harriet Tubman. Ockley Green's middle grades Spanish immersion would move to George, and Dr. Martin Luther King Jr.'s Chinese immersion program would move to Boise-Eliot/Humboldt. These changes prioritize coherent immersion pathways, stronger middle school enrollment, and use of available building capacity.

Scenario B

Overview

Scenario B proposes 11 school closures, eight grade reconfigurations, 12 program moves, one program discontinuation, and 34 boundary changes. It retains Stephenson, Rose City Park, and Lewis as open schools. Stephenson and Rose City Park would have no proposed changes; Lewis would receive part of Whitman's boundary. Vietnamese immersion would remain at Rose City Park.

The eight grade reconfigurations, other program moves, Sunnyside focus option discontinuation, and Odyssey relocation described in Scenario A also apply to Scenario B. The two scenarios therefore share most of their proposed structural changes, while presenting different approaches to elementary consolidation in three regions.

Regional Analysis

Lincoln and Wells: Maplewood would consolidate into Hayhurst and Rieke with the same boundary proportions as Scenario A. Stephenson would remain open and retain its elementary boundary. The Hayhurst and Rieke adjustments, Maplewood middle school assignment to Robert Gray, and Skyline high school assignment to Roosevelt would remain. This approach retains Stephenson while pursuing the other proposed enrollment and feeder adjustments.

Grant and McDaniel: Irvington would consolidate into Beverly Cleary for K–5, and its middle school area would move to Beaumont. Rose City Park would remain open, retaining its neighborhood boundary and Vietnamese immersion program. Scott would not receive Rose City Park's neighborhood boundary, and Vietnamese immersion would not move to Vestal. The Beverly Cleary and Laurelhurst reconfigurations and the Spanish and Chinese immersion moves described in Scenario A would remain, preserving the broader emphasis on middle school enrollment and language pathways.

Cleveland and Franklin: The Buckman, Creston, Marysville, Woodmere, and Sellwood consolidations would remain as described in Scenario A. Lewis would remain open and receive part of Whitman's boundary rather

than consolidate into Duniway. The proposed middle school pathway for the Duniway and Lewis areas would still shift to Brentwood. K–8 reconfigurations, immersion and Deaf and Hard of Hearing program moves, Sunnyside's focus option discontinuation, and the other identified boundary changes would remain.

Roosevelt and Jefferson: The proposed changes are the same in both scenarios. Beach, James John, Peninsula, and Sabin would consolidate into the receiving schools identified in Scenario A. Spanish immersion consolidation at César Chávez and George, the Chinese immersion move to Boise-Eliot/Humboldt, and the César Chávez, Faubion, and Vernon grade reconfigurations would remain. Transition planning will need to address substantial enrollment and demographic changes, academic continuity, and community building at receiving schools.

Moving Forward and Next Steps

Community engagement will provide students, families, staff, and community members opportunities to review both scenarios, ask questions, and share concerns and priorities. Feedback will help identify the effects of proposed changes on school communities, access to programs, transportation, and the supports needed for successful transitions.

The district will consider community input alongside the regional analysis, equity impact findings, enrollment and capacity modeling, and receiving school readiness work. This review will inform refinements to the scenarios and the identification of implementation needs and mitigation strategies.

The Superintendent will incorporate community engagement into a recommendation to the Board in mid-November. The recommendation will describe the proposed changes and how community input informed them, along with implementation considerations and transition supports for further Board review.

Materials Included

- Memo
- Overview of the Scenarios at the District Level
- Overview of the Regional Impacts
- Slide Deck for the October 6, 2026 Meeting
- Districtwide Maps

PORTLAND | Public Schools

RIGHTSIZING

Comparing three scenarios

Portland Public Schools has more school buildings than our enrollment supports. This compares what the district would look like under each of three scenarios.

WHAT GUIDES THE WORK

Well-resourced schools
Consistent access to strong academic programming across PPS.

Safe and healthy learning environments
Facilities that support student safety, wellness, and long-term sustainability.

Educational options
A strong network of neighborhood schools balanced with educational options.

PPS equity lens
Centering students most impacted by inequities in every decision.

The three scenarios

All figures are projections for the **2031–32 school year** unless noted.

SCENARIO A

Closures, program moves, and boundary changes bring about two thirds of schools up to a sustainable size. About 80% of students will attend a sustainable school.

SCENARIO B

A smaller set of the same moves brings more than half of schools up to a sustainable size. About 73% of students will attend a sustainable school.

STATUS QUO

No schools close and no boundaries change. Enrollment keeps declining, so more schools fall below the size needed to staff a full program. About 48% of students will attend a sustainable school.

District-wide, side by side

Measure	SCENARIO A	SCENARIO B	STATUS QUO
Schools or sites that would close	14	11	0
Students who would change schools	27%	24%	0%
Schools above the sustainability threshold	67%	57%	26%
Students attending a school above the threshold	80%	73%	48%
Students Experiencing Poverty in Sustainable Schools	81%	74%	42%
Historically Underserved Students in Sustainable Schools	83%	78%	46%
Students Receiving Special Education Services in Sustainable Schools	77%	69%	41%
Multilingual Learners in Sustainable Schools	87%	77%	44%

SUSTAINABILITY THRESHOLDS

K–5: 360 students

K–8 and middle school: 500 students

High school: 1,100 students

RIGHTSIZING · SCENARIO COMPARISON

What changes under each scenario

Every school affected, district-wide, grouped by the kind of change.

PORTLAND | Public Schools

STATUS QUO

0 schools close

26% of schools above sustainability threshold

48% of students in those schools

0% students change schools

SCENARIO A

14
schools close

67%
schools above sustainability threshold

27%
K–8 students move

⊗ SCHOOLS CLOSING — 14

Beach · Buckman · Creston · Irvington · James John · Lewis · Maplewood · Marysville · Peninsula · Rose City Park · Sabin · Sellwood MS · Stephenson · Woodmere

The MLC (9–12) high school program also closes; students move to their neighborhood high school. It is not counted as a school closure.

◫ ATTENDANCE BOUNDARY CHANGES — 38

Abernethy · Arleta · Astor · Atkinson · Beaumont MS · Beverly Cleary · Brentwood MS · Capitol Hill · Chief Joseph · Cleveland HS · Dr. Martin Luther King Jr. · Duniway · Faubion · Franklin HS · George MS · Harriet Tubman MS · Harrison Park MS · Hayhurst · Hosford MS · Jackson MS · Jefferson HS · Kellogg MS · Kelly · Lent · Lincoln HS · Llewellyn · Markham · McDaniel · Mt. Tabor MS · Ockley Green MS · Rieke · Robert Gray MS · Roosevelt HS · Rosa Parks · Scott · Sitton · Sunnyside Environmental · Whitman

→ PROGRAM MOVES — 13

Spanish: Beach, James John, and Sitton to Cesar Chavez · Atkinson to Lent · Scott to Rigler · Beaumont MS to Roseway Heights MS · Chavez 6–8 and Ockley Green MS to George MS · Vietnamese: Rose City Park to Vestal · Mandarin: Clark to Woodstock · MLK Jr. to Boise-Eliot/Humboldt · Creston Deaf and Hard of Hearing to Glencoe · Odyssey moves to the MLC site

↑↓ GRADE-LEVEL CHANGES — 8

Beverly Cleary 6–8 to Beaumont MS · Laurelhurst 6–8 to Mt. Tabor MS · Bridger Creative Science 6–8 to Harrison Park MS · Sunnyside Environmental 6–8 to Hosford MS · Faubion 6–8 to Ockley Green MS · Vernon 6–8 to Harriet Tubman MS · Chavez 6-8 to George · MLC becomes K-8

SCENARIO B

11
schools close

57%
schools above sustainability threshold

24%
K–8 students move

⊗ SCHOOLS CLOSING — 11

Beach · Buckman · Creston · Irvington · James John · Maplewood · Marysville · Peninsula · Sabin · Sellwood MS · Woodmere

The MLC (9–12) high school program also closes; students move to their neighborhood high school. It is not counted as a school closure.

◫ ATTENDANCE BOUNDARY CHANGES — 34

Abernethy · Arleta · Astor · Atkinson · Beaumont MS · Beverly Cleary · Brentwood MS · Chief Joseph · Cleveland HS · Dr. Martin Luther King Jr. · Faubion · Franklin HS · George MS · Harriet Tubman MS · Harrison Park MS · Hayhurst · Hosford MS · Jackson MS · Jefferson HS · Kellogg MS · Kelly · Lent · Lewis · Lincoln HS · McDaniel · Mt. Tabor MS · Ockley Green MS · Rieke · Robert Gray MS · Roosevelt HS · Rosa Parks · Sitton · Sunnyside Environmental · Whitman

→ PROGRAM MOVES — 12

Spanish: Beach, James John, and Sitton to Cesar Chavez · Atkinson to Lent · Scott to Rigler · Beaumont MS to Roseway Heights MS · Chavez 6–8 and Ockley Green MS to George MS · Mandarin: Clark to Woodstock · MLK Jr. to Boise-Eliot/Humboldt · Creston Deaf and Hard of Hearing to Glencoe · Odyssey moves to the MLC site

↑↓ GRADE-LEVEL CHANGES — 8

Beverly Cleary 6–8 to Beaumont MS · Laurelhurst 6–8 to Mt. Tabor MS · Bridger Creative Science 6–8 to Harrison Park MS · Sunnyside Environmental 6–8 to Hosford MS · Faubion 6–8 to Ockley Green MS · Vernon 6–8 to Harriet Tubman MS · Chavez 6-8 to George · MLC becomes K-8

Updated October 4, 2026

RIGHTSIZING · REGIONAL SUMMARY

Cleveland / Franklin region

Schools in the Cleveland and Franklin high school areas, compared across three scenarios.

PORTLAND | Public Schools

SCENARIO A

6 schools close

Buckman · Creston · Lewis · Marysville · Sellwood MS · Woodmere

SCENARIO B

5 schools close

Buckman · Creston · Marysville · Sellwood MS · Woodmere

STATUS QUO

0 schools close

No schools close and no boundaries change.

Cleveland / Franklin, side by side

All figures are projections for the **2031-32 school year**.

Measure	SCENARIO A	SCENARIO B	STATUS QUO
Schools that would close	6	5	0
Schools above the sustainability threshold	71%	59%	19%
Students attending a school above the threshold	82%	73%	38%
Students Experiencing Poverty in Sustainable Schools	81%	75%	36%
Historically Underserved Students in Sustainable Schools	84%	78%	37%
Students Receiving Special Education Services in Sustainable Schools	80%	69%	30%
Multilingual Learners in Sustainable Schools	86%	83%	43%

SUSTAINABILITY THRESHOLDS

K-5: 360 students | **K-8 and middle school:** 500 students | **High school:** 1,100 students

RIGHTSIZING · CLEVELAND / FRANKLIN REGION

What changes under each scenario

Every school affected in this region, grouped by the kind of change.

PORTLAND | Public Schools

SCENARIO A

6 schools close · **71%** of schools above threshold

⊗ SCHOOLS CLOSING — 6

Buckman · Creston · Lewis · Marysville · Sellwood MS · Woodmere

◫ ATTENDANCE BOUNDARY CHANGES — 15

Abernethy · Arleta · Atkinson · Brentwood MS · Cleveland HS · Duniway · Franklin HS · Hosford MS · Kellogg MS · Kelly · Lent · Llewellyn · Mt. Tabor · Sunnyside Environmental · Whitman

→ PROGRAM MOVES — 2

Spanish: Atkinson to Lent · Creston Deaf and Hard of Hearing to Glencoe

⇅ GRADE-LEVEL CHANGES — 2

Bridger Creative Science 6–8 to Harrison Park MS · Sunnyside Environmental 6–8 to Hosford MS

SCENARIO B

5 schools close · **59%** of schools above threshold

⊗ SCHOOLS CLOSING — 5

Buckman · Creston · Marysville · Sellwood MS · Woodmere

◫ ATTENDANCE BOUNDARY CHANGES — 14

Abernethy · Arleta · Atkinson · Brentwood MS · Cleveland HS · Franklin HS · Hosford MS · Kellogg MS · Kelly · Lent · Lewis · Mt. Tabor · Sunnyside Environmental · Whitman

→ PROGRAM MOVES — 2

Spanish: Atkinson to Lent · Creston Deaf and Hard of Hearing to Glencoe

⇅ GRADE-LEVEL CHANGES — 2

Bridger Creative Science 6–8 to Harrison Park MS · Sunnyside Environmental 6–8 to Hosford MS

Boundary changes include schools that gain area as well as those that lose it. All figures are projections for the 2031–32 school year.

Updated October 3, 2026

RIGHTSIZING · REGIONAL SUMMARY

Grant / McDaniel region

Schools in the Grant and McDaniel high school areas, compared across three scenarios.

PORTLAND | Public Schools

SCENARIO A

2 schools close

Irvington · Rose City Park

SCENARIO B

1 school closes

Irvington

STATUS QUO

0 schools close

No schools close and no boundaries change.

Grant / McDaniel, side by side

All figures are projections for the **2031–32 school year**.

Measure	SCENARIO A	SCENARIO B	STATUS QUO
Schools that would close	**2**	**1**	**0**
Schools above the sustainability threshold	**69%**	**57%**	**40%**
Students attending a school above the threshold	**82%**	**75%**	**59%**
Students Experiencing Poverty in Sustainable Schools	**85%**	**74%**	**53%**
Historically Underserved Students in Sustainable Schools	**87%**	**77%**	**57%**
Students Receiving Special Education Services in Sustainable Schools	**78%**	**68%**	**57%**
Multilingual Learners in Sustainable Schools	**87%**	**79%**	**48%**

SUSTAINABILITY THRESHOLDS — **K–5:** 360 students | **K–8 and middle school:** 500 students | **High school:** 1,100 students

RIGHTSIZING · GRANT / MCDANIEL REGION

What changes under each scenario

Every school affected in this region, grouped by the kind of change.

PORTLAND | Public Schools

SCENARIO A

2 schools close · **69%** of schools above threshold

⊗ SCHOOLS CLOSING — 2

Irvington · Rose City Park

◫ ATTENDANCE BOUNDARY CHANGES — 5

Beaumont MS · Beverly Cleary · McDaniel · Scott · Harrison Park MS

→ PROGRAM MOVES — 4

Spanish: Scott to Rigler · Spanish: Beaumont MS to Roseway Heights MS · Vietnamese: Rose City Park to Vestal · Mandarin: Clark to Woodstock

⇅ GRADE-LEVEL CHANGES — 2

Beverly Cleary 6–8 to Beaumont MS · Laurelhurst 6–8 to Mt. Tabor MS

SCENARIO B

1 school closes · **57%** of schools above threshold

⊗ SCHOOLS CLOSING — 1

Irvington

◫ ATTENDANCE BOUNDARY CHANGES — 4

Beaumont MS · Beverly Cleary · McDaniel · Harrison Park MS

→ PROGRAM MOVES — 3

Spanish: Scott to Rigler · Spanish: Beaumont MS to Roseway Heights MS · Mandarin: Clark to Woodstock

⇅ GRADE-LEVEL CHANGES — 2

Beverly Cleary 6–8 to Beaumont MS · Laurelhurst 6–8 to Mt. Tabor MS

Boundary changes include schools that gain area as well as those that lose it. All figures are projections for the 2031–32 school year.

Updated October 3, 2026

RIGHTSIZING · REGIONAL SUMMARY

Jefferson / Roosevelt region

Schools in the Jefferson and Roosevelt high school areas, compared across three scenarios.

PORTLAND | Public Schools

SCENARIO A

4 schools close

Beach · James John · Peninsula · Sabin

SCENARIO B

4 schools close

Beach · James John · Peninsula · Sabin

STATUS QUO

0 schools close

No schools close and no boundaries change.

Scenarios A and B close the same schools in this region, so their results are nearly identical.

Jefferson / Roosevelt, side by side

All figures are projections for the **2031-32 school year**.

Measure	SCENARIO A	SCENARIO B	STATUS QUO
Schools that would close	4	4	0
Schools above the sustainability threshold	73%	73%	16%
Students attending a school above the threshold	82%	82%	36%
Students Experiencing Poverty in Sustainable Schools	84%	84%	32%
Historically Underserved Students in Sustainable Schools	85%	85%	35%
Students Receiving Special Education Services in Sustainable Schools	80%	80%	26%
Multilingual Learners in Sustainable Schools	92%	92%	34%

SUSTAINABILITY THRESHOLDS — **K-5:** 360 students | **K-8 and middle school:** 500 students | **High school:** 1,100 students

RIGHTSIZING · JEFFERSON / ROOSEVELT REGION

What changes under each scenario

Every school affected in this region, grouped by the kind of change.

PORTLAND | Public Schools

SCENARIO A

4 schools close · **73%** of schools above threshold

⊗ SCHOOLS CLOSING — 4

Beach · James John · Peninsula · Sabin

◫ ATTENDANCE BOUNDARY CHANGES — 11

Astor · Chief Joseph · Dr. Martin Luther King Jr. · Faubion · George MS · Harriet Tubman MS · Jefferson HS · Ockley Green MS · Roosevelt HS · Rosa Parks · Sitton

→ PROGRAM MOVES — 6

Spanish: Beach, James John, and Sitton to Cesar Chavez · Spanish: Chavez 6–8 and Ockley Green MS to George MS · Mandarin: MLK Jr. to Boise-Eliot/Humboldt

⇅ GRADE-LEVEL CHANGES — 3

Faubion 6–8 to Ockley Green MS · Vernon 6–8 to Harriet Tubman MS · Chavez 6-8 to George

SCENARIO B

4 schools close · **73%** of schools above threshold

⊗ SCHOOLS CLOSING — 4

Beach · James John · Peninsula · Sabin

◫ ATTENDANCE BOUNDARY CHANGES — 11

Astor · Chief Joseph · Dr. Martin Luther King Jr. · Faubion · George MS · Harriet Tubman MS · Jefferson HS · Ockley Green MS · Roosevelt HS · Rosa Parks · Sitton

→ PROGRAM MOVES — 6

Spanish: Beach, James John, and Sitton to Cesar Chavez · Spanish: Chavez 6–8 and Ockley Green MS to George MS · Mandarin: MLK Jr. to Boise-Eliot/Humboldt

⇅ GRADE-LEVEL CHANGES — 3

Faubion 6–8 to Ockley Green MS · Vernon 6–8 to Harriet Tubman MS · Chavez 6-8 to George

Boundary changes include schools that gain area as well as those that lose it. All figures are projections for the 2031–32 school year.

Updated October 3, 2026

RIGHTSIZING · REGIONAL SUMMARY

Ida B. Wells / Lincoln region

Schools in the Ida B. Wells and Lincoln high school areas, compared across three scenarios.

PORTLAND | Public Schools

SCENARIO A

2 schools close

Maplewood · Stephenson

SCENARIO B

1 school closes

Maplewood

STATUS QUO

0 schools close

No schools close and no boundaries change.

Ida B. Wells / Lincoln, side by side

All figures are projections for the **2031-32 school year**.

Measure	SCENARIO A	SCENARIO B	STATUS QUO
Schools that would close	2	1	0
Schools above the sustainability threshold	60%	44%	35%
Students attending a school above the threshold	75%	64%	62%
Students Experiencing Poverty in Sustainable Schools	68%	54%	53%
Historically Underserved Students in Sustainable Schools	74%	61%	62%
Students Receiving Special Education Services in Sustainable Schools	71%	59%	54%
Multilingual Learners in Sustainable Schools	74%	58%	58%

SUSTAINABILITY THRESHOLDS — **K-5:** 360 students | **K-8 and middle school:** 500 students | **High school:** 1,100 students

RIGHTSIZING · IDA B. WELLS / LINCOLN REGION

What changes under each scenario

Every school affected in this region, grouped by the kind of change.

PORTLAND | Public Schools

SCENARIO A

2 schools close · **60%** of schools above threshold

⊗ SCHOOLS CLOSING — 2

Maplewood · Stephenson

The MLC (9–12) high school program also closes; students move to their neighborhood high school. It is not counted as a school closure.

◫ ATTENDANCE BOUNDARY CHANGES — 7

Capitol Hill · Hayhurst · Jackson MS · Lincoln HS · Markham · Rieke · Robert Gray MS

→ PROGRAM MOVES — 1

Odyssey moves to the MLC site

⇅ GRADE-LEVEL CHANGES — 1

MLC becomes K-8

SCENARIO B

1 school closes · **44%** of schools above threshold

⊗ SCHOOLS CLOSING — 1

Maplewood

The MLC (9–12) high school program also closes; students move to their neighborhood high school. It is not counted as a school closure.

◫ ATTENDANCE BOUNDARY CHANGES — 5

Hayhurst · Jackson MS · Lincoln HS · Rieke · Robert Gray MS

→ PROGRAM MOVES — 1

Odyssey moves to the MLC site

⇅ GRADE-LEVEL CHANGES — 1

MLC becomes K-8

Boundary changes include schools that gain area as well as those that lose it. All figures are projections for the 2031–32 school year.

Updated October 4, 2026

See Northwest Inset Map

George Middle School Spanish Immersion

Astor K-8 Neighborhood

Ockley Green Middle School Neighborhood

Columbia Transportation

Beaumont Middle School Neighborhood

Roseway Heights Middle School Spanish Immersion, Vietnamese Immersion

Harriet Tubman Middle School Mandarin Immersion

Prophet Center

MLC & Odyssey K-8 Focus/Option

da Vinci Middle School Focus/Option

Mt Tabor Middle School Japanese Immersion

Odyssey Building Closed

Hosford Middle School Neighborhood

Harrison Park Middle School Mandarin Immersion

West Sylvan Middle School Spanish Immersion

Pioneer K-12

Kellogg Middle School Spanish Immersion

Winterhaven K-8 Focus/Option

Gray Middle School Neighborhood

ACCESS 2-8 Focus/Option

Brentwood Middle School Russian Immersion

Sellwood School Closed

Jackson Middle School Neighborhood

Skyline K-8 Neighborhood

Northwest

0 ½ 1 2 Miles

0 ¼ ½ 1 Miles

N W E S

Rightsizing Model 2026.09.24
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Grade 6-8 Attendance Areas

School Year 2027-28

Scenario A

PORTLAND | Public Schools

High School Cluster
- Cleveland
- Franklin
- Grant
- Jefferson
- Lincoln
- McDaniel
- Roosevelt
- Wells-Barnett

Boundary Type
- Middle School
- K-8

- 2-8 Focus/ Option
- K-8 Focus/ Option
- K-8 Neighborhood
- Middle School Focus/Option
- Middle School Neighborhood
- Middle School Neighborhood/ Immersion
- School Closed
- Admin
- Special School

See Northwest Inset Map

Roosevelt High School Spanish Immersion

Jefferson High School Mandarin Immersion

Lincoln High School Spanish Immersion

Benson High School

Alliance H.S

Grant High School Japanese Immersion

McDaniel High School Spanish Immersion, Vietnamese Immersion

Wells-Barnett High School

Cleveland High School Mandarin Immersion

Franklin High School Russian Immersion, Spanish Immersion

Pioneer K-12

Cleveland H.S. @ Marshall

Columbia Transportation

Prosper Portland

Northwest

0 ½ 1 2 Miles

0 ¼ ½ 1 Miles

N W E S

Rightsizing Model 2026.09.24
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Grade 9-12 Attendance Areas

School Year 2027-28

Scenario A

PORTLAND | Public Schools

High School Cluster
- Cleveland
- Franklin
- Grant
- Jefferson
- Lincoln
- McDaniel
- Roosevelt
- Wells-Barnett

Boundary Type
- High School

- High School
- Alternative
- Cleveland HS During Construction
- Admin
- Special School

See Northwest Inset Map

Sitton K-5 Neighborhood

James John School Closed

Rosa Parks K-5 Neighborhood

César Chávez K-5 Spanish Immersion

Peninsula School Closed

Astor K-8 Neighborhood

Chief Joseph K-5 Neighborhood

Woodlawn K-5 Neighborhood

Faubion K-5 Neighborhood

Beach School Closed

MLK Jr K-5 Neighborhood

Vernon K-5 Neighborhood

Rigler K-5 Spanish Immersion

Scott K-5 Neighborhood

Sabin School Closed

Boise-Eliot/Humboldt K-5 Mandarin Immersion

Alameda K-5 Neighborhood

Irvington School Closed

Beverly Cleary K-5 Neighborhood

Rose City Park School Closed

Sunrise K-5 Neighborhood

Forest Park K-5 Neighborhood

Chapman K-5 Neighborhood

Prosthet Center

Laurelhurst K-5 Neighborhood

MLC & Odyssey K-8 Focus/ Option

Vestal K-5 Vietnamese Immersion

Buckman School Closed

Glencoe K-5 Neighborhood

Odyssey Building Closed

Sunnyside Environmental K-5 Neighborhood

Clark K-5 Neighborhood

Ainsworth K-5 Spanish Immersion

Abernethy K-5 Neighborhood

Richmond K-5 Japanese Immersion

Bridger Creative Science K-5 Neighborhood

Atkinson K-5 Neighborhood

Pioneer K-12

Winterhaven K-8 Focus/ Option

Creston School Closed

Bridlemile K-5 Neighborhood

Grout K-5 Neighborhood

Arleta K-5 Neighborhood

Marysville School Closed

Lent K-5 Spanish Immersion

Woodstock K-5 Mandarin Immersion

Hayhurst K-5 Neighborhood

ACCESS 2-8 Focus/ Option

Llewellyn K-5 Neighborhood

Rieke K-5 Neighborhood

Maplewood School Closed

Lewis School Closed

Woodmere School Closed

Kelly K-5 Russian Immersion

Duniway K-5 Neighborhood

Whitman K-5 Neighborhood

Capitol Hill K-5 Neighborhood

Markham K-5 Neighborhood

Stephenson School Closed

Skyline K-8 Neighborhood

Columbia Transportation

Columbia River

Willamette River

Swan Island Basin

0 ½ 1 2 Miles

0 ¼ ½ 1 Miles

N W E S

Rightsizing Model 2026.09.24
Version: 10/5/2026 12:58 PM

Grade K-5 Attendance Areas

School Year 2027-28

Scenario A

PORTLAND | Public Schools

High School Cluster
- Cleveland
- Franklin
- Grant
- Jefferson
- Lincoln
- McDaniel
- Roosevelt
- Wells-Barnett

Boundary Type
- K-8
- K-5

- K-5 Immersion
- K-5 Neighborhood
- K-5 Neighborhood/ Immersion
- 2-8 Focus/ Option
- K-8 Focus/ Option
- K-8 Neighborhood
- School Closed
- Admin
- Special School

See Northwest Inset Map

Sitton K-5 Neighborhood
George Middle School Spanish Immersion
James John School Closed
Roosevelt High School Spanish Immersion
Rosa Parks K-5 Neighborhood
César Chávez K-5 Spanish Immersion
Peninsula School Closed
Astor K-8 Neighborhood
Chief Joseph K-5 Neighborhood
Woodlawn K-5 Neighborhood
Faubion K-5 Neighborhood
Ockley Green Middle School Neighborhood
Jefferson High School Mandarin Immersion
Beach School Closed
MLK Jr K-5 Neighborhood
Vernon K-5 Neighborhood
Rigler K-5 Spanish Immersion
Scott K-5 Neighborhood
Sabin School Closed
Boise-Eliot/Humboldt K-5 Mandarin Immersion
Alameda K-5 Neighborhood
Beaumont Middle School Neighborhood
Roseway Heights Middle School Spanish Immersion, Vietnamese Immersion
Irvington School Closed
Harriet Tubman Middle School Mandarin Immersion
Grant High School Japanese Immersion
Beverly Cleary K-5 Neighborhood
Rose City Park School Closed
McDaniel High School Spanish Immersion, Vietnamese Immersion
Sunrise K-5 Neighborhood
Forest Park K-5 Neighborhood
Chapman K-5 Neighborhood
MLC & Odyssey K-8 Focus/ Option
Lincoln High School Spanish Immersion
Benson High School
Alliance H.S.
da Vinci Middle School Focus/Option
Laurelhurst K-5 Neighborhood
Vestal K-5 Vietnamese Immersion
Buckman School Closed
Mt Tabor Middle School Japanese Immersion
Glencoe K-5 Neighborhood
Clark K-5 Neighborhood
Odyssey Building Closed
Ainsworth K-5 Spanish Immersion
Sunnyside Environmental K-5 Neighborhood
Harrison Park Middle School Mandarin Immersion
Bridger Creative Science K-5 Neighborhood
Hosford Middle School Neighborhood
Abernethy K-5 Neighborhood
Richmond K-5 Japanese Immersion
Atkinson K-5 Neighborhood
Pioneer K-12
Franklin High School Russian Immersion, Spanish Immersion
West Sylvan Middle School Spanish Immersion
Winterhaven K-8 Focus/ Option
Cleveland High School Mandarin Immersion
Creston School Closed
Kellogg Middle School Spanish Immersion
Cleveland H.S. @ Marshall
Grout K-5 Neighborhood
Bridlemile K-5 Neighborhood
Arleta K-5 Neighborhood
Marysville School Closed
Lent K-5 Spanish Immersion
Gray Middle School Neighborhood
Hayhurst K-5 Neighborhood
ACCESS 2-8 Focus/ Option
Wells-Barnett High School
Rieke K-5 Neighborhood
Llewellyn K-5 Neighborhood
Woodstock K-5 Mandarin Immersion
Woodmere School Closed
Maplewood School Closed
Lewis School Closed
Brentwood Middle School Russian Immersion
Kelly K-5 Russian Immersion
Duniway K-5 Neighborhood
Capitol Hill K-5 Neighborhood
Sellwood School Closed
Whitman K-5 Neighborhood
Markham K-5 Neighborhood
Jackson Middle School Neighborhood
Stephenson School Closed

Northwest

Skyline K-8 Neighborhood

0 ½ 1 2 Miles

0 ¼ ½ 1 Miles

N W E S

Rightsizing Model 2026.09.24
Version: 10/5/2026 12:58 PM

Grade K-12 Attendance Areas

School Year 2027-28

Scenario A

PORTLAND | Public Schools

High School Cluster
- Cleveland
- Franklin
- Grant
- Jefferson
- Lincoln
- McDaniel
- Roosevelt
- Wells-Barnett

Boundary Type
- High School
- Middle School
- K-8
- K-5

- K-5 Immersion
- K-5 Neighborhood
- K-5 Neighborhood/ Immersion
- 2-8 Focus/ Option
- K-8 Focus/ Option
- K-8 Neighborhood
- Middle School Focus/Option
- Middle School Neighborhood
- Middle School Neighborhood/ Immersion
- High School
- School Closed
- Alternative
- Cleveland HS During Construction
- Admin
- Special School

See Northwest Inset Map

Astor Attendance Area

George Middle School Spanish Immersion

Astor K-8 Neighborhood

Ockley Green Middle School Neighborhood

Columbia Transportation

Beaumont Middle School Neighborhood

Roseway Heights Middle School Spanish Immersion, Vietnamese Immersion

Harriet Tubman Middle School Mandarin Immersion

Prophet Center

MLC & Odyssey K-8 Focus/Option

da Vinci Middle School Focus/Option

Mt Tabor Middle School Japanese Immersion

Odyssey Building Closed

Hosford Middle School Neighborhood

Harrison Park Middle School Mandarin Immersion

West Sylvan Middle School Spanish Immersion

Pioneer K-12

Kellogg Middle School Spanish Immersion

Winterhaven K-8 Focus/Option

Gray Middle School Neighborhood

ACCESS 2-8 Focus/Option

Brentwood Middle School Russian Immersion

Sellwood School Closed

Jackson Middle School Neighborhood

Skyline K-8 Neighborhood

Northwest

0 ½ 1 2 Miles

0 ¼ ½ 1 Miles

N W E S

Rightsizing Model 2026.09.24
Version: 10/5/2026 12:58 PM

Grade 6-8 Attendance Areas

School Year 2027-28

Scenario B

PORTLAND | Public Schools

High School Cluster
- Cleveland
- Franklin
- Grant
- Jefferson
- Lincoln
- McDaniel
- Roosevelt
- Wells-Barnett

Boundary Type
- Middle School
- K-8

- 2-8 Focus/ Option
- K-8 Focus/ Option
- K-8 Neighborhood
- Middle School Focus/Option
- Middle School Neighborhood
- Middle School Neighborhood/ Immersion
- School Closed
- Admin
- Special School

See Northwest Inset Map

Roosevelt High School Spanish Immersion

Jefferson High School Mandarin Immersion

Columbia Transportation

Grant High School Japanese Immersion

McDaniel High School Spanish Immersion, Vietnamese Immersion

Prosper Center

Benson High School

Alliance H.S

Lincoln High School Spanish Immersion

Wells-Barnett High School

Cleveland High School Mandarin Immersion

Franklin High School Russian Immersion, Spanish Immersion

Pioneer K-12

Cleveland H.S. @ Marshall

Northwest

0 ½ 1 2 Miles

0 ¼ ½ 1 Miles

N W E S

Rightsizing Model 2026.09.24
Version: 10/3/2026 12:27 PM

Grade 9-12 Attendance Areas

School Year 2027-28

Scenario B

PORTLAND | Public Schools

High School Cluster
- Cleveland
- Franklin
- Grant
- Jefferson
- Lincoln
- McDaniel
- Roosevelt
- Wells-Barnett

Boundary Type
- High School

- High School
- Alternative
- Cleveland HS During Construction
- Admin
- Special School

See Northwest Inset Map

Sitton K-5 Neighborhood
James John School Closed
Rosa Parks K-5 Neighborhood
César Chávez K-5 Spanish Immersion
Peninsula School Closed
Astor K-8 Neighborhood
Chief Joseph K-5 Neighborhood
Woodlawn K-5 Neighborhood
Faubion K-5 Neighborhood
Beach School Closed
MLK Jr K-5 Neighborhood
Vernon K-5 Neighborhood
Rigler K-5 Spanish Immersion
Scott K-5 Neighborhood
Sabin School Closed
Boise-Eliot/Humboldt K-5 Mandarin Immersion
Alameda K-5 Neighborhood
Irvington School Closed
Beverly Cleary K-5 Neighborhood
Rose City Park K-5 Vietnamese Immersion
Sunrise K-5 Neighborhood
Forest Park K-5 Neighborhood
Chapman K-5 Neighborhood
MLC & Odyssey K-8 Focus/ Option
Laurelhurst K-5 Neighborhood
Vestal K-5 Neighborhood
Buckman School Closed
Glencoe K-5 Neighborhood
Clark K-5 Neighborhood
Odyssey Building Closed
Ainsworth K-5 Spanish Immersion
Sunnyside Environmental K-5 Neighborhood
Abernethy K-5 Neighborhood
Richmond K-5 Japanese Immersion
Bridger Creative Science K-5 Neighborhood
Atkinson K-5 Neighborhood
Pioneer K-12
Winterhaven K-8 Focus/ Option
Creston School Closed
Bridlemile K-5 Neighborhood
Grout K-5 Neighborhood
Arleta K-5 Neighborhood
Marysville School Closed
Lent K-5 Spanish Immersion
Woodstock K-5 Mandarin Immersion
Hayhurst K-5 Neighborhood
ACCESS 2-8 Focus/ Option
Llewellyn K-5 Neighborhood
Rieke K-5 Neighborhood
Maplewood School Closed
Lewis K-5 Neighborhood
Woodmere School Closed
Kelly K-5 Russian Immersion
Duniway K-5 Neighborhood
Whitman K-5 Neighborhood
Capitol Hill K-5 Neighborhood
Markham K-5 Neighborhood
Stephenson K-5 Neighborhood

Northwest
Skyline K-8 Neighborhood
0 ½ 1 2 Miles

0 ¼ ½ 1 Miles

Rightsizing Model 2026.09.24
Version: 10/5/2026 12:58 PM

Grade K-5 Attendance Areas

School Year 2027-28

Scenario B

PORTLAND | Public Schools

High School Cluster
- Cleveland
- Franklin
- Grant
- Jefferson
- Lincoln
- McDaniel
- Roosevelt
- Wells-Barnett

Boundary Type
- K-8
- K-5

- K-5 Immersion
- K-5 Neighborhood
- K-5 Neighborhood/ Immersion
- 2-8 Focus/ Option
- K-8 Focus/ Option
- K-8 Neighborhood
- School Closed
- Admin
- Special School

See Northwest Inset Map

Astor Attendance Area

Sitton K-5 Neighborhood

George Middle School Spanish Immersion

James John School Closed

Roosevelt High School Spanish Immersion

Rosa Parks K-5 Neighborhood

César Chávez K-5 Spanish Immersion

Peninsula School Closed

Astor K-8 Neighborhood

Chief Joseph K-5 Neighborhood

Woodlawn K-5 Neighborhood

Faubion K-5 Neighborhood

Ockley Green Middle School Neighborhood

Jefferson High School Mandarin Immersion

Beach School Closed

MLK Jr K-5 Neighborhood

Vernon K-5 Neighborhood

Rigler K-5 Spanish Immersion

Scott K-5 Neighborhood

Sabin School Closed

Boise-Eliot/Humboldt K-5 Mandarin Immersion

Alameda K-5 Neighborhood

Beaumont Middle School Neighborhood

Roseway Heights Middle School Spanish Immersion, Vietnamese Immersion

Irvington School Closed

Harriet Tubman Middle School Mandarin Immersion

Grant High School Japanese Immersion

Rose City Park K-5 Vietnamese Immersion

Beverly Cleary K-5 Neighborhood

McDaniel High School Spanish Immersion, Vietnamese Immersion

Sunrise K-5 Neighborhood

Forest Park K-5 Neighborhood

Chapman K-5 Neighborhood

MLC & Odyssey K-8 Focus/ Option

Laurelhurst K-5 Neighborhood

Benson High School

Alliance H.S.

da Vinci Middle School Focus/Option

Buckman School Closed

Vestal K-5 Neighborhood

Mt Tabor Middle School Japanese Immersion

Glencoe K-5 Neighborhood

Lincoln High School Spanish Immersion

Odyssey Building Closed

Ainsworth K-5 Spanish Immersion

Sunnyside Environmental K-5 Neighborhood

Clark K-5 Neighborhood

Hosford Middle School Neighborhood

Harrison Park Middle School Mandarin Immersion

Abernethy K-5 Neighborhood

Bridger Creative Science K-5 Neighborhood

Richmond K-5 Japanese Immersion

Atkinson K-5 Neighborhood

Pioneer K-12

Franklin High School Russian Immersion, Spanish Immersion

West Sylvan Middle School Spanish Immersion

Winterhaven K-8 Focus/ Option

Cleveland High School Mandarin Immersion

Creston School Closed

Kellogg Middle School Spanish Immersion

Cleveland H.S. @ Marshall

Bridlemile K-5 Neighborhood

Grout K-5 Neighborhood

Arleta K-5 Neighborhood

Marysville School Closed

Lent K-5 Spanish Immersion

Gray Middle School Neighborhood

Hayhurst K-5 Neighborhood

ACCESS 2-8 Focus/ Option

Woodstock K-5 Mandarin Immersion

Wells-Barnett High School

Rieke K-5 Neighborhood

Llewellyn K-5 Neighborhood

Maplewood School Closed

Lewis K-5 Neighborhood

Woodmere School Closed

Kelly K-5 Russian Immersion

Brentwood Middle School Russian Immersion

Duniway K-5 Neighborhood

Capitol Hill K-5 Neighborhood

Sellwood School Closed

Whitman K-5 Neighborhood

Markham K-5 Neighborhood

Jackson Middle School Neighborhood

Stephenson K-5 Neighborhood

Skyline K-8 Neighborhood

Northwest

0 ½ 1 2 Miles

0 ¼ ½ 1 Miles

N W E S

Rightsizing Model 2026.09.24
Version: 10/5/2026 12:58 PM

Grade K-12 Attendance Areas

School Year 2027-28

Scenario B

PORTLAND | Public Schools

High School Cluster
- Cleveland
- Franklin
- Grant
- Jefferson
- Lincoln
- McDaniel
- Roosevelt
- Wells-Barnett

Boundary Type
- High School
- Middle School
- K-8
- K-5

- K-5 Immersion
- K-5 Neighborhood
- K-5 Neighborhood/ Immersion
- 2-8 Focus/ Option
- K-8 Focus/ Option
- K-8 Neighborhood
- Middle School Focus/Option
- Middle School Neighborhood
- Middle School Neighborhood/ Immersion
- High School
- School Closed
- Alternative
- Cleveland HS During Construction
- Admin
- Special School

See Northwest Inset Map

George Middle School Spanish Immersion

Cesar Chavez K-8 Spanish Immersion

Astor K-8 Neighborhood

Ockley Green Middle School Spanish Immersion

Faubion K-8 Neighborhood

Vernon K-8 Neighborhood

Beaumont Middle School Spanish Immersion

Roseway Heights Middle School Spanish Immersion, Vietnamese Immersion

Harriet Tubman Middle School Mandarin Immersion

Beverly Cleary K-8 Neighborhood

Laurelhurst K-8 Neighborhood

Metro: Learning Center K-12 Focus/Option

da Vinci Middle School Focus/Option

Mt Tabor Middle School Japanese Immersion

Sunnyside Environmental K-8 Neighborhood

Hosford Middle School Neighborhood

Bridger Creative Science K-8 Neighborhood

Pioneer K-12

Harrison Park Middle School Mandarin Immersion

Odyssey K-8 Focus/Option

West Sylvan Middle School Spanish Immersion

Winterhaven K-8 Focus/ Option

Kellogg Middle School Spanish Immersion

Gray Middle School Neighborhood

ACCESS 2-8 Focus/ Option

Brentwood Middle School Russian Immersion

Sellwood Middle School Neighborhood

Jackson Middle School Neighborhood

Skyline K-8 Neighborhood

Northwest

0 ½ 1 2 Miles

0 ¼ ½ 1 Miles

N W E S

Rightsizing Model 2026.09.24
Version: 10/3/2026 12:27 PM

Grade 6-8 Attendance Areas

School Year 2027-28

No Change / Status Quo

PORTLAND | Public Schools

High School Cluster
- Cleveland
- Franklin
- Grant
- Jefferson
- Lincoln
- McDaniel
- Roosevelt
- Wells-Barnett

Boundary Type
- Middle School
- K-8

- 2-8 Focus/ Option
- K-8 Focus/ Option
- K-8 Neighborhood
- K-8 Neighborhood/ Immersion
- Middle School Focus/Option
- Middle School Neighborhood
- Middle School Neighborhood/ Immersion
- K-12 Focus/ Option
- Admin
- Special School

See Northwest Inset Map

Roosevelt High School Spanish Immersion

Jefferson High School Mandarin Immersion

Grant High School Japanese Immersion

McDaniel High School Spanish Immersion, Vietnamese Immersion

Prosper Portland

Columbia Transportation

Metro: Learning Center K-12 Focus/Option

Lincoln High School Spanish Immersion

Benson High School

Alliance H.S.

Wells-Barnett High School

Cleveland High School Mandarin Immersion

Franklin High School Russian Immersion, Spanish Immersion

Pioneer K-12

Cleveland H.S. @ Marshall

Northwest

0 ½ 1 2 Miles

0 ¼ ½ 1 Miles

N W E S

Rightsizing Model 2026.09.24
Version: 10/3/2026 12:27 PM

Grade 9-12 Attendance Areas

School Year 2027-28

No Change / Status Quo

High School Cluster
- Cleveland
- Franklin
- Grant
- Jefferson
- Lincoln
- McDaniel
- Roosevelt
- Wells-Barnett

Boundary Type
- High School

- K-12 Focus/ Option
- High School
- Alternative
- Cleveland HS During Construction
- Admin
- Special School

PORTLAND | Public Schools

See Northwest Inset Map

Sitton K-5 Spanish Immersion
James John K-5 Spanish Immersion
Rosa Parks K-5 Neighborhood
Cesar Chavez K-8 Spanish Immersion
Astor K-8 Neighborhood
Peninsula K-5 Neighborhood
Chief Joseph K-5 Neighborhood
Woodlawn K-5 Neighborhood
Faubion K-8 Neighborhood
Beach K-5 Spanish Immersion
Vernon K-8 Neighborhood
MLK Jr. K-5 Mandarin Immersion
Rigler K-5 Spanish Immersion
Scott K-5 Spanish Immersion
Sabin K-5 Neighborhood
Boise-Eliot/ Humboldt K-5 Neighborhood
Alameda K-5 Neighborhood
Forest Park K-5 Neighborhood
Irvington K-5 Neighborhood
Rose City Park K-5 Vietnamese Immersion
Beverly Cleary K-8 Neighborhood
Sunrise K-5 Neighborhood
Chapman K-5 Neighborhood
Laurelhurst K-8 Neighborhood
Metro. Learning Center K-12 Focus/Option
Vestal K-5 Neighborhood
Buckman K-5 Neighborhood
Glencoe K-5 Neighborhood
Clark K-5 Mandarin Immersion
Sunnyside Environmental K-8 Neighborhood
Odyssey K-8 Focus/Option
Ainsworth K-5 Spanish Immersion
Abernethy K-5 Neighborhood
Richmond K-5 Japanese Immersion
Atkinson K-5 Spanish Immersion
Bridger Creative Science K-8 Neighborhood
Pioneer K-12
Winterhaven K-8 Focus/ Option
Creston K-5 Neighborhood
Grout K-5 Neighborhood
Bridlemile K-5 Neighborhood
Arleta K-5 Neighborhood
Marysville K-5 Neighborhood
Ilent K-5 Spanish Immersion
Hayhurst K-5 Neighborhood
Woodstock K-5 Mandarin Immersion
ACCESS 2-8 Focus/ Option
Rieke K-5 Neighborhood
Llewellyn K-5 Neighborhood
Maplewood K-5 Neighborhood
Lewis K-5 Neighborhood
Woodmere K-5 Neighborhood
Kelly K-5 Russian Immersion
Duniway K-5 Neighborhood
Whitman K-5 Neighborhood
Capitol Hill K-5 Neighborhood
Markham K-5 Neighborhood
Stephenson K-5 Neighborhood

Columbia River
Willamette River
Columbia Transportation
Prophet Center

Northwest
Skyline K-8 Neighborhood
0 ½ 1 2 Miles

0 ¼ ½ 1 Miles

Rightsizing Model 2026.09.24
Version: 10/3/2026 12:27 PM

Grade K-5 Attendance Areas

School Year 2027-28

No Change / Status Quo

PORTLAND | Public Schools

High School Cluster
- Cleveland
- Franklin
- Grant
- Jefferson
- Lincoln
- McDaniel
- Roosevelt
- Wells-Barnett

Boundary Type
- K-8
- K-5

- K-5 Immersion
- K-5 Neighborhood
- K-5 Neighborhood/ Immersion
- 2-8 Focus/ Option
- K-8 Focus/ Option
- K-8 Neighborhood
- K-8 Neighborhood/ Immersion
- K-12 Focus/ Option
- Admin
- Special School

See Northwest Inset Map

Sitton K-5 Spanish Immersion
George Middle School Spanish Immersion
James John K-5 Spanish Immersion
Roosevelt High School Spanish Immersion
Rosa Parks K-5 Neighborhood
César Chávez K-8 Spanish Immersion
Astor K-8 Neighborhood
Peninsula K-5 Neighborhood
Chief Joseph K-5 Neighborhood
Ockley Green Middle School Spanish Immersion
Woodlawn K-5 Neighborhood
Faubion K-8 Neighborhood
Beach K-5 Spanish Immersion
Jefferson High School Mandarin Immersion
MLK Jr K-5 Mandarin Immersion
Vernon K-8 Neighborhood
Sabin K-5 Neighborhood
Rigler K-5 Spanish Immersion
Scott K-5 Spanish Immersion
Boise-Eliot/ Humboldt K-5 Neighborhood
Alameda K-5 Neighborhood
Beaumont Middle School Spanish Immersion
Roseway Heights Middle School Spanish Immersion, Vietnamese Immersion
Harriet Tubman Middle School Mandarin Immersion
Irvington K-5 Neighborhood
Grant High School Japanese Immersion
Rose City Park K-5 Vietnamese Immersion
McDaniel High School Spanish Immersion, Vietnamese Immersion
Sunrise K-5 Neighborhood
Beverly Cleary K-8 Neighborhood
Laurelhurst K-8 Neighborhood
Forest Park K-5 Neighborhood
Chapman K-5 Neighborhood
Metro: Learning Center K-12 Focus/Option
Benson High School
Alliance H.S. da Vinci Middle School Focus/Option
Vestal K-5 Neighborhood
Lincoln High School Spanish Immersion
Buckman K-5 Neighborhood
Mt Tabor Middle School Japanese Immersion
Glencoe K-5 Neighborhood
Odyssey K-8 Focus/Option
Ainsworth K-5 Spanish Immersion
Sunnyside Environmental K-8 Neighborhood
Clark K-5 Mandarin Immersion
Hosford Middle School Neighborhood
Abernethy K-5 Neighborhood
Harrison Park Middle School Mandarin Immersion
Richmond K-5 Japanese Immersion
Franklin High School Russian Immersion, Spanish Immersion
Atkinson K-5 Spanish Immersion
Bridger Creative Science K-8 Neighborhood
Pioneer K-12
West Sylvan Middle School Spanish Immersion
Bridlemile K-5 Neighborhood
Winterhaven K-8 Focus/ Option
Cleveland High School Mandarin Immersion
Kellogg Middle School Spanish Immersion
Creston K-5 Neighborhood
Cleveland H.S. @ Marshall
Grout K-5 Neighborhood
Arleta K-5 Neighborhood
Marysville K-5 Neighborhood
Lent K-5 Spanish Immersion
Gray Middle School Neighborhood
Hayhurst K-5 Neighborhood
Woodstock K-5 Mandarin Immersion
ACCESS 2-8 Focus/ Option
Wells-Barnett High School
Rieke K-5 Neighborhood
Llewellyn K-5 Neighborhood
Lewis K-5 Neighborhood
Maplewood K-5 Neighborhood
Brentwood Middle School Russian Immersion
Woodmere K-5 Neighborhood
Kelly K-5 Russian Immersion
Capitol Hill K-5 Neighborhood
Duniway K-5 Neighborhood
Whitman K-5 Neighborhood
Sellwood Middle School Neighborhood
Markham K-5 Neighborhood
Jackson Middle School Neighborhood
Stephenson K-5 Neighborhood

Northwest

Skyline K-8 Neighborhood

0 ½ 1 2 Miles

0 ¼ ½ 1 Miles

Rightsizing Model 2026.09.24
Version: 10/3/2026 12:27 PM

High School Cluster
- Cleveland
- Franklin
- Grant
- Jefferson
- Lincoln
- McDaniel
- Roosevelt
- Wells-Barnett

Boundary Type
- High School
- Middle School
- K-8
- K-5

Grade K-12 Attendance Areas

School Year 2027-28

No Change / Status Quo

PPS PORTLAND | Public Schools

- K-5 Immersion
- K-5 Neighborhood
- K-5 Neighborhood/ Immersion
- 2-8 Focus/ Option
- K-8 Focus/ Option
- K-8 Neighborhood
- K-8 Neighborhood/ Immersion
- Middle School Focus/Option
- Middle School Neighborhood
- Middle School Neighborhood/ Immersion
- K-12 Focus/ Option
- High School
- Alternative
- Cleveland HS During Construction
- Admin
- Special School

Resolution No. 7384

Adoption of the Minutes

The Following Minutes are offered for Adoption:

- September 1, 2026
- September 15, 2026

RESOLUTION No. 7385

Expenditure Contracts that Exceed $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds $150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the authorized signer per the Purchasing and Contracting Delegation of Authority Administrative Directive (8.50.105-AD) to enter into the following agreements.

NEW CONTRACTS

No New Contracts

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Reynolds School District	7/1/2026 Through 6/30/2027	Intergovernmental Agreement IGA 98342	Partner to deliver regional services to eligible individuals with Autism Spectrum Disorder.	$374,000	J. Buno Fund: Grant Dept: 5433
David Douglas School District	7/1/2026 Through 6/30/2027	Intergovernmental Agreement IGA 98372	Partner to deliver regional services to eligible individuals with Autism Spectrum Disorder.	$301,000	J. Buno Fund: Grant Dept: 5433

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Miller Nash	10/7/2026 Through 6/30/2028	Legal Services LS 96887 Amendment 3	Amendment 3 extends contract and adds funds for continuation of legal services. Direct Negotiation – Legal Services PPS 46-0525 (13)	$400,000 $1,600,000	L. Large Fund: General, Bond Dept: 5460	No
Curriculum Associates	10/7/2026 Through 9/30/2027	Digital Resource DR 95815 Amendment 2	i-Ready curriculum licenses for grades 6-8. This amendment provides a one year license renewal. Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	$58,005 $239,185	J. Buno Fund: Grant Dept: 5445	No

RESOLUTION No. 7386

Revenue Contracts that Exceed $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts, except as otherwise expressly authorized. Contracts exceeding $150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the authorized signer per the Purchasing and Contracting Delegation of Authority Administrative Directive (8.50.105-AD) to enter into the following agreements.

NEW REVENUE CONTRACTS

No new Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source
Gresham-Barlow School District	8/20/2026 Through 6/30/2027	Intergovernmental Agreement / Revenue IGA/R 98319	Provide classroom services for Deaf/Hard of Hearing regionally eligible children.	$381,755	J. Buno
Reynolds School District	8/20/2026 Through 6/30/2027	Intergovernmental Agreement / Revenue IGA/R 98340	Provide classroom services for Deaf/Hard of Hearing regionally eligible children.	$603,913	J. Buno
Corbett School District	8/20/2026 Through 6/30/2027	Intergovernmental Agreement / Revenue IGA/R 98348	Provide classroom services for Deaf/Hard of Hearing regionally eligible children.	$152,144	J. Buno
North Clackamas School District	8/20/2026 Through 6/30/2027	Intergovernmental Agreement / Revenue IGA/R 98371	Provide classroom services for Deaf/Hard of Hearing regionally eligible children.	$152,702	J. Buno

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments to Existing Revenue Contracts

Resolution No. 7387

Resolution to Approve 2027 Legislative Principles

RESOLUTION

The Board adopts the 2027 Legislative Principles to provide a strategic framework for the Board's engagement in the 2027 legislative session as set forth in Attachment A.

Attachment A



2027 Board Legislative Principles

The Portland Public Schools (PPS) Board Intergovernmental Relations Committee presents these legislative principles to provide a strategic framework for the Board's engagement in the 2027 legislative session. Our primary objective is to advocate for policies and resources that directly support the district's core mission: ensuring every student has access to a rigorous education within a safe, welcoming, and inclusive environment. These principles reflect our commitment to fostering school communities where all students—regardless of background—possess the resources they need to learn, belong, and thrive.

Today, for PPS and school districts across Oregon that mission is at risk as schools are navigating an increasingly complex landscape of systemic challenges. Persistent funding shortfalls, exacerbated by inflationary pressures and the rising cost of essential services, are further complicated by the heightened social and emotional needs of our students. Additionally, broader community instability—driven by reductions in federal support programs like SNAP and Medicaid, alongside intensified immigration enforcement—places an unsustainable burden on our students, educators, and school leadership. Together, these factors are placing an enormous burden on schools and present threats to core student service and ongoing school stability. The PPS Board is committed to working alongside state leaders to address these root challenges and place schools and Oregon on a path to becoming the best in the nation.

As we work towards building the legislative agenda for the 2027 session, our work will be guided by the following priorities:

- **Provide Adequate Funding to Meet Students Needs:** State education funding continues to fall behind rising operational costs, leaving Portland Public Schools (PPS) with a projected $65 million shortfall for the 2027–28 school year. The state must partner with school districts to provide sufficient funding to prevent disruptions to classroom instruction and core student services. Funding must be available to help school districts shoulder the weight of unexpected cost increases including PERS, services for students with disabilities, and significantly increasing expenses.
- **Support for Students with Disabilities:** We seek to ensure adequate funding and support for students with disabilities.

    - **Lifting the Special Education Cap:** The state funding formula provides an additional 1.0 weighting for students with disabilities, but caps that additional funding at 11% of a district's total student population. However, Oregon's 11% reimbursement threshold falls far short of actual needs, as the state average is 15% and PPS's special education population is 17%. As a result, districts serving higher proportions of students with disabilities must divert local general funds to cover the growing deficit.
    - **Fully Fund the High Cost Disability Account:** The state currently reimburses special education costs for students with disabilities that exceed $30,000, but chronic underfunding of the grant program leaves districts to absorb the majority of the financial burden. To protect local school budgets, the state must significantly increase appropriations for this account.
- **Strengthen Educator Preparation Programs:** Strengthen educator preparation programs to ensure that new teachers are fully equipped to serve students with complex learning needs. This includes ensuring that new teachers are trained in evidence-based practices to effectively support students who are learning English and students who are struggling to learn to read. The state legislature can accomplish this by:
    - Codifying standards for literacy instruction developed by the Early Literacy Educator Preparation Council;
    - Expanding funding for Educator Preparation Programs (EPPs) to strengthen program capacity;
    - Bolstering certification programs to ensure that all new teachers in Oregon and teachers from out of state demonstrate proficiency in instructional delivery.

- **Defend Against Unfunded Mandates:** Ensure every new administrative or legal requirement placed on school districts is fully supported by state funding. Amid existing budget shortfalls, unfunded requirements force districts to divert resources directly away from students and classrooms. The state legislature must also examine existing mandates to identify and eliminate costly burdens that compromise instructional funding.
    - **Public Employee Retirement System (PERS):** Currently, school districts are obligated to contribute to the retirement pensions of both current and retired employees. Funding for the pension system comes directly out of the State School Fund—the same source that supports core student services. As policymakers work to evaluate how Oregon's school funding compares to other states, PERS obligations distort the picture because they are included in those funding formulas. To clarify how much state funding actually directly supports student services versus pension obligations, the state should examine options to better separate and manage PERS costs.