Teaching, Learning, and Enrollment Committee Meeting
Tuesday, November 10, 2026 4:30 PM

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

Agenda

1. Call to Order and Introductions
2. Public Comment (5 two-minute spots)
    - Three (3) for topics related to items on the meeting agenda
    - Two (2) for general topics related to Teaching, Learning, and Enrollment
3. To sign up for public comment email PublicComment@pps.net or call 503-916-3741.
4. Rightsizing: Special Education
5. Rightsizing: Dual Language Immersion
6. Other Business and Future Agenda Items
7. Adjourn

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TOGETHER, WE RISE

Special Education Student Experience

Rightsizing

Agenda

01

Welcome and Introduction

(Slides 2-5)

02

Our Current Programming, Status

(slides 6-10)

03

Scenario projections

(slides 11-27)

04

Transition Planning

(Slide 28)

05

Questions

(Appendix: slides 30-58)

PPS Special Education

What is our work as Special Education:

- Educate students with disabilities as **general education students first**
- Provide the **continuum of services** for students with disabilities as a supplement to their general education
- Meet the individual needs of students through their **Individual Education Plan**

How is Rightsizing Serving our students in Special Education?

- **Robust and equitable programming** at the school
- **Common grade level** teachers, planning, and peers
- Full course offerings and **7 or 8 period days** are most beneficial to our students in SpEd and ELD

What is Rightsizing doing for students in Special Education?

Operational and Staffing

- **Specialized Services and Staffing:** Larger consolidated schools, neighborhood schools or consolidated focus programming pools special education personnel who are often in shortages such as special education teachers, speech-language pathologists, occupational therapists, physical therapists, and school psychologists
- **Cost Efficiency and Program Scale:** Consolidation can make it more feasible to provide specialized services and focused instruction.

Academic and Long-Term Outcomes

When research evaluates consolidating students with special education needs into *inclusive general education environments* (rather than separate or segregated classrooms), studies show notable trends:

- **Academic Gains:** A landmark 2022 study and data from the Inclusive Schools Network indicate that students with disabilities who spend 80% or more of their day in general education classrooms score significantly higher in English Language Arts (e.g., +24.3 points) and mathematics (e.g., +18.4 points) compared to those in segregated settings.
- **Long-Term Trajectories:** Inclusive placement is associated with higher attendance rates, fewer disciplinary referrals, increased high school graduation rates, and higher postsecondary education and employment enrollment.

What are we hearing?

Listening to the public

Protecting the Services for Special Education

How will services for students be protected in school closures and program changes?

Will we lose programming and/or access to any services, such as regulation/sensory spaces, or other building wide options?

Is Rightsizing Disproportionately harming students with disabilities?

School Climate Impact

How do we protect neuro affirming spaces?

How do we honor school and neighborhood communities?

How will we transition students who must change in a student centered way?

Current Landscape

7,283

Students Served with an IEP in PPS (17% of total enrollment)

Enrollment declining (260 since 2024-25)

4,253

Learning Center

Students IEPs served in Learning Center programs

1,555

Speech Only

Students IEPs receiving Speech-only services

1,475

Specialized Classrooms

Served in Focused Specialized Classrooms or Special Programming

Current Specialized Programming K-5/K-8

COMMUNICATION BEHAVIOR

Alameda K-2 & 3-5
BEH K-2 & 3-5
Bridlemile K-2 & 3-5
Faubion K-5
Grout K-2 & 3-5
Llewellyn K-2 & 3-5
Chapman K-5
Stephenson 3-5
Sunrise K-2 & 3-5
Woodlawn K-2 & 3-5
Woodmere K-2 & 3-5
Woodstock K-5

INTENSIVE SKILLS

Atkinson K-2 & 3-5

Beverly Cleary 6-8

Markham 3-5

Maplewood K-2

Scott K-5

Vestal K-2 & 3-5

SOCIAL EMOTIONAL SKILLS

Arleta (3-5)

Buckman

Hayhurst

Sabin

INCLUSIVE SCHOOL COMMUNITIES

Astor • Cesar Chavez • James John • Marysville • Peninsula • Sitton • Whitman

Current Specialized Programming 6-8

INTENSIVE SKILLS

Beaumont (2.0)

Brentwood (1.0)

George (2.0)

Harriet Tubman (1.0)

Jackson (1.0)

Kellogg (1.0)

Mt. Tabor (1.0)

West Sylvan (1.0)

Beverly Cleary (1.0)

SOCIAL EMOTIONAL SKILLS

Beaumont (1.0)

Brentwood (1.0)

George(1.0)

Kellogg (1.0)

Robert Gray (1.0)

Roseway Heights (1.0)

SPECIAL SCHOOL K-12

Pioneer School

PPS Focused Specialized Programs

Intensive Skills

- Significant Needs
- Academic and Adaptive
- K-12
- Staff 1:13 with 3 para's

Communication Behavior

- Autism Spectrum
- Social Cognition/Social Communication Needs
- K-12
- Staff 1:13 with 3 paras

Social Emotional

- Significant Social Emotional/ Behavioral Needs
- K-12
- Staff 1:13 with 2-3 paras, TIC, and QMHP
- Special School
- Day/Residential

Learning Center = .5 FTE :15

School Psych 1 FTE :135

SLP 1 FTE:50

Focus Specialized Programs

REGIONAL & CAPACITY DRIVEN

Programming is regional and capacity driven. Students from all over the district are placed by IEP teams in programming.

STUDENT CASELOAD

Caseload range spans from 9 to 14 students per specialized classroom module.

HIGH STUDENT MOBILITY

100’s of students transition in and out of Focused programming throughout the school year.

ANNUAL ALLOCATION

Classrooms are opened or closed at the beginning of each school year based on need and capacity. Placement is based on space.

2026 - Opened 1 classrooms (CB) and closed 2 classrooms (ISC) based on need.

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SCHOOL-BY-SCHOOL PROFILES

Future State: Focus Classrooms and Potential Closure School Profiles & Staffing Allocations

Specialized Programming, Caseloads, and Facility Space Needs Forecasting and Allocations are prospective using current staffing ratios and will be updated with recommendation.

Classroom Count Data

K-5 Level	K-5 LC	K-5 CB	K-5 SES	K-5 ISC
Status Quo	89 LC Classes 82.5 fte	22 CB Classes 22 fte	6 SES Classes 6 SES fte	8 ISC Classes 8 ISC fte
Scenario A	77 LC Classes 71 fte	22 CB Classes 22 fte	7 SES Classes 7 SES fte	8 ISC Classes 8 ISC fte
Scenario B	80 LC Classes 74 fte	22 CB Classes 22 fte	7 SES Classes 7 SES fte	8 ISC Classes 8 ISC fte

6-8 Level	6-8 LC	6-8 SES	6-8 ISC
Status Quo	33 LC Classes 31.5 LC fte	6 SES Classes 6 SES fte	10 ISC Classes 10 ISC fte
Scenario A	32 LC Classes 30.5 LC fte	6 SES Classes 6 SES fte	10 ISC Classes 10 ISC fte
Scenario B	34 LC Classes 32.5 LC fte	6 SES Classes 6 SES fte	10 ISC Classes 10 ISC fte

James John and Sitton

464 Enrollment **119 SpEd Students (25.6%)** **57.2 % Direct Certification**

FOCUS PROGRAM

Inclusive School Community

STUDENT CASELOAD

95 Students that receive special education.
24 Speech only.

CORE STAFFING

6.0 FTE special education teacher
1.4 FTE Speech/SLP.

SUPPORT STAFFING

1.0 FTE Psych.
16.0 paraprofessionals.

SPACE NEEDS Dedicated flexible learning spaces (3), Sensory, SLP, and Psych.

Peninsula, Chavez(Eng) and Rosa Parks

394 Enrollment **152 SpEd Students (34%)** **56.4% Direct Certification**

FOCUS PROGRAM

Inclusive School Community

STUDENT CASELOAD

152 Students that receive special education.
43 Speech only.

CORE STAFFING

6.5 FTE special education teacher
1.8 FTE Speech/SLP.

SUPPORT STAFFING

1.0 FTE Psych.
15 Paraprofessionals

SPACE NEEDS Dedicated flexible learning spaces (3), Sensory, SLP, and Psych.

Marysville and Arleta

503 Enrollment **127 SpEd Students (25%)** **36.9% Direct Certification**

FOCUS PROGRAM

Inclusive School Community with 3-5 SES Program

STUDENT CASELOAD

101 Students that receive special education.
26 Speech only.

CORE STAFFING

5.0 FTE special education teacher
1.2 FTE Speech/SLP.

SUPPORT STAFFING

1.0 FTE Psych.
8.0 paraprofessionals
1 TIC
.5 QMHP.

SPACE NEEDS

Dedicated flexible learning spaces (2), Sensory, 1 SES, SLP, and Psch.

Woodmere and Whitman (Kelly)

437 Enrollment **111 SpEd Students (25%)** **56.1% Direct Certification**

FOCUS PROGRAM

Whitman is an Inclusive School Community
Woodmere CB students move with community to Whitman
1.0 FTE K-5 CB Program at Kelly

STUDENT CASELOAD

86 Students that receive special education.
25 Speech only.

CORE STAFFING

5.0 FTE special education teacher
1.8 FTE Speech/SLP.

SUPPORT STAFFING

1.0 FTE Psych.
9.0 paraprofessionals.

SPACE NEEDS Dedicated flexible learning spaces (3), Sensory, SLP, and Psych.

Sabin, King, and Vernon

376 Enrollment **85 SpEd Students (23%)** **37.0% Direct Certification**

FOCUS PROGRAM

1.0 SES Classroom at MLK Jr. 9 Students
1.0 SES Classroom at Vernon 8 Students

STUDENT CASELOAD

49 Students that receive special education.
36 Speech only.

CORE STAFFING

2.0 FTE special education teacher
2.0 FTE SES Teacher (1.0 MLC and 1.0 Vernon)
1.2 FTE Speech/SLP.

SUPPORT STAFFING

.6 FTE Psych.
7.0 paraprofessionals.
1.0 QMHP

SPACE NEEDS

Dedicated LC space, 2 K-5 SES (1.0 King/1.0 Vernon) Sensory, SLP, and Psch.

Lewis and Duniway

544 Enrollment **87 SpEd Students (16%)** **10.8% Direct Certification**

FOCUS PROGRAM

Learning Center - 33 Students

1 K-2 CB Classroom - 13 Students

STUDENT CASELOAD

86 Students that receive special education.
13 CB Students

49 Speech only.

CORE STAFFING

1.5 FTE Special Education Teacher
1.0 FTE CB Teacher

1.0 FTE Speech/SLP.

SUPPORT STAFFING

.6 FTE Psych.
4.0 paraprofessionals.

SPACE NEEDS Dedicated learning center space , CB Classroom, Sensory, SLP, and Psych.

Maplewood, Rieke, Hayhurst and Markham

519 Enrollment **45 SpEd Students (9%)** **25.7% Direct Certification**

FOCUS PROGRAM

1.0 Learning Center Rieke - 38 Students
2.0 FTE ISC Classrooms Markham - 12 Students
2.0 FTE SES Classroom Hayhurst - 9 Students

STUDENT CASELOAD

38 Students - Rieke LC
12 Students - ISC Markham
9 Students - Hayhurst SES

CORE STAFFING

1.5 FTE LC teacher
2.0 FTE ISC Teacher
2.0 FTE SES Teacher
0.8 FTE Speech/SLP.

SUPPORT STAFFING

.8 FTE Psych.
12.0 paraprofessionals.
1.0 QMHP

SPACE NEEDS Dedicated Learning Center, 2 ISC Classrooms(Markham) 2 SES Classrooms, Sensory (Hayhurst) SLP, and Psych.

Creston, Glencoe, and Atkinson

318 Enrollment **57 SpEd Students (18%)** **17.7% Direct Certification**

FOCUS PROGRAM

Glencoe: 4 Classes Columbia Regional DHH Programming
Glencoe: 1 Learning Center
Atkinson: 2 Intensive Skills Classroom
Atkinson: 1 Learning Center

STUDENT CASELOAD

43 Students - Glencoe Sped, CRIS - 31
82 Students - Atkinson

CORE STAFFING

Glencoe: 1 Learning Center, 4.0 FTE Teacher of Deaf Special
Atkinson: 1 Learning Center, 2.0 ISC Teachers

SUPPORT STAFFING

School Psych: .6 (Atkinson), .4 (Glencoe)
Paraprofessionals: 9 (Atkinson). 0 (Glencoe)

SPACE NEEDS

CRIS - 4 Classrooms 1 Instructional Space. ISC -2 CLassrooms. Each school has 1.0 LC

Buckman, Sunnyside, Abernethy

405 Enrollment **139 SpEd Students (34%)** **30.0% Direct Certification**

FOCUS PROGRAM

1 Social Emotional Skills Classroom
3.5 Learning Center

STUDENT CASELOAD

74 LC Students
50 Speech
15 SES Students

CORE STAFFING

3.5 FTE LC
2.0 FTE Speech/SLP.
1.0 FTE SES

SUPPORT STAFFING

1.8 FTE Psych.
8.0 paraprofessionals
1.0 QMHP.

SPACE NEEDS Dedicated flexible learning spaces (2), SES Classroom, Regulation/Sensory, SLP, Psych, QMHP

Beverly Cleary, Tubman, and Beaumont

Tubman 608 Total Enrollment	**12% SpEd**	**36.5% Direct Certification**
Beaumont 506 Total Enrollment	**16% SpEd**	**11.9% Direct Certification**

FOCUS PROGRAM

Beaumont: 2 Intensive Skills Classroom, 1 SES, 2 Learning C.

Tubman: 1 Intensive Skills Classrooms, 2 Learning Center

STUDENT CASELOAD

56 LC Beaumont, 3 SLP Only

17 ISC Beaumont, 8 SES

12 ISC Tubman

54 LC Tubman, 8 SLP Only

CORE STAFFING

Tubman: 1.0 ISC Tubman, 2 Learning Center

Beaumont: 2.0 ISC Beaumont, 1 SES, 2 Learning Center

SUPPORT STAFFING

Beaumont: .6 School Psych, 10.0 paras, .5 QMHP

Tubman: .6 School Psych, 3.0 Paras Tubman

SPACE NEEDS

Tubman: Dedicated learning spaces (1-2), ISC, Sensory, SLP, and Psych

Beaumont: Dedicated Learning Spaces(2), 2 ISC, 1 SES, Regulation/Sensory, SLP, Psych, QMHP

Stephenson and Capitol Hill

381 Enrollment **95 SpEd Students (25%)** **18.3% Direct Certification**

FOCUS PROGRAM

1 CB Classroom

1.5 Learning Center

STUDENT CASELOAD

38 Students in LC

12 CB Students

45 Speech only

CORE STAFFING

1.5 FTE special education teacher

1.4 FTE Speech/SLP.

SUPPORT STAFFING

.8 FTE Psych

6.0 paraprofessionals.

SPACE NEEDS Dedicated learning spaces (1), Sensory, CB, SLP, and Psch.

Special Education Representation and Direct Certification

School Name	% Disabilities	Enrollment	SpEd Count	Direct Cert.
Rosa Parks (NBS)	35.90%	156	56	**79.4%**
Clark	12.93%	348	45	**67.9%**
Kelly	15.83%	398	63	**67.6%**
Whitman (NBS)	28.36%	201	57	**64.4%**
Boise Eliot	31.12%	286	89	**62.6%**
Sitton (NBS)	24.48%	339	83	**60.0%**
Woodmere	29.41%	221	65	**59.0%**
Marysville (NBS)	23.02%	291	67	**58.3%**
James John (NBS)	20.74%	352	73	**54.5%**
Rigler	17.16%	303	52	**54.0%**
Chapman	20.12%	333	67	**52.4%**

School Name	% Disabilities	Enrollment	SpEd Count	Direct Cert.
Scott	22.29%	489	109	**51.9%**
Dr. Martin Luther King Jr.	17.55%	302	53	**51.1%**
Sunrise	32.65%	245	80	**45.4%**
Woodlawn	22.19%	311	69	**44.6%**
Markham	14.85%	330	49	**38.3%**
Peninsula (NBS)	26.59%	252	67	**38.1%**
Buckman	24.08%	245	59	**36.4%**
Beach	15.16%	277	42	**34.7%**
Atkinson	24.58%	358	88	**32.2%**
Arleta	24.65%	215	53	**24.8%**

Green- Title I/ Yellow is Bridge Funding

Special Education Representation and Direct Certification

School Name	% Disabilities	Enrollment	SpEd Count	Direct Cert.
Creston	21.36%	206	44	**24.7%**
Chief Joseph	13.87%	238	33	**23.4%**
Rose City Park	12.81%	398	51	**17.7%**
Lewis	21.49%	242	52	**15.1%**
Hayhurst	24.01%	279	67	**14.8%**
Irvington	22.95%	244	56	**14.8%**
Sabin	20.70%	256	53	**14.6%**
Woodstock	14.12%	347	49	**12.5%**
Capitol Hill	13.46%	312	42	**10.6%**
Maplewood	16.00%	300	48	**10.2%**
Bridlemile	20.79%	404	84	**7.7%**

School Name	% Disabilities	Enrollment	SpEd Count	Direct Cert.
Glencoe	16.14%	316	51	**7.6%**
Rieke	15.32%	248	38	**7.6%**
Llewellyn	23.26%	331	77	**7.5%**
Duniway	14.12%	354	50	**6.6%**
Stephenson	22.99%	261	60	**5.9%**
Abernethy	11.79%	246	29	**5.9%**
Ainsworth	7.40%	554	41	**4.7%**
Richmond	11.55%	511	59	**3.7%**
Alameda	19.84%	494	98	**3.4%**
Forest Park	13.67%	256	35	**1.7%**

Green- Title I/ Yellow is Bridge Funding

Neurodiversity & Affirming Practices

Recognizing neurological differences as natural variations. Key Special Education profiles under the neurodiversity umbrella:

AUTISM (ASD)

1,259 PPS Students (16.7% of SpEd)

Social communication needs.

Sensory processing differences and structured environment support.

SPECIFIC LEARNING- (SLD)

1,644 PPS Students (21.9% of SpEd)

Dyslexia & Dyscalculia.

Differences in reading & math processing requiring targeted instruction.

ADHD (OHI)

1,669 PPS Students (22.2% of SpEd)

Attention & executive functioning.

Supported in adaptive environments and external executive functioning tools.

SERVICE IMPACT

To counteract classroom distractions, IEPs provide **high-density executive function services** that teach self-monitoring strategies and engineer low-distraction, low-sensory workspaces.

Concurrently, IEPs mandate **Assistive Technology (AT) services** such as speech-to-text software and digital graphic organizers to build essential self-regulation skills, ensuring independent curriculum access.

What do we see in our Middle School data (OSAS 25-26 students with disabilities)

	Sunnyside	MLC	DaVinci	Winterhaven
Math, Reading	26%, 40%	17.0%, 24%	15%, 37%	72%, 57%

	Beaumont (6,7,8)	Hosford	Astor	Cesar Chavez
Math, Reading	26.0%, 29%	18%, 28%	16%, 16%	3%, 9%

Transition Planning

January-February: Family Input (individual survey) on specific transitions. Families of students in focus specialized classrooms will be contacted and IEP work initiated.

February-March (before Spring Break): IEP team work-School based transition planning for each individual student in Specialized Programming.

March: Facility reviews at receiving sites by SpEd/Facility/School Staff

April: Joint Programming Team, dual school site/SpEd staff partnership

Questions?

Appendix

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SCHOOL-BY-SCHOOL PROFILES

Current State: Focus Classrooms and Potential Closure School Profiles & Staffing Allocations

Specialized Programming, Caseloads, and Facility Space

Buckman (K-5)

245 Enrollment **59 SpEd Students (24%)** **36.4% Direct Certification**

FOCUS PROGRAM

Social Emotional Skills (SES). K-2 and 3-5
20 students enrolled.

STUDENT CASELOAD

21 Learning Center.
18 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
2.0 FTE SES / 1.0 FTE SLP.

SUPPORT STAFFING

1.0 FTE QMHP / 0.6 FTE Psych.
6 paraprofessionals.

SPACE NEEDS Designated space for LC, K-2 SES, 3-5 SES, De-Escalation, QMHP, SLP and Psych

Abernethy (K-5)

246 Enrollment **29 SpEd Students (12%)** **5.9% Direct Certification**

FOCUS PROGRAM

No specialized focus.

STUDENT CASELOAD

17 Learning Center.
12 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
0.6 FTE Speech/SLP.

SUPPORT STAFFING

0.4 FTE Psych.
1.0 paraprofessionals.

SPACE NEEDS Designated space for LC Teacher, SLP and Psych.

Sunnyside (K-8)

464 Enrollment **123 SpEd Students (27%)** **Regional Baseline Direct Cert**

FOCUS PROGRAM

No specialized focus.

STUDENT CASELOAD

82 Learning Center.
41 Speech only.

CORE STAFFING

3.0 FTE Learning Center.
1.4 FTE Speech/SLP.

SUPPORT STAFFING

0.8 FTE Psych.
No dedicated paraprofessionals.

SPACE NEEDS Dedicated LC space, Slp and Psych.

Marysville (K-5)

291 Enrollment **67 SpEd Students (23%)** **58.3% Direct Certification**

FOCUS PROGRAM

Inclusive School Community

STUDENT CASELOAD

49 Students that receive special education.
18 Speech only.

CORE STAFFING

3 FTE Special Education Teacher
1.0 FTE Speech/SLP.

SUPPORT STAFFING

1 FTE Psych.
5.0 paraprofessionals.

SPACE NEEDS Designated flexible learning spaces (2) SLP, and Psych.

Arleta (K-5)

215 Enrollment **53 SpEd Students (25%)** **24.8% Direct Certification**

FOCUS PROGRAM

Social Emotional Skills (SES) grades 3-5
13 students enrolled.

STUDENT CASELOAD

25 Learning Center.
15 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
1.0 FTE SES / 0.4 FTE SLP.

SUPPORT STAFFING

0.5 FTE QMHP / 0.8 FTE Psych.
3 paraprofessionals.

SPACE NEEDS Designated space for LC Teacher, 3-5 SES, De Escalation, SLP and Psych.

Creston (K-5)

206 Enrollment **44 SpEd Students (21%)** **24.7% Direct Certification**

FOCUS PROGRAM

Columbia Regional
3 K-5 DHH Classroom 1 Preschool Classroom

STUDENT CASELOAD

29 Learning Center.
15 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
0.8 FTE Speech/SLP.

SUPPORT STAFFING

0.4 FTE Psych.
3 paraprofessionals.

SPACE NEEDS Designated space for LC, SLP, Psych. 4 Classroom for DHH,

Atkinson (K-5)

358 Enrollment **88 SpEd Students (25%)** **32.2% Direct Certification**

FOCUS PROGRAM

Inclusive Skills Classroom (ISC) K-2 and 3-5
18 students enrolled.

STUDENT CASELOAD

37 Learning Center.
32 Speech only.

CORE STAFFING

1.5 FTE Learning Center.
2.0 FTE ISC / 0.6 FTE SLP.

SUPPORT STAFFING

1.2 FTE Psych.
9 paraprofessionals.

SPACE NEEDS Designated space for LC Teachers, K-2 ISC, 3-5 ISC, SLP and Psych.

Glencoe (K-5)

316 Enrollment **51 SpEd Students (16%)** **7.6% Direct Certification**

FOCUS PROGRAM

No specialized focus.

STUDENT CASELOAD

21 Learning Center.
30 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
0.4 FTE Speech/SLP.

SUPPORT STAFFING

1.2 FTE Psych.
No dedicated paraprofessionals.

SPACE NEEDS Dedicated Space for LC, SLP, and Psych

Beverly Cleary (K-8)

458 Enrollment **69 SpEd Students (15%)** **Regional Baseline Direct Cert**

FOCUS PROGRAM

Intensive Skills Classroom (ISC) grades 6-8
11 students enrolled.

STUDENT CASELOAD

40 Learning Center.
18 Speech only.

CORE STAFFING

1.5 FTE Learning Center.
1.0 FTE ISC / 1.0 FTE SLP.

SUPPORT STAFFING

0.6 FTE Psych.
6 paraprofessionals.

SPACE NEEDS Designated space or LC, ISC, SLP and Psych.

Beaumont (6-8)

455 Enrollment **80 SpEd Students (18%)** **Regional Baseline Direct Cert**

FOCUS PROGRAM

SES (13) & ISC (19).

STUDENT CASELOAD

45 Learning Center.
3 Speech only.

CORE STAFFING

2.0 FTE Learning Center.
1.0 SES / 2.0 ISC / 0.8 SLP.

SUPPORT STAFFING

1.2 FTE Psych.
11 paraprofessionals.

SPACE NEEDS Designated space for LC Teachers, 2 ISC, 1 SES, SLP and Psych

Harriet Tubman (6-8)

428 Enrollment **69 SpEd Students (16%)**

FOCUS PROGRAM / TRANSITION

Intensive Skills Classroom (ISC).
.6 Students

STUDENT CASELOAD

54 Learning Center.
8 Speech only.

CORE STAFFING

2.0 FTE Learning Center.
1.0 FTE ISC / 1.0 FTE SLP.

SUPPORT STAFFING

0.8 FTE Psych.
3 paraprofessionals.

SPACE NEEDS Designated space for LC, ISC, SLP and School Psych.

James John (K-5)

352 Enrollment **73 SpEd Students (21%)** **54.5% Direct Certification**

FOCUS PROGRAM

Inclusive School Community

STUDENT CASELOAD

49 Students Receive Special Education.
28 Speech only.

CORE STAFFING

3.5 FTE Special Education Teacher
1.2 FTE Speech/SLP.

SUPPORT STAFFING

1.0 FTE Psych.
6 paraprofessionals.

SPACE NEEDS Designated flexible learning spaces (2-3), space for SLP and Psych.

Sitton (K-5)

339 Enrollment **83 SpEd Students (24%)** **60.0% Direct Certification**

FOCUS PROGRAM

Inclusive School Community

STUDENT CASELOAD

64 Students that receive special education
24 Speech only.

CORE STAFFING

4.0 Special Education Teacher.
1.0 FTE Speech/SLP.

SUPPORT STAFFING

1.0 FTE Psych.
9 paraprofessionals.

SPACE NEEDS Designated flexible learning space (1) sensory space, psych, and SLP.

Cesar Chavez (K-8)

333 Enrollment **67 SpEd Students (20%)** **52.4% Direct Certification**

FOCUS PROGRAM

Inclusive School Communities

STUDENT CASELOAD

59 Students Receive Special Education
17 Speech only.

CORE STAFFING

2.5 FTE Learning Center.
1.0 FTE ISC / 0.8 FTE SLP.

SUPPORT STAFFING

0.4 FTE Psych.
3 paraprofessionals.

SPACE NEEDS Designated space flexible learning spaces (2), Sensory, SLP and Psych

Rosa Parks (K-5)

156 Enrollment **56 SpEd Students (36%)** **79.4% Direct Certification**

FOCUS PROGRAM

Inclusive School Community.

STUDENT CASELOAD

44 Students that receive Special Education.
10 Speech only.

CORE STAFFING

2.5 FTE Special Education
0.4 FTE Speech/SLP.

SUPPORT STAFFING

0.8 FTE Psych.
4 paraprofessionals.

SPACE NEEDS Dedicated flexible learning space (2), SLP, Psych.

Peninsula (K-5)

252 Enrollment **67 SpEd Students (27%)** **38.1% Direct Certification**

FOCUS PROGRAM / TRANSITION

Inclusive School Communities.

STUDENT CASELOAD

49 Students that Receive Special Education
31 Speech only.

CORE STAFFING

3.5 FTE Special Education Teacher
0.8 FTE Speech/SLP.

SUPPORT STAFFING

1.0 FTE Psych.
6 paraprofessionals

SPACE NEEDS

Designated flexible learning environments (6), SLP and Psych.

Duniway (K-5)

354 Enrollment **50 SpEd Students (14%)** **6.6% Direct Certification**

FOCUS PROGRAM

No specialized focus.

STUDENT CASELOAD

21 Learning Center.
29 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
0.4 FTE Speech/SLP.

SUPPORT STAFFING

1.0 FTE Psych.
No dedicated paraprofessionals.

SPACE NEEDS Dedicated Space for LC, SLP and Psych.

Lewis (K-5)

242 Enrollment **52 SpEd Students (21%)** **15.1% Direct Certification**

FOCUS PROGRAM

Communication Behavior (CB) K-2 Classroom
13 students enrolled.

STUDENT CASELOAD

18 Learning Center.
22 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
1.0 FTE CB / 1.0 FTE SLP.

SUPPORT STAFFING

0.8 FTE Psych.
3 paraprofessionals.

SPACE NEEDS Dedicated LC and K-2 CB classroom, SLP and Psych.

Hayhurst (K-5)

279 Enrollment **67 SpEd Students (24%)** **14.8% Direct Certification**

FOCUS PROGRAM

Social Emotional Skills (SES) K-2 and 3-5
15 students enrolled.

STUDENT CASELOAD

36 Learning Center.
16 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
2.0 FTE SES / 0.6 FTE SLP.

SUPPORT STAFFING

1.0 FTE Psych.
7 paraprofessionals.

SPACE NEEDS Dedicated space for LC, K-2 SES, 3-5 SES, De Escalation, SLP and Psych

Maplewood (K-5)

300 Enrollment **48 SpEd Students (16%)** **10.2% Direct Certification**

FOCUS PROGRAM

Inclusive School Communities (ISC). K-2
7 students enrolled.

STUDENT CASELOAD

30 Learning Center.
11 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
1.0 FTE ISC / 0.8 FTE SLP.

SUPPORT STAFFING

0.4 FTE Psych.
5 paraprofessionals.

SPACE NEEDS Designated space for LC, ISC, SLP and Psych.

Mt. Tabor (6-8)

418 Enrollment **39 SpEd Students (10%)**

FOCUS PROGRAM

Intensive Skills Classroom (ISC).
CRIS MS DHH Site.

STUDENT CASELOAD

39 Students that receive special education services
6 Students served by CRIS
11 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
1.0 FTE ISC / 0.6 FTE SLP.
1.0 Teacher of the Deaf

SUPPORT STAFFING

0.6 FTE Psych.
5 paraprofessionals.

SPACE NEEDS Designated space for LC, ISC and CRIS SLP and Psych.

Kelly (K-5)

398 Enrollment **63 SpEd Students (16%)** **67.6% Direct Certification**

FOCUS PROGRAM

No specialized focus.

STUDENT CASELOAD

38 Learning Center.
25 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
1.0 FTE Speech/SLP.

SUPPORT STAFFING

1.0 FTE Psych.
No dedicated paraprofessionals.

SPACE NEEDS Designated Space for LC, SLP and Psch

Markham (K-5)

330 Enrollment **49 SpEd Students (15%)** **38.3% Direct Certification**

FOCUS PROGRAM

Intensive Skills Classroom (ISC). grades 3-5
10 students enrolled.

STUDENT CASELOAD

24 Learning Center.
11 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
1.0 FTE ISC / 0.4 FTE SLP.

SUPPORT STAFFING

0.4 FTE Psych.
8 paraprofessionals.

SPACE NEEDS Designated space for LC, ISC, SLP and Psych

Sabin (K-5)

256 Enrollment **53 SpEd Students (21%)** **14.6% Direct Certification**

FOCUS PROGRAM

Social Emotional Skills (SES) K-2 and 3-5
20 students enrolled.

STUDENT CASELOAD

14 Learning Center.
15 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
2.0 FTE SES / 0.8 FTE SLP.

SUPPORT STAFFING

1 QMHP
0.4 FTE Psych.
7 paraprofessionals.

SPACE NEEDS Dedicated LC, k-2 SES, 3-5 SES, De-escalation, Psych, SLP, QMHP.

Dr. MLK (K-5)

302 Enrollment **53 SpEd Students (18%)** **51.1% Direct Certification**

FOCUS PROGRAM

No Specialized Programming
.

STUDENT CASELOAD

29 Learning Center.
24 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
0.8 FTE Speech/SLP.

SUPPORT STAFFING

0.4 FTE Psych.
1 paraprofessional.

SPACE NEEDS Designated Space for LC, Psych, and SLP.

Vernon (K-8)

515 Enrollment **64 SpEd Students (12%)** **Regional Baseline Direct Cert**

FOCUS PROGRAM

No specialized focus.

STUDENT CASELOAD

47 Learning Center.
17 Speech only.

CORE STAFFING

2.0 FTE Learning Center.
1.0 FTE Speech/SLP.

SUPPORT STAFFING

0.4 FTE Psych.
No dedicated paraprofessionals.

SPACE NEEDS Dedicated LC space, SLP and Psych.

Woodmere (K-5)

221 Enrollment **65 SpEd Students (29%)** **59.0% Direct Certification**

FOCUS PROGRAM

Communication Behavior (CB) K-2and 3-5
21 students enrolled.

STUDENT CASELOAD

31 Learning Center.
13 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
2.0 FTE CB / 1.0 FTE SLP.

SUPPORT STAFFING

0.4 FTE Psych.
7 paraprofessionals.

SPACE NEEDS Designated space for LC, K-2 CB, 3-5 CB, SLP, and Psych.

Whitman (K-5)

201 Enrollment **57 SpEd Students (28%)** **64.4% Direct Certification**

FOCUS PROGRAM

Inclusive School Community

STUDENT CASELOAD

43 Students that receive special education.
11 Speech only.

CORE STAFFING

3.0 FTE special education teacher
0.8 FTE Speech/SLP.

SUPPORT STAFFING

1.0 FTE Psych.
6.0 paraprofessionals.

SPACE NEEDS Dedicated flexible learning spaces (2), Sensory, SLP, and Psch.

Stephenson (K-5)

261 Enrollment **60 SpEd Students (23%)** **5.9% Direct Certification**

FOCUS PROGRAM

Communication Behavior (CB). grades 3-5
12 students enrolled.

STUDENT CASELOAD

45 Learning Center.
12 Speech only.

CORE STAFFING

1.0 FTE Learning Center.
1.0 FTE CB / 0.4 FTE SLP.

SUPPORT STAFFING

0.4 FTE Psych.
5 paraprofessionals.

SPACE NEEDS Designated LC, and 3-5 CB room, SLP and Psych.

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TOGETHER, WE RISE

PPS Dual Language Immersion (DLI) Programs

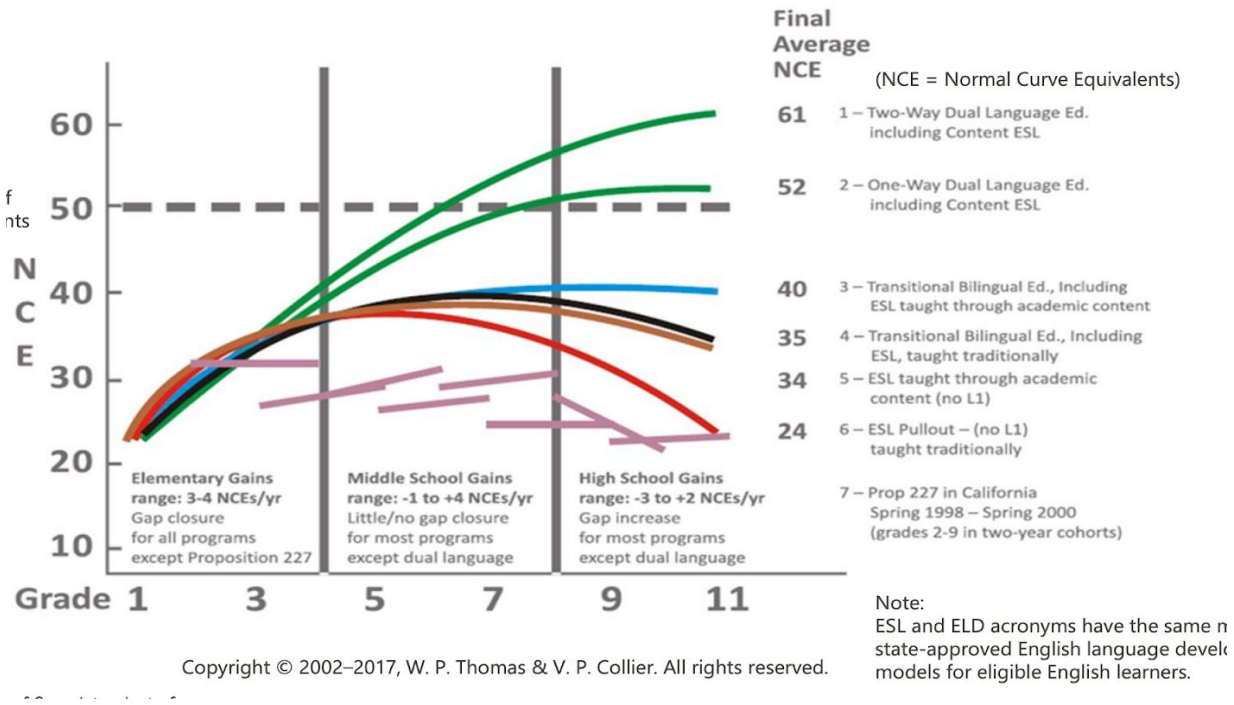
TLE Committee- Follow Up

November 10, 2026

PPS / TLE COMMITTEE FOLLOW-UP

Purpose of DLI & Long-Term Achievement Data

MLs Long-Term Achievement on Standardized Tests



Purpose & Goals of DLI

High Academic Achievement

High academic performance in both English and target languages

Bilingualism & Biliteracy

Full proficiency in speaking, reading, and writing across two languages

Socio-Cultural Competency

Fostering cross-cultural competency and positive self-identity

Core Commitment

Center MLs and All Participants Benefit from a world-class education

PPS / TLE COMMITTEE FOLLOW-UP

How did Dual Language Immersion Influence scenarios in the North?

Whole School vs. Co-located DL Programs:
Lent Elementary- What the evidence is showing us

Multilingual Learner Academic Outcomes
Dual Language vs. Non Dual Language

Will whole-school models result in segregation of our Latino students and families?

What is the gain for folks leaving their schools? What is the benefit?

How will families be supported in this process? Access, transition, transportation

Enrollment & Staffing: How do you forecast and what will the staffing be at Chavez?

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PPS / TLE COMMITTEE FOLLOW-UP

How did DLI Influence the scenarios in the North?

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Scenario Decisions in the North

PPS / TLE COMMITTEE FOLLOW-UP

Dual Language

There are multiple co-located Spanish DLI programs in North Portland.

Opportunity to concentrate resources

Sustainability

Programs are seeing low class sizes resulting in 1 class per grade level.

Consolidating programs sustains the program over time and shows the district's dedication to Dual Language programing.

Current Dual Language Enrollment in North Portland

Beach 2026-27
Current Enrollment

	SDL	Eng
Kinder	22	29
1st	24	32
2nd	15	21
3rd	25	22
4th	21	24
5th	33	17

C. Chavez 2026-27
Current Enrollment

	SDL	Eng
Kinder	38	10
1st	35	13
2nd	29	13
3rd	34	9
4th	44	10
5th	24	17

Sitton 2026-27
Current Enrollment

	SDL	Eng
Kinder	22	30
1st	19	33
2nd	24	29
3rd	23	33
4th	25	45
5th	22	35

James John 2026-27
Current Enrollment

	SDL	Eng
Kinder	22	36
1st	21	38
2nd	23	49
3rd	22	30
4th	23	30
5th	24	43

Cesar Chavez

Proposed Enrollment 2027-2028

César Chávez 2027-28
Proposed Enrollment

Grade	Spanish Immersion
Kinder	96
1st	93
2nd	84
3rd	76
4th	92
5th	100

PPS / TLE COMMITTEE FOLLOW-UP

Lent Elementary

What the data is showing us about whole school & co-located DL Programs?

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Lent - Whole School DL Model

How have Lent's outcomes changed since transitioning to whole school DLI?

ELPA Data

17%

since transition

(proficient/early proficient)

State ELA Data

8%

since 2023-2024

(meeting/exceeding)

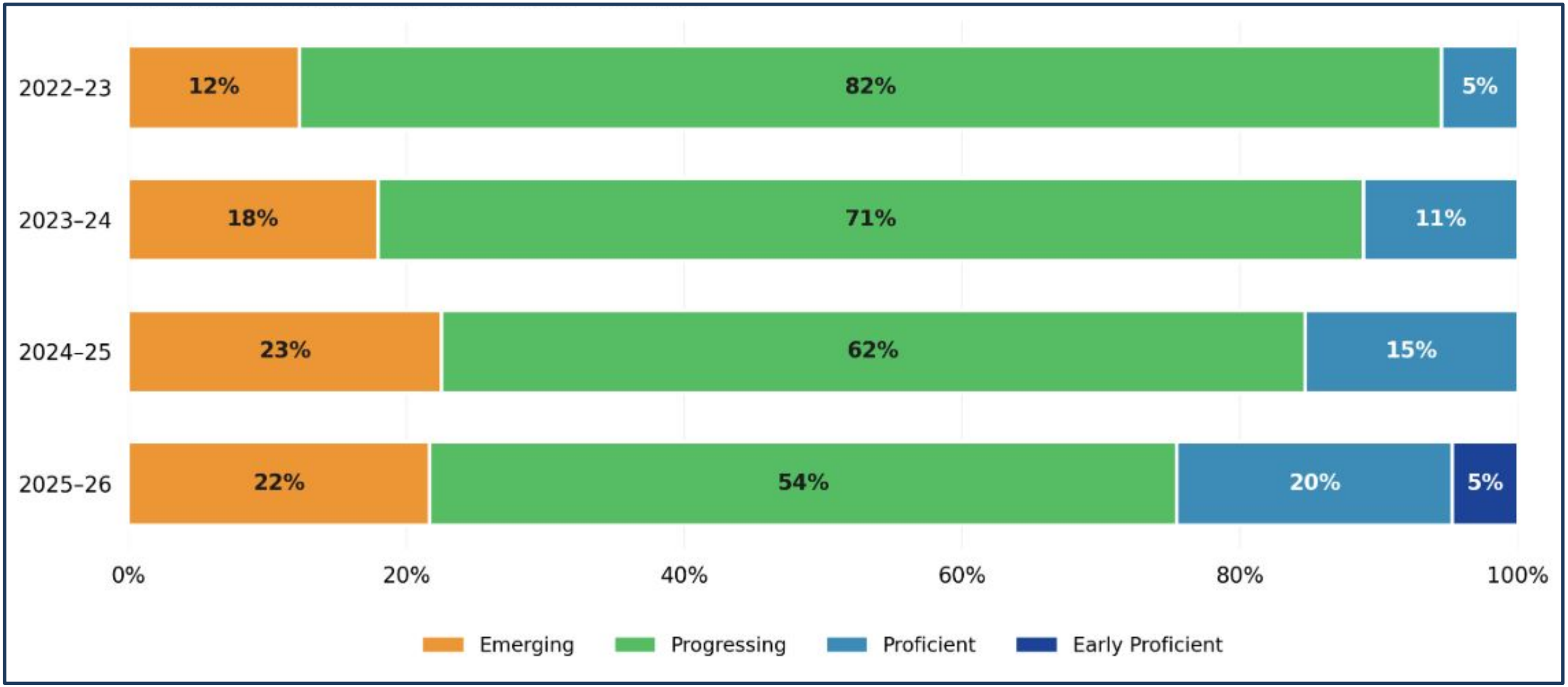
State Math Data

4%

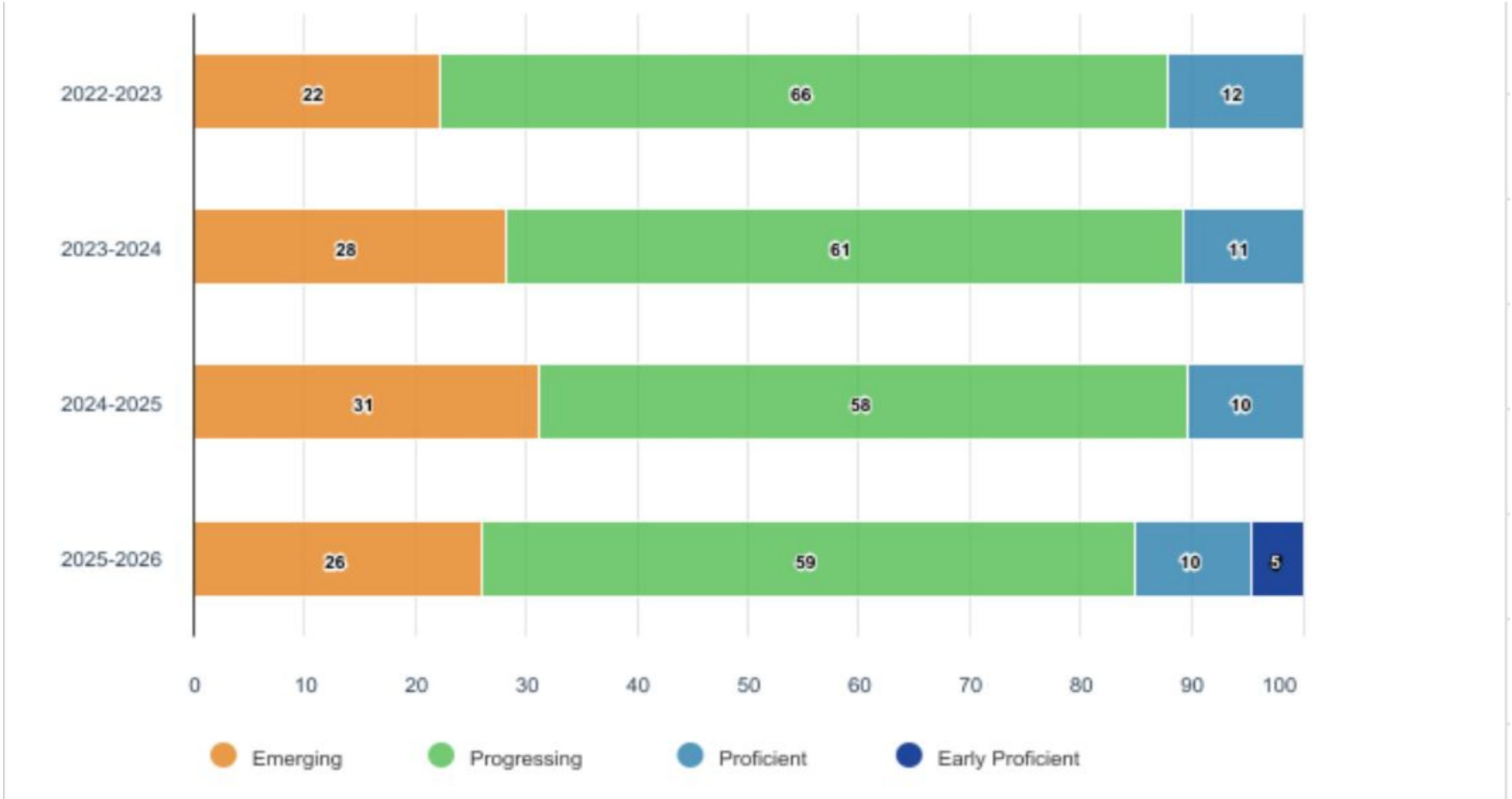
since 2023-2024

(meeting/exceeding)

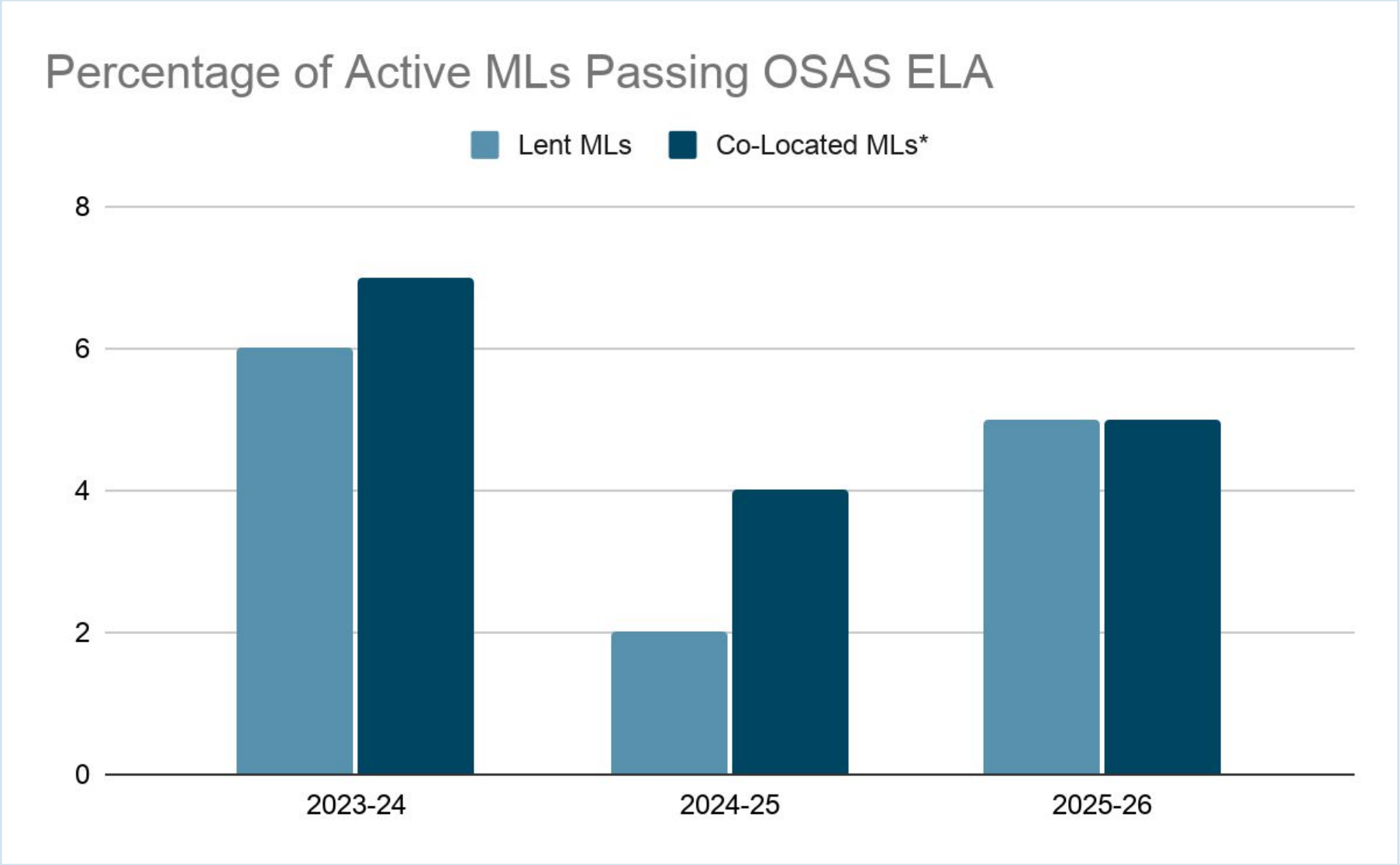
Lent SDLI - English Language Proficiency % of Students



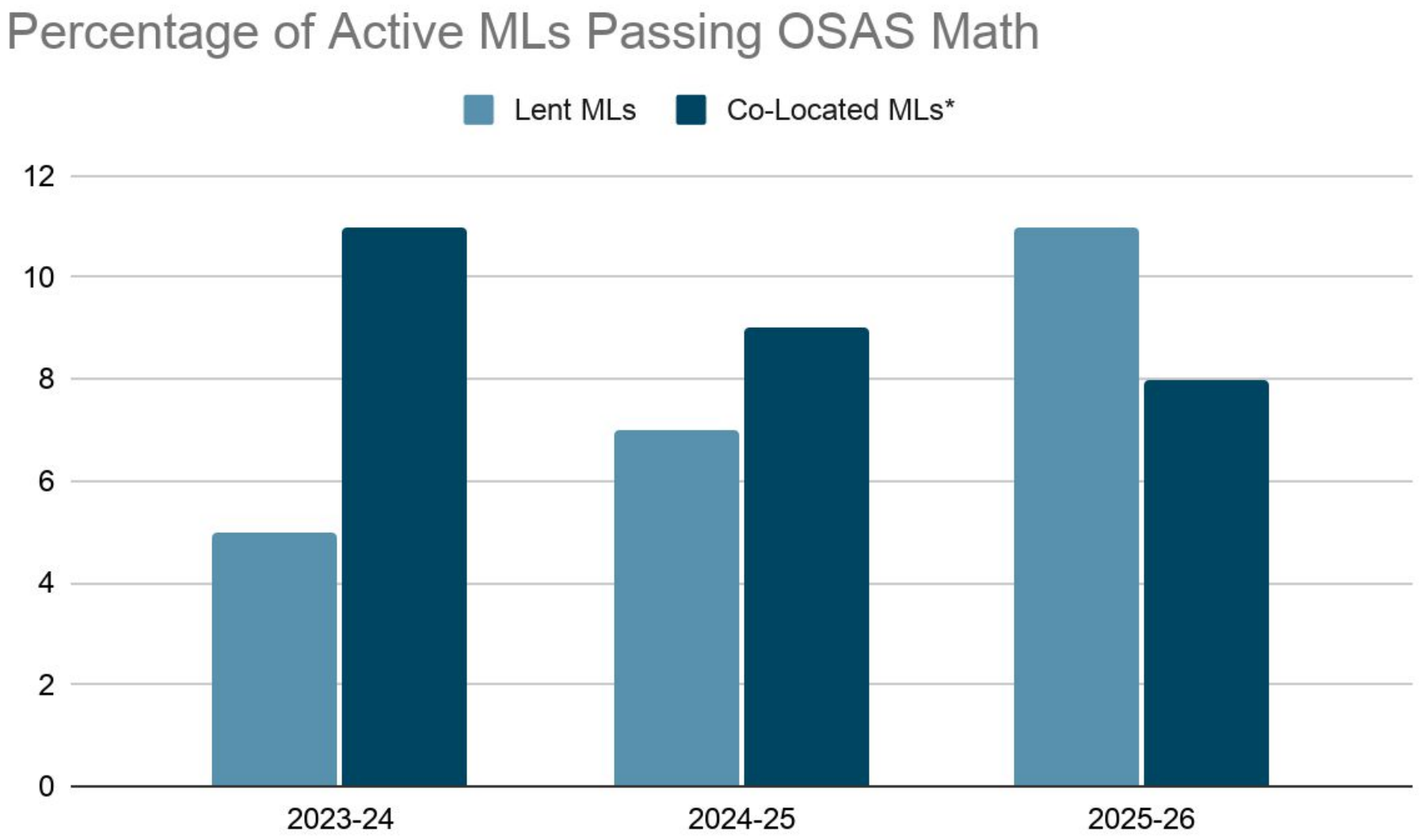
Co-Located SDLI English Language Proficiency % of Students



State Achievement: MLs in DLI ELA Outcomes



State Achievement: MLs Math Outcomes



PPS / TLE COMMITTEE FOLLOW-UP

What the data is showing us about MLs in DLI programs and MLs not in DLI?

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ML Outcomes | DLI and Non-DLI

English proficiency

No comparable difference in dual language or non DL

ELA achievement for Active MLs

No comparable difference in dual language or non DL

Math Achievement for Active MLs

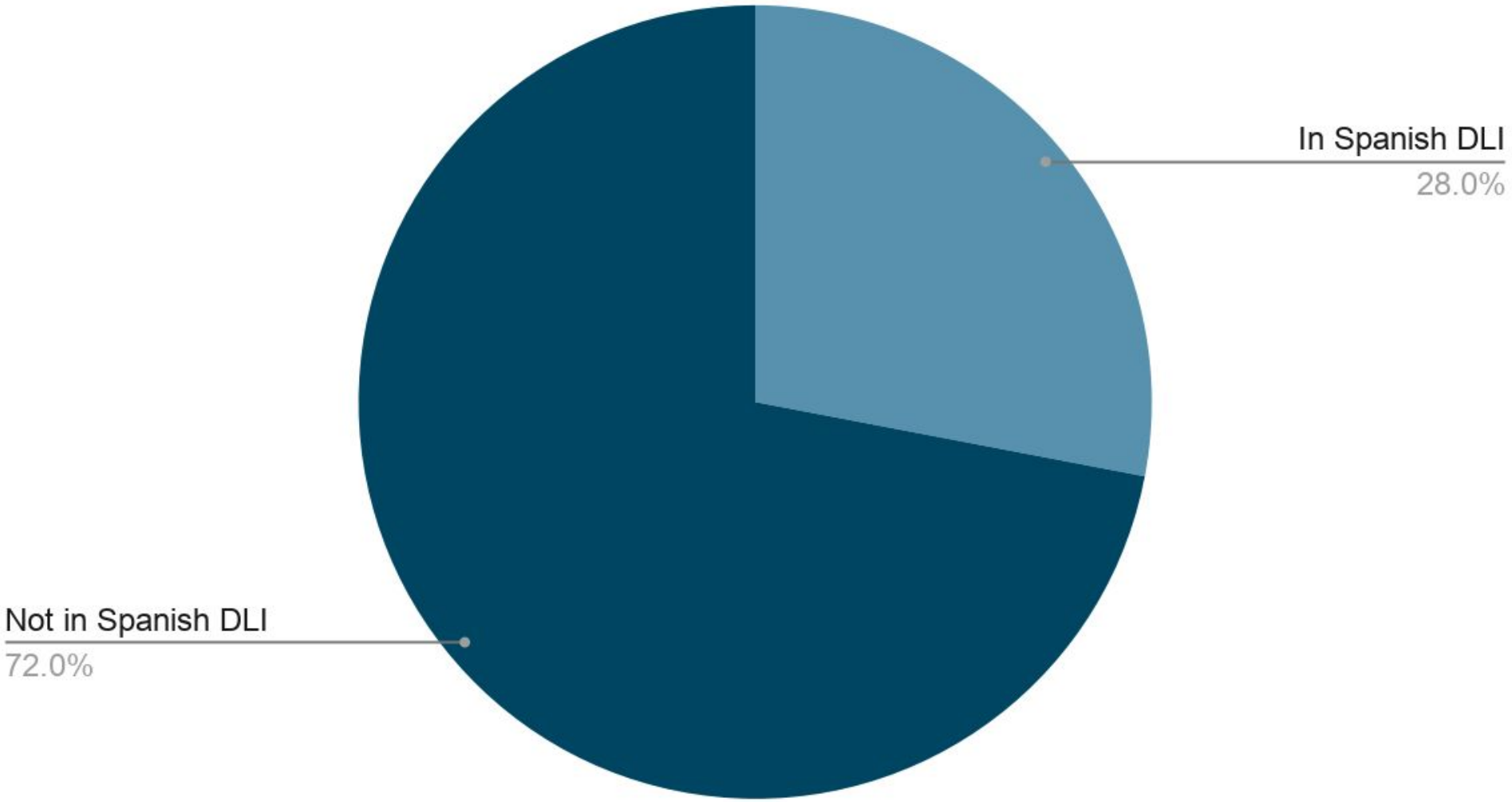
In 2025-26 MLs in DLI scored 3% points higher

PPS / TLE COMMITTEE FOLLOW-UP

Will whole-school models result in segregation of our Latino students and families?

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PPS Latino Students



Two-Way Spanish Dual Language Immersion

Bilingualism • Biliteracy • Educational Equity

Intentional Program Composition

1/3
Native Spanish Speakers

1/3
Bilingual Students

1/3
Native English Speakers

Learning with and from one another

Bilingualism & Biliteracy
Academic proficiency in both languages

Academic Achievement
Rigorous, grade-level learning

Language & Identity
Affirm home languages and cultures

Centering Multilingual Learners

Develop English proficiency while maintaining and strengthening Spanish language and literacy.

Enrollment design goal

PPS / TLE COMMITTEE FOLLOW-UP

What is the gain for folks leaving their schools? What is the benefit?

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PPS / TLE COMMITTEE FOLLOW-UP

A STRONGER, MORE SUSTAINABLE FUTURE FOR DLI STUDENTS

Consolidating Dual Language Immersion programs helps ensure that more students can benefit from a high-quality, well-resourced program for years to come.

SAME PROMISE. A STRONGER TOMORROW. — Bilingual. Biliterate. Globally Minded.

STRONGER, MORE STABLE PROGRAMS

Larger, sustainable enrollment at each grade level supports consistent staffing, teacher collaboration, and continuity of instruction.

RICHER LEARNING COMMUNITIES

More opportunities for students to learn and interact with bilingual peers, deepening language development, cultural connections, and belonging.

AFFIRMING LANGUAGE & CULTURAL IDENTITY

Creates school communities where multilingualism is valued and students see their languages and cultures reflected in their learning environment.

GREATER ACCESS TO RESOURCES & SUPPORTS

More consistent access to specialized teachers, academic interventions, enrichment, and other services in a well-resourced school.

STRONGER LONG-TERM PATHWAYS

Helps protect the sustainability of DLI so students can continue developing bilingualism, biliteracy, and academic achievement throughout their education.

A STRONGER, MORE EQUITABLE DLI SYSTEM

Consolidation helps ensure high-quality DLI programs remain available and well-resourced for current and future generations of students across PPS.

OUR SHARED GOAL

To ensure that every DLI student has access to a **high-quality, sustainable bilingual education** that builds bilingualism, biliteracy, academic achievement, and cross-cultural understanding — today and in the future.

TOGETHER, WE RISE

PPS / TLE COMMITTEE FOLLOW-UP

How will PPS support the transition of a fully enrolled DLI program from Dr. MLK to Boise-Eliot?

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Key Focus Areas for a Successful DLI Transition

PPS / TLE COMMITTEE FOLLOW-UP

Note: Transition plans are still in the works, and we recommend engaging the community, staff, and families in this process.

One School Community

Build one unified school community, not two separate schools.

Center Community Voice

Center staff and family voice in the transition.

Shared Identity & Connections

Establish a shared identity, schoolwide systems, and intentional opportunities for relationships across programs.

Instructional Integrity

Protect DLI program implementation while ensuring high-quality instruction, resources, and services for all students.

Support Staff & Leadership

Invest in staff collaboration and leadership capacity through professional learning, joint planning, and coaching.

Monitor & Learn

Gather feedback from students, staff, and families and review instructional implementation throughout the first year.

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Transportation:

Is the N. Portland model that was shared based on actual model and need?

Will actual routes and costs of routes be provided?

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Transportation | Model Before Final Routes

PPS / TLE COMMITTEE FOLLOW-UP

STEP 1

Hub approach

Neighborhood-school pickup concept

STEP 2

Refine with data

Actual student locations and ridership

STEP 3

Fall 2027

Final routes depend on enrollment

Enrollment Forecasting:

How do you forecast when you do not know if students/families will go to the schools when they are further away?

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Enrollment and Staffing | Next Decisions

PPS / TLE COMMITTEE FOLLOW-UP

> "In our implementation plan submitted with the Superintendent's recommendation, we will include a process and timeline for impacted families to indicate their plans for the fall." — PPS TLE COMMITTEE UPDATE

assignment

Implementation Plan

Submitted directly alongside the Superintendent's formal recommendation.

schedule

Process & Timeline

Establishing clear guidelines and structured schedules for all next steps.

family_restroom

Impacted Families

Providing a clear opportunity for families to indicate their intentions for the fall.

Staffing at Cesar Chavez:

What would staffing be with projected enrollment?

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Enrollment and Staffing | Next Decisions

PPS / TLE COMMITTEE FOLLOW-UP

> "Staffing will be part of the Superintendent’s recommendation to match the projected enrollment." — PPS TLE COMMITTEE FOLLOW-UP

groups

Staffing Model

Integrated directly into the Superintendent’s comprehensive proposal.

trending_up

Projected Enrollment

Staffing allocations calibrated to align with updated enrollment projections.

recommend

Final Recommendation

Ensuring resource placement matches actual student needs and distribution.

DLI Research Sources

The research summary and Well-Resourced Schools alignment on the preceding slides draw on:

- Center for Applied Linguistics (CAL) — Guiding Principles for Dual Language Education, 3rd Edition
- National Clearinghouse for English Language Acquisition (NCELA) — Dual Language Immersion Playbook
- Institute of Education Sciences / What Works Clearinghouse — PPS Dual Language Immersion Study
- Education Northwest — PPS research partnership on DLI student and teacher outcomes
- PPS — Dual Language PreK–12 Program
- PPS — Why Dual Language?
- PPS — Spanish Immersion (Current DLI Programs)

Appendix

Additional Data

- **Student enrollment in Spanish DLI Programs-**
  Multilingual Learners, Spanish speakers vs English speakers by site
  - Sitton & Beach
  - C. Chavez & J. John
  - Atkinson & Lent
- **OSAS & ELPA data**
  - ML OSAS ELA Passing Rates- Lent vs Co-Located
  - ML OSAS Math Passing Rates- Lent vs Co-Located
  - ML OSAS ELA Passing Rates- DLI vs Non-DLI
  - ML OSAS Math Passing Rates- DLI vs Non-DLI
  - ELPA data- DLI vs Non-DLI
- **Latino student enrollment across PPS regions**
  - North Portland
  - NE Portland
  - SE Portland
  - NW/SW Portland