Work Session
Tuesday, November 17, 2026 6:00 PM

Benson High School
546 NE 12th Ave.
Portland, OR 97232

Agenda

1. 6:00 pm - Call to Order / Opening
2. 6:05 pm - Student and Public Comment
3. 6:35 pm - Comments from our Union Partners
4. 6:45 pm - Resolution to Adopt the 2027 Legislative Agenda (Resolution 7400) Vote - Public Comment Accepted
5. 7:00 pm - Financial Update
6. 7:30 pm - Superintendent's Recommendation for Rightsizing
7. 9:00 pm - Consent Agenda: Resolutions 7398 through 7399 and 7401 Vote- Public Comment Accepted
   - 7.(a) Resolution 7398 - Expenditure Contracts
   - 7.(b) Resolution 7399 - Approving the Bylaws of the District Student Council
   - 7.(c) Resolution 7401 - Adoption of the Minutes
8. 9:05 pm - Other Business, Committee Referrals, and Future Agenda Items
9. 9:10 pm - Adjourn

RESOLUTION No. 7400

Resolution to Adopt the 2027 Legislative Agenda

RECITALS

A. The Oregon Legislature will convene for the 2025 Legislative Session from January 11, 2027 - June 19, 2027.

B. The Portland Public Schools Board of Education recognizes that political and legislative advocacy is essential for the District's ability to affect education public policy in the state of Oregon and to access the necessary resources to support our students.

C. The Portland Public Schools Legislative Priorities are aligned with the District's mission and strategic plan, and the Board goals to eliminate student gaps in opportunities and outcomes.

D. The Legislative Agenda was developed through consultation with district staff, board members, and other state-wide associations and partners.

RESOLUTION

The Board adopts the 2027 Legislative Agenda as the formal position of the Board of Education for the 2027 Regular Legislative Session.



2027 LEGISLATIVE AGENDA

The Portland Public Schools (PPS) Board of Education presents this legislative agenda to guide PPS's legislative engagement in the 2027 legislative session. Portland Public Schools is at a critical juncture as we navigate growing challenges that directly impede our ability to carry out the core mission: to provide rigorous, high-quality academic learning experiences that are inclusive and joyful. Rising costs, limited revenue, and declining enrollment have led PPS to the point where the district is facing a $65 million dollar deficit.

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 in Portland and Oregon on a path to becoming the best in the nation.

Priority #1: Provide Adequate Funding to Meet Students Needs

The State of Oregon has underfunded public schools since the passage of Measures 5 and 50 in the early 1990s. State education funding has not met the true costs of educating Oregon's children and continues to fall behind rising operational costs. Recent federal reductions to Medicaid and SNAP have further increased demands on schools and community partners. To preserve critical student services and prevent devastating cuts to classroom resources, the Board calls on the Legislature to at the ***very least*** fully fund the Current Service Level (CSL) established by Governor Tina Kotek, proposed at $12.57 billion. This still leaves PPS with a $65 million shortfall, the 4th consecutive year of making significant reductions, and we strongly encourage consideration of any options that can close that gap.. Additionally, the Board urges the Legislature to protect Corporate Activity Tax revenues for Student Success Act investments and other dedicated K–12 education funds. Finally, the Board supports strategic efforts to raise revenue to minimize cuts and even expand essential student-facing services.

Priority #2: Public Employee Retirement System (PERS) Relief Investment

PPS faces a steep increase in its PERS employer rate obligations due to the expiration of several side accounts established by the sale of pension obligation bonds in 2002 and 2003. School districts should not be forced to absorb escalating pension costs at the expense of classroom instruction and vital student services. For the 2027–28 school year, approximately two-thirds of the projected $65 million shortfall is directly driven by rising PERS rates. To prevent severe impacts on student learning, the PPS Board of Education urges the Governor and the State Legislature to allocate $500 million from the Education Stability Fund to buy down PERS rates for school districts statewide.

Priority #3: Adequately Fund Special Education Services

School districts have limited ability to control many of the fast-growing costs in their budgets, and available funding has not kept pace with their federal obligation to provide a free and appropriate education to all students regardless of disability status. As the cost of providing high-quality, evidence-based practices for students with disabilities continues to balloon, the Board urges the Legislature to provide school districts with support to address these escalating expenses, improving long-term stability and protecting core student-facing services.

- **Lift the Special Education Funding Cap and Add Sufficient Funding:** Oregon's 11% cap on state special education funding reimbursement falls far short of the actual number of students receiving special education services. At PPS, 17% of students are qualified to receive services. As a result, districts serving higher percentages of students with disabilities must divert limited general fund resources to cover the growing gap. The Legislature should lift the cap and add adequate funding to ensure state funding more accurately reflects the actual cost of providing special education services.
- **Fully Fund the High Cost Disabilities Account:** The state partially reimburses districts for eligible special education costs exceeding $30,000 per student. However, chronic underfunding of the High Cost Disabilities Account leaves districts responsible for absorbing the majority of these expenses. The Legislature should significantly increase appropriations to the account to provide meaningful reimbursement and reduce the financial burden on local school budgets.
- **Fully Fund Regional Inclusive Services (RIS):** Regional Inclusive Services provide special education services for students with low-incidence disabilities from birth to age 21, providing specialized expertise across each disability by offering direct instruction, coaching, professional development, assistive technology, and other support to ensure that each student’s education remains in their home district. Over the past several biennia, state funding for Regional Inclusive Services has not kept pace with the increasing costs of delivering these critical services. The Board urges the Legislature to align funding with the true cost of service delivery and fully fund the program at its current service level.

Priority #4: Modernize the State School Fund and The Quality Education Model

Oregon's K–12 funding formula was established over three decades ago and does not reflect the true, complex cost of educating today's diverse student population. The Board calls on the Legislature to establish a statewide School Funding Modernization Commission—with robust engagement that includes families, educators, district leadership, and school board members—to evaluate and update the formula to ensure every school district can deliver high-quality, inclusive education. Any updates to the State School Fund formula must be implemented thoughtfully yet urgently and ensure that the revised model adds new resources to meet district needs rather than simply redistributing existing funds.

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Priority #5: Reject additional requirements that are not paired with additional funding

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.

- **Instructional Time:** The Board supports expanding instructional time but adequate and sustainable funding must reflect the full operational costs of an expanded school year.
- **Class Sizes:** The Board recognizes that class size is an important factor in student learning. The Board opposes making class size a mandatory subject of collective bargaining unless it comes with specific, sufficient funding to support smaller class sizes.

The state legislature must also examine existing unfunded mandates to identify and eliminate costly burdens that compromise instructional funding.

Priority #6: Modernize the structure of the 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.

Priority #7: 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 for multiple language learners..

Other Priorities:

- **Fully fund Outdoor School as directed by voters**: Support the $63 million Current Service Level request.
- **Screen Time/Education Technology/Artificial Intelligence:** The Board is currently developing its own use of A.I. and Technology district wide policy. Once the policy is adopted, it will guide the district's values and engagement on any potential legislative proposals.
- **Repealing Opt-Out of State Assessments**: The Board supports legislation to enhance participation in statewide assessments. High participation rates are essential to ensuring school accountability and accurately reflecting achievement levels to identify and deliver needed student supports.
- **Standardized Incident Reporting**: The Board will continue to monitor discussions regarding incident reporting as they relate to seclusion and restraint, discipline, and harassment. The Board urges the Legislature to adopt a thoughtful approach that balances student safety, timely investigations, and clear, consistent standards.
- **Virtual Charter Schools:** The board supports legislative efforts that develop a consistent statewide framework for virtual charter school authorizations and ongoing monitoring. Virtual charter schools must be held accountable to spend public dollars responsibly and provide educational rigor in their programs consistent with Oregon standards.



Board Legislative Principles

The Portland Public Schools (PPS) Board of Education presents this legislative agenda to guide PPS's legislative engagement in the 2027 legislative session. Portland Public Schools is at a critical juncture as we navigate growing challenges that directly impede our ability to carry out the core mission: to provide rigorous, high-quality academic learning experiences that are inclusive and joyful. Rising costs, limited revenue, and declining enrollment have led PPS to the point where the district is facing a $65 million dollar deficit.

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 in Portland and Oregon on a path to becoming the best in the nation.

Priority #1: Provide Adequate Funding to Meet Students Needs

The State of Oregon has underfunded public schools since the passage of Measures 5 and 50 in the early 1990s; since the development for the Quality Education Model, there has been a $22.76 billion gap between model and actual fundingState education funding has not met the true costs of educating Oregon's children and continues to fall behind rising operational costs. Recent federal reductions to Medicaid and SNAP have further increased demands on schools and community partners. ~~To preserve critical student services and prevent devastating cuts to classroom resources, the Board calls on the Legislature to at the~~ ***~~very least~~*** ~~fully fund~~ ~~T~~tThe Current Service Level (CSL) proposed ~~established~~ by Governor Tina Kotek~~, proposed at~~ - $12.57 billion - . ~~This still~~ leaves PPS with a $65 million shortfall, the fourth~~4th~~ consecutive year of making significant reductions in our schools, classrooms, and district. ~~, and we~~ To preserve critical student services and prevent additional, devastating cuts to classroom resources, the Board calls on the Legislature, the Board strongly encourages consideration of any options that can close that gap, including strategic efforts to raise revenue or make changes like reforming the kicker policy.

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Board of Education Financial Update



PORTLAND
Public Schools

November 17, 2026

Financial Update

- 2026-27 Update
- 2027-28 Outlook
  - Budget Gap Details
  - Pension Costs
  - Budget Development Milestones
  - Pre-Development Activities
- Next Steps



Learning Targets and Success Criteria

I am learning about the current state of the budget and future budget outlook.

I can explain the current budget status, access information, and describe key factors shaping the future budget outlook.

2026-27 Financial Update

Moving from Budget to Actuals

- Beginning fund balance
- September marks the first full payroll of the year
- October Enrollment numbers are in
- Current projections for
  - Revenue +/-
  - Expenditures +/-
- Spending Controls continue

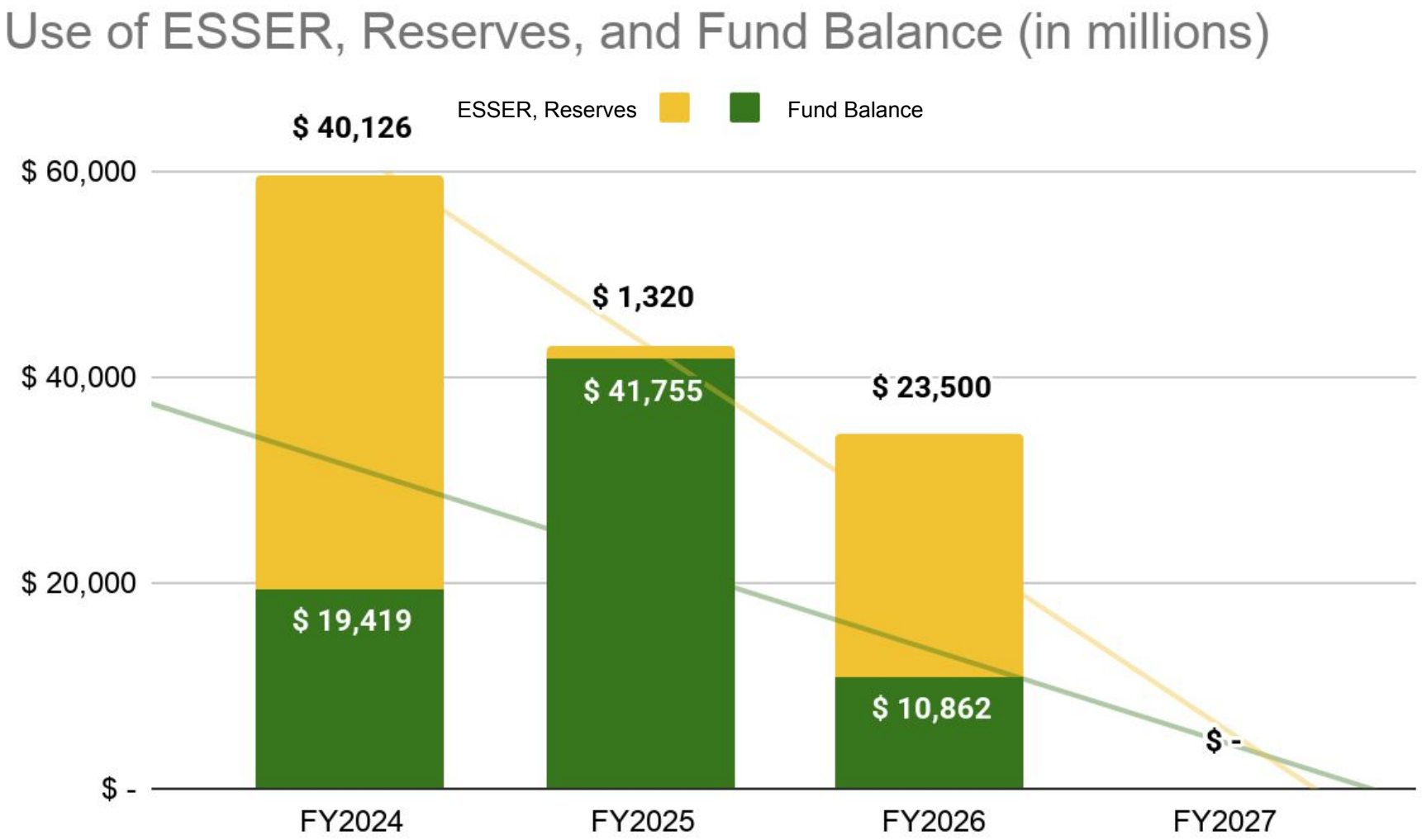
Projections are based on the most recent information available. All estimates *will change* as additional actual information becomes available.

Unofficial General Fund Balance

- Board authorized use of Contingency per Administrative Directive 8.10.030 at the June 23rd meeting
- The Unaudited (still in progress) Balance is 4-5.0% as of June 30th
- 2026-27 Fund Balance will be less than budgeted
- Mostly closed 2025-26 budget gap of $22.5 million
  - Local Revenue Less Than Budgeted
  - Temporary, Substitute, Extended Responsibility Over Budget
  - Capital Outlay/Other (Buses ordered prior year)



Operational Use of One-time Funds



In order to preserve services during a period of declining enrollment and increasing costs, PPS used one-time funds. The 2026-27 Adopted budget does not include use of one-time funds for operations.

Mitigation Strategies

- Review of Central Office and Operations budgets
- Spending restrictions continue
  - Discretionary spending: consolidated budgets and discretionary payrolls (extended hours, overtime, substitutes, travel, training)
  - Chief level expenditure review
  - Restricted hiring for non-student facing positions
- Maximize revenue opportunities for operations

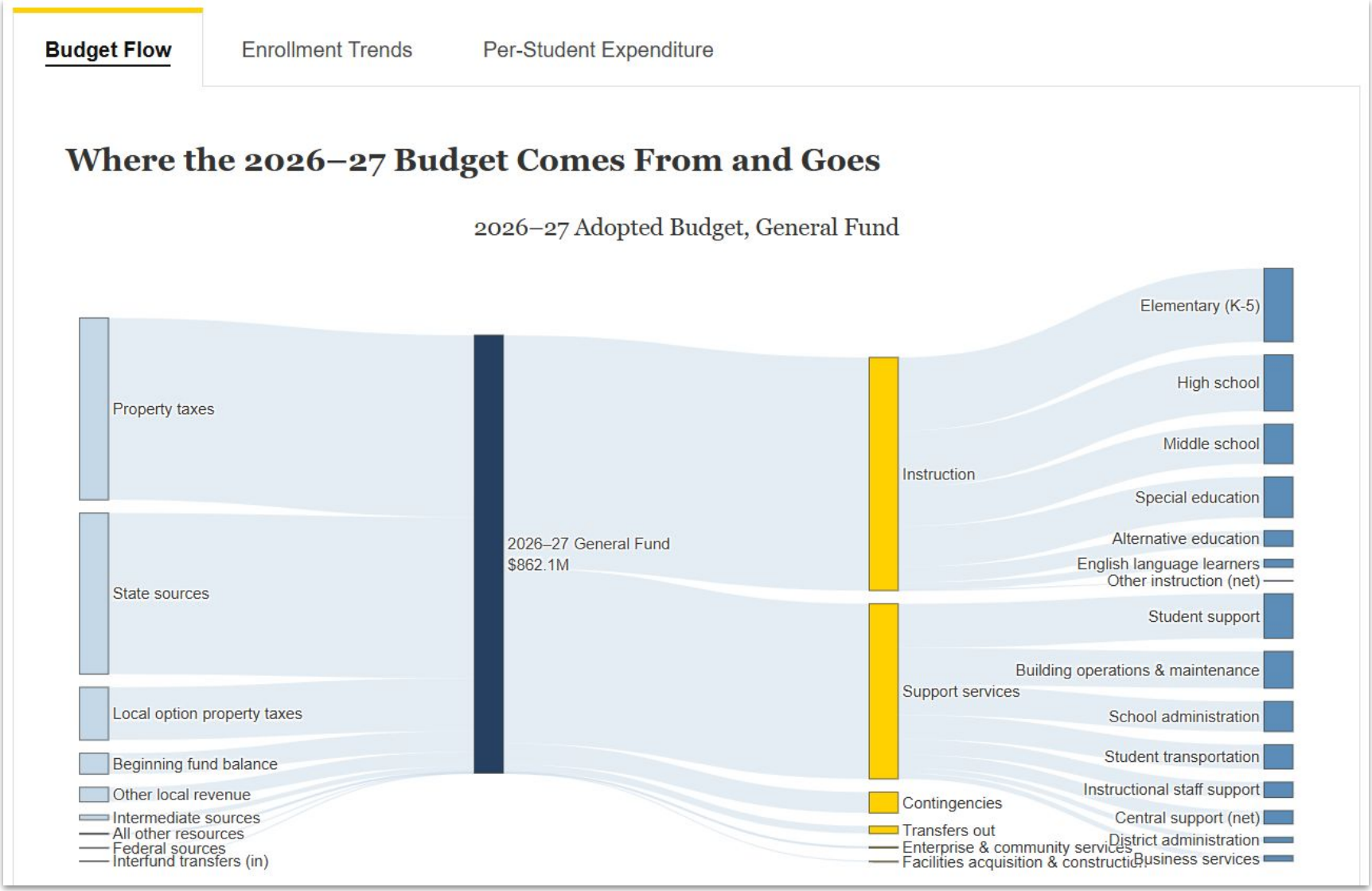


Financial Reporting Status

- Periodic Reports are posted to the PPS Finance web site
- Training for how to interpret the reports is available
- Annual Financial Report scheduled for the Audit Committee next month and full Board in January
- Exceptional work by the full Finance Team, Data teams, Legal, Technology, RISE, and Human Resources



Interactive Budget Dashboard



NEW! There is a new data dashboard posted to the Finance Department web page to increase transparency. The current dashboard is based on the 2026-27 Adopted Budget and includes tabs for General Fund Budget Flow, Enrollment Trends, and Per-Student Expenditures by school.

Budget monitoring and financial reporting tabs will be added in the coming months.

2027-28 Budget Outlook

Multi-Year Service Level Reductions (in millions)

2023-24 CSL Reductions	2024-25 CSL Reductions	2025-26 CSL Reductions	2026-27 CSL Reductions	Projected 2027-28 Reductions
-$10.0	-$40.0	-$43.0 (original) -$22.5 (mid-year) -$65.5 Total	-$56.3	-$65.2

- ➔ CSL - Current Service Level represents the future cost of current service level activities
- ➔ From 2023-24 to 2026-27, PPS has experienced service level reductions totaling $171.8 million
- ➔ 2026-27 CSL Reductions are in addition to the contingencies and risks that have been identified

Why We're Here

$65M

General Fund reduction for 2027-28

Central Office budget decisions come first; staffing workgroup provides recommendations, final staffing selections from schools begins January 2027.

Rising costs

Inflation, investments in compensation and teacher planning time, and rising PERS costs

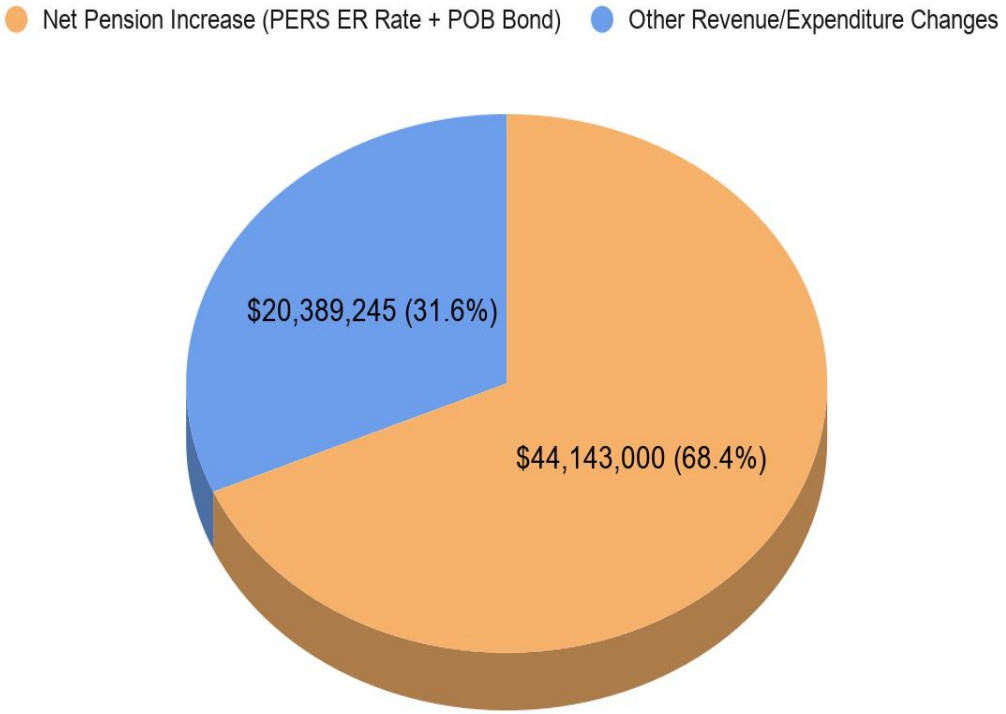
Limited revenue

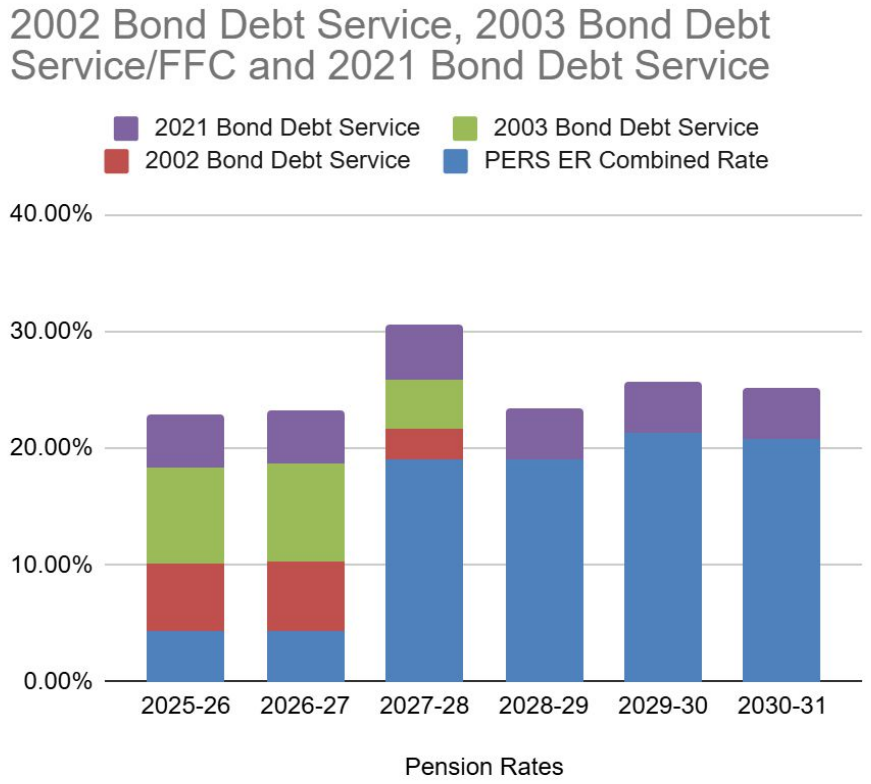
State funding falls short of operating costs, and federal pandemic aid has ended

Declining enrollment

Down 9.5% since 2020, faster than Oregon's 6%, with the same number of buildings

What is Driving the Budget Gap?





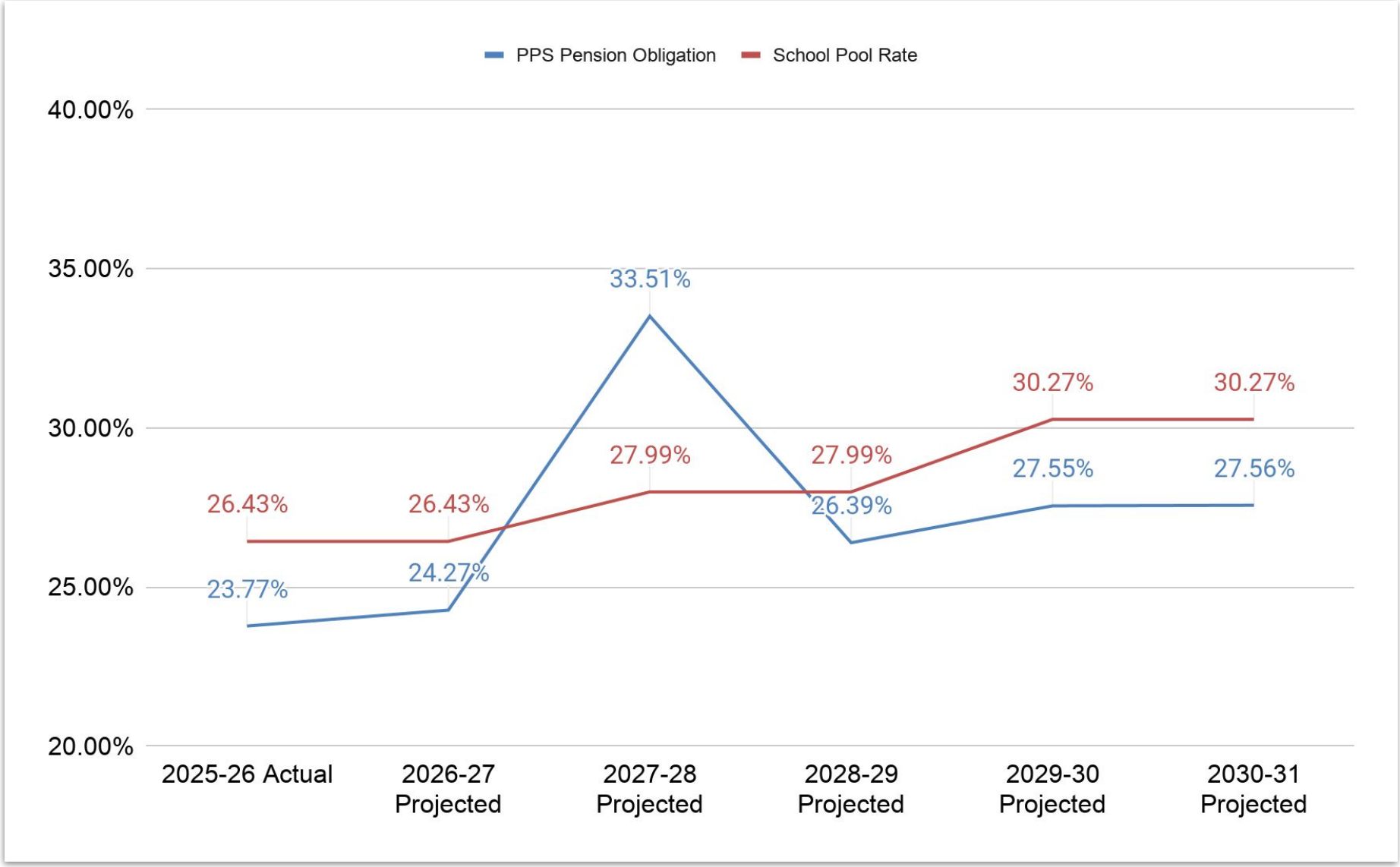
Pension Obligation Bond Risks

The Government Finance Officers Association (GFOA) recommends that state and local governments do not issue POBs for the following reasons:

1. The invested POB proceeds might fail to earn more than the interest rate owed over the term of the bonds, leading to increased overall liabilities for the government.
2. POBs are complex instruments that carry considerable risk. POB structures may incorporate the use of guaranteed investment contracts, swaps, or derivatives, which must be intensively scrutinized as these embedded products can introduce counterparty risk, credit risk and interest rate risk.
3. Issuing taxable debt to fund the pension liability increases the jurisdiction's bonded debt burden and potentially uses up debt capacity that could be used for other purposes. In addition, taxable debt is typically issued without call options or with "make-whole" calls, which can make it more difficult and costly to refund or restructure than traditional tax-exempt debt.
4. POBs are frequently structured in a manner that defers the principal payments or extends repayment over a period longer than the actuarial amortization period, thereby increasing the sponsor's overall costs.
5. Rating agencies may not view the proposed issuance of POBs as credit positive, particularly if the issuance is not part of a more comprehensive plan to address pension funding shortfalls.



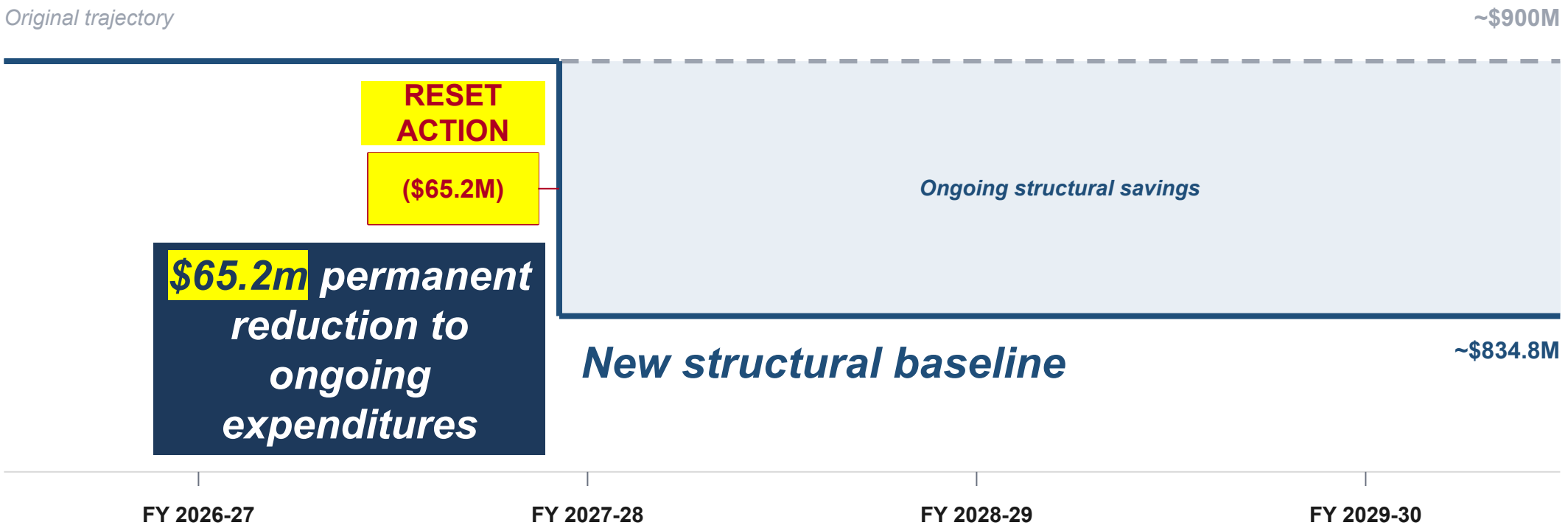
PPS Pension Obligation vs. School Pool



The PPS Pension Obligation is the combined percentage of payroll required to pay the PERS employer rate and the debt service for the Pension Obligation Bonds.

The Reset Lowers the Expenditure Ceiling

Illustrative ongoing expenditure base — before and after the reset



The reset is a permanent step-down. Every future budget is built from the new ~$834.8M baseline, not the prior trajectory.

Budget Development Milestones

1. REVENUE
   a. Governor's Recommended Budget (early December)
   b. Legislative Appropriations (by the end of June)
   c. Local Option Revenue (January)
   d. Beginning Fund Balance (December)
2. EXPENDITURES
   a. Budget Balancing Strategy (now)
   b. Academic Program Changes (end of December)
   c. PAT Negotiation Outcomes (begins in February)
   d. Q2 Enrollment informs Projections (March)
   e. Negotiations Outcomes (tbd)



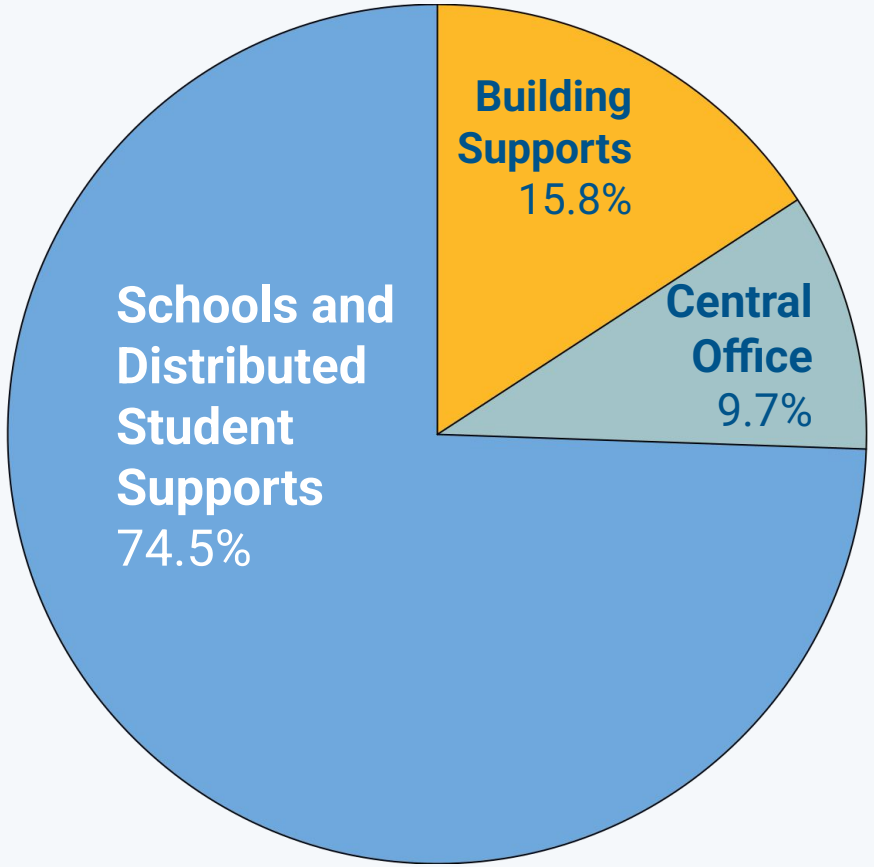
FY28 Reduction Targets by Budget Share*

Initial Gap = $65 Million

Ranges by Service Area

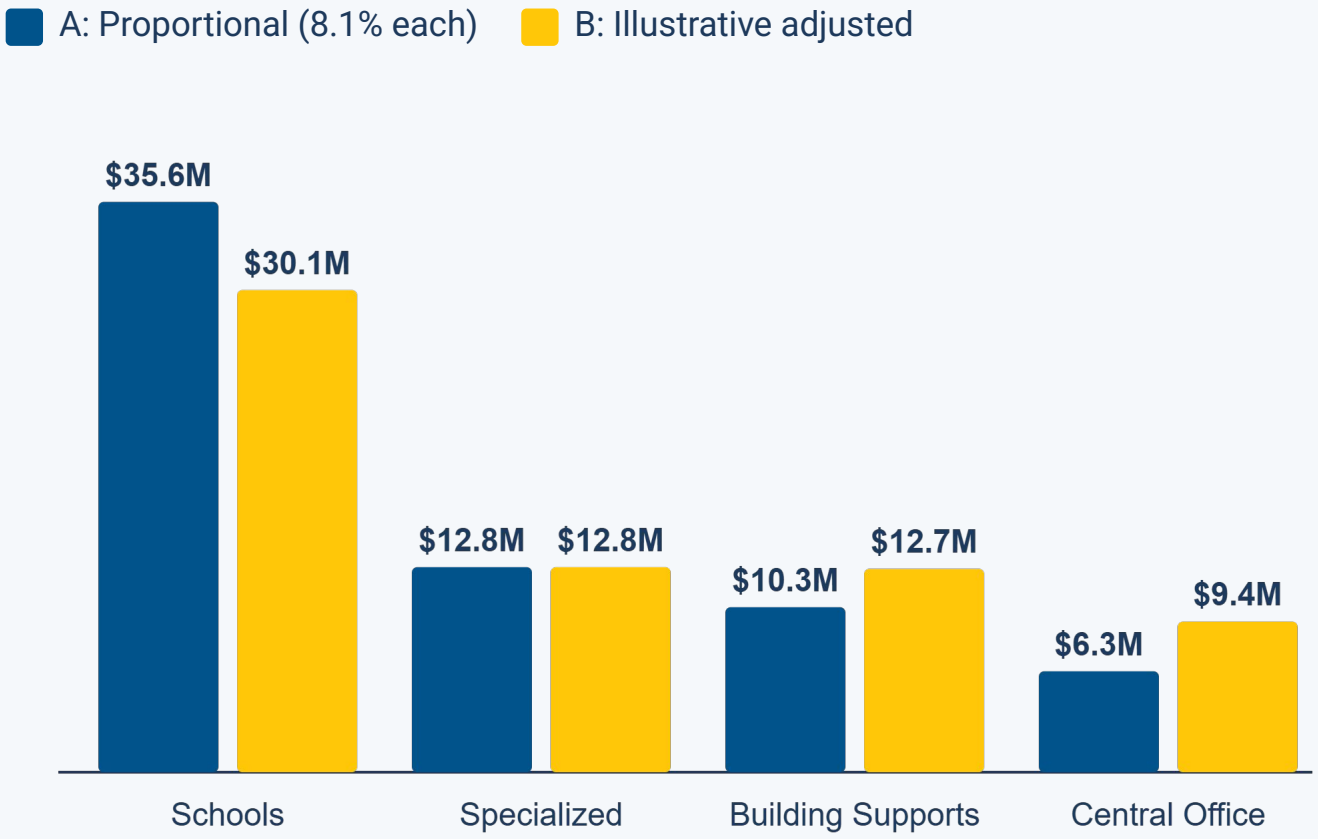
- ➔ Schools and Distributed Student Supports = $48.4M (Ex. Dual Language Programs, Head Start, Virtual Scholars, IB & AP)
- ➔ Central Office Services and Support = $29.4
  - ◆ Building Supports = $10.3M
    - (Ex. Facilities & Asset Management, Security, Utility Services)
  - ◆ Central Office = $6.3M
    - (Ex. Finance, Communications, Health & Safety, Core Academics)

Proportionality of Budgeted Expenses



** General Fund Projections as of September 2026 - Based on FY27 Budget*

Budget Balancing Strategy (For Reference Only)



Scenario B assumptions

- Central Office at 12%, Building Supports at 10%
- Specialized Programs at 8.1%
- Schools absorb the remainder: 6.9%

What this tells us

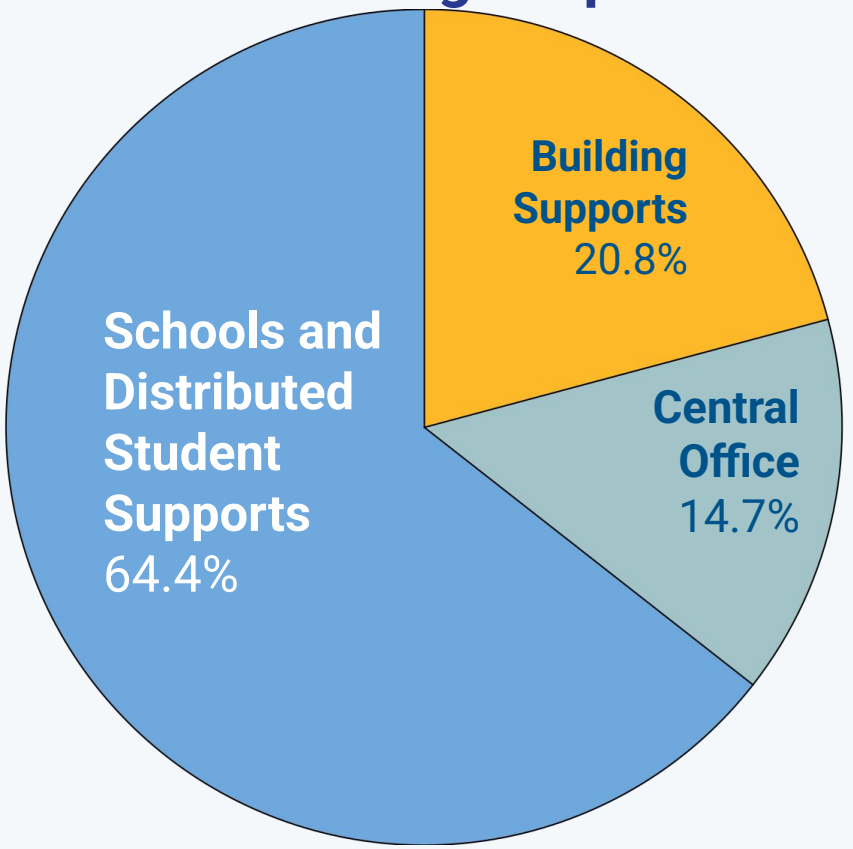
Schools save about **$5.4M**, roughly 1.2 points. Central Office is only 9.7% of the budget, so some school impact is unavoidable. How we cut matters as much as where.

FY28 Reduction Targets
Central/Building+5%

Initial Gap = $65 Million

Ranges by Service Area

- ➔ Schools and Distributed Student Supports = **$41.9M** (Ex. Dual Language Programs, Head Start, Virtual Scholars, IB & AP)
- ➔ Central Office Services and Support = $23.1M
  - ◆ Building Supports = **$13.5M**
    - (Ex. Facilities & Asset Management, Security, Utility Services)
  - ◆ Central Office = **$9.6M**
    - (Ex. Finance, Communications, Health & Safety, Core Academics)



** General Fund Projections as of September 2026 - Based on FY27 Budget*

Link: Prelim Dept Cut Targets

Budget Pre-Development Activities

- Schools and Student Supports: Academic Program Changes ($41.9 million target)
  - Work with school principals to develop changes to the Academic Program
  - Changes will drive school staffing changes
- Central Office and Operations ($23.1 million target)
  - Budget Planning to identify Reductions, Non-required, and Required Recommendations
  - School Impact Analysis
- Budget recommendations shared (no action needed) January 12, 2027
- Pre-assignment Staffing process
- Budget Proposed April 20, 2027
- Budget Approval May 25, 2027
- TSCC Budget Hearing and Adoption June 29, 2026

Related Committee Activities

- Community Budget Review Committee
  - Certification of FY26 Local Option Levy
  - Ongoing engagement
  - Board Connection: Progress Check on current year recommendations
  - Financial Stability Plan development
- Audit Committee
  - Financial Report Review Training
  - Budget to Actuals monitoring
  - Financial Report and Bond Audit monitoring



Questions?

Michelle Morrison
Chief Financial Officer
mimorrison@pps.net

MEMO

To: Board of Education

From: Dr. Kimberlee Armstrong, Superintendent

Date: November 17, 2026 (Updated)

Subject: Superintendent's Rightsizing Schools Recommendation

While this has been a challenging month, what has been clear is how connected our students and families are to their schools. This recommendation is an important first step to stabilizing our schools across Portland Public Schools and providing students with rich learning environments regardless of where they live. We will need to regularly review how our resources are aligned with student needs. When we spread fewer resources across fewer schools we make a larger impact. We will develop an annual process to review enrollment across the system and determine if adjustments are needed. As part of the rightsizing process we established the Superintendent's Enrollment Advisory Committee made up of building principals and our union partners. This committee will become a standing committee to continue this process and as we move to the implementation phase. We will also monitor the following:

- Implementation of the changes approved by the board.
- Initiation of a systemwide review of middle schools in 2029-30.
- Initiation of a regional boundary review process, starting on the west side.

As part of my recommendation, I propose convening community advisory groups in each area where a school building is recommended for closure. Beginning as early as January, these groups will explore future building-use options and develop recommendations that reflect community priorities and needs.

Each group will forward me its recommendation, which I will bring to the Board at a future regular meeting for consideration.

My goal is to ensure that the future of these buildings is shaped by the communities they have served.

Executive Summary

Portland Public Schools faces declining enrollment and a $65 million budget deficit. Enrollment fell 12% between 2018-19 and 2025-26, with 89% of that decline in the elementary grades, and further losses are forecast to move into the middle grades next. Fewer students spread across the same number of buildings means more under-enrolled schools, thinner staffing and uneven access to programs. With no changes, fewer than 20% of PPS schools would have sustainable enrollment by 2031-32.

The Superintendent recommends closing and consolidating 10 elementary schools, phased over two years beginning in Fall 2027. The recommendation also:

- Converts seven K-8 schools to K-5, with grades 6-8 moving to nearby middle schools and one K-12 school to a K-8 with students moving to another alternative high school.
- Consolidates nine Spanish Dual Language Immersion (DLI) elementary pathways into four regional hubs and Mandarin DLI from three pathways to two.
- Changes school boundaries and feeder patterns to reflect the new configurations.

The recommendation substantially increases the number of students, and especially focal students, attending schools with enough enrollment to sustain stable, well-resourced programs.

Measure in 2031-32	Recommendation	Status quo / No change
K-5 schools above 360 students	50%	18%
Middle schools above 500 students	47%	13%
K-5 students experiencing poverty in sustainable schools	59%	20%
K-5 students receiving special education in sustainable schools	59%	21%
K-5 multilingual learners in sustainable schools	68%	29%
Middle grade multilingual learners in sustainable schools	64%	11%

Stable enrollment supports stable staffing, consistent core academics and electives, and, for students moving from K-8s, middle schools with multi-year elective pathways and high school credit in world language and Algebra.

Students with Disabilities: There is no reduction in specialized programming, Learning Center programming or related services for students with disabilities, and caseloads hold steady or improve in 2027-28. PPS will add two Communication Behavior classrooms in Fall 2027, and IEP teams will develop individualized transition plans for each student who moves.

Dual Language Immersion: The total number of seats in each DLI program is unchanged. New Spanish hub bus routes will serve all DLI students rather than only native and heritage speakers, and native speakers will be able to enroll directly at their regional program instead of through the lottery.

How the Recommendation Was Shaped

The recommendation is guided by four principles adopted by the Board in Resolution 7307: well-resourced schools, safe and healthy learning environments, educational options, and the PPS Equity Lens. It draws on enrollment forecasts from Portland State University's Population Research Center, facility capacity data and historical enrollment patterns. It also reflects more than 3,400 survey responses, engagement sessions with more than 1,000 participants across communities, and 35 Superintendent site visits.

Scenario A proposed 14 closures and Scenario B proposed 11. The final recommendation closes 10 schools, while still bringing half of the elementary schools to sustainable enrollment. Changes that reflect concerns raised by students, families, staff and other PPS communities, and further analysis include:

- Sellwood Middle School, James John, Maplewood and Stephenson will remain open.
- Sunnyside remains an environmental focus school, but converts to K-5.
- Skyline students will continue on to Lincoln High School rather than Roosevelt.
- The Odyssey K-8 choice program moves to co-locate with Forest Park instead of Metropolitan Learning Center.
- The Mandarin DLI program at Dr. Martin Luther King Jr. remains at its current location.
- Lewis, Marysville, Woodmere and Rose City Park will close in Fall 2028 instead of Fall 2027.

Financial Impact and Reinvestment

Consolidation captures an estimated 75 FTE in structural efficiencies that are not available if PPS keeps operating the same number of buildings, while keeping class size ratios unchanged. Net recurring savings are projected at about $10.2 million across both years. After one-time transition costs, about $7.1 million remains to reinvest in receiving schools, transportation and transition supports, including 15-20 FTE reserved for schools welcoming new students.

Implementation

The changes will be phased in over two years. PPS will carry out the Board's rightsizing decisions through supported transitions and clear steps that deliver on the district's commitments to students, families and staff. Implementation is centered on student wellbeing, belonging and learning. It supports school communities through transition while the district expands student access to sustainable, well-resourced schools.

Implementation planning is already underway and will adjust to the Board's final decision. Once the Board votes in December, PPS will begin working with school communities on student supports and programming, enrollment and transfers, staffing, and facilities and operations. Quarterly public reports will track progress, surface lessons learned, and flag equity gaps so the district can adjust as the work continues. Annual summative reports to the board will provide additional comprehensive learning.

Ongoing Review and Next Steps

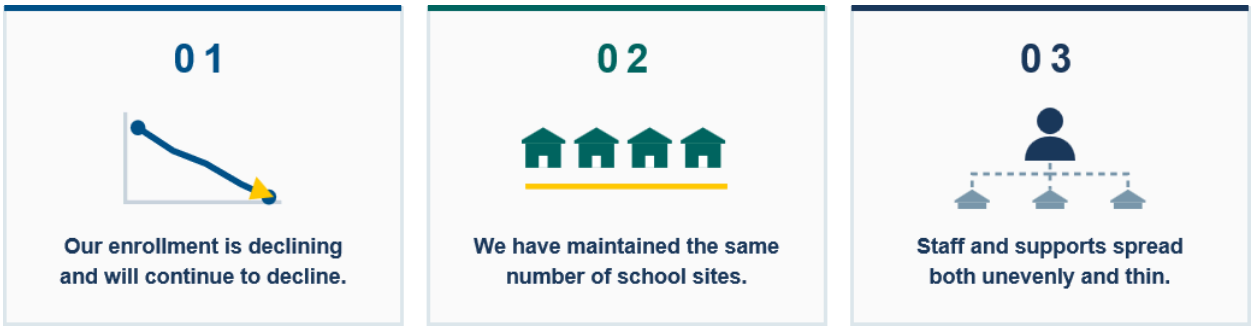
PPS will review enrollment annually. The Superintendent's Enrollment Advisory Committee will become a standing committee overseeing implementation, followed by a systemwide middle school review in 2029-30 and regional boundary reviews beginning on the west side. Starting as early as January 2027, community advisory groups will recommend future uses for each closed building.

The Superintendent presents the recommendation to the Board on November 17. Listening sessions to follow at Franklin High School (November 19) and Grant High School (December 3). In addition, a community information session will be held at McDaniel High School (November 21) with the final Board vote on December 15, 2026.

Change is hard for school communities, and PPS does not take these decisions lightly. But these decisions have been delayed long enough, and acting now puts the district on a more stable footing for every student.

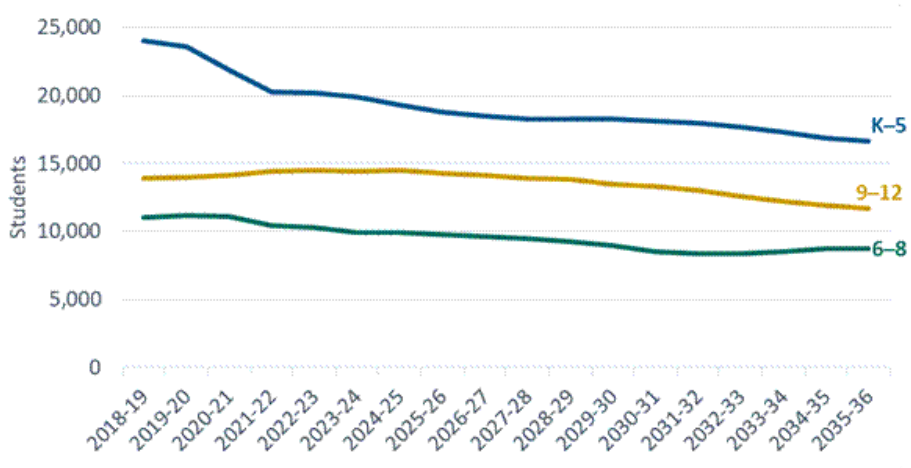
Call to Action

Portland Public Schools is committed to ensuring well-resourced sustainable schools so that every student has equitable access to a robust and high-quality educational experience throughout their careers regardless of where they live in our city. For the better part of a decade, declining enrollment has increased the number of small schools that cannot provide the level of programming and supports students deserve within available resources. The Portland State University Population Research Center (PRC) forecasts additional enrollment loss over the next decade.



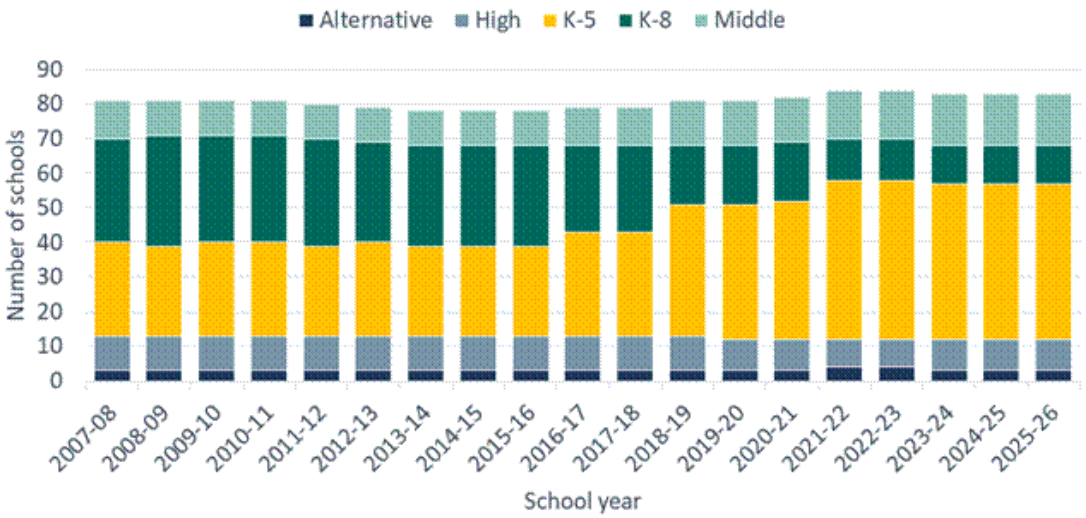
Enrollment declined by 12% between 2018-2019 and 2025-2026, with the deepest declines seen in the elementary grades. Those effects are projected to spread through grades 6-12.

Enrollment Change by Grade Band



Source: PSU Population Research Center Enrollment Forecast (2025-26 to 2034-35)

School Count by Type and Year



PPS has addressed the challenge of declining enrollment through use of one-time COVID funds and budget reserves, increasing class sizes, reducing student support positions and implementing more grade level blends. In addition, for the better part of a decade, we have been taking resources from our high schools to subsidize our shrinking elementary, K-8, and middle schools. The subsidy is approximately 20 full-time equivalent (FTE) positions to support the K-8 model and another 20 for dual language immersion in grades K-5 where programs are co-located.

The Pinch of Shrinking Resources

Blended grade bands	**Arts educators split across schools**	**Libraries open part of the week**
Limited electives for grades 6–8	**Coaching and intervention reduced**	**Principal on duty 2–3 hours a day**

School communities, and particularly our teachers, have worked diligently to absorb these cuts and maintain positive experiences for students. However, their efforts have not been sufficient to stave off further deterioration of student opportunities. Additional actions are necessary.

Beginning in the summer of 2025, PPS undertook a multi-pronged initiative to develop a more sustainable portfolio of schools. Phase I, Growing Great Schools, is an ongoing enrollment growth campaign. Phase II, Jefferson is Rising, set new boundaries and enrollment expectations for Jefferson, Grant, McDaniel and Roosevelt high schools. In April, 2026, the PPS Board of Directors passed Resolution 7296, directing the

Superintendent to initiate a districtwide rightsizing process to consider school and program consolidations, boundary adjustments, special program changes, and grade reconfigurations. Following a series of listening sessions, the Board endorsed a set of guiding principles, timeline and deliverable requirements for the project through Resolution 7307. The Rightsizing effort is aligned with the PPS Student Assignment to Neighborhood Schools (4.10.045-P), Educational Options (6.10.022-P) and School Initiation and Closure (6.10.030-P) policies.

Rightsizing is a necessary mechanism for creating more stable and predictable school enrollment, which is a critical component in assuring equitable access to the robust programming and individualized supports students need to thrive. We know this work carries real impact. The enrollment declines through 2025-26, while currently concentrated in the elementary grades, will continue impacting schools in every part of our city. Eighty-nine percent of the enrollment decline since 2018-19 has been felt in the elementary schools. The leading edge of this decline will enter the middle grades in the next six years accounting for 43% decrease. Because middle schools only have three grades, the impacts will sweep through swiftly and dramatically, leaving the vast majority of middle schools with low enrollment. For K-8s which support students in both grade bands the declines are persistent and leave schools with low enrollment in both the elementary and middle grade bands. High school enrollment stays fairly stable through 2031-32, so the scenarios are designed to stabilize elementary, K-8 and middle schools.

Approach

PPS developed two scenarios and the final recommendation guided by a set of criteria that reflect what the district is trying to achieve: schools large enough to offer stable, adequately resourced programming, buildings that are used well, and school communities that stay together through change as much as possible. In addition, throughout the development process PPS looked at the changes through our equity lens which considers who is impacted by the proposals attending particularly to students who are most underserved in our system.

Guiding Principles

PPS Rightsizing is led by four Guiding Principles that were co-developed by PPS leadership and the Board of Education and informed by community engagement and Board policy.

Adopted May 26, 2026 · Resolution 7307

Well-Resourced Schools

Sustainable, well-resourced schools that provide consistent access to strong academic programming across Portland Public Schools.

Safe and Healthy Learning Environments

Aligning school facilities and learning environments to support student safety, wellness and long-term sustainability.

Educational Options

Maintaining a strong network of neighborhood schools (while providing a balance of

PPS Equity Lens

educational options) that are sustainable and well-resourced.	Using the PPS Equity Lens to guide decision-making and center students most impacted by inequities.

Well Resourced Schools offer comparable, sustainable, and rich academic programming at all grade levels and across the district so students can attend engaging learning spaces that meet their needs and are buffered from enrollment fluctuations. Components include:

- Stable staffing, with qualified educators and specialists who have collaborative schedules, appropriate time for shared planning, and fewer educators split across multiple buildings or roles.
- Rigorous, culturally responsive core academics and elective offerings, including arts, world language, physical education, athletics, interventions and acceleration.
- Access to culturally specific partnerships, mental health and nursing supports, and family and community resources.
- Learning within a facility that supports core and enrichment programming.
- Safe, healthy, comfortable facilities that are in the best of condition.

In well resourced schools, students can get the support they need every day of the week.

Examples of well-resourced experiences by school level

K–5	• 2–3 sections per grade • Weekly arts, library and PE • Intervention and tutoring based on need • Counseling and nursing support on site
6–8	• 6–8 sections per grade • Full elective rotation: arts, world language • Intervention based on need • Counseling and nursing support on site
9–12	• Staffing and courses that support graduation • 2+ languages, sequential arts, AP/IB/Dual Credit • 9th grade success and credit recovery • Counseling and nursing support on site

Safe and Healthy Learning Environments provide welcoming learning environments that are conducive to student success and well-being. PPS will steward its resources responsibly, maintain a sustainable set of school facilities in good condition, and prioritize walkability and safe routes to school.

In safe and healthy learning environments, students do not have to travel on buses for hours each day, and students have spaces at school where they can play and move safely.

Educational Options: PPS provides neighborhood schools and a range of alternative programs, all of which will be considered as part of the rightsizing process.

- Neighborhood schools are the foundation of the system and access to strong, sustainable neighborhood schools is a priority.
- Access to choice programs is balanced with the goal of assuring well-resourced neighborhood schools across the district.

Focus Option	Dual Language Immersion	Alternative
Buckman K5 (s)	Chinese 3 pathways	ACCESS Academy (p)
Creative Science K8 (s)	Japanese 1 pathway	Alliance High School (s)
Odyssey K8 (p)	Russian 1 pathway	Metropolitan Learning Center K12 (s)
Sunnyside Environmental K8 (s)	Spanish 9 pathways	
Winterhaven K8 (s)	Vietnamese 1 pathway	
DaVinci MS (s)		
Benson HS (s)		
Jefferson HS (s)		

Key: (p) program, (s) school

This means that PPS will look to balance students' access to a strong and stable neighborhood school close to where they live while also providing the opportunity to access specialized learning experiences that choice schools and programs offer.

This balance is built on the foundation of neighborhood schools which afford students the opportunities to move with their peers through our system, helping them develop strong relationships both within the school day and in activities or athletics. For example this means assuring that the school close to where students live has athletic programs that connect to the high school. In addition students also have opportunities (within their region) for smaller settings where they can pursue an interest such as science or math.

PPS Equity Lens is a tool to evaluate decisions at all levels, including rightsizing, to disrupt systemic oppression and advance the district's continuous improvement and equity goals. PPS applies the Equity Lens to inform decision-making which considers the district's most impacted focal students based upon our data (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty). An equity checkpoint occurs at each step in the Rightsizing process.

Equity Checkpoints

Stage	Equity Checkpoint	What It Produces
Workgroups and Criteria	Who benefits, who carries burden, and what could our criteria miss?	Disaggregated benefit and burden analysis

Scenarios and Clusters	What does this mean for these students, in this community, with this history?	An equity analysis review attached to every scenario
Readiness and Decision	Is this equitable and ready, and what must be true before it advances?	Required mitigation and an Equity Impact Statement
Implementation	Are our intended outcomes happening?	Disaggregated monitoring and course correction

The PPS equity lens serves as a guidepost so students and families who live in our historically underserved communities have access to vibrant academics without having to leave their neighborhood.

Essential Data

The model uses core data sets structured into four primary inputs and a unified output.

Core Data Sets

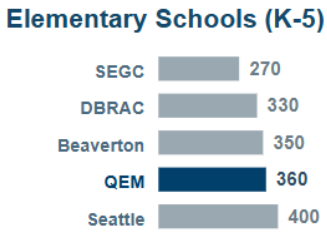
Data Source	Origin / Format	Description & Operational Purpose
Base Projections	Portland State University Population Research Center	10-year official enrollment projections broken down by school, group (program type/residency), grade (PK–12), and year. Baseline year: 2025–26 (actual enrollment). Projections through 2031–32.
Scenario Configuration	Portland Public Schools Central Office Administration	User-defined policy moves (e.g., “Merge School A into School B” or “Transition School C to K–5”) specifying percentage moves, grade ranges, implementation year, and phased vs. immediate timing.
Historical Proportions	PPS 3-Year Historical Averages	Granular matrix mapping how students enrolled in specific schools and programs naturally distribute back across home neighborhood boundaries, supporting 1-to-many closures.
Facility Capacity Data	PPS Facility Operations	Standardized building capacity numbers, classroom counts, square footage, and baseline utilization rates from the District Utilization model.
Unified Output	Result Table	Centralized storage location feeding Power BI dashboards for real-time visualization and comparative scenario analysis. All outputs originate

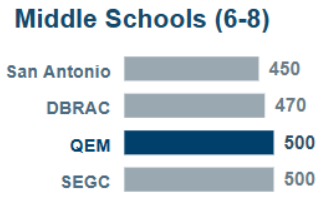
	from the same source, ensuring accuracy of reporting.

PPS references other key areas of information in addition to the core data sets.

Planning floors or enrollment thresholds were determined by using three comparators: what peer districts use for their planning purposes, prototype school models such as the Quality Education Model, and our past practices. PPS used these to determine the floors for the current enrollment process. Because PPS continues to experience enrollment decline, floors that are slightly higher were selected to buffer against future declines.

Comparative School Size Models





PPS did not find comparable models for K-8 schools, so the middle school planning floor was used. In addition, we used the 1,100 student planning floor for high schools which was developed and applied last year when we ended dual assignments for Jefferson High School. The thresholds closely align with enrollment PPS modeled for well-resourced schools, which are focused on the number of homerooms per grade at the elementary (2-3) and the number of sections in middle school (6-8 per grade level), as well as mock-up schedules for high schools. These models represent the lower end of the enrollment range for each school. The upper end is determined by the functional capacity of a school site. For example, Chapman Elementary's enrollment range is between 360, the elementary school baseline, and 464, its functional capacity.

- **SEGC Audit:** To learn from past balancing efforts, PPS commissioned an independent equity audit of the Southeast Enrollment and Program Balancing initiative (SEGC) led by Dr. Terrance L. Green. The SEGC Equity Audit Evaluation found that the process generally improved enrollment balance and, in some places, created more coherent dual language immersion programs. Impacts varied by school and community, however; for example, staffing disruptions in the first year fell hardest on staff of color. The audit recommended that future processes feature:
    - Clear and strong equity commitments
    - Clearer decision-making criteria
    - Transparent and accessible data
    - Early and meaningful engagement
    - Receiving school readiness plans
    - Durable transition supports
    - Tracking of cumulative burden on communities

Key Performance Indicators (KPIs)

The KPIs were developed from the guiding principles and factors outlined in Board policies. The KPIs compare scenarios with each other and with the current state (no changes), and help surface tradeoffs.

They fall into three categories: opportunity and stability indicators, physical environment and pathway indicators, and balance and impact indicators. The following diagrams show the intersections of the guiding principals, Board policies, and specific indicators.

Opportunity and Stability Indicators

Factor / Guiding Principle	Description	Analysis Metrics
Guiding Principle **Well-Resourced Schools** **Board Policy Factor** **Right Balance** *(program and enrollment stability in surrounding schools)*	**Do students have access to stable, comparable learning environments across our district?** The size difference between the largest and smallest schools affects the ability for schools to offer comparable academic programming. The range is an indicator of how variable the students' experiences may be. We are looking for progress toward increased parity in programming, and this is one way to track our progress.	• Percent of schools at a grade level with enrollment above threshold (e.g., % of K–5 schools with enrollment > 360) • Percent of focal students enrolled in schools above the threshold (e.g., % of students receiving special education services enrolled in K–5, K–8 and middle schools above the thresholds) • Range of enrollment (largest – smallest school) by grade configuration

Physical Environment and Pathway Indicators

Factor / Guiding Principle	Description	Analysis Metrics
Guiding Principle **Safe and Healthy Schools** **Board Policy Factor** **Right Use of Space**	Are we using school spaces to support academic programming and sustainability?	• Percent of efficiently utilized schools in grade band with utilization between 70–100%
Guiding Principle **Safe and Healthy Schools** **Board Policy Factor** **Right Boundaries**	Are school boundaries compact, allowing students to have safe routes to school?	• Percent of students living within 1.0 and 1.5 miles of school

Board Policy Factor **Right Pathways**	Are students able to continue together from one grade level to the next?	• Number of schools with split feeders • Percent of middle school students moving to the same high school

Balance and Impact Indicators for Scenarios

Factor / Guiding Principle	Description	Analysis Metrics
Guiding Principle **PPS Equity Lens** **Board Policy Factor** **Right Impact**	Who moves as a result of these changes? Are the impacts similar across student groups?	• Percent of focal students who will experience the change
Guiding Principle **PPS Equity Lens**	Who is impacted by the changes? Which communities benefit and which are burdened?	• Number of Title I and CSI/TSI schools impacted by the change
Guiding Principle **PPS Equity Lens** **Board Policy** **Right Impact**	How many students are impacted by the changes? Who is impacted by the changes?	• Number of students moving to a new school or site

PPS modeled multiple options and used the KPIs to examine whether each configuration would create stronger, comparable or more challenging conditions for students. The analysis considered:

- Building utilization rates and functional capacity;
- Existing conditions at both sending and receiving schools; including how they affect safe and reliable operations;
- The number of students affected by changes in those conditions;
- Trade-offs across indicators rather than relying on a single indicator or data point;
- Improvements or mitigation needed for a receiving school to successfully serve additional students;
- Equity impacts across all indicators, including whether particular student groups experience disproportionate benefits or burdens.

Community Voice

Community voice shaped Rightsizing from the start. It informed the Guiding Principles and the KPIs used to evaluate every option, and it directly shaped the Superintendent's Recommendation.

After Scenarios A and B were released, PPS gathered input in two complementary ways.

Community feedback survey: Offered in all PPS-supported languages, the survey received more than 3,400 responses from parents and guardians, staff, students and community members across all school communities. Respondents rated the scenarios against the Guiding Principles, weighed tradeoffs and described the support their school communities would need.

Community engagement sessions: From October 6-29, PPS heard from more than 1,000 people in smaller conversations designed for deeper listening, including students, educators, and culturally specific sessions for historically underrepresented communities:

- **Village Table:** A districtwide family and community advisory group.
- **Community Voice conversations:** Dedicated sessions for Native, Black/African American and Latino/a/e families, and for families of students in Special Education.
- **School Impact Sessions:** Regional sessions in North, Southeast and West Portland for the school communities most affected by proposed changes.
- **Board Community Connections:** Open sessions, in-person and virtual, where community members could connect directly with school board members.
- **Educator Town Halls:** Dedicated sessions for PPS educators.
- **Student voice:** Input from student leadership groups, including the District Student Council, Student Voice Advisory Council, Native Student Council, Black Student Union, and middle school groups.

Key Themes & Overall Learnings from Community Engagement

Across all engagement formats, participants expressed a shared recognition that the district faces real structural challenges and that status quo operations are unsustainable. However, community members consistently emphasized that *how* the district approaches these changes is just as critical as the changes themselves. Eight themes emerged from the sessions:

- **Neighborhood preservation with closures as a last resort:** Families and educators view neighborhood schools as community anchors. While acknowledging the need for action, participants urged the district to exhaust other operational and boundary adjustments before considering school closures.
- **Need for operational clarity and implementation capacity:** Communities requested clear, concrete details regarding the day-to-day student experience, school staffing models, and logistics. Many expressed concern about the district's administrative capacity to execute large-scale, simultaneous transitions effectively.
- **Protection of Special Education and transition supports:** Families and staff emphasized that students receiving special education services require robust, individualized transition plans and guaranteed continuity of support throughout any structural changes.
- **Equitable access to Spanish Dual Language Immersion (DLI):** Significant concern was raised regarding the potential consolidation of Spanish DLI programs and the risk of reducing access for historically underserved students.
- **Transportation and geographic realities:** Participants highlighted transportation as a major barrier to consolidation, specifically pointing to the unique topography, traffic bottlenecks, and limited transit

infrastructure on Portland's west side. Additionally, many east side families were concerned about losing walkable and bikeable commutes to school.

- **Divergent views on grade configuration (K–8 vs. middle school):** Feedback reflected mixed community priorities regarding school models; while many families deeply value the stability and tight-knit environment of K–8 schools, others welcome the expanded academic, elective, and extracurricular opportunities offered by comprehensive middle schools.
- **Skepticism toward data used by the district:** Several participants questioned the accuracy, transparency, and framing of the enrollment and capacity data used to justify proposed changes, calling for clearer methodologies to rebuild trust.

Summaries of survey results and community engagement received are available in the What We Heard section on Rightsizing website.

Options

The guiding principles criteria often pull in different directions. Keeping a school community together may require a larger boundary change. Consolidating a small immersion program may lengthen some students' trips. For that reason, the criteria were weighed against one another rather than applied as a fixed ranking, and the balance struck differs from one part of the city to another, because conditions differ. The scenarios and final recommendation varied mostly on which schools would close and phasing the implementation over two years.

A comparison of current and projected enrollment to the minimum enrollment thresholds led to a focus on K-5, K-8 and middle schools, where enrollment decline has been most pervasive and the majority of schools do not meet the standard.

High school changes in both options were limited to feeder pattern and boundary shifts that created stronger K-12 continuity. While declining enrollment is expected to impact high schools in the coming years, almost all high schools are forecast to remain about the 1,100 student standard through 2031-32.

Scenarios A and B

The guiding question for scenario development: How can we make sure more students attend schools with enough enrollment to sustain stable, well-resourced programs, while also using our buildings efficiently?

On October 6, 2026, two options were presented for consideration. Both scenarios sought to stabilize enrollment, strengthen academic program pathways, and align the district's use of school facilities with student needs. They combined school consolidations, grade reconfigurations, program moves and boundary changes to achieve these outcomes. While school consolidations represented the most intense level of change, analysis showed that higher levels of enrollment stability, particularly for focal student groups, could not be achieved through boundary change and program/grade level reconfigurations alone.

Scenario A proposed 14 school closures, while Scenario B proposed 11. The primary differences concerned Stephenson, Rose City Park, and Lewis, which would have closed under Scenario A and remained open under Scenario B. Scenario B would have affected fewer families and changed fewer boundaries, while leaving 43% of schools below the enrollment needed for stable, sustainable programming. Scenario A would have involved more transitions and boundary changes while bringing 67% of schools to sustainable enrollment levels.

District leaders and planning staff developed the two proposed scenarios using criteria focused on enrollment sufficient to sustain stable, adequately resourced programming, effective use of buildings, and keeping school communities together as much as possible.

RIGHTSIZING

PORTLAND | Public Schools

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 threshold	48% of students in those schools	0% students change schools

SCENARIO A

14 schools close	67% schools above 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

◫ 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 threshold	24% K–8 students move

⊗ SCHOOLS CLOSING* — 11

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

◫ 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

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

Updated October 4, 2026

RIGHTSIZING · REGIONAL SUMMARY

Jefferson / Roosevelt region

Schools in the Jefferson and Roosevelt high school areas, compared across three scenarios. Status quo: no schools close and no boundaries change.

PORTLAND | Public Schools

Updated October 3, 2026

SCENARIO A 4 schools close

SCENARIO B 4 schools close

STATUS QUO 0 schools close

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

Jefferson / Roosevelt, side by side

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

What changes under each scenario

Every school affected in this region, by kind of change. Boundary changes include schools that gain or lose area.

SCENARIOS A AND B (SAME CHANGES IN THIS REGION)

⊗ 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

RIGHTSIZING · REGIONAL SUMMARY

Grant / McDaniel region

Schools in the Grant and McDaniel high school areas, compared across three scenarios. Status quo: no schools close and no boundaries change.

PORTLAND | Public Schools

Updated October 3, 2026

SCENARIO A 2 schools close | **SCENARIO B** 1 school closes | **STATUS QUO** 0 schools close

Grant / McDaniel, side by side

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

What changes under each scenario

Every school affected in this region, by kind of change. Boundary changes include schools that gain or lose area.

SCENARIO A

⊗ 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

⊗ 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

RIGHTSIZING · REGIONAL SUMMARY

Cleveland / Franklin region

Schools in the Cleveland and Franklin high school areas, compared across three scenarios. Status quo: no schools close and no boundaries change.

PORTLAND | Public Schools

Updated October 3, 2026

SCENARIO A 6 schools close

SCENARIO B 5 schools close

STATUS QUO 0 schools close

Cleveland / Franklin, side by side

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

What changes under each scenario

Every school affected in this region, by kind of change. Boundary changes include schools that gain or lose area.

SCENARIO A

⊗ 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

⊗ 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

RIGHTSIZING · REGIONAL SUMMARY

Ida B. Wells / Lincoln region

Schools in the Ida B. Wells and Lincoln high school areas, compared across three scenarios. Status quo: no schools close and no boundaries change.

PORTLAND | Public Schools

Updated October 4, 2026

SCENARIO A 2 schools close | **SCENARIO B** 1 school closes | **STATUS QUO** 0 schools close

Ida B. Wells / Lincoln, side by side

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

What changes under each scenario

Every school affected in this region, by kind of change. Boundary changes include schools that gain or lose area.

SCENARIO A

⊗ SCHOOLS CLOSING 2
Maplewood · Stephenson

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

⊗ SCHOOLS CLOSING 1
Maplewood

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

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

For more information on the data and methodology used to develop the scenarios, see the Rightsizing Scenarios section of the PPS Rightsizing website.

Recommendation

After gathering feedback from 44 engagement sessions and 35 superintendent school/community site visits during the fall of 2026, further analysis, and site reviews, PPS developed the Superintendent's recommendation. The set of proposed changes were measured against the overarching goal of improving the educational experience for students across our system. This requires stabilizing staffing and resources at as many schools as possible while also being realistic about our capacity to successfully navigate the changes. These proposed changes will impact students, educators, and communities across our system - shaping who they connect and build relationships with, how they travel through our city, and the opportunities for students to grow and thrive. These changes bring us closer to realizing our vision of schools that develop compassionate critical thinkers able to collaborate and solve problems, and prepared to lead a more socially just world.

The recommendation that follows incorporates the fundamental structure found in both scenarios A and B while also being responsive to the feedback we heard from communities. As we considered adjustments, we returned to the guiding principles and the key performance indicators for comparison to the previous scenarios. We balanced this with considerations about the magnitude of change which drives how soon we will have to review enrollment processes or make adjustments in the future, how many school communities are affected, how many students and educators will be asked to move to a different building where they will forge new relationships. The complexity of the changes where we assess what supports, resources and structures are at each site students will be leaving as well as the community that will receive the students, educators and families. Finally, we also looked at the intensity of the changes that a site will navigate. These considerations helped us determine readiness for the change as well as plan for the intentional and multi-year supports that will be needed to help students and families through this transition. While we have a sense of urgency as we see schools struggling to maintain and sustain robust educational experiences for our students, we also need to handle these decisions with care.

While the goal was to keep as many students together as possible through these moves, we have not been able to keep whole school communities together in all cases. PPS moved whole attendance areas where possible. We heard this concern from families and the call to acknowledge that school communities are not defined by attendance areas, they are built over time and embody the variety of experiences at each school site. They expressed concern about school programs being split from their neighborhood peers when dual language immersion programs or special education focus classrooms moved to different schools than their peers.

The changes outlined in this recommendation are phased over a two year period, beginning in the fall of 2027. The changes in the first year are contingent on each other and also reflect the significant enrollment decline. The recommendation includes changes primarily from Scenario A while applying the magnitude of Scenario B.

The recommendation consolidates resources through school closures, program consolidations, and grade reconfigurations. PPS has schools that are underenrolled at both the elementary and middle grades and this recommendation focuses primarily on those grade levels. School closures occur only at the elementary level and are designed to stabilize the enrollment at the receiving schools as well as within the region. This step is necessary because balanced school enrollment could not be achieved through boundary and program moves alone.

Dual Language Immersion program consolidations are necessary because the resources are spread across too many elementary schools. PPS values dual language immersion and takes pride in providing programs in five different languages. PPS is committed to supporting students in becoming bilingual and learning in rich bicultural settings. Co-located dual language immersion programs are difficult to sustain when they are in elementaries that have less than two strands at each grade. This leads to an imbalance between the dual language immersion and English scholar programs. In recent years we have seen an increase in the number of grade level blends in one program or the other. We are also seeing the impact of difficult decisions that principals of co-located programs are forced to make about how to split limited building resources (e.g. ELD support, instructional coaching, academic intervention, professional learning time, etc) across two instructional programs.

Japanese, Russian and Vietnamese dual language immersion programs will remain open across the district and are each available at one elementary school. Mandarin Chinese Dual Language Immersion has three available elementary pathways which will be consolidated over two years to two, one each in north and southeast Portland. For Spanish Dual Language Immersion the recommendation moves from nine elementaries to four - one in each region. In north Portland students will access Spanish Dual Language immersion at César Chávez K-5, in northeast at Rigler K-5, in southeast at Lent K-5 and in the west at Ainsworth K-5. This will allow us to maintain the research-based 90:10 language allocation model, and will move us closer to the recommended program composition of one third native language speakers, one third heritage language speakers, and one third native English speakers in the program. The total number of seats available in each Dual Language program will remain unchanged.

We heard concerns from families about transportation to the whole school dual language immersion sites not only for students, but also for caregivers. To mitigate transportation concerns PPS is developing hub bus routes that will be available for students who are in the program. While in our current model, DLI transportation is available only to Native and Heritage speakers, the hub bus model will allow us to offer transportation to all students enrolled in DLI programs. See the Sample Transportation Routes document in the appendix for sample travel times for the routes.

In addition, bilingual community agents will work with each school to support families in the transition and to support outreach to families with kindergarten age students to raise awareness of the DLI opportunity. Native speakers will be able to go directly to their program to register, removing the lottery application barrier for families. We heard concerns that we assumed too many students would follow the program to the new site. In response, we lowered our assumption and provided a range of students who may move. PPS will continue to monitor the enrollment in each dual language elementary school and the program from kindergarten through

graduation so that students can flourish in language and cultural rich environments that thrive for years to come.

The recommendation also converts seven K-8 schools to elementaries. Middle grade students from these schools will enroll in adjacent middle schools. These changes provide students with access to more stable and broader academic programming including multiple year elective pathways in the arts or STEM and pre-ninth grade credit in a world language and in Algebra 1-2. These changes also increase enrollment at the middle schools, buffering them to some degree from the enrollment decline that is working its way through the system. These changes also decrease the need to subsidize middle grades programs at K-8s. The K-8s that remain open are in choice programs, geographically isolated, or are in a region that needs additional middle grades seats because of a limited number of middle schools in the area.

Families of students with disabilities provided important input during engagement sessions. They emphasize the critical need to protect dedicated support staff, specialized sensory spaces, and access to smaller learning environments. They request transparent, equitable planning that guarantees day-one service continuity and prevents disproportionate harm to students with intersectionality in addition to disability during any potential school transition.

With the proposed recommendation, there is no decrease in specialized programming, Learning Center programming, or related services for students with disabilities. Currently, the average Learning Center teacher caseload is 26 students per FTE. Projections for 2027-28 show an average Learning Center teacher caseload of 21. Focus programming shows a similar trend. The average Social Emotional Skills (SES) case manager caseload is currently 10 per FTE. Communication Behavior (CB) caseload is 10.5, with Intensive Skills (ISC) at nine. Projections indicate the average teacher caseload per allocated FTE in SES to be nine, CB to be eight and ISC to be 7.5. Current data indicates we will maintain, and in some cases slightly improve, caseload ratios in the 2027-28 school year. Student to staff ratios for related service providers, such as school psychologists and speech and language therapists will be unchanged in the Rightsizing process. All of these supports will continue to meet the service requirements of each IEP.

It is important to note that Special Education data represents actual students and staff and is in constant flux as students move in and out of Special Education or PPS. Every year over 1,000 students who receive special education services transfer in or out of PPS, or are determined by their IEP team to require special education services in a specialized classroom located outside of their neighborhood school. These transitions are required to ensure a continuum of services.

We have heard concerns about the possibility of disproportionate impact on students with disabilities as well as other focal student groups. We acknowledge that additional transitions and changes in programming can have a higher impact on students with disabilities. However, because every student with a disability first and foremost is a general education student, they also participate in the benefits provided by Rightsizing. Currently in the K-8 grade band, there are 56 Specialized Program classrooms. Of those, 36 will experience no direct impact from Rightsizing. Of the 20 impacted, nine of them will move to a new school. The remaining 11 will receive students

from another school or program. That means 16% of our Specialized Programs in K-8 will transition to a new location. While that impact is not to be minimalized, it is proportionate to the overall impact in our system.

PPS strives to keep students in specialized programming with their general education peers and within a school closest to their neighborhood. Each of the schools impacted by Rightsizing has been assessed for adequate space. When considering needed classroom spaces, counts included designated spaces for sensory/regulation, classroom spaces, specialized program spaces, and office spaces. Each site in the recommendation has a verified amount of space for special education programming.

In response to concerns raised about middle school programming, PPS will add two CB classes in fall 2027. One site for CB programming will be Hosford Middle School, which also receives middle school students from Sunnyside. While student IEPs do not include school size as an accommodation, because school size is part of the general education program rather than a special education service, we acknowledge some students may need a different model within their special education services in support of their neurodivergence.

Our parent community has asked important questions about data, impact, and future programming. Additionally, there is a strong focus on making thoughtful transition decisions for each student who will make a transition. The processes that are typically used to transition students with disabilities between school sites, whether due to grade changes or programming changes, must also be carefully applied here. Teams will be expected to make individualized transition plans for students and meet with receiving school colleagues and families to develop thoughtful plans. Students who require additional service or support for a transition will have that designated through the IEP process.

Recommendation Changes Relative to Scenario A

The following summarizes how the Superintendent's recommendation differs from Scenario A.

- **Sellwood Middle School will remain open.** The rationale for keeping it open:
    - Enrollment remains over 500 students for the next two years
    - PPS will monitor enrollment across all middle schools over the next two years, identify schools with enrollment below 400 and will conduct a comprehensive enrollment review in 2029-30 when the remaining three high school modernization projects are complete.
    - The conversion of Sunnyside to a K-5 will support enrollment at Hosford Middle School The remaining three high school modernizations will be complete in the fall of 2029 which may bring students back into PPS.

- **James John K-5 will remain open** and the Spanish Dual Language Immersion program will be available only at César Chávez K-5 in the north region. In both scenarios A and B James John was proposed for closure. The rationale for keeping it open:
    - Overall enrollment is close to the planning floor of 360 students through the 2031-32 school year although actual enrollment this year for 2026 was below the PSU forecast for both Spanish

Dual Language Immersion and English scholar students (see PSU forecast dashboard for more information),
    - PPS will monitor impact of developing dual language immersion hub at César Chávez to see if families decide to move with the program or remain at their neighborhood schools
    - PPS will monitor the enrollment at all of the elementaries (Sitton, James John, Rosa Parks and César Chávez) in the Roosevelt attendance area to track progress toward stable enrollment and progress toward the 360 threshold.
    - Families asked us to revisit our assumptions about the number of students who would choose to move with the program so PPS ran the model again to produce a range of enrollment projections rather than a single number.

- **Maplewood K-5 will remain open.** In both Scenarios A and B, the Maplewood building was proposed for closure. The rationale for keeping it open:
    - Enrollment at Maplewood K-5 moved above 300 students this year which is a multi-year upward trend.
    - PPS heard from community members concerned about the size of a development in the area that may have a significant impact on the Hayhurst K-5 enrollment.
    - PPS will monitor student enrollment at all six K-5 schools in the Ida B. Wells attendance area.

- **Stephenson K-5 will remain open.** In scenario A Stephenson was proposed to close and in scenario B it was proposed to remain open. The rationale for keeping it open:
    - While enrollment at Stephenson has remained below 300 students for the past three years, it has leveled out to around 285 students. PPS will monitor enrollment and if it declines two years in a row a deeper review will be started.
    - PPS will monitor enrollment at elementaries adjacent to Stephenson - Markham K-5 and Capitol Hill K-5. Markham has sustained enrollment around 340 students. Capitol Hill's enrollment declined to below 300 students this year.
    - PPS will monitor student enrollment at all six K-5 schools in the Ida B. Wells attendance area.

- **The Mandarin Chinese DLI Program at Dr. Martin Luther King Jr. elementary will stay in its current location.** In both scenarios A and B, the Mandarin Chinese dual language immersion program was proposed to move to Boise-Eliot/Humboldt. The rationale for keeping Mandarin Chinese at Dr. Martin Luther King, Jr. includes:
    - The Mandarin Chinese program has been growing over the past two years at its current location, with kindergarten classes around 50 students compared to upper elementary classes with enrollment closer to 30 students.
    - The percentage of Black students enrolled in the dual language immersion program is close to 30% in early elementary compared to roughly 20% in the upper grades.
    - The functional capacity at Dr. Martin Luther King, Jr. is 584 students and will be able to accommodate all of the students from Sabin with a projected enrollment in the fall of 2027 of 572. PPS will monitor enrollment and will conduct a site review should utilization exceed 100%.

- PPS will monitor enrollment at adjacent K-5 campuses and at Boise-Eliot/Humboldt in particular to see if it stabilizes. Boise-Eliot/Humboldt has decreased each of the past three years and was 285 this fall, which was below projection.

- **Skyline K-8 students will continue to Lincoln High School.** In both scenarios A and B students from Skyline K-8 were proposed to go to Roosevelt High School. The current high school boundaries for Lincoln and Roosevelt will remain the same. The rationale for this includes:
  - Students at Skyline have established bus routes to Lincoln.
  - PPS will monitor enrollment at all the high schools and revisit feeder patterns should schools fall below the enrollment floor of 1,100 students. Roosevelt is projected to have enrollment of less than 1,200 students in the fall of 2029.

- **Sunnyside Environmental School becomes a neighborhood/focus option K-5.** Sunnyside reconfigures to a K-5 as outlined in the proposals in both Scenario A and B. However, in this recommendation a limited number of students from outside the Sunnyside/Buckman neighborhood would continue to have access to its environmental school program through the lottery. The rationale for this includes:
  - Sunnyside has been a high demand lottery choice (125 applications this year). Retaining the choice portion mitigates the impact of closing the Buckman Arts lottery choice and provides families with access to at least one of the two choice options.
  - Buckman's attendance area is separated into two pieces and the students north of Burnside will attend Sunnyside. The social and emotional special education classrooms also move to Sunnyside from Buckman.
  - Current students who are at Buckman through the lottery process will be able to attend Sunnyside next year or return to their neighborhood school.
  - Native American families shared the importance of maintaining an environmental option during our culturally specific engagements.

- **Odyssey K-8 choice program moves to Forest Park K-5 in 2028-29 and East Sylvan building closes.** In both scenarios A and B Odyssey was proposed to move to the Metropolitan Learning Center (MLC). In this recommendation the location for the program move is to Forest Park K-5. The rationale for this includes:
  - After a walk-through with school-based staff and central office facilities teams, the number of classrooms needed at MLC, while feasible, presented challenges. Space constraints would have required both programs to share some classrooms
  - There is limited capacity to accommodate additional transportation needs, alongside existing constraints on family drop-off and loading space at MLC.
  - Forest Park has a slightly larger capacity (519) compared to MLC (487), and can accommodate both the Forest Park students (264) and the 200 Odyssey students.
  - PPS will monitor the enrollment for both Forest Park and Odyssey to ensure stable and sufficient enrollment to sustain the academic programming needs.

North (Jefferson / Roosevelt) region

The North Region's changes are concentrated in 2027–28. Three buildings close: Beach, Peninsula and Sabin — and their students move to Chief Joseph, Cesar Chavez, Rosa Parks, and Dr. Martin Luther King, Jr. respectively. Sabin's Social-emotional skills (SES) classrooms move to either Vernon or Dr. Martin Luther King, Jr., based on the neighborhood boundary. At the same time, Faubion, Vernon and César Chávez move from K–8 to K–5, sending middle-grade students to Ockley Green, Tubman and George. The K-5 English scholars at César Chávez move to Rosa Parks.

Spanish dual language immersion (DLI) is brought together in one pathway: César Chávez becomes the region's K–5 Spanish DLI hub (welcoming students previously enrolled in Spanish DLI at Beach, Sitton, and James John), and middle-grade Spanish DLI is at George. In 2028–29, one transition finishes: rising 6th graders from the former Peninsula boundary move to George Middle School instead of Ockley Green Middle School.

Recommendation **3** schools close
Beach · Peninsula · Sabin

Status quo/No change **0** schools close
No schools close and no boundaries change.

Projections for the **2031–32** school year

Measure	Recommendation	Status quo/No change
Schools that would close	3	**0**
Schools above the sustainability threshold	56%	**16%**
Students attending a school above the threshold	72%	**36%**
Students Experiencing Poverty in Sustainable Schools	72%	**32%**
Historically Underserved Students in Sustainable Schools	74%	**35%**
Students Receiving Special Education Services in Sustainable Schools	66%	**26%**
Multilingual Learners in Sustainable Schools	85%	**34%**

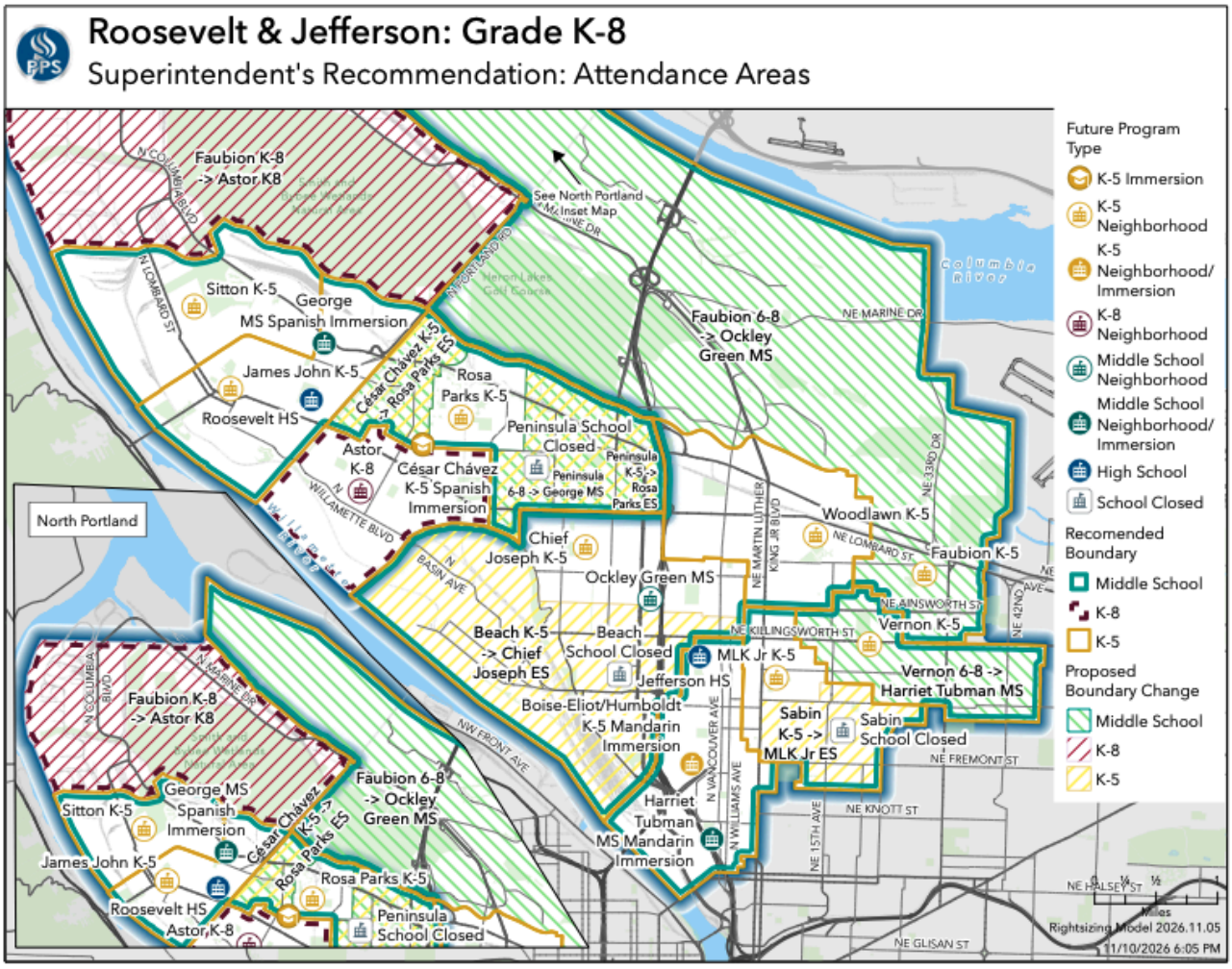
Sustainability thresholds **K–5:** 360 students **K–8 and middle school:** 500 students **High school:** 1,100 students

What changes and when under the recommendation

Read each line as **school** → where students go. Special education changes are noted only where students would attend a different school than their general education peers.

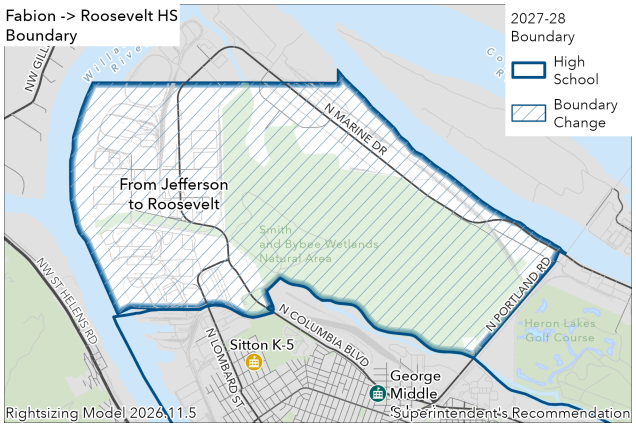
2027–28 school year	2028–29 school year
Closures **Beach** → Chief Joseph, Spanish DLI → César Chávez **Peninsula** → Rosa Parks **Sabin** → Dr. Martin Luther King, Jr., SES classrooms → Vernon or Dr. Martin Luther King, Jr.	**Closures** *No closures in 2028–29*
Grade levels & feeders **Faubion** becomes K–5 · 6–8 → Ockley Green **Vernon** becomes K–5 · 6–8 → Tubman **César Chávez** becomes K–5 · 6–8 → George · K-5 English scholars students → Rosa Parks	**Grade levels & feeders** Rising 6th graders from the former Peninsula boundary move to George MS instead of Ockley Green MS → George Middle School
Program moves **César Chávez** becomes K–5 Spanish DLI hub · from Beach, James John, Sitton **George** hosts middle-grade Spanish DLI · from César Chávez, Ockley Green	**Program moves** *No program moves in 2028–29*

North Region Map of Proposed Changes



North Region High School Boundary Changes

A boundary change between Jefferson and Roosevelt is proposed to align K-12 feeder patterns and provide shorter transportation routes to the students in the Bybee Lakes community.



Individual school impact reports

See the school level impact reports for descriptions of proposed changes and impacts. Select a school to go to its report in the attachments.

- Beach ›
- César Chávez ›
- Chief Joseph ›
- Dr. Martin Luther King, Jr. ›
- Faubion ›
- George ›
- Harriet Tubman ›
- James John ›
- Ockley Green ›
- Peninsula ›
- Rosa Parks ›
- Sabin ›
- Sitton ›
- Vernon ›

Superintendent's recommendation · Northeast region

Northeast (Grant / McDaniel) region

The Northeast Region phases its changes over two years. In 2027–28, Beverly Cleary K–5 students join Irvington in the Irvington building. Beverly Cleary 6-8 Intensive Skills Center (ISC) students move to either Tubman or Beaumont, based on their neighborhood boundary. In 2028–29, the merged school community moves into the reopened Beverly Cleary building and the Irvington building closes. Rose City Park also closes in 2028–29, and its students move to Scott and Vietnamese DLI moves to Vestal.

Beverly Cleary and Laurelhurst become K–5 in 2027–28, with middle-grade students going to Beaumont and Mt. Tabor.

Spanish DLI is consolidated at Rigler for K–5 and Roseway Heights for middle grades. In 2028–29, Vietnamese DLI moves from Rose City Park to Vestal.

Recommendation **2** schools close
Irvington · Rose City Park

Status quo/No change **0** schools close
No schools close and no boundaries change.

Projections for the **2031–32** school year

Measure	Recommendation	Status quo/No change
Schools that would close	2	**0**

Schools above the sustainability threshold	62%	**40%**
Students attending a school above the threshold	76%	**59%**
Students Experiencing Poverty in Sustainable Schools	76%	**53%**
Historically Underserved Students in Sustainable Schools	80%	**57%**
Students Receiving Special Education Services in Sustainable Schools	74%	**57%**
Multilingual Learners in Sustainable Schools	80%	**48%**

Sustainability thresholds **K–5:** 360 students **K–8 and middle school:** 500 students **High school:** 1,100 students

What changes and when under the recommendation

Read each line as **school** → where students go. Special education changes are noted only where students would attend a different school than their general education peers.

2027–28 school year

Closures

Irvington K–5 closes; receives Beverly Cleary K–5 students in 2027–28, then moves to Beverly Cleary in 2028–29

Grade levels & feeders

Beverly Cleary becomes K–5 · 6–8 → Beaumont, ISC students → Tubman or Beaumont.

Laurelhurst becomes K–5 · 6–8 → Mt. Tabor

Program moves

Rigler becomes K–5 Spanish DLI hub · from Scott K–5

Roseway Heights hosts middle-grade Spanish DLI · from Beaumont Middle School

2028–29 school year

Closures

Rose City Park → Scott

Irvington building closes; students move to the reopened Beverly Cleary building

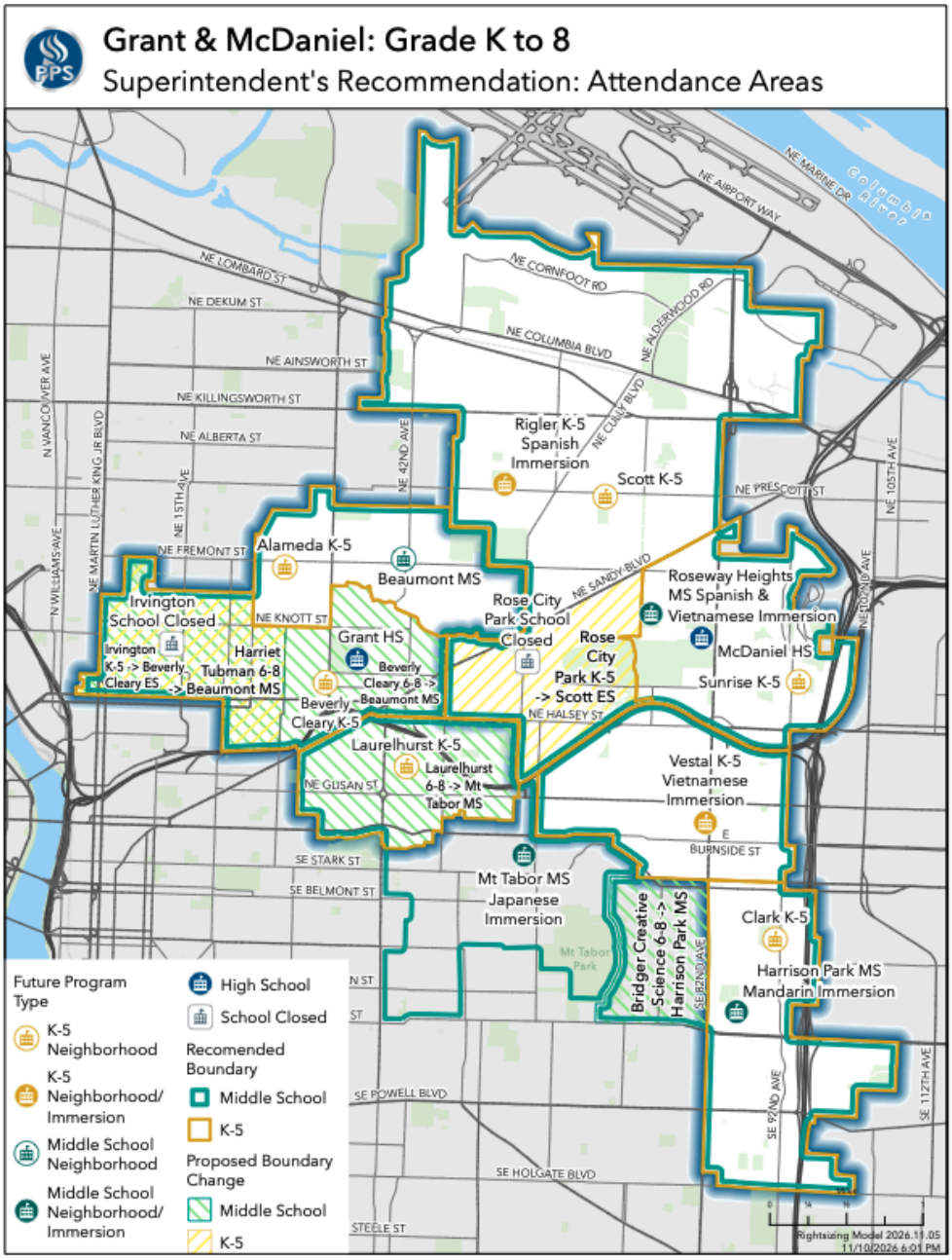
Grade levels & feeders

No grade levels & feeders in 2028–29

Program moves

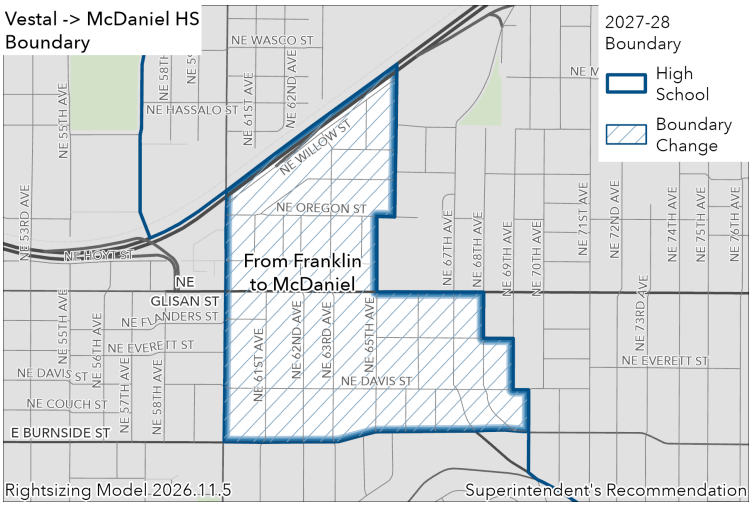
Vietnamese DLI Rose City Park → Vestal

Northeast Region Map of Proposed Changes



Northeast Region High School Boundary Changes

A boundary change between Franklin and McDaniel is proposed to align K-12 feeder patterns. This area was moved from Glencoe/Mt. Tabor to Vestal/Harrison Park in 2023.



Individual school impact reports

See the school level impact reports for descriptions of proposed changes and impacts. Select a school to go to its report in the attachments.

- Beaumont ›
- Beverly Cleary ›
- Harrison Park ›
- Irvington ›
- Laurelhurst ›
- Rigler ›
- Rose City Park ›
- Roseway Heights ›
- Scott ›
- Vestal ›

Southeast (Cleveland / Franklin) region

In the Southeast Region, five buildings close over two years. In 2027–28, Buckman and Creston close. Buckman students move to Sunnyside Environmental or Abernethy depending on where they live, with the SES classrooms moving to Sunnyside. Creston students move to Atkinson, with its CRIS Deaf and Hard of Hearing program moving to Glencoe.

In 2028–29, Lewis, Marysville and Woodmere close, and their students move to Duniway, Arleta and Whitman. A Duniway boundary change also moves students west of McLoughlin Boulevard to Llewellyn. Students in the Woodmere Communication Behavior (CB) classrooms will either move to a CB at Kelly or join their general education peers at Whitman. This will be determined on a case-by-case basis.

Sunnyside Environmental and Bridger become K–5, and several feeder patterns to middle and high schools are updated. Lent becomes the K–5 Spanish DLI hub, and Mandarin Chinese DLI moves from Clark to Woodstock.

Recommendation **5** schools close
Buckman · Creston · Lewis · Marysville · Woodmere

Status quo/No change **0** schools close
No schools close and no boundaries change.

Projections for the **2031–32** school year

Measure	Recommendation	Status quo/No change
Schools that would close	5	**0**
Schools above the sustainability threshold	59%	**19%**
Students attending a school above the threshold	73%	**38%**
Students Experiencing Poverty in Sustainable Schools	68%	**36%**
Historically Underserved Students in Sustainable Schools	65%	**37%**
Students Receiving Special Education Services in Sustainable Schools	69%	**30%**
Multilingual Learners in Sustainable Schools	65%	**43%**

Sustainability thresholds **K–5:** 360 students **K–8 and middle school:** 500 students **High school:** 1,100 students

What changes and when under the recommendation

Read each line as **school** → where students go. Special education changes are noted only where students would attend a different school than their general education peers.

2027–28 school year

Closures

Buckman → Sunnyside K–5 or Abernethy K-5; SES classrooms → Sunnyside

Creston → Atkinson; CRIS Deaf and Hard of Hearing → Glencoe

Grade levels & feeders

Sunnyside Environmental becomes K–5 (neighborhood and focus) · 6–8 → Hosford Middle School

Mt. Tabor receives students from Laurelhurst

Atkinson feeds to Kellogg Middle School

Program moves

Lent becomes K–5 Spanish DLI hub · from Atkinson

2028–29 school year

Closures

Lewis → Duniway

Marysville → Arleta

Woodmere → Whitman; CB students to Whitman or Kelly

Note: *Duniway boundary change: students west of McLoughlin Blvd. move to Llewellyn.*

Grade levels & feeders

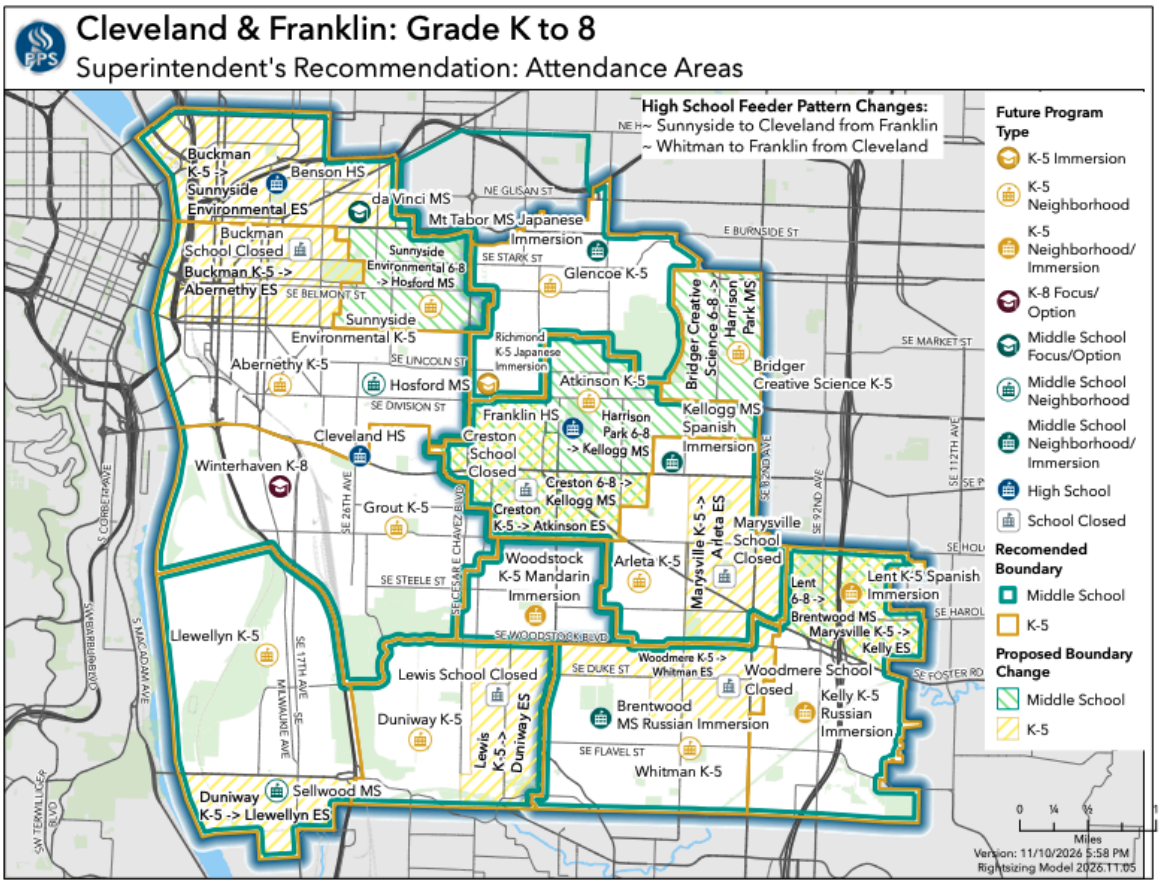
Bridger becomes K–5 (neighborhood and focus) · 6–8 → Harrison Park Middle School

Whitman K–5 neighborhood feeds to Franklin High School

Program moves

Mandarin Chinese DLI Clark → Woodstock

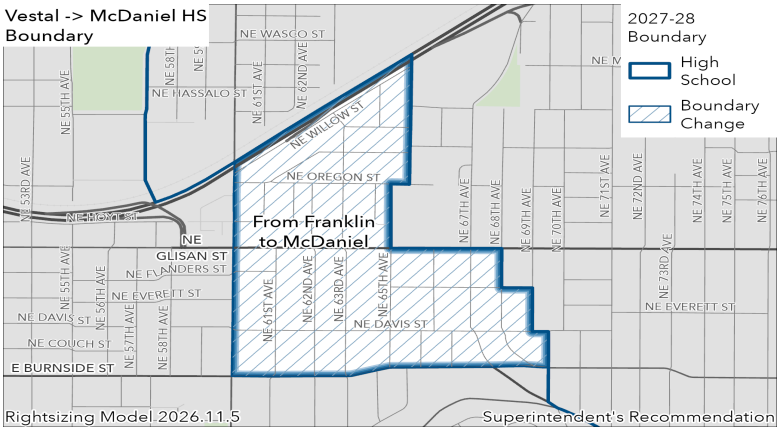
Southeast Region Map of Proposed Changes



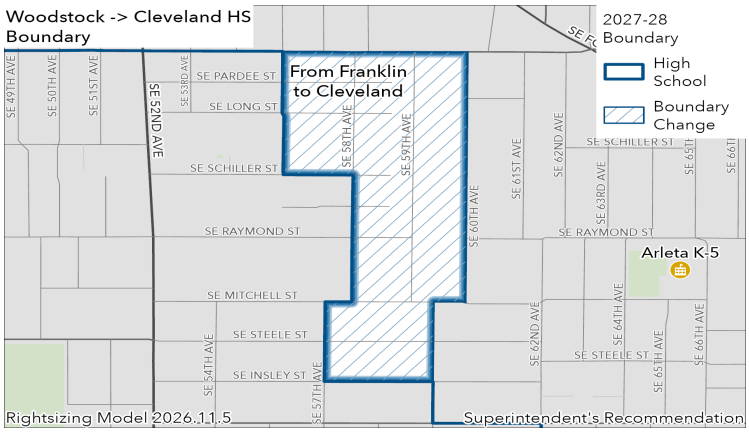
Southeast Region High School Boundary Changes

Four boundary changes are proposed to begin in 2027-28 to align K-12 feeder patterns:

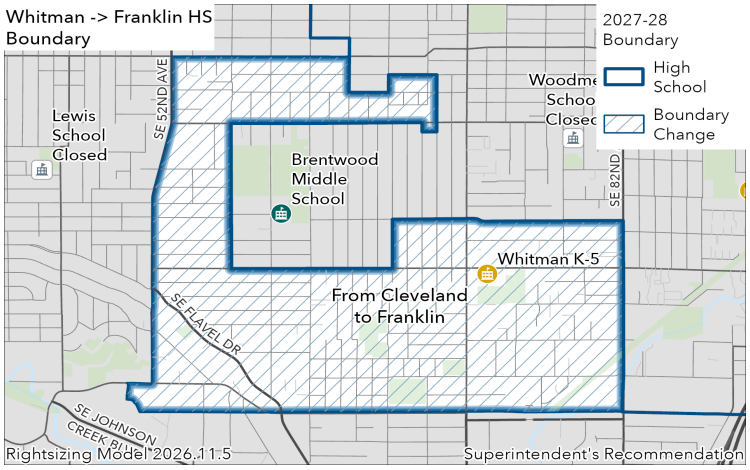
A portion of the Vestal area will move from Franklin to McDaniel. This area was moved from Glencoe/Mt. Tabor to Vestal/Harrison Park in 2023.



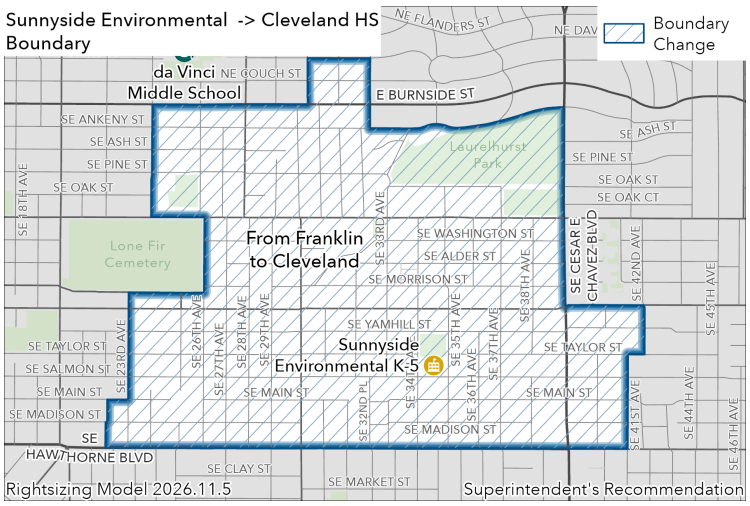
A portion of the Woodstock area will move from Franklin to Cleveland. This area was moved from Arleta/Kellogg to Woodstock/Brentwood in 2023.



The Whitman area will now go to Franklin instead of Cleveland.



The Sunnyside area will now go to Cleveland instead of Franklin.



Individual School Impact Reports

See the school level impact reports for descriptions of proposed changes and impacts. Select a school to go to its report in the attachments.

- Abernethy ›
- Arleta ›
- Atkinson ›
- Brentwood ›
- Bridger Creative Science ›
- Buckman ›
- Creston ›
- Duniway ›
- Hosford ›
- Kellogg ›
- Kelly ›
- Lent ›
- Lewis ›
- Marysville ›
- Sunnyside ›
- Whitman ›
- Woodmere ›

Superintendent's recommendation · West region

West (Wells / Lincoln) region

In the West Region, there is a grade level change and a program move. In 2027–28, Metropolitan Learning Center becomes a K–8 school, and its 9–12 students would transition to Alliance High School, attend a focus option or return to their designated neighborhood high schools. In 2028–29, Odyssey K–8 moves to Forest Park, where the two schools will be co-located.

Recommendation **0** schools close
No schools close in this region.

Status quo/No change **0** schools close
No schools close and no boundaries change.

Projections for the **2031–32** school year

Measure	Recommendation	Status quo/No change
Schools that would close	0	**0**
Schools above the sustainability threshold	35%	**35%**
Students attending a school above the threshold	62%	**62%**
Students Experiencing Poverty in Sustainable Schools	53%	**53%**

Historically Underserved Students in Sustainable Schools	62%	**62%**
Students Receiving Special Education Services in Sustainable Schools	54%	**54%**
Multilingual Learners in Sustainable Schools	58%	**58%**

Sustainability thresholds **K–5:** 360 students **K–8 and middle school:** 500 students **High school:** 1,100 students

What changes and when under the recommendation

Read each line as **school** → where students go. Special education changes are noted only where students would attend a different school than their general education peers.

2027–28 school year

Grade levels & feeders

Metropolitan Learning Center becomes K–8 · 9–12 → Alliance High School or an alternative school, a focus option, or return to neighborhood high school

Program moves

No program moves in 2027–28

2028–29 school year

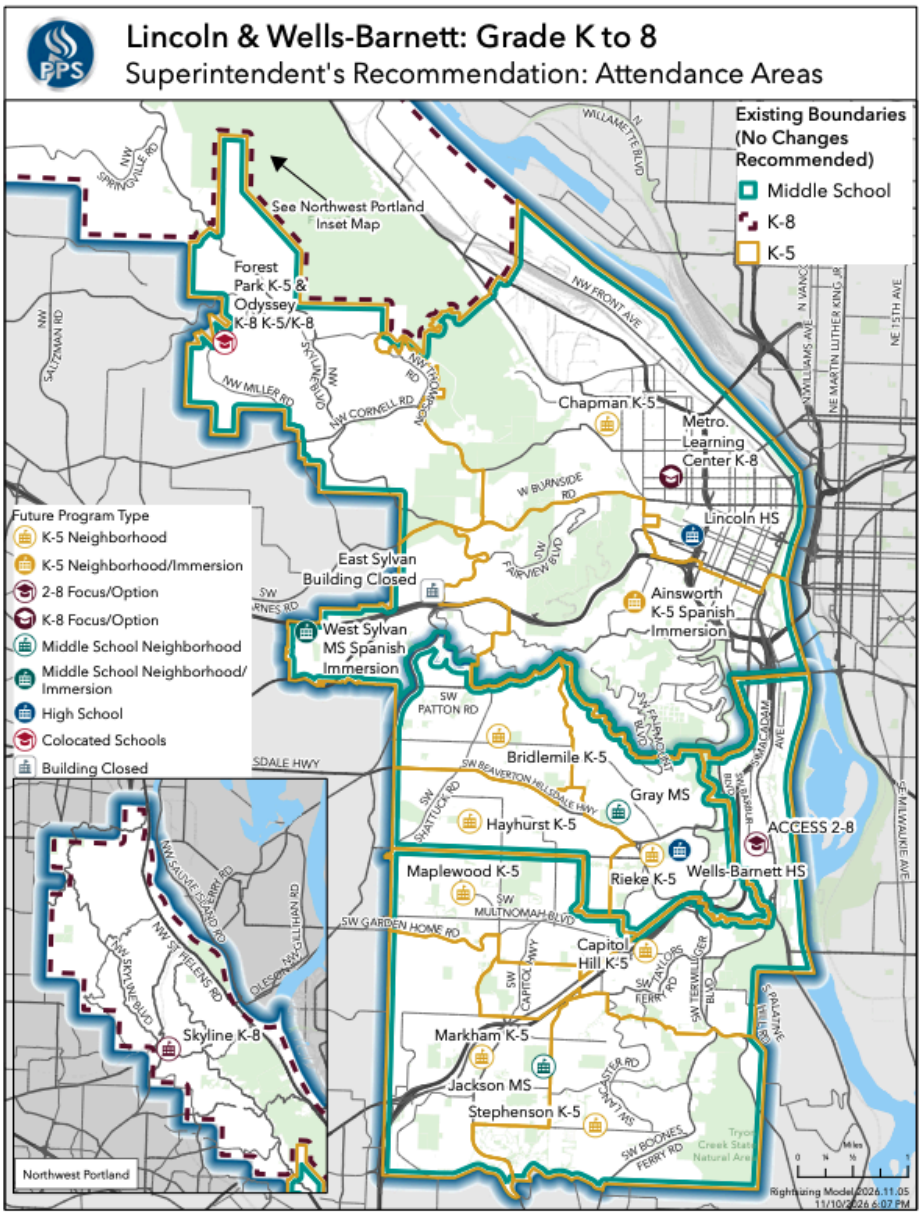
Grade levels & feeders

No grade levels & feeders in 2028–29

Program moves

Odyssey K–8 → Forest Park · co-located

West Region Map of Proposed Changes - No Changes Proposed



Individual School Impact Reports

See the school level impact reports for additional changes at each school. Select a school to go to its report in the attachments.

MLC ›

Odyssey and Forest Park ›

Analysis

The recommended actions put PPS on a path to stabilizing elementaries across our system and increasing the number of students who experience rich learning environments. As outlined above, should the board approve these actions, PPS teams will move into the next phase of work and initiate school specific engagement and planning to support students, staff and families making transitions as soon as the fall of 2027.

We summarize the impacts through our key performance indicators and the guiding principles adopted by the board. We will look at each of the three categories of indicators to highlight where the recommendation improves the student experience as well as places where intentional action will be needed to mitigate the impacts on our most vulnerable students and communities. More detailed information about each indicator and their connection to board policy and the guiding principles can be found in the attachments which includes Rightsizing Key Performance Indicators.

Opportunity and Stability Key Performance Indicators

As noted previously, the focus of these changes has been on schools and sites that serve students in kindergarten through eighth grade. We report the impacts of the proposed changes on these specific grade levels. While the changes are initiated in the fall of 2027, the analysis looks ahead to the 2031-32 school year when all of the changes have been enacted. We will monitor the schools that were reconfigured from K-8, Spanish dual language immersion hubs, and schools that experienced a significant amount of change.

Schools Above the Threshold

Opportunity and Stability				
Description	Analysis Metrics	Grade Level	Recommendation 2031-32	No Change 2031-32
Do students have access to stable, comparable learning environments across our district?	Percent of schools at a grade level with enrollment above threshold (e.g % of K-5 schools with enrollment > 360)	K-5	50%	18%
		K-8	0%	15%
		6-8	47%	13%

As seen in the table above:

- 50% of the 42 elementaries will have enrollments that are above our enrollment floor of 360 students which helps to stabilize the system overall and is an improvement of 32% over no changes.
- While this strengthens the PPS system overall there are still four schools (James John, Maplewood, Sitton, and Sunrise) with very low enrollment (less than 260 students) which we will monitor closely to

ensure students are receiving comparable academic programming to their peers. Stephenson is just above at 261

- Similarly, 47% of the 15 middle schools have enrollment above the enrollment floor of 500 students, a 34% improvement when compared to the status quo (no changes).
- For middle grades, Hosford, Robert Gray and Sellwood have projected enrollment of below 400 students and will need to be monitored closely.
- The majority of K-8 schools are reconfigured to elementaries, the remaining K-8s include ACCESS Academy, Astor, Metropolitan Learning Center, Odyssey Program, Skyline and Winterhaven. They all have enrollment less than 500.

Focal Students in Schools Above the Threshold

Opportunity and Stability				
Description	Analysis Metrics	Grade Level	Recommendation 2031-32	No Change 2031-32
Do students have access to stable, comparable learning environments across our district?	Percent of focal students enrolled in schools above the threshold	K-5 Poverty	59%	20%
		K-5 SPED	59%	21%
		K-5 MLL	68%	29%
		K-5 Underserved by Race	60%	21%
		K-8 Poverty	0%	29%
		K-8 SPED	0%	21%
		K-8 MLL	0%	32%
		K-8 Underserved by Race	0%	30%
		6-8 Poverty	57%	11%
		6-8 SPED	54%	15%
		6-8 MLL	64%	11%
		6-8 Underserved by Race	62%	13%

As seen in the table above:

- More focal students in every group are enrolled in sustainable schools, increasing the likelihood of consistent programming and educators with the largest gains for multilingual learners in middle schools and in elementaries for students experiencing poverty and historically underserved by race.
- No K-8 schools enroll enough students to meet the enrollment threshold. We will continue to monitor our K-8 schools to ensure that students have access to comparable programming as their peers.

Range of Enrollment by Grade Band

Opportunity and Stability				
Description	Analysis Metrics	Grade Level	Recommendation 2031-32	No Change 2031-32
Do students have access to stable, comparable learning environments across our district?	Range of enrollment (largest - smallest school) by grade configuration	K-5	345 (MLK Jr. - Sitton)	389 (Ainsworth - Rosa Parks)
		K-8	270 (Astor - MLC)	425 (Faubion - Skyline)
		6-8	304 (Roseway Heights - Sellwood)	270 (West Sylvan - Sellwood)

There is no significant improvement in the relative size of the schools in each grade band. We will continue to monitor both our largest and smallest schools to ensure that students have comparable educational experiences.

Physical Environment and Pathways Key Performance Indicators

Efficiently Used Schools by Grade Band

Physical Environment and Pathways				
Description	Analysis Metrics	Grade Level	Recommendation 2031-32	No Change 2031-32
Are we using school spaces to support academic programming and sustainability?	Percent of efficiently utilized schools in grade band with utilization between 70- 100%?	K-5	43%	22%
		K-8	17%	54%
		6-8	27%	0%

There are gains for both elementary and middle schools. We still have the opportunity to improve the match between our school site physical plant and students accessing academic programming. For middle schools this is due to declining enrollment so schools have excess capacity. For K-8s it is due to having more students that were designed for the building to accommodate.

Students Within 1.0 and 1.5 Miles

Physical Environment and Pathways

Description	Analysis Metrics	Grade Level	Recommendation 2031-32	No Change 2031-32
Are school boundaries compact allowing students to have safe routes to school?	Percent of students living within 1.0 and 1.5 miles of school	K-5	58% / 80%	65% / 81%
		K-8	68% / 78%	78% / 84%
		6-8	29% / 50%	30% / 50%

For elementary schools there is a 7% decrease in the number of students who live within walking distance of their school. The individual impacted school reports show the estimated number of bus routes for each site in the coming year should the recommended changes be approved by the board of education. For middle schools, the percentage of middle school students who would be eligible for transportation to their neighborhood school remains the same although which students are eligible may change.

Schools With Split Feeders

Physical Environment and Pathways					
Description	Analysis Metrics	Grade Level	Recommendation 2031-32	No Change 2031-32	Baseline 2025-26
Are students able to continue together from one grade level to the next?	Number of schools that split to feeder multiple schools at the next grade level	K-5	3 Bridlemile, Vestal Woodstock	3 Bridlemile, Atkinson, Woodstock	3 Bridlemile, Atkinson, Woodstock
		K-8	0	2 Sunnyside, Bridger	2 Sunnyside, Bridger
		6-8	3 Mt. Tabor, Harrison Park, Brentwood	7 Beaumont, Harriet Tubman, Harrison Park, Hosford, Brentwood. Mt. Tabor, Ockley Green	7 Beaumont, Harriet Tubman, Harrison Park, Hosford, Brentwood. Mt. Tabor, Ockley Green

One of the central considerations was to increase the opportunity for students to move together with their peers as they progress from one grade level to the next. We were able to reduce the total number of middle schools that send students to multiple high schools, except in the southeast.

Balance and Impact Key Performance Indicators

Focal Students Who Move Due to Changes

Balance and Impact - Superintendent's Recommendation				
Description	Analysis Metrics	Student who move	2031-32 Number	2031-32 Percent
Who moves as a result of these changes? Are the impacts similar across student groups?	Percent of focal students who will move in grades K through 8 (This includes students who move programs but stay at same school)	All students experiencing a move	5641	19.0%
		Students who are experiencing poverty	2072	21.4%
		Students on IEPs	1133	20.0%
		Multi-lingual students who move	861	26.5%
		Historically Underserved by race students who move	2264	21.7%

The changes outlined in this recommendation over the next two years will impact students across our system. The table above shows the total number of students enrolled in grades K-8 who may move to a new school site. We heard from families and educators that they were concerned about the number of students and staff that would experience a change in a single given year. The recommendation phases the changes over a two-year period specifically to address this concern and to mitigate the impacts on students who were in schools impacted by recent enrollment balancing or program changes. We will discuss this in more detail in the equity impact statement, which reflects who bears the burden of changes which are felt cumulatively over time. Overall, a greater percentage of our focal students compared to the overall population will experience a change with multi-lingual learners moving the most. We have heard from many families that the access to more stable schools may not be worth the cost of community disruption. We also recognize that trust is low and that these changes will require sustained attention, communication, and support over multiple years.

Title I School Students Who Move Due to Changes

Balance and Impact -Superintendent's Recommendation			
Description	Analysis Metrics	Recommendation 2031-32 Number	Recommendation 2031-32 Percent
Who is impacted by the changes? Which communities benefit and which are burdened?	Number of Title I schools students will move from	15 out of 32	47%
	Number of Title I schools students will move to	17 out of 28	61%
	Number of non-Title I schools students will move from	18 out of 50	36%

	Number of non-Title I schools students will move to	18 out of 44	41%

Historically Title I schools have borne the brunt of school closures. PPS tracked which TItle I schools were impacted by school closures as well as which schools received students. Some mergers have two Title I schools coming together, such as Whitman and Woodmere, others have a non-Title I and a Title I school merging such as Sabin and Dr. Martin Luther King, Jr.

Regional Comparison: Recommendation Impact at the Elementary and Middle Grades

Opportunity and Stability Comparison at Elementary Grades

Elementary	District	North	Northeast	Southeast	West
% of Sustainable Schools	50%	50%	63%	64%	20%
% of Students in Sustainable Schools	61%	63%	73%	72%	29%
% of Students Living in Poverty in Sustainable Schools	59%	61%	68%	69%	18%
% Underserved Race	60%	64%	71%	59%	33%
% of Students Receiving Special Education Services	59%	57%	69%	70%	27%
% Multi-lingual Learners	68%	77%	75%	64%	33%

The changes outlined in this recommendation vary by region. Students and communities that are most impacted also benefit in the long run by being in sustainable schools with adequate resources. When we look only at the elementary grades, students in the west do not experience changes but neither will they be in sustainable schools. The vast majority of focal students in the north will be learning in schools where the enrollment has stable and sustainable resources. This means that we will need to pay close attention to enrollment patterns in the west.

Opportunity and Stability Comparison at Middle Grades

Middle	District	North	Northeast	Southeast	West
% of Sustainable Schools	47%	67%	33%	40%	67%
% of Students in Sustainable Schools	55%	72%	42%	49%	76%
% of Students Living in Poverty in Sustainable Schools	57%	78%	55%	39%	75%

% Underserved Race	62%	76%	59%	46%	78%
% of Students Receiving Special Education Services	54%	80%	43%	41%	74%
% Multi-lingual Learners	64%	90%	61%	38%	76%

We are expecting sharp declines in middle school enrollment over the next five years. There are fewer middle schools on the west side (three), they tend to be larger and more stable. The change in the north, if they are adopted, would lead to more stable and sustainable middle schools primarily due to grade level reconfigurations. In the coming years we will need to monitor middle school enrollment and particularly in the northeast and southeast regions.

Equity Impact Statement

Making no changes leaves less than 20% of PPS schools above a sustainable threshold. (See Schools Above the Threshold table above). The final recommendation more than doubles that for every focal group in elementary and middle schools (see Focal Students Above the Threshold table above). Of the three scenarios, the final recommendation provides significant gains for focal students while closing the fewest schools, no changes does far less for them than the final recommendation while closing none.

While there are benefits for students with this change, there is also the burden of managing change and the grief that comes with disrupting communities. Multilingual learners carry more of this change than any other group (see Focal Students Who Move Due to Changes table above) while also moving to more stable school sites (see Focal Students in Schools Above the Threshold table above). While multilingual learners are overrepresented in the percentage of students who move, they ultimately end up as the highest percentage of students in sustainable schools overall. As enrollment grows at receiving schools, the total number of students receiving special education services may rise—but in most cases, their overall share of the student body remains steady.

The Ida B. Wells/Lincoln region contributes no closures and has the fewest schools at sustainable enrollment levels.

The families least represented in the community feedback are the families most affected by the largest program change in the package. Multilingual families are about one in eight students and about one in 50 survey respondents.

The recommendation advances educational equity relative to the status quo for every focal student group, by a substantial margin. It does not distribute the burden of change evenly. As we move into future years and implementation, if this recommendation is adopted, then we will need to continue to look back to ask if the disruption has provided sufficient benefits for the populations impacted.

We recognize that this disruption is significant for all students. We commit to adding a field in Synergy for students who are moved because of this recommendation and providing future analysis of academic and

attendance impacts with this disaggregation. The analysis supports moving forward on the condition that the commitments are funded, owned and monitored rather than described.

Without those commitments, this is an enrollment plan with an equity result. With them, it is an equity plan.

Financial Impact Rationale

The primary financial benefit of consolidating shrinking schools and programs is to align physical facility capacity and annual operating costs with projected student enrollment, allowing the district to concentrate limited operational resources in fewer, fully resourced campuses. Combining school communities eliminates duplicative school-level administrative overhead, improves overall district building utilization, and stabilizes enrollment-based staffing models.

While initial one-time transition expenses—including equipment relocation, receiving school facility adjustments, and ongoing minimum building security/utility maintenance—will be incurred during implementation, the consolidation produces substantial net recurring savings. These net annual savings are directly reinvested into receiving campuses, transportation costs, and transition supports.

Below is a table with school by school details regarding net savings. These numbers are projections for enrollment and 2027-28 current service level staffing and operations if there were no changes for comparative purposes.

Transportation changes generated net savings from closures (i.e. Buckman, Creston, Irvington, and Peninsula in year 1). Costs estimates to move buildings, programs, and grade reconfigurations include staff costs. Facility upgrades listed below are general fund expenses that are not applicable to the bond. Also, some costs may not be reflected as we need to undergo design. (i.e. putting up walls, etc.).

Estimated Net Savings by School

School	Projected FY28 costs at current staffing levels*	Projected FY28 overall savings, including impact on other schools	Potential transport costs (savings)	Facility upgrades at receiving school	Operations (security + minimum utilities)	Moving equipment, furniture, materials	5% contingency	Remaining to reinvest
Year 1 · 2027–28 closures								
Beach	4,883,769	957,658	105,026	3,100	29,475	200,000	31,003	589,054
Buckman	5,295,940	934,719	-50,326	41,400	28,984	200,000	35,733	678,928
Creston	5,958,144	1,085,010	-17,204	6,800	32,999	200,000	43,121	819,295
Irvington	4,097,714	899,830	-49,039	30,100	24,361	200,000	34,720	659,687
Peninsula	5,004,615	961,959	-169,511	3,100	27,564	200,000	45,040	855,765
Sabin	4,895,684	898,472	25,716	3,100	25,751	200,000	32,195	611,710

Program Moves						540,000		-540,000
Grade Reconfiguration						420,000		-420,000
Year 1 Totals	**30,135,866**	**5,737,648**	**-155,338**	**87,600**	**169,134**	**2,160,000**	**221,813**	**3,254,439**
Year 2 · 2028–29 closures								
East Sylvan (Odyssey)	3,205,413	418,509	0	30,100	16,175	200,000	8,612	163,222
Lewis	3,933,404	860,366	122,707	83,000	26,023	200,000	21,432	407,204
Marysville	6,283,380	1,180,128	128,624	30,100	28,756	200,000	39,632	753,016
Rose City Park	5,971,122	883,254	126,185	27,000	28,920	200,000	25,057	476,091
Woodmere	5,150,541	1,100,925	112,707	3,100	26,754	200,000	37,918	720,446
Program Moves						60,000		-60,000
Grade Reconfiguration						60,000		-60,000
Year 2 Totals	**24,543,860**	**4,443,182**	**490,223**	**173,300**	**126,628**	**1,120,000**	**132,652**	**2,400,379**
Cumulative Totals	**$54,679,726**	**$10,180,830**	**$334,885**	**$260,900**	**$295,762**	**$3,280,000**	**$354,464**	**$5,654,819**

*All figures in dollars. Negative transport figures are savings. * [Fund 100/200 for School Location + Facilities + Nutrition + Special Education projected FY28 costs at current staffing levels]*

Projected School Staffing: No Change/Status Quo vs. Recommendation (2027–28)

Methodology & Important Caveats

The school-level projections in this section are **preliminary planning estimates** and will be updated following the release of Portland State University's revised enrollment forecasts in January. These figures are intended strictly for comparative modeling and should not be interpreted as final school staffing allocations.

To provide an apples-to-apples comparison, both scenarios model the impact of applying identical baseline reduction criteria across the district, reflecting a gross systemwide reduction of 277.5 FTE under the status quo and 308.5 FTE under the final recommendation before add-backs and reinvestments are applied. The stated target is 223 FTE to address our projected $65 million budget deficit. Both items are over reduced to allow for the opportunity for some reinvestment. Both scenarios require an additional 20 - 30 FTE for program balancing for unforeseen issues that arise in the spring and fall.

How Systemwide Reductions Are Modeled

The table below breaks down how the district reaches its required budget savings across the status quo and the final recommendation. Rather than representing arbitrary cuts, the model illustrates how consolidating

under-enrolled sites unlocks structural efficiencies, allowing the district to protect core classroom instruction and reinvest directly into student programs. In both models, class size ratios in all grades remain the same, including blended classrooms in grades 1 and 2 as well as grades 4 and 5. In order to achieve the necessary savings significant reductions are necessary and they fall into three categories:

- Enrollment & Recommendation Reductions
    - Enrollment (-40.4 FTE): Reflects standard staffing adjustments tied to projected districtwide enrollment decline across both models.
    - Scenario Consolidation (~-75 FTE): Under the status quo, the district captures 0 FTE in structural savings because it continues operating the same number of school buildings. By consolidating under-enrolled sites, the final recommendation captures about 75 FTE in programmatic efficiencies and shifts 10.5 FTE in Principal and Administrative Assistant positions into direct building operational savings as well as 8.5 FTE back to Title 1 K-5 receiving schools to work towards less blends in those schools
- Class Size Ratios
    - Class Size ratios were not adjusted in either Status Quo nor in the recommendation.
    - Blends were not adjusted in either the Status Quo nor in the recommendation, except potentially in the case of middle grades students in K-8s and neighborhood/DLI blends in co-located programs.

Receiving School Reinvestment (15–20 FTE): Out of the 22 FTE in programmatic reinvestment unlocked by the Recommendation, 15 to 20 FTE is reserved specifically to reinvest in schools welcoming students from consolidated sites, supporting smooth student transitions, manageable class sizes, and expanded opportunities.

School-by-School Staffing Projections (2027–28)

The staffing table below is for modeling purposes only. Enrollment projections will change as we move through the Fall and Winter. The FTE represented below does not include FTE for Special Education services, multilingual services, Title 1 nor Measure 98. The weighted class size averages add equity funding into Homeroom classes in this model, but could be allocated differently depending on principal and community needs. Weighted average class size takes into account teacher planning time and will in most cases be higher than actuals when other funding sources are added in.

Modeling School-by-School Staffing Projections (2027–28)

*Color Key: Yellow = 2026–27 Current Baseline | Green = 2027–28 Final Recommendation | Pink = 2027–28 status quo/no changes. * Average weighted class size. ** Average weighted class size including equity FTE (recommendation: equity FTE applied to homerooms). † FTE with reductions for status quo/no changes. ‡ FTE with all reductions in the recommendation. Reinvestments are not included in this table. — = no 2027–28 figures (school closes).*

	2026–27 baseline		2027–28 status quo		2027–28 recommendation		
School	FTE	Class size with equity**	FTE†	Class size with equity**	Projected enrollment	FTE‡	Class size with equity**
ACCESS	19.55	26.3	16.75	28.2	310	16.75	28.2

School	2026–27 baseline		2027–28 status quo		2027–28 recommendation		
	FTE	Class size with equity**	FTE†	Class size with equity**	Projected enrollment	FTE‡	Class size with equity**
Abernethy	16.95	22.8	14.15	24.2	312	15.55	28.4
Ainsworth	31.85	25.2	27.35	27.8	555	27.25	27.8
Alameda	25.75	28.0	23.95	27.7	499	23.95	27.7
Arleta	16.45	20.6	13.45	22.6	215	13.45	22.6
Astor	27.95	23.5	23.15	26.7	424	24.75	25.6
Atkinson	22.75	22.4	20.15	24.2	474	23.75	26.3
Beach	21.75	21.2	16.05	24.7	—	—	—
Beaumont	25.05	31.1	22.35	32.1	520	26.45	33.7
Benson	62.5	29.1	65.75	29.1	1200	65.75	29.1
Beverly Cleary	29.35	24.5	22.75	28.7	501	23.95	27.8
Boise-Eliot/Humboldt	21.03	22.6	19.45	22.0	319	19.35	22.0
Brentwood	28.35	31.1	23.35	30.9	422	24.65	29.5
Bridger Creative Science	29.35	23.6	25.15	26.3	450	25.15	26.3
Bridlemile	23.65	25.0	20.65	26.7	414	20.65	26.7
Buckman	17.95	22.0	15.85	21.2	—	—	—
Capitol Hill	18.15	26.7	16.55	25.8	310	16.55	25.8
Chapman	22.63	23.4	17.55	24.3	316	17.55	24.3
Chief Joseph	16.75	23.0	14.65	23.3	440	22.75	25.9
Clark	27.73	19.4	20.65	23.2	361	20.55	23.3
Cleveland	76	30.6	76.00	30.7	1465	76	30.8
Creston	13.25	26.4	13.25	21.2	—	—	—
César Chávez	35.75	18.4	26.55	22.6	414	23.05	23.7
Duniway	19.55	27.9	16.55	28.2	338	16.55	28.2
Faubion	42.95	24.4	36.43	25.4	424	25.584	23.5
Forest Park	16.25	25.9	14.15	26.0	260	14.15	26.0
Franklin	94.33	29.0	90.83	29.2	1687	91.33	29.0
George	26.95	27.6	24.05	28.7	534	31.55	28.5
Glencoe	20.25	24.2	17.05	24.9	312	17.05	25.0
Grant	102	31.3	97.00	31.3	1938	97	31.3
Gray	25.15	32.0	23.35	32.0	427	22.85	32.8
Grout	21.03	23.4	16.55	25.3	305	16.55	25.4
Harriet Tubman	28.55	29.8	26.05	30.6	602	33.15	30.5
Harrison Park	29.35	28.9	24.85	29.6	407	23.65	29.7
Hayhurst	18.65	22.4	15.85	23.8	274	15.85	23.8
Hosford	29.65	31.6	26.25	31.2	601	31.65	31.6
Ida B. Wells-Barnett	81	30.8	78.50	30.8	1531	78.5	30.9
Irvington	17.25	23.9	14.65	22.9	—	—	—
Jackson	37.85	31.9	34.45	31.7	661	33.45	32.8
James John	26.29	20.6	20.65	23.2	289	16.55	24.1
Jefferson	36.67	25.9	44.17	23.9	570	44.67	23.8
Kellogg	32.75	29.4	28.65	30.2	572	31.45	30.3

School	2026–27 baseline		2027–28 status quo		2027–28 recommendation		
	FTE	Class size with equity**	FTE†	Class size with equity**	Projected enrollment	FTE‡	Class size with equity**
Kelly	28.23	21.7	22.15	23.8	404	22.15	23.8
Laurelhurst	33.35	26.4	30.90	28.7	376	18.05	28.9
Lent	18.95	21.1	16.35	21.3	329	18.85	23.5
Lewis	16.45	23.0	14.65	21.3	224	14.65	21.3
Lincoln	85	31.5	80.50	31.3	1603	81.5	31.4
Llewellyn	20.25	24.6	17.05	25.0	312	17.05	25.0
MLK Jr	23.19	21.0	20.95	21.1	572	33.45	22.4
Maplewood	18.65	25.0	16.35	23.2	278	16.35	23.2
Markham	21.25	24.1	17.55	24.0	312	17.55	24.0
Marysville	22.19	21.9	17.55	23.1	300	17.55	23.1
McDaniel	91.33	28.2	85.33	28.3	1535	85.83	28.2
Metro. Learning Center	21.05	18.9	18.95	20.5	210	15.95	20.3
Mt Tabor	24.05	33.0	21.65	33.0	642	32.65	32.8
Ockley Green	28.25	29.6	24.95	30.5	624	33.55	30.7
Odyssey	15.55	24.4	13.35	25.7	220	13.15	25.7
Peninsula	17.25	24.1	14.65	23.8	—	0	—
Richmond	25.75	28.1	23.95	28.0	504	23.95	28.0
Rieke	16.95	23.2	15.35	22.9	252	15.35	22.9
Rigler	21.03	23.9	17.55	23.5	487	26.55	23.8
Roosevelt	80.25	28.0	75.25	28.0	1314	75.25	28.0
Rosa Parks	15.19	20.1	11.75	19.9	480	27.05	22.9
Rose City Park	25.85	21.9	20.15	26.1	391	20.05	26.1
Roseway Heights	34.15	29.8	30.45	30.3	638	35.35	29.7
Sabin	16.45	24.6	14.65	22.5	—	0	—
Scott	35.23	20.5	27.35	23.8	323	18.05	23.9
Sellwood	29.85	33.0	27.05	33.0	524	27.25	32.8
Sitton	26.09	19.4	19.45	23.0	268	16.35	22.3
Skyline	15.55	22.7	12.95	23.7	196	12.95	23.7
Stephenson	16.95	24.5	14.15	27.1	271	14.15	27.1
Sunnyside Environmental	28.85	26.3	26.25	27.0	480	23.75	27.1
Sunrise	18.83	25.5	13.95	24.5	245	13.95	24.5
Vernon	29.75	27.4	26.55	27.3	325	17.05	26.3
Vestal	21.03	22.3	17.55	22.8	296	17.55	22.8
West Sylvan	35.55	32.9	34.45	32.9	688	34.45	33.0
Whitman	16.75	19.6	14.95	18.7	206	14.95	18.7
Winterhaven	19.55	26.2	16.15	29.4	311	16.15	29.4
Woodlawn	22.63	22.9	17.55	23.4	304	17.55	23.4
Woodmere	17.95	20.0	15.15	20.4	224	15.15	20.4
Woodstock	22.45	22.6	19.45	23.7	343	19.45	23.7
da Vinci	26.45	31.0	24.05	31.0	430	24.05	31.0
Alliance	23.5	27.2	22.50	22.2	275	21.5	22.2

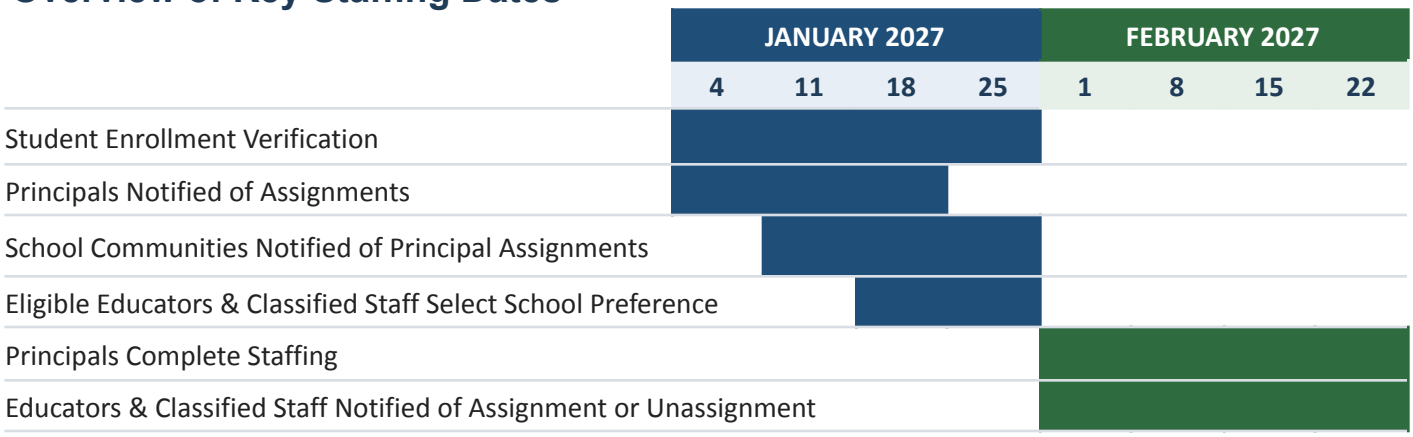
School	2026–27 baseline		2027–28 status quo		2027–28 recommendation		
	FTE	Class size with equity**	FTE†	Class size with equity**	Projected enrollment	FTE‡	Class size with equity**
Grand Total	2,464.53	27.1	2,197.01	27.1	39,369	2,155.51	27.4

Proportional Reinvestment for Receiving Schools (15–25 FTE)

If the Superintendent's recommendation is approved, the table below illustrates how a 15, or 20 FTE reinvestment pool would be distributed proportionally across receiving schools based on incoming student enrollment. These figures remain preliminary and subject to January enrollment updates.

School	Proportion of Total Received Students	Applied to 20 FTE	Applied to 15 FTE
Abernethy	2.24%	0.5	0.3
Astor	0.38%	0.1	0.1
Atkinson	6.20%	1.2	0.9
Beaumont	6.20%	1.2	0.9
Beverly Cleary	7.51%	1.5	1.1
César Chávez	6.45%	1.3	1
Chief Joseph	6.23%	1.2	1
George	4.57%	1	0.7
Harriet Tubman	5.56%	1.1	0.8
Hosford	4.86%	1	0.7
Kellogg	1.88%	0.4	0.3
Lent	2.33%	0.5	0.3
MLK Jr	7.51%	1.5	1.1
Mt Tabor	7.54%	1.5	1.1
Ockley Green	6.17%	1.2	1
Rigler	5.78%	1.2	1
Rosa Parks	10.26%	2	1.5
Roseway Heights	2.68%	0.5	0.4
Sunnyside Environmental	5.65%	1.1	0.8
Grand Total	**100.00%**	**20**	**15**

Overview of Key Staffing Dates



Dates subject to change

Transportation Impacts

PPS supports multiple ways for students to travel to school, including walking, biking, parent or family transportation, and PPS-provided school bus service for eligible students. Elementary students who live more than one mile from their neighborhood school and middle school students who live more than 1.5 miles from their neighborhood school are provided bus service. Other students may qualify based on Oregon Department of Education guidelines or individual needs. Bus stops and routes are planned around student proximity, safety, ride time, and anticipated ridership. Although PPS is not generally required to provide transportation to focus-option programs, including Dual Language Immersion (DLI), the district has prioritized access through a hub transportation model. This model connects students through designated regional pickup locations, supporting access for families across a broader geographic area, including the many native-speaking students these programs serve.

DLI students would have increased access to bus service through strategically designed regional hub routes, with estimated one-way route times averaging under 30 minutes for all languages except Japanese, on the east side of the river. Routes on the east side range from 18 minutes for regional routes to 43 minutes for west to east routes. Westside and Japanese routes average around 35 minutes with the longest route running 58 minutes. Overall, PPS-provided service is estimated to increase to 37 elementary school DLI routes and 29 middle school DLI routes. Efficiencies gained through consolidating and coordinating routes would offset some additional service needs, resulting in an estimated net annual transportation cost increase of $3 million. See attachment for more information.

Bus routes from this recommendation increase from 122 current routes to an estimated 153 routes. Currently there are more middle school routes than elementary, in the recommendation middle school routes exceed elementary routes. The cost for the additional 31 routes is estimated to be approximately $2.7 million.

Implementation Framework

The Rightsizing Implementation Framework guides how Portland Public Schools carries out the Board's Rightsizing decisions. It connects the district's commitments to students, families, and staff with the supported transitions and clear steps required to deliver on them.

The framework is centered on student wellbeing, belonging, and learning. It supports school communities through transition while the district expands student access to sustainable, well-resourced schools.

Purpose

The framework makes sure Rightsizing decisions are implemented with care, coherence, and accountability. Specifically, it:

- Translates Board decisions into action, defining what the district will do to support and transition impacted school communities for a successful start.
- Guides project planning, priorities, and governance, setting the structure needed to deliver the work.

While the framework informs a multiyear implementation plan, the initial scope focuses on the first year of implementation. The plan will continue to be built out, informed by lessons learned, to support schools transitioning in future years.

Structure

The framework is organized into five components, the essential elements of implementation. Together, they shape the plan to transition schools and establish the district supports needed to carry out the Board's final Rightsizing decisions:

- Successful Transitions
- Student Supports & Programming
- Enrollment & Transfer
- Staffing & Staff Supports
- Facilities & Operations

The framework is delivered through three layers of information, each designed for a different audience:

- Rightsizing Transition Guide – The primary public resource for staff, families, and the community, providing information to navigate a complex process and be ready for school and learning.
- School-specific and functional guides – More detailed information tailored to individual school communities and to specific areas of the work.
- Internal project management – The detailed technical information district teams need to carry out the work.

Each component has a designated workstream, with clear governance and accountability structures that set how the work is led, coordinated, and monitored.

Framework Components

Successful Transitions

Schools hold memories, friendships, traditions, and a sense of community. For many students, families, and staff, these changes will bring a sense of loss and uncertainty alongside hope for what comes next. Successful transitions start from that understanding. It is how PPS will support people through the transition, honor school communities, and help students feel safe, known, and connected in their new school.

This includes maintaining social emotional supports and trusted relationships for students, honoring each school's legacy and traditions, and creating opportunities for families, students, and staff to connect as a new community. Families, students, and staff will help shape this work, with school and district leads providing opportunities and supports for families to connect. District resources will include mental health supports, family information and events, joint gatherings such as school tours and PTA meetings, and preparation for school teams, all aimed at building belonging over time.

Student Supports and Programming

When schools merge or change, families want to know that learning, and the services their students rely on, will carry forward. In every PPS classroom, we aim to provide rigorous, high-quality learning experiences that are inclusive and joyful, and to disrupt racial inequities so every student has the opportunity to demonstrate excellence. Student Supports & Programming focuses on how PPS intends to maintain and strengthen that commitment through the transition.

This work spans the school day and beyond: general academics, social emotional learning, multilingual programs including Dual Language Immersion, Special Education, middle school transitions, early learning, curricular resources and libraries, and partnerships and programs such as SUN, childcare, and athletics. Initial plans for each area focus on continuity for students and clear information for families, and will be refined as school-level planning moves forward.

Enrollment and Transfer

The following are general enrollment and transfer options for students impacted by this recommendation, following the Student Assignment to Neighborhood Schools and Student Enrollment and Transfers policies. Please see the school impact summaries for specific guidance.

- Elementary school closures: K-4th grade students attending a school slated for closure will be assigned to a designated new school the following year. Students who transferred into the closing school also have the right to request a guaranteed transfer to their neighborhood schools.

- Dual language immersion program moves: K-4th grade students attending elementary school programs and 6-7th grade students attending middle school programs will be assigned to new program locations the following year. Students may also request guaranteed transfers back to their neighborhood school.
- K-8 grade reconfigurations: 5-7th grade students attending a school that is converting from a K-8 to a K-5 structure will be assigned to new middle schools the following year. Students who transferred into the closing grade levels also have the right to request a guaranteed transfer to their neighborhood schools.
- Boundary changes: PPS policy directs boundary changes to begin with students at entry grades: Kindergarten for elementary school, 6th grade for middle schools and 9th grade for high schools. Entry grade students who have siblings attending the former neighborhood school may receive guaranteed transfers to join their siblings. Students in other grades may remain in their current schools or request a guaranteed transfer to the new neighborhood school.
- All students have the right to request transfers to other schools. Details are available at pps.net/schoolchoice
    - The 2027-28 Middle and High school lottery application will open January 11, 2027
    - The 2027-28 Elementary and ACCESS Academy lottery application will open February 17, 2027.
    - The 2027-28 Hardship Petition Transfer application for all grades will be available beginning in April 2027. Families will use the hardship petition to request transfers back to their neighborhood schools and for other reasons including having siblings attend the same schools.
- To improve access to equitable opportunities, the following transfer changes will take effect in the 2027-28 school year, with application details available by February 2027:
    - Native speaking students applying to PPS dual language programs will be able to enroll directly through their regional program site instead of through the lottery

PPS students from families who experienced gentrification out of N/NE Portland neighborhoods may transfer back to schools in these areas, based on space availability.

Staffing and Staff Supports

Staffing and Staff Supports addresses how PPS will support employees through school closures, program moves, and grade reconfigurations. It focuses on mental health and employee supports, labor agreements and staffing processes, communication plans, and estimated timelines.

PPS recognizes that familiar educators, support staff, and administrators help students feel known, seen, and ready to learn. In collaboration with all labor partners, PPS will honor contractual obligations and applicable bargaining requirements as staffing transitions are planned and carried out, and will look for opportunities to keep familiar adults with students from each impacted community within those agreements.

Facilities and Operations

Facilities and Operations addresses how PPS will prepare receiving schools so students and staff are ready for learning. It coordinates moving and readiness across facility and operational areas, including technology,

transportation, security, nutrition services, and academic and shared spaces. School readiness plans guide space planning, facility improvements, and a timeline of what to expect.

It also includes a building closure and repurposing plan for schools that are closing. Support will continue after schools open to help with final adjustments.

Implementation Evaluation Plan

The Rightsizing Implementation Evaluation Plan will monitor, evaluate, and learn from PPS's Rightsizing and school transition process. A Culturally Responsive Evaluation (CRE) framework will actively involve impacted communities in contextualizing/interpreting outcomes and shaping recommendations.

The evaluation will be both formative and summative. Formative evaluation will be reported on a quarterly basis and will monitor progress in real time, showing the relationship between what we said vs. what has been done to date. These quarterly feedback loops will identify implementation bottlenecks, equity gaps, and operational friction early enough for course corrections.

A comprehensive end-of-year report will aggregate quarterly analyses to assess overall impact, measure progress against district commitments, and uphold public accountability to the Board, families, and community.

Evaluation Methods

The evaluation will utilize a mixed-methods design combining quantitative and qualitative data and analysis. Potential quantitative data under consideration includes attendance stability, enrollment retention, building walk-through data, and survey scales. Potential qualitative data sources include listening sessions and student focus group data.

All data will be disaggregated to ensure that rightsizing does not exacerbate systemic inequities.

Implementation Timeline

Planning Window	Major Activities & Milestones
December 2026 – January 2027	● Establish central office and school transition teams. ● Release initial transition guidance and communications. ● Begin student and family outreach.

Planning Window	Major Activities & Milestones
January – March 2027	● Develop school-specific transition plans. ● Assess cohort cohesion and individual student support needs. ● Communicate enrollment and transfer processes. ● Begin administrator and staff assignment processes. ● Plan receiving-school spaces, facility work, and moving services. ● Begin conducting school visits, open houses, community-building activities, and legacy events. ● Begin engagement and planning to repurpose buildings for closures.
March – June 2027	● Continue conducting school visits, open houses, community-building activities, and legacy events. ● Coordinate student service handoffs and staff collaboration. ● Communicate childcare and partnership arrangements as confirmed. ● Begin staged packing of nonessential materials. ● Continue engagement and planning to repurpose buildings for closures.
June – August 2027	● Complete phased moves. ● Complete receiving-school improvements. ● Install technology and set up classrooms. ● Complete transportation preparations: routing. ● Conduct staff onboarding. ● Continue community connections events. ● Complete readiness reviews before students arrive.
Opening of school: Fall 2027	● Provide opening-day and early-transition support. ● Monitor student services, transportation, enrollment, and school climate. ● Respond to emerging needs. ● Complete remaining building closeout activities.
Ongoing and subsequent implementation years	● Continue engagement, monitoring, public reporting, and evaluation. ● Refine supports. ● Apply lessons to later transitions for 2028-2029 ● Continue engagement, planning, and actions to repurpose closed buildings.

Next Steps

The Superintendent's Recommendation is the next phase of a public review period. After the formal presentation to the Board on November 17, students, families, staff and community members can learn more and share feedback before the Board votes on December 15. There will be listening sessions at Franklin High School on November 19 and Grant High School on December 3, each with a student listening hour followed by a

public session. There will also be an opportunity for communities to learn more about the recommendation on Saturday November 21 at McDaniel High School. The Board will discuss the recommendation at its November 17 and December 1 meetings, and the Teaching, Learning and Equity Committee will review it on December 2.

We continue to plan and coordinate additional engagements prior to the Board vote. Please check the Rightsize webpage for updated information.

Tue, Nov 17	Superintendent's recommendation	Board meeting
Thu, Nov 19	Listening sessions: Franklin HS	Student Listening Hour, 5–6 PM (also virtual) Public Listening Session, 6–8 PM
Sat, Nov 21	Understanding the Recommendation: McDaniel HS	Community reviews the Superintendent's recommendation; 1 PM - 3 PM
Tue, Dec 1	Board of Education meeting	Review and consider the recommendation
Wed, Dec 2	Teaching, Learning, and Enrollment Committee review	Review and consider the recommendation
Thu, Dec 3	Listening sessions: Grant HS	Student Listening Hour, 5–6 PM Public Listening Session, 6–8 PM
Tue, Dec 15	Board of Education meeting	Rightsizing vote
After Dec 15	Transition and implementation	Pending outcome of Board vote

While the Board considers the recommendation, district staff are planning ahead for the transition and implementation, and those plans will stay flexible so they can be adjusted to match the Board's final decision. That way, PPS can act quickly once the Board votes, with a comprehensive transition guide, supports, and resources for students, families and staff.

Attachments

Attachments

A. Resolution 7307 May 26, 2026
B. Resolution 7296 April 14, 2026
C. School Closure Reports
D. School Impact Summaries
E. Equity Audit Evaluation of PPS Southeast Enrollment and Program Balancing Initiative
F. Methodology: How the rightsizing scenarios were developed and evaluated
G. Slide Deck 11.17.26 BOE
H. 2.10.010-P Racial Educational Equity Policy
I. 4.10.045-P Student Assignment to Neighborhood Schools
J. 4.10.051-P Student Enrollment and Transfers
K. 6.10.022-P Educational Options Policy
L. 8.70.042-P Dedicated Reserve for Income from Disposition of Surplus Real Properties
M. 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property
N. Lottery Demand Report
O. Sample Transportation Routes
P. Rightsizing Key Performance Indicators
Q. 6.10.030-P School Initiation and Closure Policy
R. Communications Tactics

Change Log

Version	Date	Author	Description of changes
1	11.13.26	Margaret Calvert	Finalization of memo
1.1	11.17.26	Hannah Witt	Changed highlighting of Opportunity and Stability Comparison at Elementary Grades, % underserved historical race (pg. 47) from 64% to 71% (N to NE). On Estimated Net Savings by School (pgs. 49-50), moved “5% contingency” column to left of “Remaining to Invest” column and updated “Remaining to Invest” totals to reflect subtracting the five percent contingency. “The Cost to Move Program and Grade Reconfiguration" are now included in the remaining to reinvest. Footnote to table was added “ *[Fund 100/200 for School Location + Facilities + Nutrition + Special Education projected FY28 costs at current staffing levels]* Formula error in year 2 total for cost to move building equipment furniture and materials to include grade reconfiguration

RESOLUTION No. 7307

Resolution Adopting Guiding Principles and Workplan in the Rightsizing Process for Portland Public Schools

RECITALS

A. Whereas Portland Public Schools (PPS) is committed to well-resourced sustainable schools so that every PPS student has equitable access to a robust and high-quality educational experience;

B. Whereas the Student Assignment to Neighborhood Schools Policy 4.10.045-P directs the Superintendent to regularly monitor enrollment, program demand and demographic trends;

C. Whereas PPS enrollment has declined steadily for the past five years and is forecast to continue to decline for at least the next nine years. At the same time, our facilities are aging and costs have increased, forcing resource strains across schools;

D. Whereas on April 14, 2026, the Board of Directors adopted Resolution 7296 directing the Superintendent to launch the Growing Great Schools districtwide rightsizing process to consider school and program consolidations, boundary adjustment, special program changes, and grade reconfigurations;

E. Whereas the Board finds it desirable to adopt Guiding Principles to ensure that the districtwide rightsizing process results in well-resourced, sustainable schools and equitable access for all students; and

F. Whereas the Board finds it desirable to adopt a Workplan for the districtwide rightsizing process that ensures that students, families, and community, as well as financial transparency and stewardship of district resources, are at the forefront of rightsizing decisions.

RESOLUTION

1. Now, therefore, the Board of Directors hereby adopts the districtwide rightsizing Guiding Principles and Workplan, attached as Exhibit 1 hereto.

2. The Board directs the Superintendent to oversee and direct the districtwide rightsizing process in accordance with the Guiding Principles and Workplan.

Exhibit 1 Guiding Principles and Workplan:

Guiding Principles

The following Guiding Principles will establish priorities and guide decision-making at all stages of the rightsizing process:

a. Well-Resourced Schools. Students across Portland Public Schools will attend well-resourced sustainable schools
    i. PPS will provide comparable, sustainable and rich academic programming at all grade spans across the district so that students can attend affirming learning spaces that meet their needs and that are buffered from enrollment fluctuations.
    ii. Descriptions of well resourced schools by grade spans will be drafted and shared with the Board and community and will serve as the aspirational vision that will guide rightsizing decisions.
b. Safe and Healthy Learning Environments. PPS will provide safe, welcoming, and healthy learning environments that are conducive to student success and well-being. We will seek to responsibly steward our resources and maintain a sustainable portfolio of school facilities that support academic programming and long-term operational viability, and prioritize walkability and safe routes to schools.
c. Educational Options. PPS operates a variety of schools and programs, as described in Policy 6.10.022-P, all of which will be part of this rightsizing process.
    i. Neighborhood schools are the foundation of our school system and ensuring access to strong, sustainable neighborhood schools will be a priority.
    ii. Access to choice programs will be balanced with the goal of assuring well-resourced neighborhood schools across our system.
d. PPS Equity Lens. The PPS Equity Lens is a tool to evaluate decisions at all levels, including rightsizing, to disrupt systemic oppression and advance the District's continuous improvement and equity goals. PPS will apply the Equity Lens to inform decision-making which will consider the District's most impacted focal students based upon our data (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty).

Workplan

a. Approach and Analysis
    i. PPS will conduct a comprehensive, data-informed analysis to develop a district-wide rightsizing plan that is designed to support equitable access to well-resourced, academically robust, and fiscally sustainable schools and programs. The analysis will incorporate multiple data sources, including, but not limited to, enrollment trends and projections, program access and parity, student demographics, facility utilization, and financial conditions.
    ii. PPS will be transparent about the data sources used in its analysis.
    iii. In parallel, the District will assess the operational feasibility of potential scenarios, including staffing, transportation, facilities, nutrition services, program continuity, and financial impacts, to confirm that proposed strategies are viable and sustainable.
    iv. Each proposed scenario shall include a standardized equity impact analysis that:
        1. Assesses the impacts on focal student groups using disaggregated data;
        2. Assesses access to specialized programs, including choice schools or programs, and culturally relevant supports, transportation, and proximity
        3. Assesses impacts on school communities that have recently been impacted by recent enrollment and program changes as well as Title I school communities.
        4. Incorporates community input and reflects how feedback informed the recommendation.

b. Community Engagement
    i. PPS will engage the broader community in a structured way to get feedback in multiple phases including guiding principles and scenarios, and the plan for engagement will be shared publicly.
    ii. PPS will intentionally engage with families and educators to receive feedback from a variety of perspectives including from historically underserved communities, communities that have recently

been impacted by enrollment and program balancing decisions and those who will be most impacted by decisions in this process.

c. Implementation Plan
    i. PPS staff will develop an implementation framework to operationalize the rightsizing plan over time in a manner that minimizes disruption for students, families, and staff, including an assessment of cohort cohesion, and supports effective coordination across central office functions. Implementation will be sequenced based on district priorities, urgency of need, and operational readiness.
    ii. The implementation plan will establish key timelines, dependencies, and decision points, including alignment with staffing, budget, and facility planning cycles. It will also identify required resources for students, families, and staff to support continuity of programming and successful transitions for impacted school communities.
    iii. Consistent with PPS' commitment to continuous improvement, implementation will include monitoring, evaluation, and adjustment based on outcomes and lessons learned. PPS will continue to engage students, families, staff, and community partners throughout implementation to inform refinements and support equitable outcomes.
    iv. Staff will present the proposed implementation plan to the Board for final approval.

REVISED

RESOLUTION No. 7296

Resolution to Direct the Superintendent to Begin a Rightsizing Process for Portland Public Schools

RECITALS

A. Whereas Portland Public Schools (PPS) is committed to well-resourced schools so that every PPS student has equitable access to a robust and high-quality educational experience;

B. Whereas the Student Assignment to Neighborhood Schools Policy 4.10.045-P directs the Superintendent to regularly monitor enrollment, program demand and demographic trends; and

C. Whereas PPS enrollment has declined steadily for the past five years and is forecast to continue to decline for at least the next five years. At the same time, our facilities are aging and costs have increased, forcing resource strains across schools;

D. Now, therefore, 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. This third phase represents the beginning of a multi-step, rigorous, and community-focused effort at rightsizing PPS schools.

   a. All district schools and programs will be included in the process.

   b. An ~~enrollment~~ advisory committee of stakeholders including union representatives, principals, and staff ~~community members, families, and staff~~ will provide input and guidance to the Superintendent.

   c. The District will involve the community in virtual and in person meetings and conversations to help inform the process, rightsizing options and implementation of potential changes.

   d. The Board will receive regular updates on the process,

   e. Implementation of Board approved changes will be initiated no later than the 2027-28 school year and will be completed within a three-year period.

E. The result of this process will include school and program closures and/or consolidations. The District is committed to ensuring that students, families, and community are at the forefront of decisions that are made.

RESOLUTION

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

School Closure Report

Beach Elementary School

Date: 11/17/2026

School Closure Process
The PPS Board of Education determines whether schools will be closed. Board determination on school closures is based on the Superintendent's recommendation. The School Initiation & Closure policy (6.10.030-P) requires that the Superintendent's recommendation be accompanied by a School Closure Report.

If you have questions about this process or this report, please contact:

Dr. Jon Franco, Senior Chief of Operations
Margaret Calvert, Executive Director of School Planning and Modernization
501 N Dixon, Portland, OR 97227 | 503-916-2000

1. School Profile

School Name
Beach Elementary School

Administrator
Niki Johnson

Location
1710 N Humboldt St., Portland OR

Grade levels served
K-5

1a. School Description

Beach Elementary School is a K–5 school offering English neighborhood classes and Spanish Dual Language Immersion in the Overlook neighborhood. It emphasizes culturally affirming, rigorous instruction in a nurturing and inclusive environment. Beach was built in 1928 and the campus consists of a two-story school building with a ground floor basement, a detached classroom building, and an L-shaped portable. Approximately 280 students are enrolled at Beach for the 2026-2027 school year.

1b. Financial Impact

The primary financial benefit of consolidating elementary schools and programs is to align school capacity and operating costs with enrollment, allowing PPS to concentrate limited resources in fewer, more efficiently resourced schools. Combining school communities can reduce duplicative school-level administrative and operating expenses, improve building utilization, and support more efficient staffing and program delivery. These consolidations are intended to generate ongoing savings while supporting strong core instructional programs and student services.

If the school remains open, the projected cost per student for the 2027-2028 school year is: $17,196.

If the school is closed in 2027, the projected overall savings is $957,658. This includes savings from administrative, custodial, and office staffing, 80% of utilities, and includes the one-time cost of teacher moves. We anticipate ongoing expenses, including 20% of current utility costs and an average annual security cost, if the school were closed and unoccupied.

Under the proposed change, 40% of students would live more than one mile from Chief Joseph and would be offered school bus transportation. To accommodate all eligible students, PPS anticipates maintaining service to Chief Joseph with three buses. The Transportation Department estimates an additional savings of approximately $105,000. The proposed change would reduce the total number of buses serving the closing and receiving schools, resulting in transportation cost savings.

Transportation and Safe Routes to School planning will identify needed supports for safe arrival and dismissal, including walking and biking improvements, crossing supports, or traffic circulation changes.

1c. Student Enrollment

Table 1. Projected enrollment over the next five years, if school remains open:

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Students Enrolled	284	288	291	297	287

History of Requested and Actual Transfers
During the 2024-2025, 2025-2026, and 2026-2027 school years, 323 students requested transfers into Beach E.S., and 66 enrolled through an approved transfer. During the same period, 136 students residing within the school's attendance area requested transfers to other schools, and 39 enrolled elsewhere through an approved transfer."

Projected declining enrollment will make it difficult to maintain stable staffing, full programming, and essential student support services. Under enrollment-based staffing allocations, low enrollment can result in year-to-year staffing changes, blended-grade classrooms or combined programs, and reduced access to enrichment and student support offerings. Staff may serve multiple roles or split time across schools, limiting continuity and availability. While educators would continue working to meet students' needs, projected enrollment would constrain the school's ability to provide consistent access to a well-rounded educational experience without ongoing supplemental district resources.

2. School Facilities and Student Reassignment

2a. School Description

Built	Building size	Stories	Acres
1928	70,498 sq ft	3	5.23
Building condition Poor; FCI 0.17	**Gross capacity** 774 students	**Functional capacity** 607 students	**Cost of school operations** $4,895,684

Gross capacity is the estimated maximum number of students a school can accommodate, calculated by assigning a student capacity to each classroom based on its square footage and summing those capacities:

- Less than 800 square feet: 24 students
- 800–1,000 square feet: 27 students
- More than 1,000 square feet: 30 students

Functional capacity is a practical estimate of the number of students a school can accommodate, calculated by multiplying its gross capacity by the applicable utilization rate. It does not represent maximum occupancy under building code requirements or determine

staffing levels.

The cost of school operations includes projected FY28 school-based costs in funds 100 and 200 plus Facilities, Nutrition Services, and Special Education, at the current service level.

Physical Condition of Building, Capital and Environmental Needs
The campus includes a main brick-clad concrete school and a detached classroom building. Previous facility assessments identified aging plumbing, heating, ventilation, fire-suppression, and electrical systems; deteriorating roofs, windows, and pavement; and a reported rodent issue. Additional internal assessments also identified undersized classrooms and gym space, and major roof and structural repair needs.

ADA Accessibility
The first floor is accessible through a main entrance and there is an elevator that provides access to the basement and second-floor classrooms.

Building Use
Currently, Beach houses neighborhood K–5 classes and a Spanish Dual Language Immersion program.

Analysis of current and potential use of the facility, including recommended disposition
Following closure, potential uses of the Beach facility will be evaluated through the district's Building Repurposing process, informed by community engagement, district needs, facility conditions, and financial considerations. This process will consider opportunities to support students and the surrounding community and identify a recommended future use or disposition for Board consideration.

2b. Student Reassignment

The proposed closure of Beach would reassign neighborhood K–5 students to Chief Joseph and relocate Spanish DLI to César Chávez K–5. Special Education students receiving Learning Center support would continue to receive support at Chief Joseph. Chief Joseph's location relative to the combined attendance area makes it more centrally located and its available space and recent bond improvements provide better building conditions. In addition, a consolidated Spanish language learning community at César Chávez will offer a robust immersion program for students and opportunity for ongoing staff collaboration.

Proposed Attendance Boundary
See attached map.

Transportation options and barriers
Transportation options include walking, biking, family transportation, and school bus service for elementary students who live more than one mile from their neighborhood school; additional students may qualify based on Oregon Department of Education guidelines or individual needs. We do not anticipate any barriers to students getting to school; however, additional busing may be provided, as needed, for hazard areas within the school attendance boundary.

How will this school location accommodate the reassigned students?
Chief Joseph Elementary has 17 regular classrooms (and two modular classrooms) and a functional capacity of 444. With a combined enrollment of 440 in 2027/2028, Chief Joseph will be able to fully accommodate the reassigned students and have space for future enrollment fluctuations, if needed. César Chávez K–5 has 29 regular classrooms (and two modular classrooms) and a functional capacity of 564 students. With a combined enrollment of 541, César Chávez K–5 will be able to accommodate the reassigned Spanish DLI students.

Recommendation
PPS recommends closing Beach School for the 2027–2028 school year, assigning neighborhood K–5 students to Chief Joseph, and relocating Beach's Spanish Dual Language Immersion program to César Chávez K–5.

3. Community/Cluster and District Impact Analysis

3a. Cluster Analysis

How will the proposed closure maintain or improve equity of access to schools offering high quality educational choices?
In the 2026-27 school year Portland Public Schools staffs and supports 56 elementary programs across the district. Eleven of these programs are situated within K-8 campuses. The enrollment of these programs ranges from 160 students to over 550 students. Using the QEM and our system definition of "well-resourced schools" as a guide, we have established an elementary enrollment of 360 as the minimum threshold to be able to staff and support a comprehensive and stable elementary program. Maximizing the number of sites at or above this minimum threshold allows the district to maximize the number of students who experience grade-level classrooms, comprehensive core enrichments, and targeted academic supports. It also maximizes the number of educators who work full-time on one campus and who benefit from regular collaboration with grade- and content-alike colleagues.

By operating fewer elementary schools and spreading current enrollment more evenly across remaining sites, the district can stabilize and offer a more comprehensive and sustainable program at each elementary site.

In recent years, we have used resources from other parts of our system to subsidize elementary programs with low enrollment. Given our current and projected budget shortfalls, we can no longer sustain subsidies for underenrolled sites. As a result, elementary schools have already faced several programmatic and operational constraints:

- Over half of our elementary programs have been forced to place students in multi-grade classrooms;
- Staffing for instructional coaching, academic coaching, and school climate support positions have been reduced;
- Core enrichment teachers that support Arts, PE, and Library/Media instruction have been split across multiple sites, reducing the capacity to have full-school enrichment programs;

- Support staff that help monitor lunch and recess have been reduced, forcing principals to spend much of their time monitoring duty;
- Opportunities for strong teacher collaboration and professional learning have been compromised by multi-grade classrooms and single-strand programs.

If we continue with no rightsizing action, all of these constraints will be compounded in the 2027-2028 school years.

3b. Effects on Other Schools, Enrollment, and Community Access

The proposed merger would affect Chief Joseph Elementary School within the Roosevelt cluster. Enrollment at Chief Joseph is projected to change from 242 to 440 in the 2027–2028 school year. Based on current enrollment projections, there will be two to four classrooms at each grade-level, with blends not required. These changes would support a combined neighborhood elementary school community, with opportunities to stabilize staffing and sustain educational programs and student supports. Implementation would require coordinated staffing, classroom assignments, and use of shared spaces to accommodate incoming students while supporting students already enrolled. Chief Joseph is ready to receive new students with minimal kitchen upgrades needed, sufficient instructional and student support spaces, and coordination of school-based partnerships and services.

Beach is located approximately 1.3 miles from Chief Joseph. Nearby community resources include Arbor Lodge Park and its accessible Harper's Playground. The proposed change would shift neighborhood students' daily school activities toward Chief Joseph and Arbor Lodge Park. Transportation options include walking, biking, family transportation, and school bus service for eligible students. PPS would support school bus service for students who live more than one mile from the school and work with the school community and the district Safe Routes to School coordinator to identify appropriate crossing, pedestrian, and bicycle safety measures.

3c. Community Partnerships and Potential Community Impact

Beach does not have Racial Equity & Social Justice (RESJ) partner programming. Closure is not expected to affect RESJ partner services. PPS will continue working with building leaders and school communities at receiving schools so that partnerships reflect what students and families need. Future community use of the facility would be considered through the Building Repurposing process

Beach partners with the YMCA to provide child care for approximately 42 students. Relocating students to Chief Joseph and César Chávez will require a clear plan to maintain access to care. Chief Joseph currently partners with Neighborhood House, serving approximately 45 students, while César Chávez transports approximately 10–15 students to Astor for child care. We ask that the YMCA, Neighborhood House, Chief Joseph, César Chávez, and Astor be included in early transition planning to determine how many students will need care at each location, assess available space and program capacity, and explore opportunities to continue existing provider relationships. This should include evaluating whether Neighborhood House can accommodate additional students, whether César Chávez can offer on-site child care, and whether transportation to Astor can support increased demand. Families need reliable child care options, clear communication, and minimal disruption to established caregiver relationships and routines. A successful transition requires ensuring that all Beach students

who need care have access to safe, dependable, and appropriately supported child care arrangements.

Beach partners with Self Enhancement, Inc. (SEI) to operate its SUN Community School, providing community-based services and wraparound family supports through collaboration among PPS, Multnomah County, and the City of Portland. SUN provides free extended-day enrichment opportunities, quality instruction and extracurricular activities, access to food pantries and other basic-needs resources, and culturally relevant programming supported by staff who reflect and understand the student population. Through SUN, students and families also have connections to food, housing, utility assistance, health and mental health services, family activities, and other community resources. SUN serves as an important point of connection for families seeking individualized support, enrichment opportunities, and assistance navigating services beyond the school day. Closure could disrupt students' access to established relationships with SEI staff, after-school programming, enrichment providers, and basic-needs resources, while requiring families to navigate new service locations and referral processes. These changes may be particularly significant for families who rely on SUN as an accessible connection to food assistance, housing and utility resources, and other wraparound supports. Opportunities for partnerships to continue include transitioning students to Chief Joseph and César Chávez. César Chávez operates a SUN Community School through Latino Network, creating an opportunity for students to continue accessing SUN services, although the transition would involve a change in lead agency from SEI to Latino Network. This change may require families to establish new relationships with SUN staff and navigate different community partnerships, programming, and family-support coordination. Chief Joseph does not operate a SUN Community School, meaning students transitioning there would not have equivalent access to the established SUN service system at their receiving school.

Services requiring further coordination include assessing César Chávez's capacity to accommodate additional students and service needs, identifying which existing SEI partnerships and enrichment opportunities could continue, coordinating the transfer of family referrals and individualized support needs, and identifying alternative providers or referral pathways for students transitioning to Chief Joseph. Particular attention should be given to maintaining access to food assistance, housing and utility resources, health and mental health referrals, and other supports that families may currently access through SUN. Additional community impacts include the potential loss of a trusted neighborhood connection point for families, reduced access to free after-school enrichment and wraparound services for students attending Chief Joseph, and disruption to established relationships with SEI staff and community partners. Proposed responses include coordinating with SEI, Latino Network, and receiving-school leadership to develop a transition plan, establish warm handoffs for students and families moving to César Chávez, identify alternative community-based resources for families transitioning to Chief Joseph, assess staffing and service capacity, and communicate changes in programming and resource access.

Any future community use of the facility would be considered through the Building Repurposing process.

3d. Operational Plan & Boundary Map

If approved, the closure would take effect in 2027, with students assigned to Chief Joseph Elementary School under the proposed boundaries shown in the attached boundary map.

Operational Implementation Plan

Timeline*	Action
January 2027	Establish school transition teams and school-specific implementation plans. Verify student enrollment. Share principal assignments with communities.
February 2027	Develop staffing plans and confirm initial staff assignments. Identify and prioritize building improvements, equipment, and technology needs.
March 2027	Identify initial classroom assignments and develop school-specific moving schedules, distribute packing supplies, and begin records transfers.
April 2027	Begin packing and sorting materials not needed for daily instruction. Finalize plans for building improvements and technology setup.
May 2027	Confirm summer moving and building-work schedules. Continue packing and prepare materials for transportation and other operational services for receiving schools.
June 2027	Complete teacher packing. Begin school moves after the school year ends and carry out scheduled building improvements.
July 2027	Continue school moves and building improvements. Install furniture, equipment, and technology at receiving schools.
August 2027	Complete scheduled moves by mid August. Finish cleaning, classroom setup, and technology testing.
September 2027	Monitor school operations and address remaining transition needs. Complete closing-building inventories.

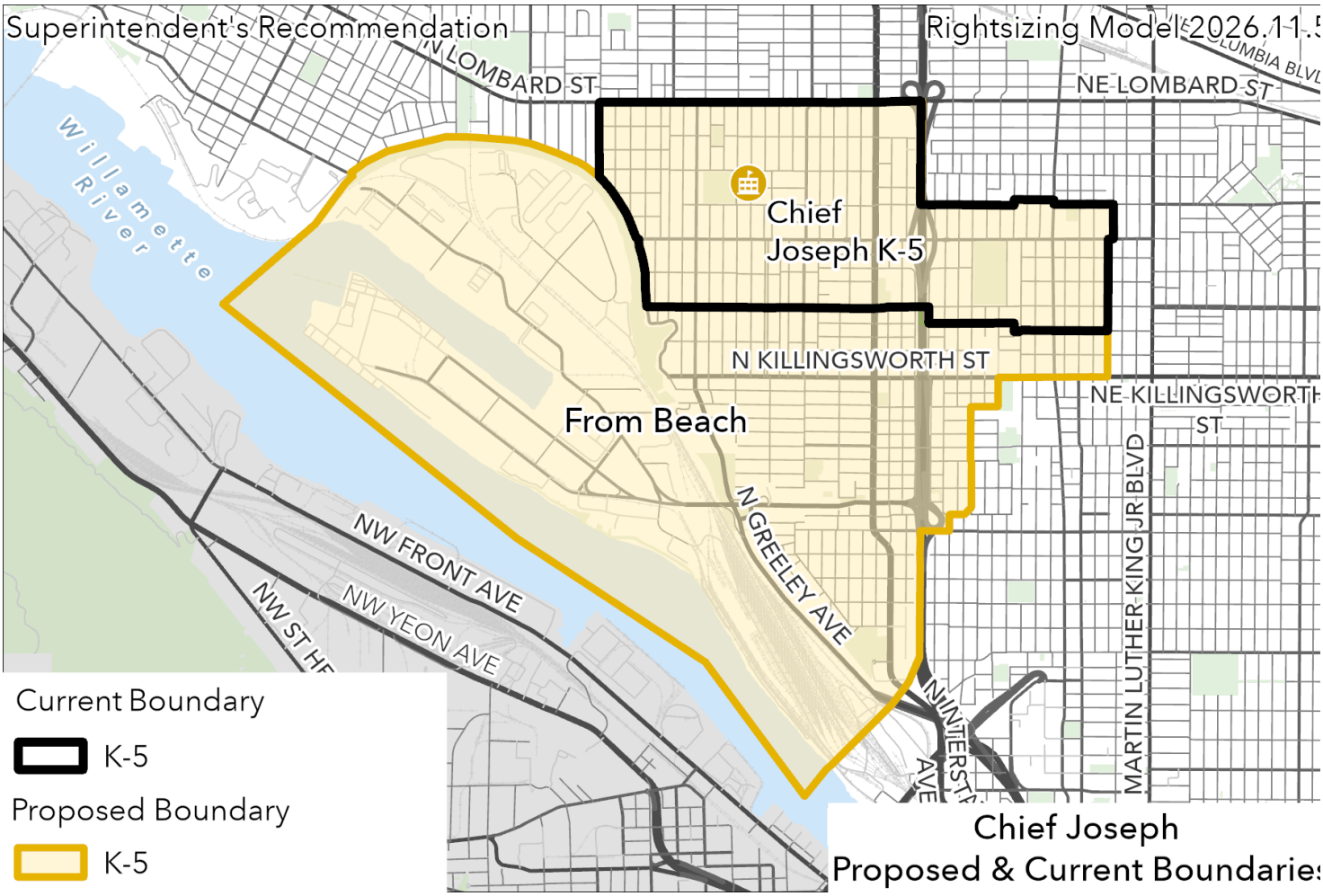
**Subject to change*

Review and Approval

This report has been reviewed by appropriate district staff.

Superintendent Signature

Date


Superintendent's Recommendation
Rightsizing Model 2026.11.5
N LOMBARD ST
NE LOMBARD ST
Willamette River
Chief Joseph K-5
N KILLINGSWORTH ST
NE KILLINGSWORTH ST
From Beach
N GREELEY AVE
NW FRONT AVE
NW YEON AVE
MARTIN LUTHER KING JR BLVD
Current Boundary
K-5
Proposed Boundary
K-5
Chief Joseph
Proposed & Current Boundaries

School Closure Report

Buckman Elementary School

Date: 11/17/2026

School Closure Process
The PPS Board of Education determines whether schools will be closed. Board determination on school closures is based on the Superintendent's recommendation. The School Initiation & Closure policy (6.10.030-P) requires that the Superintendent's recommendation be accompanied by a School Closure Report.

If you have questions about this process or this report, please contact:

Dr. Jon Franco, Senior Chief of Operations
Margaret Calvert, Executive Director of School Planning and Modernization
501 N Dixon, Portland, OR 97227 | 503-916-2000

1. School Profile

School Name
Buckman Elementary School

Administrator
Lisa Ditto

Location
320 SE 16th Ave, Portland OR

Grade levels served
K-5

1a. School Description

Buckman Elementary School is a K–5 neighborhood and arts focus-option school in inner Southeast Portland, serving neighborhood students and students admitted through the PPS lottery. Its arts-integrated program provides visual arts, music, and dance instruction for all students. The school also houses regional Social Emotional Skills classrooms serving grades K–2 and 3–5. The Buckman campus has 28 classrooms and approximately 240 students are enrolled for the 2026-27 school year.

1b. Financial Impact

The primary financial benefit of consolidating elementary schools and programs is to align school capacity and operating costs with enrollment, allowing PPS to concentrate limited resources in fewer, more efficiently resourced schools. Combining school communities can reduce duplicative school-level administrative and operating expenses, improve building utilization, and support more efficient staffing and program delivery. These consolidations are intended to generate ongoing savings while supporting strong core instructional programs and student services.

If the school remains open, the projected cost per student for the 2027/2028 school year is: $21,705.

If the school is closed in 2027, the projected overall savings is $934,719. This includes savings from administrative, custodial, and office staffing, 80% of utilities, and includes the one-time cost of teacher moves. We anticipate ongoing expenses, including 20% of current utility costs and an average annual security cost, if the school were closed and unoccupied.

Under the proposed change, 36% of students would live more than one mile from Sunnyside and would be offered school bus transportation. To accommodate these students, PPS anticipates increasing service to Sunnyside Elementary from zero to three buses.

Under the proposed change, 44% of students would live more than one mile from Abernethy and would be offered school bus transportation. To accommodate these students, PPS anticipates maintaining service to Abernethy with four buses. The Transportation Department estimates an additional cost of approximately $50,000.

Transportation and Safe Routes to School planning will identify needed supports for safe arrival and dismissal, including walking and biking improvements, crossing supports, or traffic circulation changes.

1c. Student Enrollment

Table 1. Projected enrollment over the next five years, if school remains open:

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Students Enrolled	244	245	248	246	239

History of Requested and Actual Transfers
During 2024-25, 2025-26, and 2026-27 school years, 334 students requested transfers into Buckman and 92 enrolled through an approved transfer. During the same period, 151 students residing within the school's attendance area requested transfers to other schools, and 61 enrolled elsewhere through an approved transfer.

Projected declining enrollment will make it difficult to maintain stable staffing, full programming, and essential student support services. Under enrollment-based staffing allocations, low enrollment can result in year-to-year staffing changes, blended-grade classrooms or combined programs, and reduced access to enrichment and student support offerings. Staff may serve multiple roles or split time across schools, limiting continuity and availability. While educators would continue working to meet students' needs, projected enrollment would constrain the school's ability to provide consistent access to a well-rounded educational experience without ongoing supplemental district resources.

2. School Facilities and Student Reassignment

2a. School Description

Built	Building size	Stories	Acres
1921	74,161 sq ft	2	4.86
Building condition	**Gross capacity**	**Functional capacity**	**Cost of school operations**
Poor; FCI 0.19	771 students	633 students	$5,295,940

Gross capacity is the estimated maximum number of students a school can accommodate, calculated by assigning a student capacity to each classroom based on its square footage and summing those capacities:

- Less than 800 square feet: 24 students
- 800–1,000 square feet: 27 students
- More than 1,000 square feet: 30 students

Functional capacity is a practical estimate of the number of students a school can accommodate, calculated by multiplying its gross capacity by the applicable utilization rate. It does not represent maximum occupancy under building code requirements or determine

staffing levels.

The cost of school operations includes projected FY28 school-based costs in funds 100 and 200 plus Facilities, Nutrition Services, and Special Education, at the current service level.

Physical Condition of Building, Capital and Environmental Needs
Situated in the Buckman neighborhood of Southeast Portland, the 1921 Buckman Elementary School is over 100 years old, and in poor condition with a facility condition index (FCI) score of 0.19. Facility assessments identified cracking in the south exterior concrete wall and southwest retaining wall; cracked or deteriorating concrete stairs; roof-hatch deterioration; loose and cracked cafeteria flooring; and delaminating wood floors in the cafeteria and gymnasium. The 2021 Long Range Facilities Plan also identified classroom temperature-control problems, aging mechanical equipment, and undersized classrooms and shared spaces. Furthermore, there are structural issues that would need to be addressed if the school continued to be open.

ADA Accessibility
The first floor is accessible through a ramp near the main entrance and there is an elevator that provides access to the basement and second-floor classrooms.

Building Use
Currently, Buckman houses a K–5 neighborhood school and an arts focus-option program, including visual arts, music, and dance instruction, as well as regional K–2 and 3–5 Social Emotional Skills classrooms.

Analysis of current and potential use of the facility, including recommended disposition
Following closure, potential uses of the Buckman Elementary School facility will be evaluated through the district's Building Repurposing Plan, informed by community engagement, district needs, facility conditions, and financial considerations. This process will consider opportunities to support students and the surrounding community and identify a recommended future use or disposition for Board consideration.

2b. Student Reassignment

The proposed closure of Buckman Elementary School would reassign neighborhood K–5 students to Abernethy and Sunnyside and discontinue the arts focus-option program. The neighborhood boundary would be divided approximately in half: the area north of Hawthorne and south of Burnside would be assigned to Abernethy, and the area north of Burnside would be assigned to Sunnyside. Students currently served in Buckman's K–2 and 3–5 Social Emotional Skills (SES) classrooms would receive services in dedicated SES classrooms at Sunnyside.

Proposed Attendance Boundary
See attached map.

Transportation options and barriers
Transportation options include walking, biking, family transportation, and school bus service for elementary students who live more than one mile from their neighborhood school; additional students may qualify based on Oregon Department of Education guidelines or individual needs.

We do not anticipate any barriers to students getting to school; however, additional bussing may be provided, as needed, for hazard areas within the school attendance boundary.

How will this school location accommodate the reassigned students?
Sunnyside has 24 classrooms and a functional capacity of 492 students. With a combined enrollment of 480 in 2027/2028, Sunnyside will be able to accommodate the reassigned students.

Abernethy has 21 classrooms and a functional capacity of 449 students. With a combined enrollment of 312, Abernethy will be able to accommodate the reassigned students.

Recommendation
PPS recommends closing Buckman Elementary School and discontinuing its arts focus-option program for the 2027–2028 school year. Neighborhood K–5 students would be assigned to Abernethy or Sunnyside according to the proposed attendance boundaries. Students served in Buckman's K–2 and 3–5 Social Emotional Skills classrooms would receive services in dedicated SES classrooms at Sunnyside, consistent with their IEP-identified needs.

3. Community/Cluster and District Impact Analysis

3a. Cluster Analysis

How will the proposed closure maintain or improve equity of access to schools offering high quality educational choices?
In the 2026-2027 school year, PPS staffs and supports 56 elementary programs. Eleven of these programs are situated within K-8 campuses. The enrollment of these programs ranges from 160 students to over 550 students. Using the QEM and our system definition of "well-resourced schools" as a guide, we have established an elementary enrollment of 360 as the minimum threshold to be able to staff and support a comprehensive and stable elementary program. Maximizing the number of sites at or above this minimum threshold allows the district to maximize the number of students who experience grade-level classrooms, comprehensive core enrichments, and targeted academic supports. It also maximizes the number of educators who work full-time on one campus and who benefit from regular collaboration with grade- and content-alike colleagues.

By operating fewer elementary schools and spreading current enrollment more evenly across remaining sites, the district can stabilize and offer a more comprehensive and sustainable program at each elementary site.

In recent years, we have used resources from other parts of our system to subsidize elementary programs with low enrollment. Given our current and projected budget shortfalls, we can no longer sustain subsidies for underenrolled sites. As a result, elementary schools have already faced several programmatic and operational constraints:

- Over half of our elementary programs have been forced to place students in multi-grade classrooms;
- Staffing for instructional coaching, academic coaching, and school climate support positions have been reduced;
- Core enrichment teachers that support Arts, PE, and Library/Media instruction have been split across multiple sites, reducing the capacity to have full-school enrichment programs;
- Support staff that help monitor lunch and recess have been reduced, forcing principals to spend much of their time monitoring duty;
- Opportunities for strong teacher collaboration and professional learning have been compromised by multi-grade classrooms and single-strand programs.

If we continue with no rightsizing action, all of these constraints will be compounded in school year 27-28.

3b. Effects on Other Schools, Enrollment, and Community Access

The proposed merger would affect Sunnyside School and Abernethy Elementary School. Enrollment at Sunnyside is projected to change from 485 (as a K-8) to 480 (as a K-5) in the 2027–2028 school year. Based on current enrollment projections, Sunnyside will have two to three classrooms at each grade-level, with blends not required. Enrollment at Abernethy is projected to change from 269 to 312 in the same year. At Abernethy, based on current enrollment projections, there will be two to three classrooms at each grade-level, with blends not required. These changes would support combined elementary school communities, with opportunities to stabilize staffing and sustain educational programs and student supports. Implementation would require coordinated staffing, classroom assignments, and use of shared spaces, along with support for students transitioning from Buckman's arts-integrated program into another program with an environmental focus. Receiving-school readiness needs at Sunnyside include minor kitchen upgrades, including a warming cabinet, and a recommended steam pipe assessment. Abernethy requires moderate kitchen upgrades, including a double oven, double-door freezer, and warming oven, as well as further evaluation and remediation of groundwater conditions in the playground area affecting the additional classrooms northeast of the main building, where the former portables were located. These improvements would support incoming students while maintaining services for students already enrolled.

Buckman Elementary School is located approximately 1.4 miles from Sunnyside and 1.4 miles from Abernethy. Nearby community resources include Belmont Library in the Sunnyside area and Piccolo Park near Abernethy. The proposed change would shift students' daily school activities toward their assigned receiving school. Transportation options include walking, biking, family transportation, and school bus service for eligible students. PPS would evaluate needs through transportation eligibility and route reviews, coordination with school-based childcare providers, and Safe Routes to School planning to identify appropriate crossing, pedestrian, and bicycle safety measures.

3c. Community Partnerships and Potential Community Impact

Buckman currently partners with Friends of the Children to provide long-term mentoring for students. Closure is not expected to interrupt this service. Friends of the Children has a long-term commitment to each child regardless of school placement, and mentors (referred to as Friends) continue supporting students when they transition to another school. These services are provided at no cost to the District. No Racial Equity & Social Justice (RESJ) partner services at Buckman have been identified as requiring alternatives. Additional community impacts include the adjustment for students and mentors as they reconnect in a new school setting, with proposed responses including coordinating with receiving schools so Friends can continue working with students without interruption.

Buckman currently partners with Champions to provide before- and after-school care for approximately 45 students. The program is expected to relocate to Sunnyside, which partners with the YMCA serving 48 students, and Abernethy, which partners with Art 4 Life serving 87 students. Adding Buckman's students would bring the combined enrollment across these programs to approximately 180 students, requiring careful consideration of available space, licensing, staffing, and operational capacity. We ask that Champions, the YMCA, Art 4 Life, and both receiving school administrations be included in early transition planning to determine how students will be divided, ensure sufficient appropriately licensed space, and minimize disruptions to existing programs and families. Clear communication about enrollment, program locations, transportation, and timelines will also be essential. A successful transition requires collaboration and adequate resources to accommodate Buckman families while preserving the services and partnerships already established at Sunnyside and Abernethy.

Buckman currently partners with Impact NW to operate its SUN Community School, providing community-based services and wraparound family supports through collaboration among PPS, Multnomah County, and the City of Portland. SUN provides free extended-day enrichment opportunities, access to a food pantry, individualized family support, and culturally relevant programming supported by staff who reflect and understand the student population. Buckman's enrichment offerings include arts and cultural programming such as Ballet the Black Way, Spanish language instruction, theater through Northwest Children's Theater, martial arts, sports, chess, music, creative writing, and STEM activities such as LEGO Mechanical Engineering. These opportunities provide students with access to experiences that support creativity, academic enrichment, physical activity, cultural learning, and social-emotional development. Closure could significantly disrupt student and family access to established SUN services, enrichment opportunities, trusted staff relationships, and community partnerships. Opportunities for partnerships to continue would require further coordination, as students would transition to Sunnyside and Abernethy, neither of which currently operates a SUN Community School. Unlike transitions to schools with an existing SUN program, there is no established SUN infrastructure at either receiving school to absorb Buckman's existing programming, staffing, partnerships, and family support services. Services requiring alternatives or further coordination include identifying how students and families will continue accessing wraparound supports, food pantry resources, individualized family assistance, free enrichment opportunities, and summer programming currently coordinated through Impact NW. Additional community impacts include the potential loss of an established access point for families navigating basic-needs

resources, disruption of community partnerships and enrichment providers, and reduced access to free developmental and academic opportunities that support student engagement and success.

Proposed responses include a coordinated district effort with Impact NW, Sunnyside and Abernethy school leadership, and community partners to identify students and families currently accessing Buckman SUN services, establish warm handoffs to alternative resources, assess opportunities to maintain existing enrichment partnerships and programming at other locations, and identify potential service gaps requiring additional staffing, funding, or alternative service delivery arrangements. Particular consideration should be given to preserving access to SUN services for families transitioning to both receiving schools and ensuring that students do not experience an interruption in access to essential resources and enrichment opportunities.

Any future community use of the facility would be considered through the Building Repurposing process.

3d. Operational Plan & Boundary Map

If approved, the closure would take effect in 2027, with students assigned to Sunnyside or Abernethy under the proposed boundaries shown in the attached boundary map.

Operational Implementation Plan

Timeline*	Action
January 2027	Establish school transition teams and school-specific implementation plans. Verify student enrollment. Share Principal assignments with communities.
February 2027	Develop staffing plans and confirm initial staff assignments. Identify and prioritize building improvements, equipment, and technology needs.
March 2027	Identify initial classroom assignments and develop school-specific moving schedules, distribute packing supplies, and begin records transfers.
April 2027	Begin packing and sorting materials not needed for daily instruction. Finalize plans for building improvements and technology setup.
May 2027	Confirm summer moving and building-work schedules. Continue packing and prepare materials for transportation and other operational services for receiving schools.
June 2027	Complete teacher packing. Begin school moves after the school year ends and carry out scheduled building improvements.

Timeline*	Action
July 2027	Continue school moves and building improvements. Install furniture, equipment, and technology at receiving schools.
August 2027	Complete scheduled moves by mid August. Finish cleaning, classroom setup, and technology testing.
September 2027	Monitor school operations and address remaining transition needs. Complete closing-building inventories.

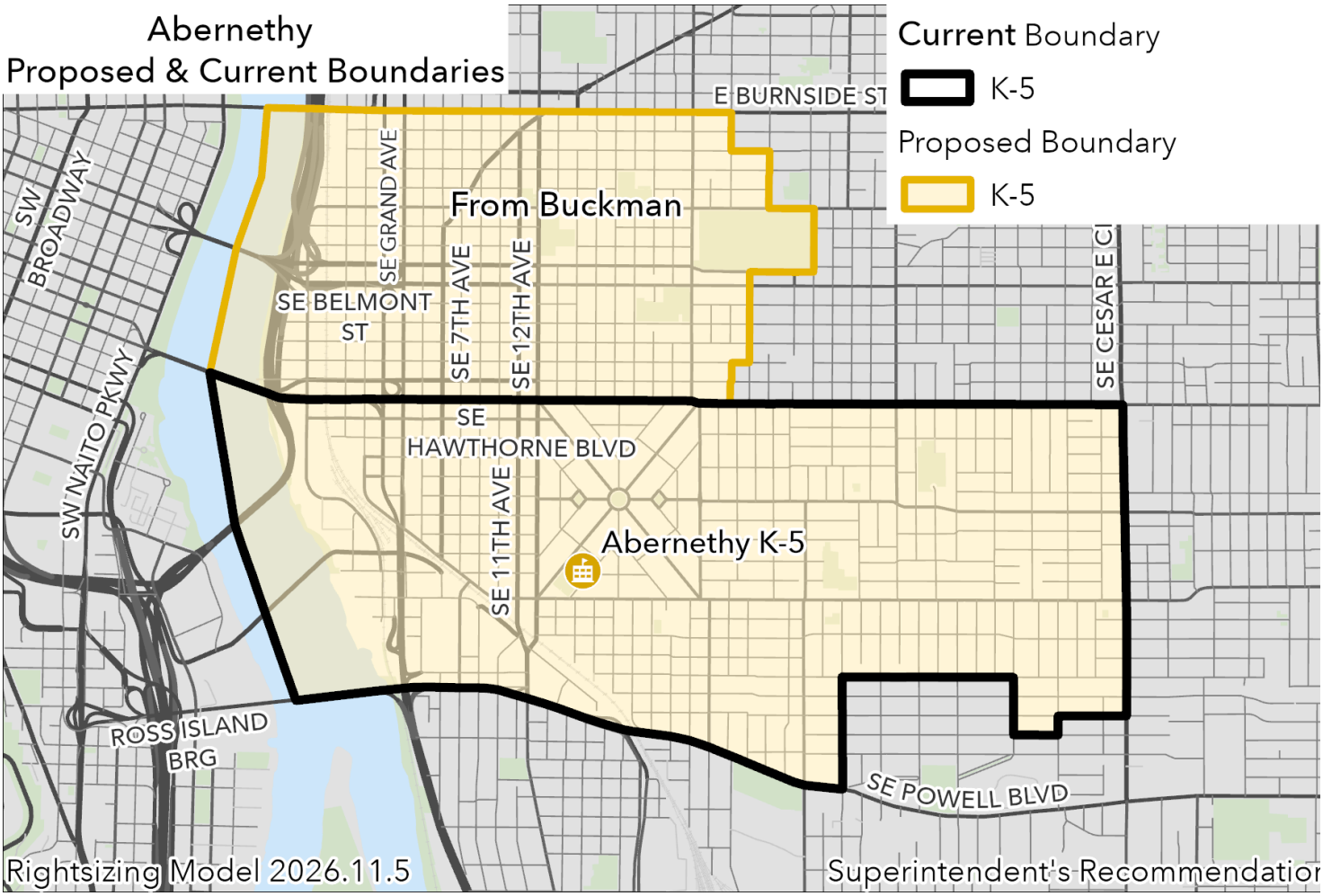
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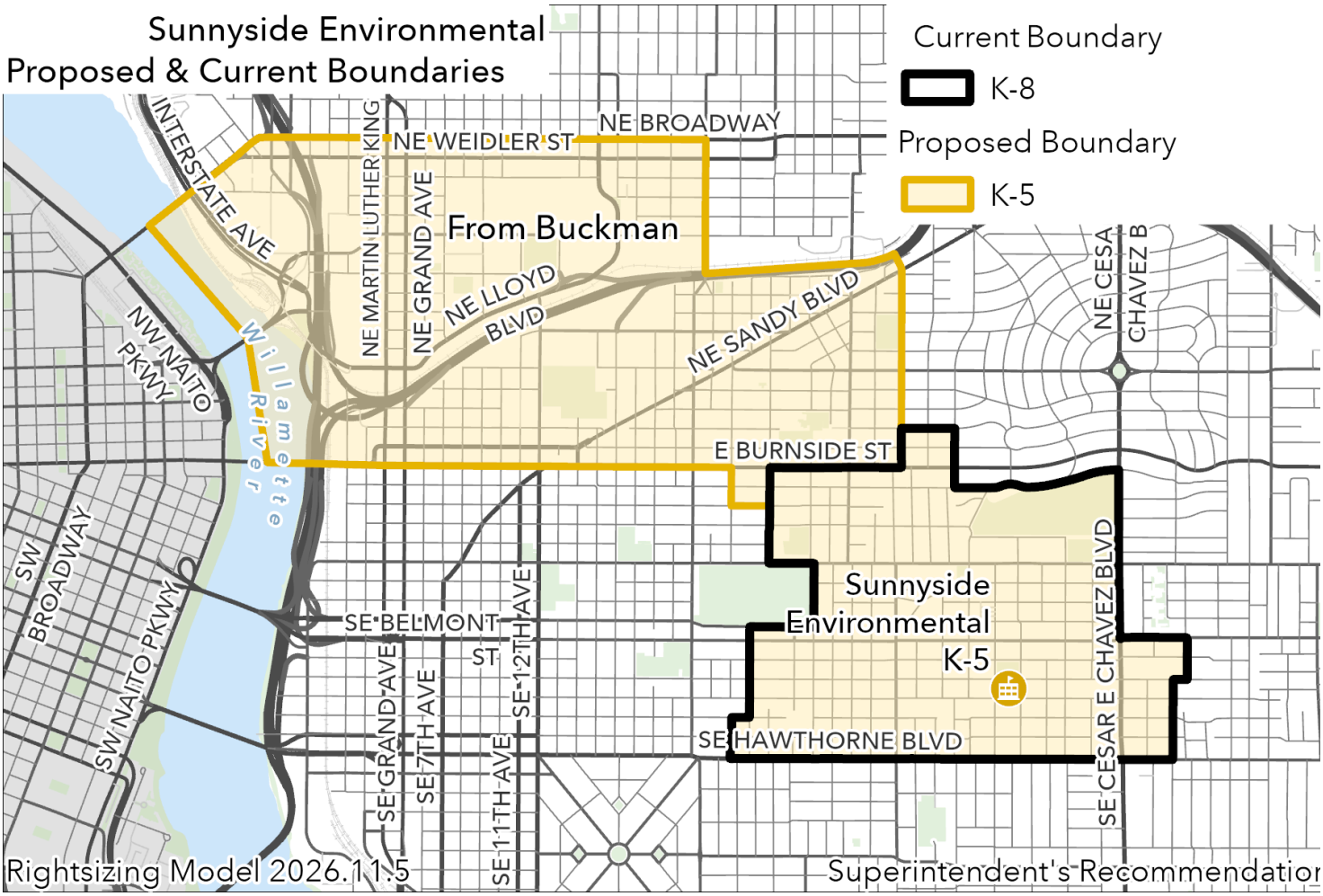
Review and Approval

This report has been reviewed by appropriate district staff.

Superintendent Signature

Date


Abernethy
Proposed & Current Boundaries
Current Boundary
K-5
Proposed Boundary
K-5
From Buckman
Abernethy K-5
E BURNSIDE ST
SW BROADWAY
SW NAITO PKWY
SE GRAND AVE
SE BELMONT ST
SE 7TH AVE
SE 12TH AVE
SE HAWTHORNE BLVD
SE 11TH AVE
SE CESAR E CI
ROSS ISLAND BRG
SE POWELL BLVD
Rightsizing Model 2026.11.5
Superintendent's Recommendation


Sunnyside Environmental
Proposed & Current Boundaries
Current Boundary
K-8
Proposed Boundary
K-5
From Buckman
Sunnyside Environmental K-5
INTERSTATE AVE
NE MARTIN LUTHER KING
NE WEIDLER ST
NE BROADWAY
NE GRAND AVE
NE LLOYD BLVD
NE SANDY BLVD
NE CESAR CHAVEZ B
NW NAITO PKWY
Willamette River
E BURNSIDE ST
SW BROADWAY
SW NAITO PKWY
SE BELMONT ST
SE 12TH AVE
SE GRAND AVE
SE 7TH AVE
SE 11TH AVE
SE HAWTHORNE BLVD
SE CESAR E CHAVEZ BLVD
Rightsizing Model 2026.11.5
Superintendent's Recommendation

School Closure Report

Creston Elementary School

Date: 11/17/2026

School Closure Process
The PPS Board of Education determines whether schools will be closed. Board determination on school closures is based on the Superintendent's recommendation. The School Initiation & Closure policy (6.10.030-P) requires that the Superintendent's recommendation be accompanied by a School Closure Report.

If you have questions about this process or this report, please contact:

Dr. Jon Franco, Senior Chief of Operations
Margaret Calvert, Executive Director of School Planning and Modernization
501 N Dixon, Portland, OR 97227 | 503-916-2000

1. School Profile

School Name
Creston Elementary School

Administrator
Karl Logan

Location
4701 SE Bush St, Portland OR

Grade levels served
K-5

1a. School Description

Creston is a neighborhood K–5 school serving the Creston-Kenilworth neighborhood of Southeast Portland, adjacent to Creston Park and Pool. The school partners with Columbia Regional Inclusive Services to provide programming for students who are deaf and hard of hearing and shares space with PPS's Head Start program in the Creston Annex. Approximately 240 students are enrolled at Creston for the 2026-27 school year.

1b. Financial Impact

The primary financial benefit of consolidating elementary schools and programs is to align school capacity and operating costs with enrollment, allowing PPS to concentrate limited resources in fewer, more efficiently resourced schools. Combining school communities can reduce duplicative school-level administrative and operating expenses, improve building utilization, and support more efficient staffing and program delivery. These consolidations are intended to generate ongoing savings while supporting strong core instructional programs and student services.

If the school remains open, the projected cost per student for the 2027/2028 school year is: $29,643.

If the school is closed in 2027, the projected overall savings is $1,085,010. This includes savings from administrative, custodial, and office staffing, 80% of utilities and includes the one-time cost of teacher moves. We anticipate ongoing expenses, including 20% of current utility costs and an average annual security cost, if the school were closed and unoccupied.

Under the proposed change, 41% of students would live more than one mile from Atkinson and would be offered school bus transportation. To accommodate these students, PPS anticipates increasing service to Atkinson from two to four buses. The Transportation Department estimates an additional annual cost of approximately $17,000.

Transportation and Safe Routes to School planning will identify needed supports for safe arrival and dismissal, including walking and biking improvements, crossing supports, or traffic circulation changes.

1c. Student Enrollment

Table 1. Projected enrollment over the next five years, if school remains open:

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Students Enrolled	201	191	189	188	187

History of Requested and Actual Transfers
During 2024-2025, 2025-2026, and 2026-2027 school years, 43 students requested transfers into Creston and 19 enrolled through an approved transfer. During the same period, 131 students residing within the school's attendance area requested transfers to other schools, and 49 enrolled elsewhere through an approved transfer.

Projected declining enrollment will make it difficult to maintain stable staffing, full programming, and essential student support services. Under enrollment-based staffing allocations, low enrollment can result in year-to-year staffing changes, blended-grade classrooms or combined programs, and reduced access to enrichment and student support offerings. Staff may serve multiple roles or split time across schools, limiting continuity and availability. While educators would continue working to meet students' needs, projected enrollment would constrain the school's ability to provide consistent access to a well-rounded educational experience without ongoing supplemental district resources.

2. School Facilities and Student Reassignment

2a. School Description

Built 1948 (Primary)	**Building size** 79,978 SF	**Stories** 1	**Acres** 8.64
Building condition Poor; FCI 0.16	**Gross capacity** 609 Students	**Functional capacity** 558 Students	**Cost of school operations** $5,958,144

Gross capacity is the estimated maximum number of students a school can accommodate, calculated by assigning a student capacity to each classroom based on its square footage and summing those capacities:

- Less than 800 square feet: 24 students
- 800–1,000 square feet: 27 students
- More than 1,000 square feet: 30 students

Functional capacity is a practical estimate of the number of students a school can accommodate, calculated by multiplying its gross capacity by the applicable utilization rate. It does not represent maximum occupancy under building code requirements or determine

staffing levels.

The cost of school operations includes projected FY28 school-based costs in funds 100 and 200 plus Facilities, Nutrition Services, and Special Education, at the current service level.

Physical Condition of Building, Capital and Environmental Needs
Creston is a single-story International style school with a separate Creston Annex. The HVAC equipment and much of the electrical system are beyond their typical design lives. Creston has no fire-suppression system, weathered exterior wood trim, deteriorating mortar and separation in brick walls, cracking in exterior concrete finishes, and aging interior finishes.

ADA Accessibility
Creston is a single story building with an accessible main entrance.

Building Use
Currently, the campus houses a K–5 neighborhood school, regional Deaf and Hard of Hearing programming through Columbia Regional Inclusive Services, and preschool in the Creston Annex, which would remain open as a preschool center.

Analysis of current and potential use of the facility, including recommended disposition
Following closure, potential uses of the Creston Elementary School facility will be evaluated through the district's Building Repurposing process, informed by community engagement, district needs, facility conditions, and financial considerations. This process will consider opportunities to support students and the surrounding community and identify a recommended future use or disposition for Board consideration.

2b. Student Reassignment

The proposed closure of Creston as a K–5 school would reassign neighborhood students, including Special Education Learning Center students, to Atkinson and relocate the regional Deaf and Hard of Hearing program to Glencoe. The neighborhood pathway would continue through Kellogg Middle School and Franklin High School, while Glencoe would connect the DHH program to its Mt. Tabor Middle School pathway. The Creston Annex would remain open as a preschool center.

Proposed Attendance Boundary
See attached map.

Transportation options and barriers
Transportation options include walking, biking, family transportation, and school bus service for elementary students who live more than one mile from their neighborhood school; additional students may qualify based on Oregon Department of Education guidelines or individual needs. We do not anticipate any barriers to students getting to school; however, additional bussing may be provided, as needed, for hazard areas within the school attendance boundary.

How will this school location accommodate the reassigned students?
Atkinson has 25 regular classrooms and a functional capacity of 519 students. After consolidation with Creston, Atkinson is projected to hold 474 students for the 2027-2028 school year.

Recommendation
PPS recommends closing Creston as a K–5 school for the 2027–2028 school year, assigning neighborhood K–5 students to Atkinson, and relocating the Deaf and Hard of Hearing program to Glencoe. The Creston Annex would remain open as a preschool center. Neighborhood students would follow the Kellogg and Franklin pathway, while the regional DHH program would maintain its Mt. Tabor connection.

3. Community/Cluster and District Impact Analysis

3a. Cluster Analysis

How will the proposed closure maintain or improve equity of access to schools offering high quality educational choices?

In the 2026-2027 school year, PPS staffs and supports 56 elementary programs. Eleven of these programs are situated within K-8 campuses. The enrollment of these programs ranges from 160 students to over 550 students. Using the QEM and our system definition of "well-resourced schools" as a guide, we have established an elementary enrollment of 360 as the minimum threshold to be able to staff and support a comprehensive and stable elementary program. Maximizing the number of sites at or above this minimum threshold allows the district to maximize the number of students who experience grade-level classrooms, comprehensive core enrichments, and targeted academic supports. It also maximizes the number of educators who work full-time on one campus and who benefit from regular collaboration with grade- and content-alike colleagues.

By operating fewer elementary schools and spreading current enrollment more evenly across remaining sites, the district can offer a more comprehensive and sustainable program at each elementary site.

In recent years, we have used resources from other parts of our system to subsidize elementary programs with low enrollment. With the revenue shortfall we have recently experienced and anticipate continuing to experience, our capacity to subsidize underenrollment has diminished and elementary schools have already experienced the following reductions and programmatic constraints:

- Over half of our elementary programs have been forced to place students in multi-grade classrooms;
- Staffing for instructional coaching, academic coaching, and school climate support positions have been reduced;
- Core enrichment teachers that support Arts, PE, and Library/Media instruction have been split across multiple sites, reducing the capacity to have full-school enrichment programs;
- Support staff that help monitor lunch and recess have been reduced, forcing principals to spend much of their time monitoring duty;

- Opportunities for strong teacher collaboration and professional learning have been compromised by multi-grade classrooms and single-strand programs.

If we continue with no rightsizing action, all of these constraints will be compounded in 2027-2028.

3b. Effects on Other Schools, Enrollment, and Community Access

The proposed merger would affect Atkinson and Glencoe within the Franklin cluster. Enrollment at Atkinson is projected to change from 366 to 474 in 2027. Enrollment at Glencoe is projected to change from 339 to 312 in 2027. Atkinson is ready to receive the new students, with minor upgrades in the kitchen, including a new warming cabinet and milk cooler. Glencoe will need an updated double oven and warming cabinet in the kitchen, as well as some accessibility upgrades, such as digital readerboard upgrades to support the incoming Deaf and Hard of Hearing program.

Creston is located approximately 1–1.5 miles from Atkinson, depending on the route. Nearby schools and community resources include Franklin High School, Clinton Park, and Champions childcare at Atkinson. The proposed change would shift students' daily school activities toward Atkinson and Clinton Park, while potentially increasing travel to existing childcare arrangements and resources near Creston. Transportation options include walking, biking, family transportation, school bus service for eligible students, and public transit along the Powell and Division corridors. Potential barriers include longer walking distances and crossings of SE Powell Boulevard and other busy streets. PPS would support school bus service for students who live more than one mile from the school and work with the school community and the district Safe Routes to School coordinator to identify appropriate crossing, pedestrian, and bicycle safety measures.

3c. Community Partnerships and Potential Community Impact

Creston currently partners with Grow Portland, which teaches a gardening class during the school day. This program is not funded through the Racial Equity & Social Justice (RESJ) department; schools contribute to program costs through a sliding fee scale based on their percentage of students eligible for free and reduced-price meals. Closure could affect student access to this programming. Opportunities for the partnership to continue include Atkinson, which already offers Grow Portland, and the program is expected to expand to serve Creston students projected to transition there. Services requiring further coordination include working with Grow Portland and Atkinson to plan for the program's expansion. Additional community impacts are expected to be limited for this partnership, with proposed responses including coordinating with Atkinson's building leaders and Grow Portland to support a smooth transition. Future community use of the facility would be considered through the Building Repurposing process.

Creston currently partners with Champions to provide child care for approximately 50 students. Relocating the program to Atkinson would allow families to maintain their existing provider relationship, as Champions already serves approximately 45 students at Atkinson. However, combining the programs would increase enrollment to approximately 95 students, requiring additional appropriately licensed space, staffing, and operational resources. We ask that

Champions and Atkinson administration be included in early transition planning to identify sufficient space, evaluate facility modifications and licensing requirements, and develop a sustainable plan that accommodates both school communities. Clear communication and adequate planning time will be essential to minimize disruptions for families and protect existing child care services. Preserving this partnership requires ensuring Champions has the space and support necessary to continue serving all 95 students without compromising the quality or availability of care.

Creston currently partners with Impact NW to operate its SUN Community School, providing wraparound services and family support through collaboration among PPS, Multnomah County and the City of Portland. Impact NW provides free extended-day enrichment opportunities, culturally relevant programming supported by staff who reflect and understand the student population, and access to basic-needs resources, including a food pantry. Additional SUN services specific to Creston include Big Group Games recess support, Creston Community Mutual Aid (CCMA), Urban Gleaners food distributions, winter gift shop programming, resource navigation and utility assistance, summer programming, and community-building events such as BIPOC Family Night, STEAM Night, and community yoga classes. SUN serves as an important connection point for students and families to access enrichment, individualized support, community resources, and basic-needs assistance. Closure could significantly disrupt student and family access to these established services, trusted relationships, and community partnerships, while also affecting Impact NW's ability to provide consistent, school-based support to the Creston community. Opportunities for partnerships to continue would require further coordination, as students would transition to Atkinson, which does not currently operate a SUN Community School. Unlike transitions to schools with an existing SUN program, there is no established SUN service infrastructure at Atkinson to absorb Creston's existing programming, staffing, partnerships, and family support services.

Services requiring alternatives or further coordination include identifying how students and families will continue accessing wraparound services, food distributions, resource navigation, enrichment opportunities, summer programming, and community-based supports currently provided through Impact NW and its partners. Additional community impacts include the potential loss of an established access point for families experiencing barriers to basic needs, increased challenges navigating community resources, disruption of trusted relationships with SUN staff, and reduced access to enrichment and engagement opportunities that support student well-being and academic success. Proposed responses include a coordinated district effort with Impact NW, Atkinson school leadership, and community partners to identify students and families currently accessing Creston SUN services, establish warm handoffs to alternative resources, assess opportunities to maintain existing partnerships and programming at other locations, and identify potential service gaps requiring additional support or funding. Particular consideration should be given to ensuring families do not lose access to essential basic-needs resources and that students maintain connections to meaningful enrichment and community supports following the transition.

Any future community use of the facility would be considered through the Building Repurposing process.

3d. Operational Plan & Boundary Map

If approved, the closure would take effect in 2027, with neighborhood students assigned to Atkinson under the proposed boundaries shown in the attached boundary map and CRIS DHH program moving to Glencoe.

Operational Implementation Plan

Timeline*	Action
January 2027	Establish school transition teams and school-specific implementation plans. Verify student enrollment. Share Principal assignments with communities.
February 2027	Develop staffing plans and confirm initial staff assignments. Identify and prioritize building improvements, equipment, and technology needs.
March 2027	Identify initial classroom assignments and develop school-specific moving schedules, distribute packing supplies, and begin records transfers.
April 2027	Begin packing and sorting materials not needed for daily instruction. Finalize plans for building improvements and technology setup.
May 2027	Confirm summer moving and building-work schedules. Continue packing and prepare materials for transportation and other operational services for receiving schools.
June 2027	Complete teacher packing. Begin school moves after the school year ends and carry out scheduled building improvements.
July 2027	Continue school moves and building improvements. Install furniture, equipment, and technology at receiving schools.
August 2027	Complete scheduled moves by mid August. Finish cleaning, classroom setup, and technology testing.
September 2027	Monitor school operations and address remaining transition needs. Complete closing-building inventories.

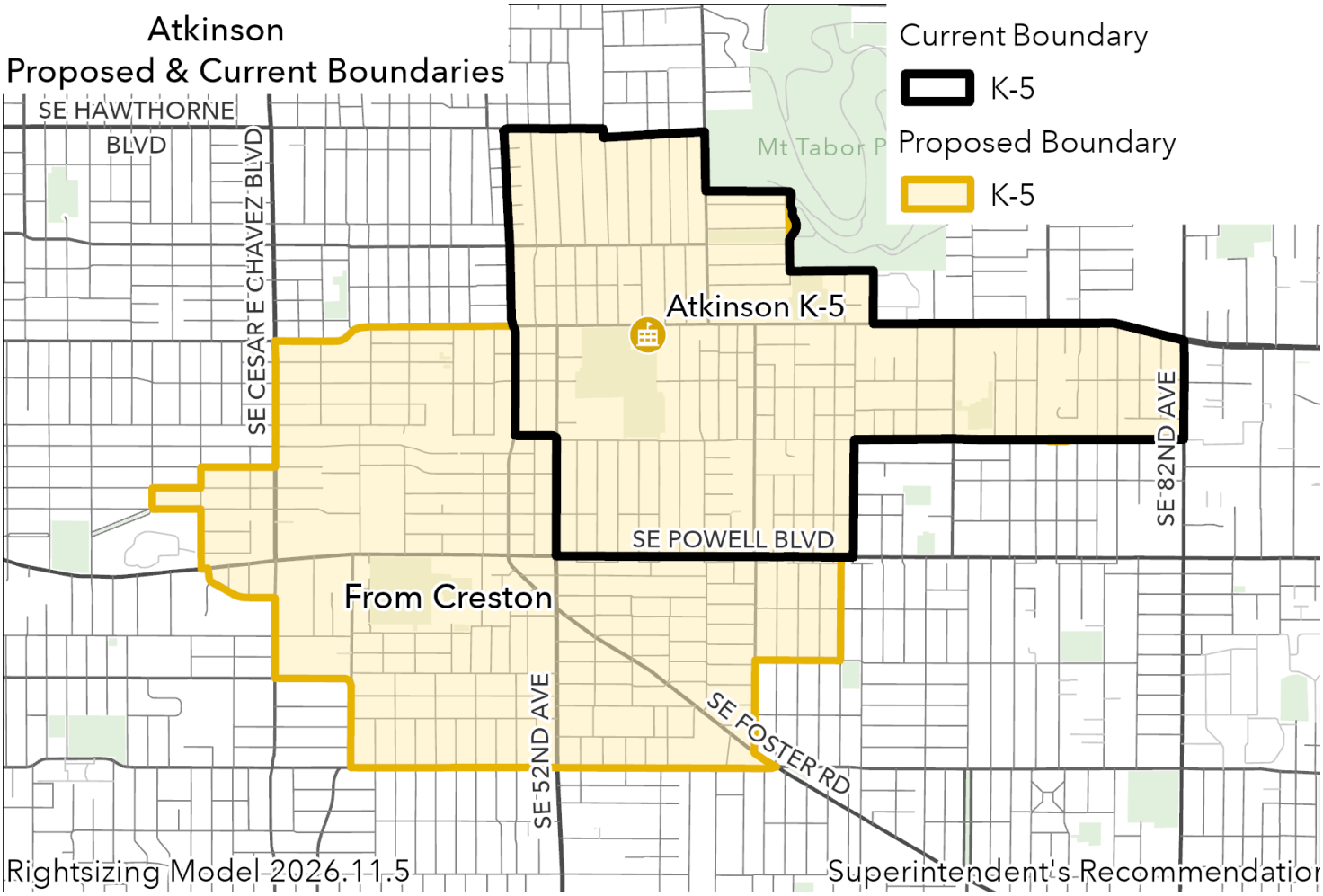
**Subject to change*

Review and Approval

This report has been reviewed by appropriate district staff.

Superintendent Signature

Date


Atkinson
Proposed & Current Boundaries
Current Boundary
K-5
Proposed Boundary
K-5
SE HAWTHORNE BLVD
SE CESAR E CHAVEZ BLVD
Mt Tabor P
Atkinson K-5
SE 82ND AVE
SE POWELL BLVD
From Creston
SE 52ND AVE
SE FOSTER RD
Rightsizing Model 2026.11.5
Superintendent's Recommendation

School Closure Report

Irvington Elementary School

Date: 11/17/2026

School Closure Process
The PPS Board of Education determines whether schools will be closed. Board determination on school closures is based on the Superintendent's recommendation. The School Initiation & Closure policy (6.10.030-P) requires that the Superintendent's recommendation be accompanied by a School Closure Report.

If you have questions about this process or this report, please contact:

Dr. Jon Franco, Senior Chief of Operations
Margaret Calvert, Executive Director of School Planning and Modernization
501 N Dixon, Portland, OR 97227 | 503-916-2000

1. School Profile

School Name
Irvington Elementary School

Administrator
Gary Gregoricka

Location
1320 NE Brazee St, Portland OR

Grade levels served
K-5

1a. School Description

Irvington Elementary School is a K–5 neighborhood school, centered in the Irvington neighborhood of Northeast Portland. Built in 1932, the two-story school has 30 classrooms and has approximately 260 students enrolled in 2026-2027.

1b. Financial Impact

The primary financial benefit of consolidating elementary schools and programs is to align school capacity and operating costs with enrollment, allowing PPS to concentrate limited resources in fewer, more efficiently resourced schools. Combining school communities can reduce duplicative school-level administrative and operating expenses, improve building utilization, and support more efficient staffing and program delivery. These consolidations are intended to generate ongoing savings while supporting strong core instructional programs and student services.

If the school remains open, the projected cost per student for the 2027/2028 school year is: $17,074.

If the school is closed in 2027, the projected overall savings is $899,830. This includes savings from administrative, custodial, and office staffing, 80% of utilities, and includes the one-time cost of teacher moves. We anticipate ongoing expenses, including 20% of current utility costs and an average annual security cost, if the school were closed and unoccupied.

Under the proposed change, 30% of students would live more than one mile from Beverly Cleary and would be offered school bus transportation. To accommodate these students, PPS anticipates increasing service to Beverly Cleary from zero to two buses. The Transportation Department estimates an additional annual cost of $50,000.

Transportation and Safe Routes to School planning will identify needed supports for safe arrival and dismissal, including walking and biking improvements, crossing supports, or traffic circulation changes. Transportation arrangements and costs for the temporary swing site will be assessed separately and communicated to families before the transition.

1c. Student Enrollment

Table 1. Projected enrollment over the next five years, if school remains open:

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Students Enrolled	240	236	229	220	223

History of Requested and Actual Transfers

During 2024-25, 2025-26, and 2026-27 school years, 44 students requested transfers into Irvington, and 17 enrolled through an approved transfer. During the same period, 95 students residing within the school's attendance area requested transfers to other schools, and 31 enrolled elsewhere through an approved transfer.

Projected declining enrollment will make it difficult to maintain stable staffing, full programming, and essential student support services. Under enrollment-based staffing allocations, low enrollment can result in year-to-year staffing changes, blended-grade classrooms or combined programs, and reduced access to enrichment and student support offerings. Staff may serve multiple roles or split time across schools, limiting continuity and availability. While educators would continue working to meet students' needs, projected enrollment would constrain the school's ability to provide consistent access to a well-rounded educational experience without ongoing supplemental district resources.

2. School Facilities and Student Reassignment

2a. School Description

Built	**Building size**	**Stories**	**Acres**
1932	59,874 SF	2	3.45
Building condition	**Gross capacity**	**Functional capacity**	**Cost of school operations**
Poor; FCI 0.28	780 students	618 students	$4,097,714

Gross capacity is the estimated maximum number of students a school can accommodate, calculated by assigning a student capacity to each classroom based on its square footage and summing those capacities:

- Less than 800 square feet: 24 students
- 800–1,000 square feet: 27 students
- More than 1,000 square feet: 30 students

Functional capacity is a practical estimate of the number of students a school can accommodate, calculated by multiplying its gross capacity by the applicable utilization rate. It does not represent maximum occupancy under building code requirements or determine staffing levels.

The cost of school operations includes projected FY28 school-based costs in funds 100 and 200 plus Facilities, Nutrition Services, and Special Education, at the current service level.

Physical Condition of Building, Capital and Environmental Needs
Irvington is a two-story reinforced-concrete school faced in sand-colored brick, with a red tile roof and terra cotta detailing. Facility assessments identified aging HVAC equipment; corrosion and leakage in boiler-support equipment; an older water heater beyond its typical design life;

and electrical distribution and lighting systems beyond their typical design lives. The roof was significantly cracked, skylights were beyond design life, and leaks were identified in the boiler room and storage area. There was a recent fire-alarm replacement but no fire-suppression system.

ADA Accessibility
The main entrance and first floor are accessible; however, there is no accessible route to the second-floor classrooms.

Building Use
Currently, Irvington houses a K–5 neighborhood school with general education classrooms, enrichment instruction, and student support services.

Analysis of current and potential use of the facility, including recommended disposition
Following closure, potential uses of the Irvington facility will be evaluated through the district's Building Repurposing process, informed by community engagement, district needs, facility conditions, and financial considerations. This process will consider opportunities to support students and the surrounding community and identify a recommended future use or disposition for Board consideration. If in-process feasibility assessments confirm, Irvington would likely be used as a temporary swing-site during the 2027-2028 Beverly Cleary seismic work.

2b. Student Reassignment

The proposed closure of Irvington would reassign neighborhood K–5 students to Beverly Cleary. The attendance area's grades 6–8 pathway would shift from Harriet Tubman to Beaumont Middle School. Special Education students receiving Learning Center support would continue to receive support at Beverly Cleary K–5.

Proposed Attendance Boundary
See attached map.

Transportation options and barriers
Transportation options include walking, biking, family transportation, and school bus service for elementary students who live more than one mile from their neighborhood school; additional students may qualify based on Oregon Department of Education guidelines or individual needs. We do not anticipate any barriers to students getting to school; however, additional busing may be provided, as needed, for hazard areas within the school attendance boundary.

How will this school location accommodate the reassigned students?
Beverly Cleary has 26 classrooms and a functional capacity of 531 students. After the consolidation with Irvington, Beverly Cleary is projected to hold 502 students in the 2027-2028 school year.

Recommendation
PPS recommends closing Irvington as a neighborhood K–5 school for the 2027–2028 school year and assigning neighborhood K–5 students to Beverly Cleary. The attendance area's middle school pathway would change from Harriet Tubman to Beaumont.

3. Community/Cluster and District Impact Analysis

3a. Cluster Analysis

How will the proposed closure maintain or improve equity of access to schools offering high quality educational choices?
In the 2026-2027 school year, PPS staffs and supports 56 elementary programs. Eleven of these programs are situated within K-8 campuses. Enrollment ranges from 160 students to over 550 students. Using the QEM and our system definition of "well-resourced schools" as a guide, we have established an elementary enrollment of 360 as the minimum threshold to be able to staff and support a comprehensive and stable elementary program. Maximizing the number of sites at or above this minimum threshold allows the district to maximize the number of students who experience grade-level classrooms, comprehensive core enrichments, and targeted academic supports. It also maximizes the number of educators who work full-time on one campus and who benefit from regular collaboration with grade- and content-alike colleagues.

By operating fewer elementary schools and spreading current enrollment more evenly across remaining sites, the district can stabilize and offer a more comprehensive and sustainable program at each elementary site.

In recent years, we have used resources from other parts of our system to subsidize elementary programs with low enrollment. Given our current and projected budget shortfalls, we can no longer sustain subsidies for underenrolled sites. As a result, elementary schools have already faced several programmatic and operational constraints:

- Over half of our elementary programs have been forced to place students in multi-grade classrooms;
- Staffing for instructional coaching, academic coaching, and school climate support positions have been reduced;
- Core enrichment teachers that support Arts, PE, and Library/Media instruction have been split across multiple sites, reducing the capacity to have full-school enrichment programs;
- Support staff that help monitor lunch and recess have been reduced, forcing principals to spend much of their time monitoring duty;
- Opportunities for strong teacher collaboration and professional learning have been compromised by multi-grade classrooms and single-strand programs.

If we continue with no rightsizing action, all of these constraints will be compounded in school year 27-28.

3b. Effects on Other Schools, Enrollment, and Community Access

The proposed merger would affect Beverly Cleary within the Grant cluster. Enrollment at Beverly Cleary is projected to change from 480 (as a K-8) to 502 (as a K-5) in the 2027–2028 school year. Based on current enrollment projections, there will be three to four classrooms at each grade-level, with blends not required. These changes would support a combined elementary school community, with opportunities to stabilize staffing and sustain educational programs

and student supports. Implementation would require coordinated staffing, classroom assignments, and use of shared spaces to accommodate incoming students while supporting students already enrolled. In 2027, students from Irvington would join Beverly Cleary's K–5 students at a temporary swing site while Beverly Cleary undergoes a full seismic retrofit. During the renovation, Beverly Cleary's kitchen will receive minor upgrades, including double ovens and a warming cabinet, to support meal service for the combined school community. Beverly Cleary has sufficient classroom and instructional support space to accommodate the additional students following the renovation.

Irvington is located approximately 1.5 miles from Beverly Cleary's campus. Nearby schools and community resources include Grant High School, Grant Park, and Hollywood Library. The proposed change would shift students' daily school activities toward Beverly Cleary and Grant Park. Transportation options include walking, biking, family transportation, and school bus service for eligible students. PPS would support school bus service for students who live more than one mile from the school and work with the school community and the district Safe Routes to School coordinator to identify appropriate crossing, pedestrian, and bicycle safety measures.

3c. Community Partnerships and Potential Community Impact

Irvington currently partners with Grow Portland, which teaches a gardening class during the school day. Closure could affect student access to this programming. Irvington students are projected to transition to Beverly Cleary, which does not currently offer Grow Portland. Opportunities for the partnership to continue, relocate, or adapt include bringing the program to Beverly Cleary. Additional community impacts include a possible gap in gardening instruction for transitioning students, with proposed responses including working with Beverly Cleary's building leaders and school community to determine what students need and whether the school is ready to support this partnership.

Irvington Extended Day Child Care is an independent, single-site provider serving approximately 80 students and families through essential after-school care. Closing Irvington without relocating the program to Beverly Cleary could force the business to close, eliminate staff jobs, and disrupt care for the families who depend on it. Although Beverly Cleary currently hosts a YMCA child care program serving approximately 55 students, Irvington Extended Day should be included in space-planning discussions to identify sufficient, appropriately licensed space for both programs to continue operating. This is especially important because five Irvington Extended Day families receive ERDC assistance and could experience funding delays or interruptions if required to change providers. Preserving this partnership would protect an established community resource, maintain employment, and provide approximately 80 students with familiar caregivers and consistent routines during a significant school transition. We ask that Irvington Extended Day be included in early transition planning and provide a viable opportunity to continue serving its families at Beverly Cleary.

Any future community use of the facility would be considered through the Building Repurposing process.

3d. Operational Plan & Boundary Map

If approved, the closure would take effect in 2027, with students assigned to Beverly Cleary under the proposed boundaries shown in the attached boundary map.

Operational Implementation Plan

Timeline*	Action
January 2027	Establish school transition teams and school-specific implementation plans. Verify student enrollment. Share Principal assignments with communities.
February 2027	Develop staffing plans and confirm initial staff assignments. Identify and prioritize building improvements, equipment, and technology needs.
March 2027	Identify initial classroom assignments and develop school-specific moving schedules, distribute packing supplies, and begin records transfers.
April 2027	Begin packing and sorting materials not needed for daily instruction. Finalize plans for building improvements and technology setup.
May 2027	Confirm summer moving and building-work schedules. Continue packing and prepare materials for transportation and other operational services for receiving schools.
June 2027	Complete teacher packing. Begin school moves after the school year ends and carry out scheduled building improvements.
July 2027	Continue school moves and building improvements. Install furniture, equipment, and technology at receiving schools.
August 2027	Complete scheduled moves by mid August. Finish cleaning, classroom setup, and technology testing.
September 2027	Monitor school operations and address remaining transition needs. Complete closing-building inventories.

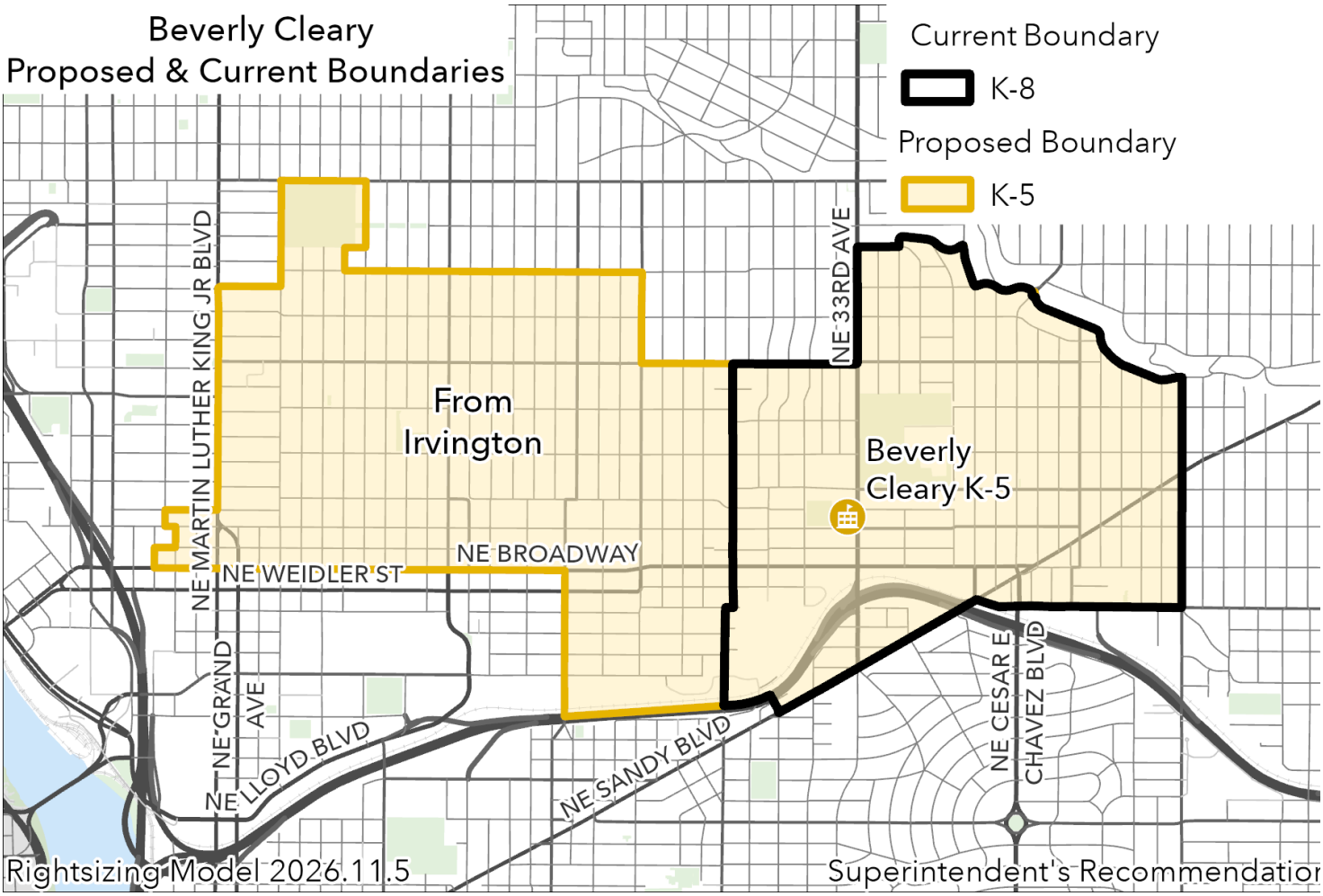
**Subject to change*

Review and Approval

This report has been reviewed by appropriate district staff.

Superintendent Signature

Date


Beverly Cleary
Proposed & Current Boundaries
Current Boundary
K-8
Proposed Boundary
K-5
From
Irvington
Beverly
Cleary K-5
NE MARTIN LUTHER KING JR BLVD
NE 33RD AVE
NE WEIDLER ST
NE BROADWAY
NE GRAND AVE
NE LLOYD BLVD
NE SANDY BLVD
NE CESAR E CHAVEZ BLVD
Rightsizing Model 2026.11.5
Superintendent's Recommendation

School Closure Report

Lewis Elementary School

Date: 11/17/2026

School Closure Process
The PPS Board of Education determines whether schools will be closed. Board determination on school closures is based on the Superintendent's recommendation. The School Initiation & Closure policy (6.10.030-P) requires that the Superintendent's recommendation be accompanied by a School Closure Report.

If you have questions about this process or this report, please contact:

Dr. Jon Franco, Senior Chief of Operations
Margaret Calvert, Executive Director of School Planning and Modernization
501 N Dixon, Portland, OR 97227 | 503-916-2000

1. School Profile

School Name
Meriwether Lewis Elementary School

Administrator
Anna Davis

Location
4401 SE Evergreen St, Portland OR

Grade levels served
K-5

1a. School Description

Meriwether Lewis Elementary School is a K–5 neighborhood school in Southeast Portland's Woodstock neighborhood. It hosts a focus on literacy and mathematics, additional reading and mathematics support, visual arts, gardens, physical education, and library services. The school has 19 classrooms in a single-story campus with gardens supporting environmental education. Approximately 240 students are enrolled at Lewis for the 2026-2027 school year.

1b. Financial Impact

The primary financial benefit of consolidating elementary schools and programs is to align school capacity and operating costs with enrollment, allowing PPS to concentrate limited resources in fewer, more efficiently resourced schools. Combining school communities can reduce duplicative school-level administrative and operating expenses, improve building utilization, and support more efficient staffing and program delivery. These consolidations are intended to generate ongoing savings while supporting strong core instructional programs and student services.

If the school remains open, the projected cost per student for the 2028-2029 school year is: $17,560. (This is calculated using projected FY28 compensation levels and current staffing practices, which could change in the near future due to budget uncertainty.)

If the school is closed in 2028, the projected overall savings is $860,366. This includes savings from administrative, custodial, and office staffing, 80% of utilities, and includes the one-time cost of teacher moves. We anticipate ongoing expenses, including 20% of current utility costs and an average annual security cost, if the school were closed and unoccupied.

To accommodate students who live more than one mile from Duniway, PPS anticipates maintaining service to Duniway with two buses. The Transportation Department estimates an additional savings of approximately $122,000. The proposed change would reduce the total number of buses serving the closing and receiving schools, resulting in transportation cost savings.

Transportation and Safe Routes to School planning will identify needed supports for safe arrival and dismissal, including walking and biking improvements, crossing supports, or traffic circulation changes.

1c. Student Enrollment

Table 1. Projected enrollment over the next five years, if school remains open:

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Students Enrolled	224	206	213	202	201

History of Requested and Actual Transfers
During 2024-2025, 2025-2026, and 2026-2027 school years, 67 students requested transfers into Lewis and 22 enrolled through an approved transfer. During the same period, 104 students residing within the school's attendance area requested transfers to other schools, and 26 enrolled elsewhere through an approved transfer.

Projected declining enrollment will make it difficult to maintain stable staffing, full programming, and essential student support services. Under enrollment-based staffing allocations, low enrollment can result in year-to-year staffing changes, blended-grade classrooms or combined programs, and reduced access to enrichment and student support offerings. Staff may serve multiple roles or split time across schools, limiting continuity and availability. While educators would continue working to meet students' needs, projected enrollment would constrain the school's ability to provide consistent access to a well-rounded educational experience without ongoing supplemental district resources.

2. School Facilities and Student Reassignment

2a. School Description

Built	Building size	Stories	Acres
1952	47,389 sq ft	1	5.45
Building condition	**Gross capacity**	**Functional capacity**	**Cost of school operations**
Poor; FCI 0.2	540 students	420 students	$3,933,404

Gross capacity is the estimated maximum number of students a school can accommodate, calculated by assigning a student capacity to each classroom based on its square footage and summing those capacities:

- Less than 800 square feet: 24 students
- 800–1,000 square feet: 27 students
- More than 1,000 square feet: 30 students

Functional capacity is a practical estimate of the number of students a school can accommodate, calculated by multiplying its gross capacity by the applicable utilization rate. It does not represent maximum occupancy under building code requirements or determine

staffing levels.

The cost of school operations includes projected FY28 school-based costs in funds 100 and 200 plus Facilities, Nutrition Services, and Special Education, at the current service level.

Physical Condition of Building, Capital and Environmental Needs
Lewis a single-story, L-shaped wood-frame school with brick, wood, and concrete-block cladding and interconnected wings under shed and gable roofs. Previous facility assessments conducted in 2019–2020 identified temperature-control problems in the north addition, original boilers with reported piping leaks, cracking around the gym's exterior brick wall, weathered window frames and cracked panes, and damaged exterior metal doors. In addition, it identified undersized kindergarten, special education, library, gymnasium, and cafeteria spaces. Lewis received a seismic retrofit in 2018.

ADA Accessibility
Lewis has an accessible main entrance and is a single story building.

Building Use
Lewis houses a K–5 neighborhood school and Communication Behavior classrooms, with music, visual arts, physical education, library, and garden-based learning opportunities

Analysis of current and potential use of the facility, including recommended disposition
Following closure, potential uses of the Lewis facility will be evaluated through the district's Building Repurposing process, informed by community engagement, district needs, facility conditions, and financial considerations. This process will consider opportunities to support students and the surrounding community and identify a recommended future use or disposition for Board consideration. The 2018 SRGP seismic grant requires Lewis to be used for educational purposes for 10 years. Because the school isn't set to close until 2028, that 10-year requirement will be fulfilled.

2b. Student Reassignment

The proposed closure of Lewis Elementary School would reassign neighborhood K–5 students to Duniway. Students served in Lewis Communication Behavior classrooms would also receive services at Duniway.

Proposed Attendance Boundary
See attached map.

Transportation options and barriers
Transportation options include walking, biking, family transportation, and school bus service for elementary students who live more than one mile from their neighborhood school; additional students may qualify based on Oregon Department of Education guidelines or individual needs. We do not anticipate any barriers to students getting to school; however, additional bussing may be provided, as needed, for hazard areas within the school attendance boundary.

How will this school location accommodate the reassigned students?
Duniway has 25 classrooms and a functional capacity of 552 students. With a combined enrollment of 533, Duniway will be able to accommodate the reassigned students.

Recommendation
PPS recommends closing Lewis Elementary School for the 2028–2029 school year, assigning neighborhood K–5 students to Duniway, and also relocating the Communication Behavior classroom services to Duniway. The feeder pathway would be Sellwood Middle School and Cleveland High School.

3. Community/Cluster and District Impact Analysis

3a. Cluster Analysis

How will the proposed closure maintain or improve equity of access to schools offering high quality educational choices?
In the 2026-2027 school year Portland Public Schools staffs and supports 56 elementary programs across the district. Eleven of these programs are situated within K-8 campuses. The enrollment of these programs ranges from 160 students to over 550 students. Using the QEM and our system definition of “well-resourced schools” as a guide, we have established an elementary enrollment of 360 as the minimum threshold to be able to staff and support a comprehensive and stable elementary program. Maximizing the number of sites at or above this minimum threshold allows the district to maximize the number of students who experience grade-level classrooms, comprehensive core enrichments, and targeted academic supports. It also maximizes the number of educators who work full-time on one campus and who benefit from regular collaboration with grade- and content-alike colleagues.

By operating fewer elementary schools and spreading current enrollment more evenly across remaining sites, the district can stabilize and offer a more comprehensive and sustainable program at each elementary site.

In recent years, we have used resources from other parts of our system to subsidize elementary programs with low enrollment. Given our current and projected budget shortfalls, we can no longer sustain subsidies for underenrolled sites. As a result, elementary schools have already faced several programmatic and operational constraints:

- Over half of our elementary programs have been forced to place students in multi-grade classrooms;
- Staffing for instructional coaching, academic coaching, and school climate support positions have been reduced;
- Core enrichment teachers that support Arts, PE, and Library/Media instruction have been split across multiple sites, reducing the capacity to have full-school enrichment programs;
- Support staff that help monitor lunch and recess have been reduced, forcing principals to spend much of their time monitoring duty;
- Opportunities for strong teacher collaboration and professional learning have been compromised by multi-grade classrooms and single-strand programs.

If we continue with no rightsizing action, all of these constraints will be compounded in the 2027-2028 school year.

3b. Effects on Other Schools, Enrollment, and Community Access

The proposed merger would affect Duniway within the Cleveland cluster. Enrollment at Duniway is projected to change from 362 to 533 in the 2028–2029 school year. Based on current enrollment projections, there will be three to four classrooms at each grade level, with blends not required. The combined school community would provide opportunities to stabilize staffing and sustain educational programs and student supports. Duniway would need moderate kitchen upgrades (additional double ovens, dishwasher, warming cooler, and milk cooler), and classroom assignments and student support spaces coordinated to accommodate incoming students while supporting students already enrolled.

Lewis is located approximately 1.2 miles from Duniway. The proposed change would shift students' daily school activities toward Duniway and the Eastmoreland neighborhood. Transportation options include walking, biking, family transportation, and school bus service for eligible students. Potential barriers include longer walking distances and crossings of Campesinos Boulevard and other busy streets, depending on students' home addresses. PPS would support school bus service for students who live more than one mile from the school and work with the school community and the district Safe Routes to School coordinator to identify appropriate crossing, pedestrian, and bicycle safety measures.

3c. Community Partnerships and Potential Community Impact

Lewis does not have Racial Equity & Social Justice (RESJ) partner programming. Closure is not expected to affect RESJ partner services. PPS will continue working with building leaders and school communities at receiving schools so that partnerships reflect what students and families need. Future community use of the facility would be considered through the Building Repurposing process.

Lewis partners with the YMCA to provide child care for approximately 32 students. Relocating Lewis students to Duniway would require families to transition to a different provider, as Duniway partners with Duniway All Stars, which serves approximately 167 students through its school-age and preschool programs. Adding Lewis students could increase enrollment to approximately 199 students, creating additional space and staffing needs. A significant concern is protecting the dedicated space Duniway All Stars uses, as growing classroom needs could result in that space being reassigned for instructional purposes, potentially disrupting services for existing families. We ask that the YMCA, Duniway All Stars, and district leadership be included in early planning discussions to identify child care options for Lewis families, protect existing program space, and determine whether additional appropriately licensed space is available. Any transition plan should consider the needs of both school communities, minimize disruptions for families, and ensure that existing child care services are not compromised by increased enrollment or changing classroom needs.

3d. Operational Plan & Boundary Map

If approved, the closure would take effect in 2028, with students assigned to Duniway Elementary School under the proposed boundaries shown in the attached boundary map.

Operational Implementation Plan

Timeline*	Action
January 2028	Establish school transition teams and school-specific implementation plans. Verify student enrollment. Share principal assignments with communities.
February 2028	Develop staffing plans and confirm initial staff assignments. Identify and prioritize building improvements, equipment, and technology needs.
March 2028	Identify initial classroom assignments and develop school-specific moving schedules, distribute packing supplies, and begin records transfers.
April 2028	Begin packing and sorting materials not needed for daily instruction. Finalize plans for building improvements and technology setup.
May 2028	Confirm summer moving and building-work schedules. Continue packing and prepare materials for transportation and other operational services for receiving schools.
June 2028	Complete teacher packing. Begin school moves after the school year ends and carry out scheduled building improvements.
July 2028	Continue school moves and building improvements. Install furniture, equipment, and technology at receiving schools.
August 2028	Complete scheduled moves by mid August. Finish cleaning, classroom setup, and technology testing.
September 2028	Monitor school operations and address remaining transition needs. Complete closing-building inventories.

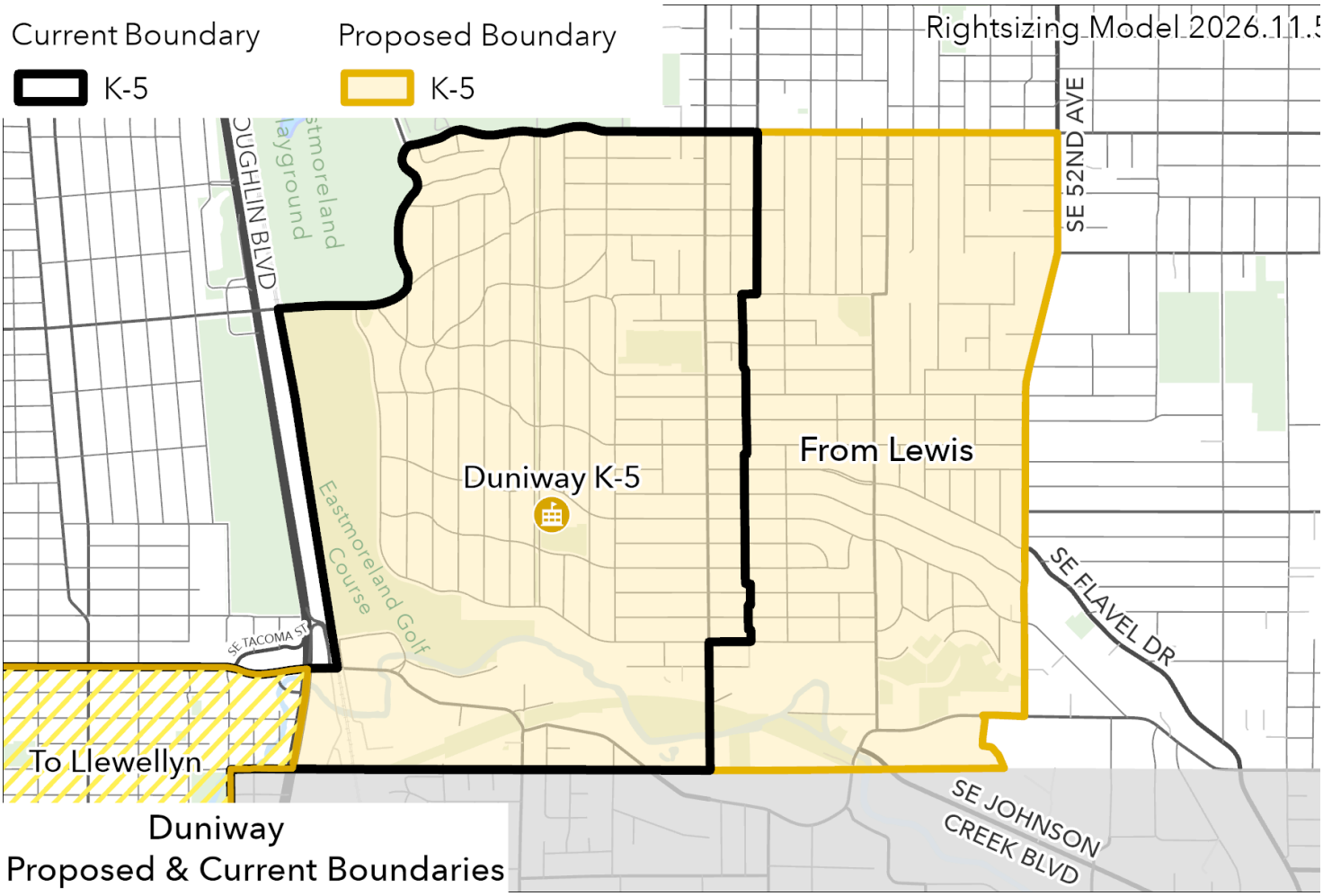
**Subject to change*

Review and Approval

This report has been reviewed by appropriate district staff.

Superintendent Signature

Date



Duniway
Proposed & Current Boundaries

School Closure Report

Marysville Elementary School

Date: 11/17/2026

School Closure Process
The PPS Board of Education determines whether schools will be closed. Board determination on school closures is based on the Superintendent's recommendation. The School Initiation & Closure policy (6.10.030-P) requires that the Superintendent's recommendation be accompanied by a School Closure Report.

If you have questions about this process or this report, please contact:

Dr. Jon Franco, Senior Chief of Operations
Margaret Calvert, Executive Director of School Planning and Modernization
501 N Dixon, Portland, OR 97227 | 503-916-2000

1. School Profile

School Name
Marysville Elementary School

Administrator
Catherine Murray

Location
7733 SE Raymond St, Portland OR

Grade levels served
K-5

1a. School Description

Marysville is a K–5 neighborhood school in the Foster-Powell neighborhood of Southeast Portland. Marysville is an Inclusive School Community, serving students with disabilities in their neighborhood school and hosts a PPS Pre-K program. Built in 1921, Marysville is a single story building with 25 classrooms. Approximately 285 students are enrolled at Marysville for the 2026-2027 school year.

1b. Financial Impact

The primary financial benefit of consolidating elementary schools and programs is to align school capacity and operating costs with enrollment, allowing PPS to concentrate limited resources in fewer, more efficiently resourced schools. Combining school communities can reduce duplicative school-level administrative and operating expenses, improve building utilization, and support more efficient staffing and program delivery. These consolidations are intended to generate ongoing savings while supporting strong core instructional programs and student services.

If the school remains open, the projected cost per student for the 2028-2029 school year is: $20,945. (This is calculated using projected FY28 compensation levels and current staffing practices, which could change in the near future due to budget uncertainty.)

If the school is closed in 2028, the projected overall savings is $1,180,128. This includes savings from Administrative, Custodial, and Office staffing, 80% of utilities, and includes the one-time cost of teacher moves. We anticipate ongoing expenses, including 20% of current utility costs and an average annual security cost, if the school were closed and unoccupied.

To accommodate the students who live more than one mile from Arleta, PPS anticipates increasing service to Arleta from one to three buses/routes. The Transportation Department estimates an additional savings of approximately $128,000. The proposed change would reduce the total number of buses serving the closing and receiving schools, resulting in transportation cost savings.

Transportation and Safe Routes to School planning will identify needed supports for safe arrival and dismissal, including walking and biking improvements, crossing supports, or traffic circulation changes.

1c. Student Enrollment

Table 1. Projected enrollment over the next five years, if school remains open:

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Students Enrolled	300	308	317	317	312

History of Requested and Actual Transfers
During the 2024-2025, 2025-2026, and 2026-2027 school years, 33 students requested transfers into Marysville and 14 enrolled through an approved transfer. During the same period, 132 students residing within the school's attendance area requested transfers to other schools, and 51 enrolled elsewhere through an approved transfer.

Projected declining enrollment will make it difficult to maintain stable staffing, full programming, and essential student support services. Under enrollment-based staffing allocations, low enrollment can result in year-to-year staffing changes, blended-grade classrooms or combined programs, and reduced access to enrichment and student support offerings. Staff may serve multiple roles or split time across schools, limiting continuity and availability. While educators would continue working to meet students' needs, projected enrollment would constrain the school's ability to provide consistent access to a well-rounded educational experience without ongoing supplemental district resources.

2. School Facilities and Student Reassignment

2a. School Description

Built	Building size	Stories	Acres
1921	52,724 sq ft	1	5.2
Building condition	**Gross capacity**	**Functional capacity**	**Cost of school operations**
Poor; FCI 0.19	672 students	410 students	$6,283,380

Gross capacity is the estimated maximum number of students a school can accommodate, calculated by assigning a student capacity to each classroom based on its square footage and summing those capacities:

- Less than 800 square feet: 24 students
- 800–1,000 square feet: 27 students
- More than 1,000 square feet: 30 students

Functional capacity is a practical estimate of the number of students a school can accommodate, calculated by multiplying its gross capacity by the applicable utilization rate. It does not represent maximum occupancy under building code requirements or determine staffing levels.

The cost of school operations includes projected FY28 school-based costs in funds 100 and 200 plus Facilities, Nutrition Services, and Special Education, at the current service level.

Physical Condition of Building, Capital and Environmental Needs
Marysville is a single-story courtyard campus with Colonial Revival architectural features. Marysville is over 100 years old, and in poor condition with a facility condition index (FCI) score of 0.19. Assessments conducted in 2019–2020 identified water heaters beyond typical design life, an older boiler, and 10 electrical panels beyond typical design life despite substantial electrical replacement in 2013. Exterior concrete steps were cracked or crumbling, wood windows and doors were aged, and finishes in the older portion of the school were beyond design life. More recent upgrades to Marysville include: exterior-door accessibility upgrades in 2017, radon mitigation in 2018–2019, and a seismic retrofit in 2025-2026.

ADA Accessibility
Marysville is a single-story building with an accessible entrance.

Building Use
Marysville houses a K–5 neighborhood Inclusive School Community and PPS Pre-K.

Analysis of current and potential use of the facility, including recommended disposition
Following closure, potential uses of the Marysville facility will be evaluated through the district's Building Repurposing process, informed by community engagement, district needs, facility conditions, and financial considerations. This process will consider opportunities to support students and the surrounding community and identify a recommended future use or disposition for Board consideration. It is important to note that Marysville received an Oregon Seismic Rehabilitation Grant Program (SRGP) grant in 2024 which requires that the building continue to be used for a public educational program or school until ten years after the project completion date.

2b. Student Reassignment

The proposed closure of Marysville as a K–5 school would assign students from the pre-Southeast Guiding Coalition (SEGC) Marysville neighborhood boundary to Arleta and students from the pre-SEGC Lent non-DLI neighborhood boundary to Kelly. PPS Pre-K would move to Kelly. Arleta would be an Inclusive School Community and have a grades 3-5 Social Emotional Skills program.

Proposed Attendance Boundary
See attached map.

Transportation options and barriers
Transportation options include walking, biking, family transportation, and school bus service for elementary students who live more than one mile from their neighborhood school; additional students may qualify based on Oregon Department of Education guidelines or individual needs. We do not anticipate any barriers to students getting to school; however, additional bussing may be provided, as needed, for hazard areas within the school attendance boundary.

How will this school location accommodate the reassigned students?
Arleta has 29 classrooms and a functional capacity of 653 students. With a combined enrollment of 415 in 2028-2029, Arleta will be more than able to accommodate the reassigned students.

Recommendation
PPS recommends closing Marysville as a K–5 school for the 2028–2029 school year. Students from the pre-SEGC Marysville neighborhood boundary would be assigned to Arleta; students from the pre-SEGC Lent non-DLI neighborhood boundary would be assigned to Kelly; and Arleta would be an Inclusive School Community with 3-5 SES Program. The PPS Pre-K would relocate to Kelly Center.

3. Community/Cluster and District Impact Analysis

3a. Cluster Analysis

How will the proposed closure maintain or improve equity of access to schools offering high quality educational choices?
In the 2026-27 school year, PPS staffs and supports 56 elementary programs across the district. Eleven of these programs are situated within K-8 campuses. The enrollment of these programs ranges from 160 students to over 550 students. Using the QEM and our system definition of "well-resourced schools" as a guide, we have established an elementary enrollment of 360 as the minimum threshold to be able to staff and support a comprehensive and stable elementary program. Maximizing the number of sites at or above this minimum threshold allows the district to maximize the number of students who experience grade-level classrooms, comprehensive core enrichments, and targeted academic supports. It also maximizes the number of educators who work full-time on one campus and who benefit from regular collaboration with grade- and content-alike colleagues.

By operating fewer elementary schools and spreading current enrollment more evenly across remaining sites, the district can stabilize and offer a more comprehensive and sustainable program at each elementary site.

In recent years, we have used resources from other parts of our system to subsidize elementary programs with low enrollment. Given our current and projected budget shortfalls, we can no longer sustain subsidies for underenrolled sites. As a result, elementary schools have already faced several programmatic and operational constraints:

- Over half of our elementary programs have been forced to place students in multi-grade classrooms;
- Staffing for instructional coaching, academic coaching, and school climate support positions have been reduced;
- Core enrichment teachers that support Arts, PE, and Library/Media instruction have been split across multiple sites, reducing the capacity to have full-school enrichment programs;

- Support staff that help monitor lunch and recess have been reduced, forcing principals to spend much of their time monitoring duty;
- Opportunities for strong teacher collaboration and professional learning have been compromised by multi-grade classrooms and single-strand programs.

If we continue with no rightsizing action, all of these constraints will be compounded in the 2027-2028 school year.

3b. Effects on Other Schools, Enrollment, and Community Access

The proposed merger would affect Arleta within the Franklin cluster. Enrollment at Arleta is projected to change from 230 students to 415 students in the 2028–2029 school year. Based on current enrollment projections, there will be three to four classrooms at each grade level, with blends not required. These changes would support a combined elementary school community, with opportunities to stabilize staffing and sustain educational programs and student supports. Implementation would require coordinated staffing, classroom assignments, and use of shared spaces to accommodate incoming students while supporting students already enrolled. Arleta's instructional spaces are ready to accommodate incoming students. Moderate kitchen upgrades are needed, including a double oven and warming cabinet. The school is also slated to receive HVAC system upgrades funded through the Portland Clean Energy Community Benefits Fund (PCEF).

Marysville is located approximately one mile from Arleta Elementary School. Nearby community resources include Mt. Scott Park, Mt. Scott Community Center and Pool and Holgate Library. The proposed change would shift students' daily school activities toward Arleta. Transportation options include walking, biking, family transportation, school bus service for eligible students, and public transit. PPS would support school bus service for students who live more than one mile from the school and work with the school community and the district Safe Routes to School coordinator to identify appropriate crossing, pedestrian, and bicycle safety measures.

3c. Community Partnerships and Potential Community Impact

Marysville partners with Friends of the Children, Chess for Success, and POIC (Portland Opportunities Industrialization Center). Closure could affect student access to these programs as some students transition to Kelly. Opportunities for partnerships to continue include Friends of the Children, which has a long-term commitment to each child regardless of school placement; mentors (referred to as Friends) continue supporting students when they transition, at no cost to the district. Services requiring alternatives or further coordination include Chess for Success, which currently has strong student participation at Marysville, and POIC. Continuation of both programs at Kelly will depend on available Racial Equity & Social Justice (RESJ) funding and budget priorities. Additional community impacts include the possible loss of programs students are actively engaged in, with proposed responses including working with Kelly's building leaders and school community to prioritize student needs and prepare leaders to support these partnerships. Because consolidation concentrates partner supports in fewer buildings, it may help lessen the impact of any budget reductions on students and families.

Marysville partners with the YMCA to provide child care for approximately 13 students, including four families receiving Employment Related Day Care (ERDC) assistance. Relocating the program to Arleta, which also partners with the YMCA and currently serves approximately 50

students, could allow families to maintain their existing provider relationship while increasing enrollment to approximately 63 students. However, this transition requires identifying sufficient, stable, appropriately licensed space and ensuring adequate staffing and operational resources. Special attention should be given to the four ERDC families to prevent administrative delays or interruptions in child care subsidies. We ask that the YMCA and Arleta administration be included in early planning discussions to develop a sustainable transition plan, protect existing child care services, and ensure all 13 Marysville students have the opportunity to continue receiving care without compromising services for families already enrolled at Arleta.

Marysville partners with Impact NW to operate its SUN Community School, providing community-based services and wraparound family supports through collaboration among PPS, Multnomah County, and the City of Portland. SUN provides free extended-day enrichment opportunities, educational support and skill development, access to basic-needs resources, family involvement and support, and connections to social, health, and mental health resources.

Additional programming includes recreational activities, enrichment opportunities, and family and community events that strengthen relationships between students, families, the school, and neighborhood organizations. Closure could affect student and family access to established SUN services, disrupt trusted relationships with Impact NW staff, and require adjustments to existing community partnerships and service delivery.

Opportunities for partnerships to continue include transitioning students to Arleta, which also operates a SUN Community School through Portland Parks & Recreation. Although students would continue to have access to an established SUN program, the transition would involve a change in lead agency from Impact NW to Portland Parks & Recreation. This shift may affect existing staff relationships, family-support coordination, community partnerships, enrichment programming, and how families access wraparound resources.

Services requiring further coordination include assessing Arleta's capacity to accommodate additional students and families, identifying which existing Impact NW partnerships and enrichment opportunities can continue, coordinating the transfer of family referrals and individualized support needs, and ensuring continued access to basic-needs resources and community-based services. Additional community impacts include potential disruptions to trusted relationships with SUN staff, changes in how families navigate and access community resources, and the loss of established connections with Impact NW and its community partners.

Proposed responses include coordinating with Impact NW, Portland Parks & Recreation, and Arleta school leadership to develop a transition plan, establish warm handoffs between agencies, identify opportunities to maintain existing partnerships and programming, assess staffing and service capacity, and communicate changes in service delivery and resource access to affected families. Particular consideration should be given to maintaining continuity of wraparound supports and ensuring that students and families experience a seamless transition between lead agencies without losing access to essential community-based resources.

All future community use of the facility would be considered through the Building Repurposing process.

3d. Operational Plan & Boundary Map

If approved, the closure would take effect in 2028, with students assigned to Arleta Elementary School and Kelly Elementary School under the proposed boundaries shown in the attached boundary map.

Operational Implementation Plan

Timeline*	Action
January 2028	Establish school transition teams and school-specific implementation plans. Verify student enrollment. Share principal assignments with communities.
February 2028	Develop staffing plans and confirm initial staff assignments. Identify and prioritize building improvements, equipment, and technology needs.
March 2028	Identify initial classroom assignments and develop school-specific moving schedules, distribute packing supplies, and begin records transfers.
April 2028	Begin packing and sorting materials not needed for daily instruction. Finalize plans for building improvements and technology setup.
May 2028	Confirm summer moving and building-work schedules. Continue packing and prepare materials for transportation and other operational services for receiving schools.
June 2028	Complete teacher packing. Begin school moves after the school year ends and carry out scheduled building improvements.
July 2028	Continue school moves and building improvements. Install furniture, equipment, and technology at receiving schools.
August 2028	Complete scheduled moves by mid August. Finish cleaning, classroom setup, and technology testing.
September 2028	Monitor school operations and address remaining transition needs. Complete closing-building inventories.

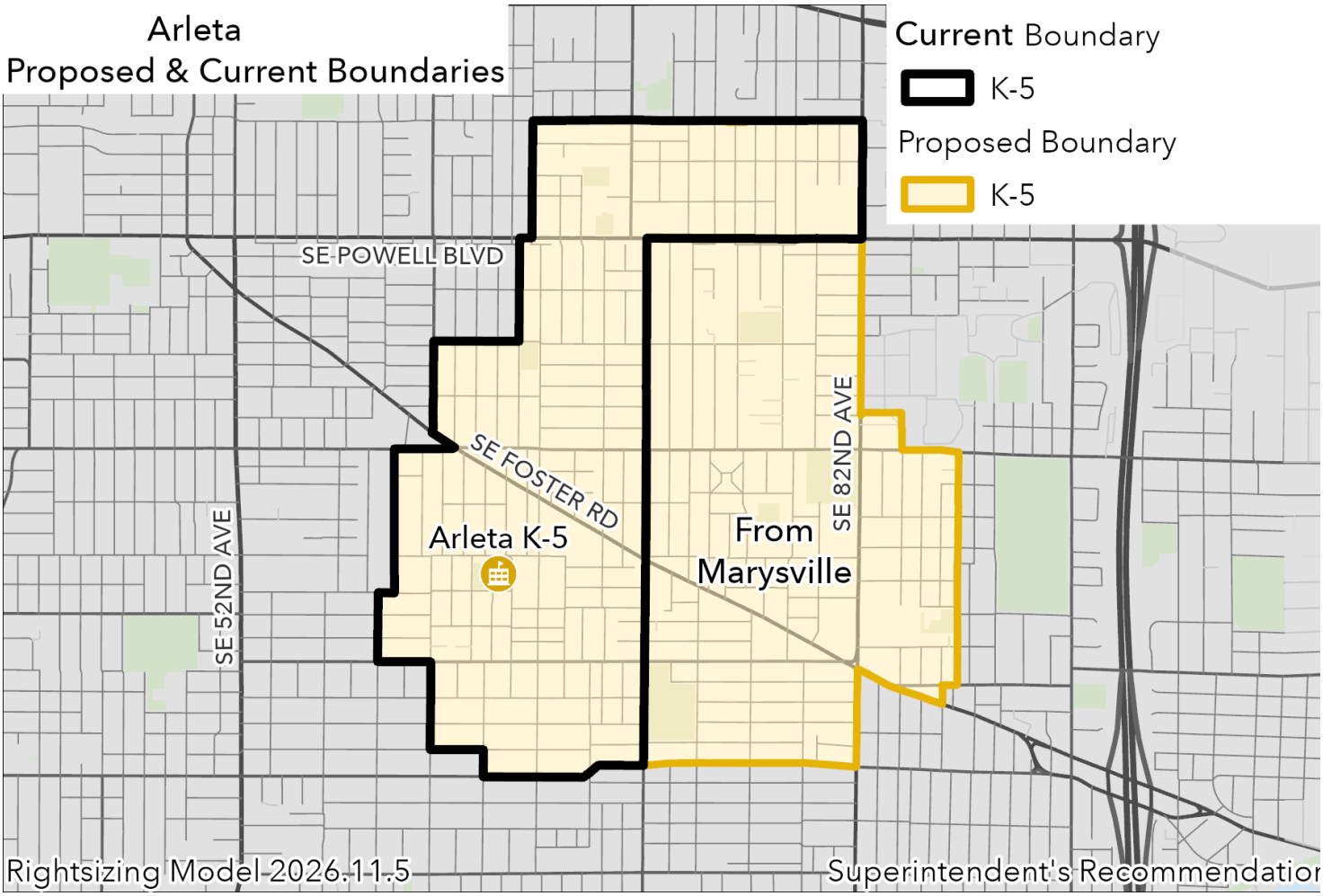
**Subject to change*

Review and Approval

This report has been reviewed by appropriate district staff.

Superintendent Signature

Date


Arleta
Proposed & Current Boundaries
Current Boundary
K-5
Proposed Boundary
K-5
SE POWELL BLVD
SE FOSTER RD
SE 52ND AVE
SE 82ND AVE
Arleta K-5
From
Marysville
Rightsizing Model 2026.11.5
Superintendent's Recommendation

School Closure Report

Peninsula Elementary School

Date: 11/17/2026

School Closure Process
The PPS Board of Education determines whether schools will be closed. Board determination on school closures is based on the Superintendent's recommendation. The School Initiation & Closure policy (6.10.030-P) requires that the Superintendent's recommendation be accompanied by a School Closure Report.

If you have questions about this process or this report, please contact:

Dr. Jon Franco, Senior Chief of Operations
Margaret Calvert, Executive Director of School Planning and Modernization
501 N Dixon, Portland, OR 97227 | 503-916-2000

1. School Profile

School Name
Peninsula Elementary School

Administrator
David Martinez

Location
8125 N Emerald Ave, Portland OR

Grade levels served
K-5

1a. School Description

Peninsula is a North Portland neighborhood K–5 school. It's a collaborative community committed to authentic relationships, culturally responsive teaching, and removing barriers to student success. Its enrichment program connects classroom learning with art, music, physical education, and library instruction. Peninsula is an Inclusive school community serving students with disabilities in their neighborhood school. There are 28 classrooms on a single-story campus and approximately 225 students are enrolled for the 2026-27 school year.

1b. Financial Impact

The primary financial benefit of consolidating elementary schools and programs is to align school capacity and operating costs with enrollment, allowing PPS to concentrate limited resources in fewer, more efficiently resourced schools. Combining school communities can reduce duplicative school-level administrative and operating expenses, improve building utilization, and support more efficient staffing and program delivery. These consolidations are intended to generate ongoing savings while supporting strong core instructional programs and student services.

If the school remains open, the projected cost per student for the 2027/2028 school year is: $20,018.

If the school is closed in 2027, the projected overall savings is $961,959. This includes savings from administrative, custodial, and office staffing, 80% of utilities, and includes the one-time cost of teacher moves. We anticipate ongoing expenses, including 20% of current utility costs and an average annual security cost, if the school were closed and unoccupied.

Under the proposed change, 45% of students would live more than one mile from Rosa Parks and would be offered school bus transportation. To accommodate these students, PPS anticipates increasing service to Rosa Parks from zero to four buses. The Transportation Department estimates an additional annual cost of approximately $170,000.

Transportation and Safe Routes to School planning will identify needed supports for safe arrival and dismissal, including walking and biking improvements, crossing supports, or traffic circulation changes.

1c. Student Enrollment

Table 1. Projected enrollment over the next five years, if school remains open:

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Students Enrolled	250	249	236	236	236

History of Requested and Actual Transfers

During 2024-2025, 2025-2026, and 2026-2027 school years, 40 students requested transfers into Peninsula and 14 enrolled through an approved transfer. During the same period, 143 students residing within the school's attendance area requested transfers to other schools and 44 enrolled elsewhere through an approved transfer.

Projected declining enrollment will make it difficult to maintain stable staffing, full programming, and essential student support services. Under enrollment-based staffing allocations, low enrollment can result in year-to-year staffing changes, blended-grade classrooms or combined programs, and reduced access to enrichment and student support offerings. Staff may serve multiple roles or split time across schools, limiting continuity and availability. While educators would continue working to meet students' needs, projected enrollment would constrain the school's ability to provide consistent access to a well-rounded educational experience without ongoing supplemental district resources.

2. School Facilities and Student Reassignment

2a. School Description

Built	Building size	Stories	Acres
1952	62,231 sq ft	1	6.73
Building condition	**Gross capacity**	**Functional capacity**	**Cost of school operations**
Fair; FCI .09	783 students	539 students	$5,004,615

Gross capacity is the estimated maximum number of students a school can accommodate, calculated by assigning a student capacity to each classroom based on its square footage and summing those capacities:

- Less than 800 square feet: 24 students
- 800–1,000 square feet: 27 students
- More than 1,000 square feet: 30 students

Functional capacity is a practical estimate of the number of students a school can accommodate, calculated by multiplying its gross capacity by the applicable utilization rate. It does not represent maximum occupancy under building code requirements or determine staffing levels.

The cost of school operations includes projected FY28 school-based costs in funds 100 and 200 plus Facilities, Nutrition Services, and Special Education, at the current service level.

Physical Condition of Building, Capital and Environmental Needs
Peninsula is over 70 years old, and was noted as being in fair condition with a facility condition index (FCI) score of 0.09 in the 2021 Long Range Facilities Plan. The majority of the electrical distribution equipment is original to the 1953 building construction and is antiquated and the roof has aged, exceeding its design life.

ADA Accessibility
Peninsula is a single story building with an accessible main entrance.

Building Use
Currently, Peninsula houses a K–5 neighborhood school operating as an Inclusive Community School, with general education, inclusion, enrichment, and student support services.

Analysis of current and potential use of the facility, including recommended disposition
Following closure, potential uses of the Peninsula facility will be evaluated through the district's Building Repurposing process, informed by community engagement, district needs, facility conditions, and financial considerations. This process will consider opportunities to support students and the surrounding community and identify a recommended future use or disposition for Board consideration.

2b. Student Reassignment

The proposed closure of Peninsula would move its full neighborhood K–5 boundary to Rosa Parks. Rosa Parks was built in 2006 and has updated facilities. Peninsula's Inclusive School Community would merge with Rosa Parks K-5's Inclusive School Community. The combined community would maintain the continuum of IEP-determined programming and supports.

Proposed Attendance Boundary
See attached map.

Transportation options and barriers
Transportation options include walking, biking, family transportation, and school bus service for elementary students who live more than one mile from their neighborhood school; additional students may qualify based on Oregon Department of Education guidelines or individual needs. We do not anticipate any barriers to students getting to school; however, additional bussing may be provided, as needed, for hazard areas within the school attendance boundary.

How will this school location accommodate the reassigned students?
Rosa Parks was constructed in 2006, has 26 classrooms and a functional capacity of 499 students. With a combined enrollment of 481 in 2027/2028, Rosa Parks will be able to accommodate the reassigned students. Rosa Parks also has air conditioning, more modern learning spaces, and an elevator to access second-floor classrooms.

Recommendation
PPS recommends closing Peninsula Elementary School for the 2027–2028 school year and assigning its full neighborhood K–5 boundary to Rosa Parks. The combined school community would continue the Inclusive Community School model and IEP-determined services and supports.

3. Community/Cluster and District Impact Analysis

3a. Cluster Analysis

How will the proposed closure maintain or improve equity of access to schools offering high quality educational choices?
In the 2026-2027 school year, PPS staffs and supports 56 elementary programs. Eleven of these programs are situated within K-8 campuses. The enrollment of these programs ranges from 160 students to over 550 students. Using the QEM and our system definition of "well-resourced schools" as a guide, we have established an elementary enrollment of 360 as the minimum threshold to be able to staff and support a comprehensive and stable elementary program. Maximizing the number of sites at or above this minimum threshold allows the district to maximize the number of students who experience grade-level classrooms, comprehensive core enrichments, and targeted academic supports. It also maximizes the number of educators who work full-time on one campus and who benefit from regular collaboration with grade- and content-alike colleagues.

By operating fewer elementary schools and spreading current enrollment more evenly across remaining sites, the district can stabilize and offer a more comprehensive and sustainable program at each elementary site.

In recent years, we have used resources from other parts of our system to subsidize elementary programs with low enrollment. Given our current and projected budget shortfalls, we can no longer sustain subsidies for underenrolled sites. As a result, elementary schools have already faced several programmatic and operational constraints:

- Over half of our elementary programs have been forced to place students in multi-grade classrooms;
- Staffing for instructional coaching, academic coaching, and school climate support positions have been reduced;
- Core enrichment teachers that support Arts, PE, and Library/Media instruction have been split across multiple sites, reducing the capacity to have full-school enrichment programs;
- Support staff that help monitor lunch and recess have been reduced, forcing principals to spend much of their time monitoring duty;
- Opportunities for strong teacher collaboration and professional learning have been compromised by multi-grade classrooms and single-strand programs.

If we continue with no rightsizing action, all of these constraints will be compounded in school year 27-28.

3b. Effects on Other Schools, Enrollment, and Community Access

The proposed merger would affect Peninsula and Rosa Parks within the Roosevelt cluster. Enrollment at Rosa Parks is projected to change from 160 to 481 in 2027-2028. Based on current enrollment projections, there will be three to four classrooms at each grade-level, with blends not required. Rosa Parks is ready to receive students throughout instructional spaces but would need minimal kitchen upgrades (warming cabinet) to adequately accommodate the new student population.

Peninsula is located approximately one mile from Rosa Parks. Rosa Parks is next door to the Charles Jordan Community Center. Transportation options include walking, biking, family transportation, and school bus service for eligible students. Potential barriers include longer walking distances from the Peninsula neighborhood to Rosa Parks. PPS would evaluate these needs through transportation eligibility and route reviews, and Safe Routes to School planning to identify appropriate crossing, pedestrian, and bicycle safety measures.

3c. Community Partnerships and Potential Community Impact

Peninsula partners with Friends of the Children to provide long-term mentoring for students. Closure is not expected to interrupt this service. Friends of the Children has a long-term commitment to each child regardless of school placement, and mentors (referred to as Friends) continue supporting students when they transition to another school. These services are provided at no cost to the District. No Racial Equity & Social Justice (RESJ) partner services at Peninsula have been identified as requiring alternatives. Additional community impacts include the adjustment for students and mentors as they reconnect in a new school setting, with proposed responses including coordinating with receiving schools so Friends can continue working with students without interruption.

Peninsula partners with the YMCA to provide child care for approximately 46 students. Relocating the program to Rosa Parks, which does not currently have an on-site child care provider, creates an opportunity to maintain care for Peninsula families while expanding access to Rosa Parks families. We ask that the YMCA and Rosa Parks administration be included in early planning discussions to identify sufficient, stable, appropriately licensed space, staffing, and operational resources to support a sustainable program. The designated space should accommodate the existing 46 Peninsula students while allowing opportunities for future enrollment growth. This transition could do more than preserve an existing partnership; it could create a valuable new community resource that supports working families and expands access to reliable, on-site child care at Rosa Parks.

Peninsula partners with Self Enhancement, Inc. (SEI) to operate its SUN Community School, providing community-based services and wraparound family supports through collaboration among PPS, Multnomah County, and the City of Portland. SEI provides free extended-day enrichment opportunities, access to a food pantry and other basic-needs resources, educational and recreational activities, and culturally responsive programming supported by staff who

reflect and understand the student population. SUN also serves as an important connection point for students and families to access individualized support, community resources, enrichment opportunities, and family assistance. Closure could affect student and family access to established relationships with SUN staff, enrichment opportunities, and community resources, as well as require adjustments to programming locations, partner operations, and access to existing supports. Opportunities for partnerships to continue include transitioning students and services to Rosa Parks, which also operates an SEI-led SUN Community School. Having the same community-based organization operating SUN at both schools creates an opportunity to maintain service continuity, preserve established relationships, and coordinate student and family transitions within an existing service system. Services requiring further coordination include assessing Rosa Parks' capacity to accommodate additional students and service needs, coordinating SUN staffing and program resources, maintaining access to enrichment opportunities and basic-needs supports, and ensuring students can continue receiving individualized and wraparound services without interruption. Additional community impacts include the potential disruption of trusted relationships, neighborhood-based enrichment opportunities, and established points of connection for families accessing community resources, with proposed responses including coordinating with SEI and Rosa Parks school leadership to develop a transition plan, identify staffing and resource needs, communicate with families, and prioritize continuity of services and student participation in existing programs.

Any future community use of the facility would be considered through the Building Repurposing process.

3d. Operational Plan & Boundary Map

If approved, the closure would take effect in 2027, with students assigned to Rosa Parks under the proposed boundaries shown in the attached boundary map.

Operational Implementation Plan

Timeline*	Action
January 2027	Establish school transition teams and school-specific implementation plans. Verify student enrollment. Share principal assignments with communities.
February 2027	Develop staffing plans and confirm initial staff assignments. Identify and prioritize building improvements, equipment, and technology needs.
March 2027	Identify initial classroom assignments and develop school-specific moving schedules, distribute packing supplies, and begin records transfers.
April 2027	Begin packing and sorting materials not needed for daily instruction. Finalize plans for building improvements and technology setup.

Timeline*	Action
May 2027	Confirm summer moving and building-work schedules. Continue packing and prepare materials for transportation and other operational services for receiving schools.
June 2027	Complete teacher packing. Begin school moves after the school year ends and carry out scheduled building improvements.
July 2027	Continue school moves and building improvements. Install furniture, equipment, and technology at receiving schools.
August 2027	Complete scheduled moves by mid August. Finish cleaning, classroom setup, and technology testing.
September 2027	Monitor school operations and address remaining transition needs. Complete closing-building inventories.

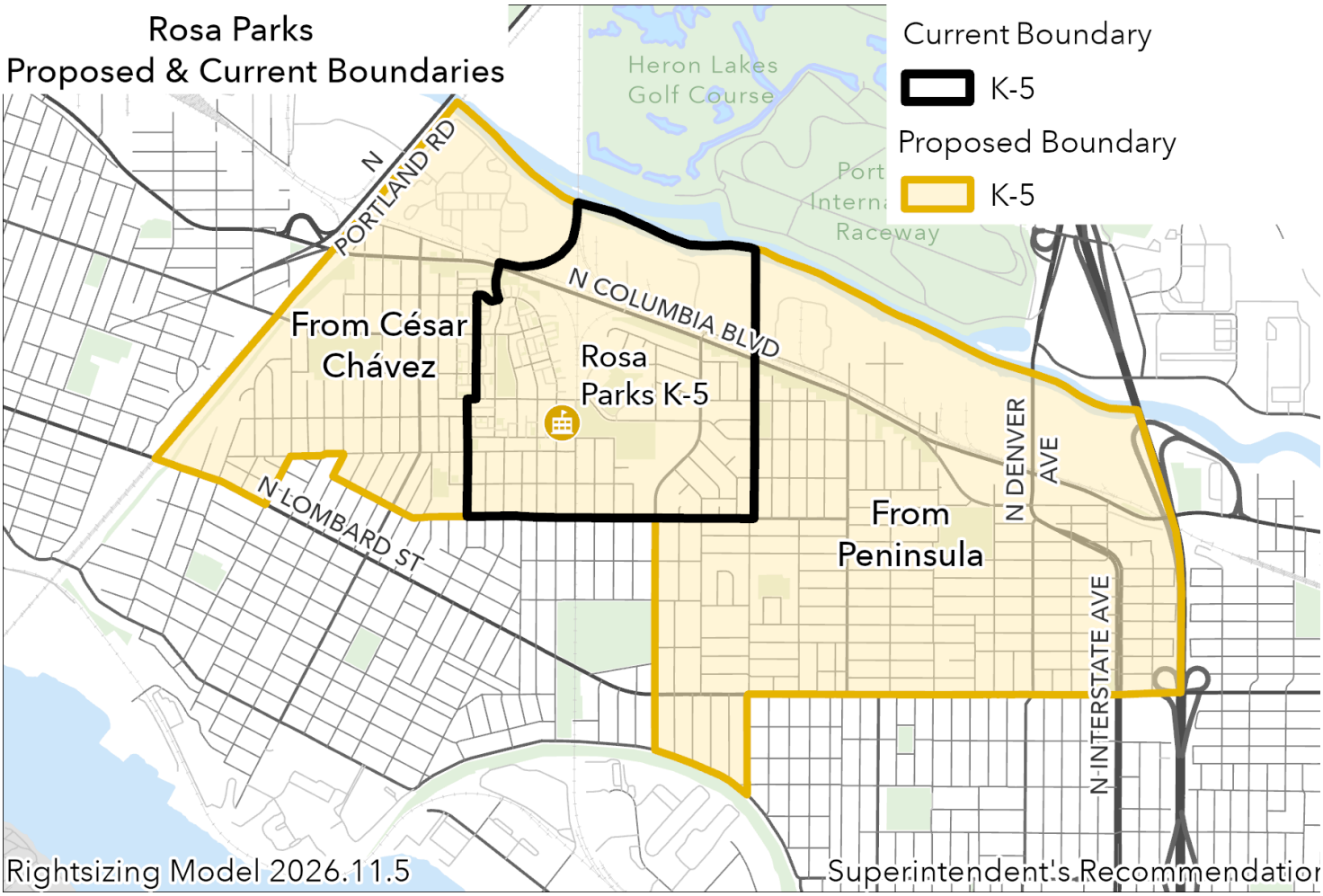
**Subject to change*

Review and Approval

This report has been reviewed by appropriate district staff.

Superintendent Signature

Date


Rosa Parks
Proposed & Current Boundaries
Current Boundary
K-5
Proposed Boundary
K-5
Heron Lakes
Golf Course
Port
Interna
Raceway
N PORTLAND RD
N COLUMBIA BLVD
From César
Chávez
Rosa
Parks K-5
N LOMBARD ST
From
Peninsula
N DENVER AVE
N INTERSTATE AVE
Rightsizing Model 2026.11.5
Superintendent's Recommendation

School Closure Report

Rose City Park Elementary School

Date: 11/17/2026

School Closure Process
The PPS Board of Education determines whether schools will be closed. Board determination on school closures is based on the Superintendent's recommendation. The School Initiation & Closure policy (6.10.030-P) requires that the Superintendent's recommendation be accompanied by a School Closure Report.

If you have questions about this process or this report, please contact:

Dr. Jon Franco, Senior Chief of Operations
Margaret Calvert, Executive Director of School Planning and Modernization
501 N Dixon, Portland, OR 97227 | 503-916-2000

1. School Profile

School Name
Rose City Park Elementary School

Administrator
Sheryll Orbase

Location
2334 NE 57th Ave, Portland OR

Grade levels served
K-5

1a. School Description

Rose City Park Elementary School is a Northeast Portland K–5 school offering neighborhood instruction and Vietnamese Dual Language Immersion, where students spend half the day learning with a Vietnamese-speaking teacher and half with an English-speaking teacher. To continue the language pathway, students then graduate to Roseway Heights Middle School and onto McDaniel High School. Built in 1912, Rose City Park has three levels and 27 classrooms. Approximately 390 students are enrolled at Rose City Park for the 2026-2027 school year.

1b. Financial Impact

The primary financial benefit of consolidating elementary schools and programs is to align school capacity and operating costs with enrollment, allowing PPS to concentrate limited resources in fewer, more efficiently resourced schools. Combining school communities can reduce duplicative school-level administrative and operating expenses, improve building utilization, and support more efficient staffing and program delivery. These consolidations are intended to generate ongoing savings while supporting strong core instructional programs and student services.

If the school remains open, the projected cost per student for the 2028/2029 school year is: $15,271. (This is calculated using projected FY28 compensation levels and current staffing practices, which could change in the near future due to budget uncertainty.)

If the school is closed in 2028, the projected overall savings is $898,472. This includes savings from Administrative, Custodial, and Office staffing, 80% of utilities and includes one-time cost of teacher moves. We anticipate ongoing expenses, including 20% of current utility costs and an average annual security cost, if the school were closed and unoccupied.

To accommodate the students who live more than one mile from Scott, PPS anticipates increasing service to Scott from three to four buses/routes. The Transportation Department estimates an additional savings of approximately $126,000. The proposed change would reduce the total number of buses serving the closing and receiving schools, resulting in transportation cost savings. Students in the Vietnamese Dual Language Immersion (DLI) program would move to Vestal K-5. Students in the VDLI program would be offered transportation with their DLI peers.

Transportation and Safe Routes to School planning will identify needed supports for safe arrival and dismissal, including walking and biking improvements, crossing supports, or traffic circulation changes.

1c. Student Enrollment

Table 1. Projected enrollment over the next five years, if school remains open:

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Students Enrolled	391	366	368	364	370

History of Requested and Actual Transfers
During the 2024-2025, 2025-2026, and 2026-2027 school years, 132 students requested transfers into Rose City Park, and 85 enrolled through an approved transfer. During the same period, 136 students residing within the school's attendance area requested transfers to other schools, and 31 enrolled elsewhere through an approved transfer.

Projected enrollment remains above the district's 360 student threshold and does not, on its own, indicate that the school would be unable to maintain stable staffing, programming, or essential student supports. The closure was considered within the broader district context, including opportunities to improve facility utilization and condition, align resources with student needs, and sustain well-resourced schools across the entire district.

2. School Facilities and Student Reassignment

2a. School Description

Built	Building size	Stories	Acres
1912	73,719 sq ft	3	3.7
Building condition	**Gross capacity**	**Functional capacity**	**Cost of school operations**
Poor; FCI 0.12	744 students	609 students	$5,971,122

Gross capacity is the estimated maximum number of students a school can accommodate, calculated by assigning a student capacity to each classroom based on its square footage and summing those capacities:

- Less than 800 square feet: 24 students
- 800–1,000 square feet: 27 students
- More than 1,000 square feet: 30 students

Functional capacity is a practical estimate of the number of students a school can accommodate, calculated by multiplying its gross capacity by the applicable utilization rate. It does not represent maximum occupancy under building code requirements or determine staffing levels.

The cost of school operations includes projected FY28 school-based costs in funds 100 and 200 plus Facilities, Nutrition Services, and Special Education, at the current service level.

Physical Condition of Building, Capital and Environmental Needs
Rose City Park is a multi-story school built in 1912. Facility assessments conducted in 2019–2020 identified plumbing fixtures, most heating and cooling equipment, exhaust fans, the main electrical switchboard, and many distribution panels beyond their typical design lives. The roof hatch and original skylight were also aged and deteriorated. The assessment recorded fire-alarm installation in 2019 and a partially sprinklered building. In addition, Rose City Park has undersized classrooms and a lack of purposely designed special education space.

ADA Accessibility
Rose City Park has an accessible entrance and an elevator.

Building Use
Rose City Park houses K–5 neighborhood instruction and Vietnamese Dual Language Immersion, with student support services and enrichment instruction.

Analysis of current and potential use of the facility, including recommended disposition
Following closure, potential uses of the Rose City Park facility will be evaluated through the district's Building Repurposing process, informed by community engagement, district needs, facility conditions, and financial considerations. This process will consider opportunities to support students and the surrounding community and identify a recommended future use or disposition for Board consideration. Rose City Park was set to receive a full seismic retrofit in 28-29. Closure would provide the opportunity to redistribute those funds to address other high risk building parts.

2b. Student Reassignment

The proposed closure of Rose City Park would move its full neighborhood K–5 boundary to Scott and its Vietnamese Dual Language Immersion program to Vestal in 2028-2029. Vietnamese DLI students would retain the Roseway Heights Middle School pathway. Special Education students receiving Learning Center support would continue to receive support at Scott K–5.

Proposed Attendance Boundary
See attached map.

Transportation options and barriers
Transportation options include walking, biking, family transportation, and school bus service for elementary students who live more than one mile from their neighborhood school; additional students may qualify based on Oregon Department of Education guidelines or individual needs. We do not anticipate any barriers to students getting to school; however, additional bussing may be provided, as needed, for hazard areas within the school attendance boundary.

How will this school location accommodate the reassigned students?
Scott has 27 regular classrooms (and two modular classrooms) and a functional capacity of 633 students. With a combined enrollment of 489, Scott will be able to accommodate the reassigned students. Vestal has 23 regular classrooms (and three modular classrooms) and a functional capacity of 516 students. With a combined enrollment of 444, Vestal will be able to accommodate the reassigned students.

Recommendation
PPS recommends closing Rose City Park Elementary School for the 2028–2029 school year, assigning its full neighborhood K–5 boundary to Scott, and relocating Vietnamese Dual Language Immersion to Vestal. Vietnamese DLI students would retain the Roseway Heights Middle School pathway.

3. Community/Cluster and District Impact Analysis

3a. Cluster Analysis

How will the proposed closure maintain or improve equity of access to schools offering high quality educational choices?
In the 2026-27 school year PPS staffs and supports 56 elementary programs across the district. Eleven of these programs are situated within K-8 campuses. The enrollment of these programs ranges from 160 students to over 550 students. Using the QEM and our system definition of "well-resourced schools" as a guide, we have established an elementary enrollment of 360 as the minimum threshold to be able to staff and support a comprehensive and stable elementary program. Maximizing the number of sites at or above this minimum threshold allows the district to maximize the number of students who experience grade-level classrooms, comprehensive core enrichments, and targeted academic supports. It also maximizes the number of educators who work full-time on one campus and who benefit from regular collaboration with grade- and content-alike colleagues.

By operating fewer elementary schools and spreading current enrollment more evenly across remaining sites, the district can stabilize and offer a more comprehensive and sustainable program at each elementary site.

In recent years, we have used resources from other parts of our system to subsidize elementary programs with low enrollment. Given our current and projected budget shortfalls, we can no longer sustain subsidies for underenrolled sites. As a result, elementary schools have already faced several programmatic and operational constraints:

- Over half of our elementary programs have been forced to place students in multi-grade classrooms;
- Staffing for instructional coaching, academic coaching, and school climate support positions have been reduced;
- Core enrichment teachers that support Arts, PE, and Library/Media instruction have been split across multiple sites, reducing the capacity to have full-school enrichment programs;
- Support staff that help monitor lunch and recess have been reduced, forcing principals to spend much of their time monitoring duty;
- Opportunities for strong teacher collaboration and professional learning have been compromised by multi-grade classrooms and single-strand programs.

If we continue with no rightsizing action, all of these constraints will be compounded in the 2027-2028 school year.

3b. Effects on Other Schools, Enrollment, and Community Access

The proposed merger would affect Scott and Vestal within the Leodis V. McDaniel cluster. Rose City Park's neighborhood students would attend Scott, and its Vietnamese Dual Language Immersion (DLI) program would relocate to Vestal. Enrollment at Scott is projected to change from approximately 500 in 2026-2027 to 324 in 2027-2028 then to 489 in the 2028–2029 school year. In 2027, based on current enrollment projections, there will be two classrooms at each grade level, with blends not required at Scott. All classrooms will be neighborhood English Scholar classrooms. In 2028, enrollment will continue to increase as students from Rose City Park join the Scott community.

Enrollment at Vestal is projected to change from 283 to 444 in 2028-2029. Based on current enrollment projections, this program relocation will result in three to four classrooms at each grade level, with some number of blends likely. These changes would support combined school communities, with opportunities to stabilize staffing and sustain educational programs and student supports while preserving Vietnamese language instruction. Implementation will require coordinated staffing, classroom assignments, and use of shared spaces.

Scott is ready to receive students, as its 2028-2029 projected enrollment is actually less than its current enrollment, with no specific facility upgrades required before their arrival. Vestal requires moderate kitchen upgrades, including double ovens estimated at $27,000, along with appropriate classrooms and instructional resources for the incoming Vietnamese DLI program.

Rose City Park is located approximately 1.5 miles from Scott and 2.3 miles from Vestal. Nearby community resources include Wellington Park near Scott and Montavilla Park and Montavilla Community Center in the broader Vestal area. The proposed change would shift students' daily school activities toward their receiving schools. Transportation options include walking, biking, family transportation, and school bus service for eligible students. Travel distances and potential barriers would vary by home address and receiving-school assignment, with transportation provided for Vietnamese DLI students at Vestal via a hub model for students who attend from multiple neighborhoods. PPS would support school bus service for eligible students who live more than one mile from Scott. Both schools would be able to work with the district Safe Routes to School coordinator to identify appropriate crossing, pedestrian, and bicycle safety measures.

3c. Community Partnerships and Potential Community Impact

Rose City Park partners with Grow Portland, which teaches a gardening class during the school day. Closure could affect student access to this programming. Rose City Park students are projected to transition to Vestal, which does not offer Grow Portland. Opportunities for the partnership to continue, relocate, or adapt include bringing the program to Vestal if the school has a garden that can support it. Services requiring alternatives or further coordination include confirming whether Vestal has a school garden; if it does not, the program may be relocated to another school that does. Additional community impacts include a possible gap in gardening instruction for transitioning students, with proposed responses including working with Vestal's building leaders and school community to determine student needs and readiness to support this partnership.

Rose City partners with a child care provider serving approximately 60 students and families. Relocating these students to Scott, which currently serves approximately 50 students, and

Vestal, which serves approximately 52, could bring combined enrollment across the three schools to approximately 162 students. This transition requires careful planning to ensure both receiving schools have sufficient, appropriately licensed space, staffing, and operational capacity to accommodate additional students without compromising existing programs. Additionally, 13 families across the three schools currently receive ERDC (Employment Related Day Care) assistance, including three at Rose City, nine at Scott, and one at Vestal. These families will need proactive coordination to prevent interruptions in child care subsidies. We ask that all affected providers and school administrations be included in early planning discussions to determine how students will be divided, assess available space and resources, and develop a transition plan that preserves continuity of care, protects existing programs, and minimizes disruptions for all families.

Rose City Park partners with Immigrant and Refugee Community Organization (IRCO) to operate its SUN Community School, providing community-based services and wraparound family supports through braided funding among Portland Public Schools, Multnomah County, and the City of Portland. IRCO provides free extended-day enrichment opportunities, including art, chess club, tennis, Vietnamese tutoring, ukulele, student leadership, and LEGO activities, as well as free summer day camps, access to a food pantry and other basic-needs resources, and culturally and linguistically responsive programming supported by staff who reflect and understand the student population.

SUN also serves as an important connection point for students and families to access individualized support, community resources, enrichment opportunities, and connections to housing, utility assistance, and other social services. Closure could affect student and family access to established relationships with SUN staff, enrichment providers, and community resources, as well as require adjustments to programming locations, partner operations, and access to existing supports.

Opportunities for partnerships to continue include transitioning students and services to Vestal and Scott, both of which operate SUN Community Schools. Vestal is operated by IRCO, creating an opportunity to maintain greater organizational continuity, preserve existing service connections, and coordinate student and family transitions within an established service system.

Scott is operated by Latino Network, meaning students and families transitioning there would experience a change in lead agency. Although SUN services would remain available, this transition may require families to establish new relationships with SUN staff and navigate different community partnerships, programming, and family-support coordination.

Services requiring further coordination include assessing Vestal and Scott's capacity to accommodate additional students and service needs, coordinating SUN staffing and program resources, maintaining access to existing enrichment partners and basic-needs supports, transferring family referrals and individualized support needs, and ensuring students can continue receiving wraparound services without interruption.

Additional community impacts include the potential disruption of trusted relationships with IRCO staff, changes in how families access culturally and linguistically responsive community resources, and the loss of established neighborhood connections, with proposed responses including coordinating with IRCO, Latino Network, and receiving-school leadership to develop a transition plan, establish warm handoffs between agencies, identify staffing and resource

needs, communicate changes with families, and prioritize continuity of services and student participation in existing programs. Particular consideration should be given to supporting families transitioning to Scott to ensure they maintain access to culturally responsive services and community resources despite the change in lead agency.

Any future community use of the facility would be considered through the Building Repurposing process.

3d. Operational Plan & Boundary Map

If approved, the closure would take effect in 2028, with students assigned to Scott Elementary under the proposed boundaries shown in the attached boundary map and students in the Vietnamese DLI program assigned to Vestal Elementary School.

Operational Implementation Plan

Timeline*	Action
January 2028	Establish school transition teams and school-specific implementation plans. Verify student enrollment. Share principal assignments with communities.
February 2028	Develop staffing plans and confirm initial staff assignments. Identify and prioritize building improvements, equipment, and technology needs.
March 2028	Identify initial classroom assignments and develop school-specific moving schedules, distribute packing supplies, and begin records transfers.
April 2028	Begin packing and sorting materials not needed for daily instruction. Finalize plans for building improvements and technology setup.
May 2028	Confirm summer moving and building-work schedules. Continue packing and prepare materials for transportation and other operational services for receiving schools.
June 2028	Complete teacher packing. Begin school moves after the school year ends and carry out scheduled building improvements.
July 2028	Continue school moves and building improvements. Install furniture, equipment, and technology at receiving schools.
August 2028	Complete scheduled moves by mid August. Finish cleaning, classroom setup, and technology testing.
September 2028	Monitor school operations and address remaining transition needs. Complete closing-building inventories.

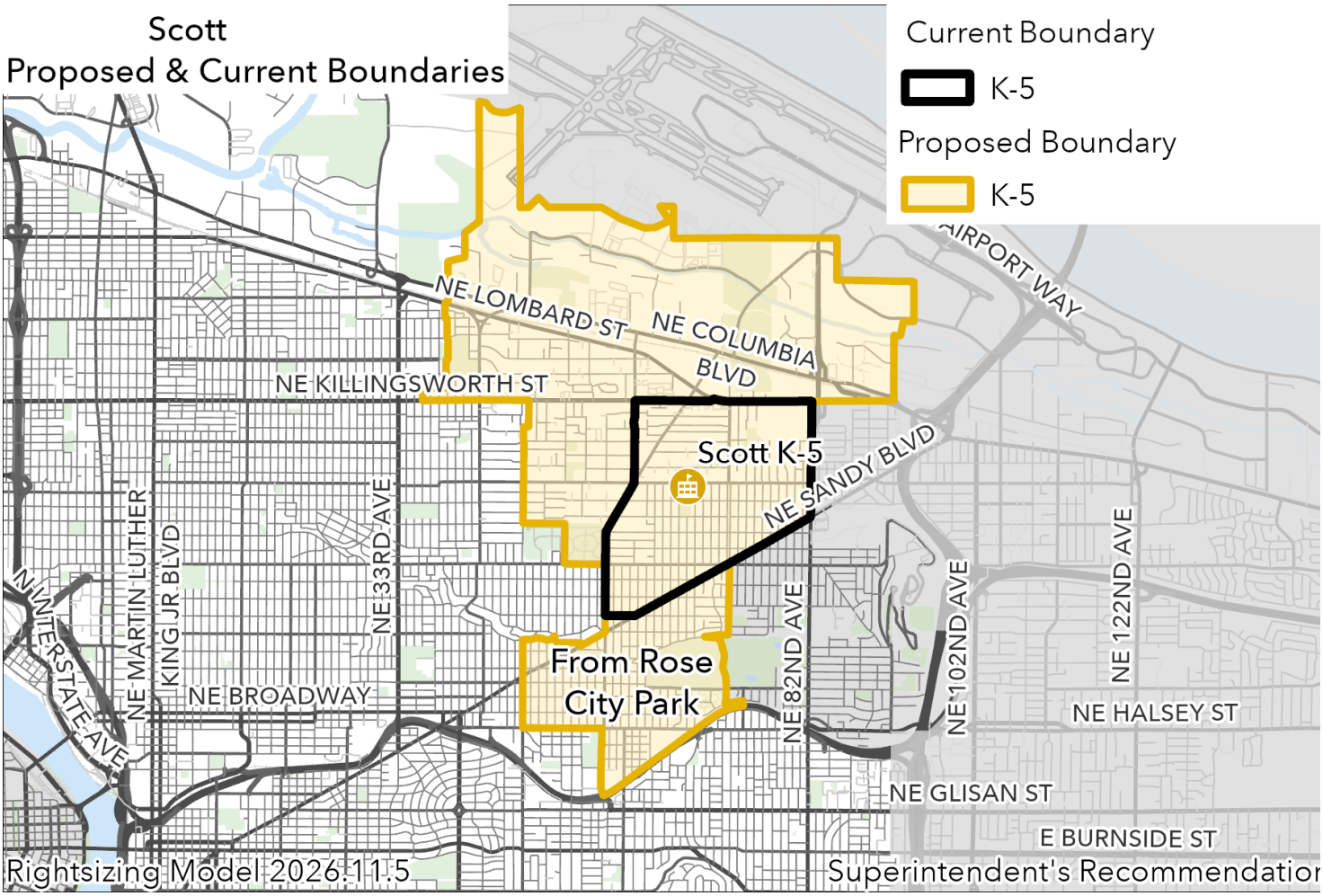
**Subject to change*

Review and Approval

This report has been reviewed by appropriate district staff.

Superintendent Signature

Date


Scott
Proposed & Current Boundaries
Current Boundary
K-5
Proposed Boundary
K-5
NE LOMBARD ST
NE COLUMBIA BLVD
AIRPORT WAY
NE KILLINGSWORTH ST
Scott K-5
NE SANDY BLVD
NE MARTIN LUTHER KING JR BLVD
NE 33RD AVE
N INTERSTATE AVE
NE BROADWAY
From Rose City Park
NE 82ND AVE
NE 102ND AVE
NE 122ND AVE
NE HALSEY ST
NE GLISAN ST
E BURNSIDE ST
Rightsizing Model 2026.1.1.5
Superintendent's Recommendation

School Closure Report

Sabin Elementary School

Date: 11/17/2026

School Closure Process
The PPS Board of Education determines whether schools will be closed. Board determination on school closures is based on the Superintendent's recommendation. The School Initiation & Closure policy (6.10.030-P) requires that the Superintendent's recommendation be accompanied by a School Closure Report.

If you have questions about this process or this report, please contact:

Dr. Jon Franco, Senior Chief of Operations
Margaret Calvert, Executive Director of School Planning and Modernization
501 N Dixon, Portland, OR 97227 | 503-916-2000

1. School Profile

School Name
Sabin Elementary School

Administrator
Madeleine Allen

Location
4013 NE 18th Ave, Portland OR

Grade levels served
K-5

1a. School Description

Sabin Elementary School is a Northeast Portland neighborhood K–5 school and is currently part of the Grant cluster. It hosts a Social Emotional Skills classroom and on-site, after school childcare. Approximately 250 students are enrolled at Sabin for the 2026-27 school year.

1b. Financial Impact

The primary financial benefit of consolidating elementary schools and programs is to align school capacity and operating costs with enrollment, allowing PPS to concentrate limited resources in fewer, more efficiently resourced schools. Combining school communities can reduce duplicative school-level administrative and operating expenses, improve building utilization, and support more efficient staffing and program delivery. These consolidations are intended to generate ongoing savings while supporting strong core instructional programs and student services.

If the school remains open, the projected cost per student for the 2027/2028 school year is: $20,744.

If the school is closed in 2027, the projected overall savings is $898,472. This includes savings from administrative, custodial, and office staffing, 80% of utilities, and includes the one-time cost of teacher moves. We anticipate ongoing expenses, including 20% of current utility costs and an average annual security cost, if the school were closed and unoccupied.

Under the proposed change, 32% of students would live more than one mile from Dr. Martin Luther King Jr. and would be offered school bus transportation. To accommodate these students, PPS anticipates Dr. Martin Luther King Jr. will continue to have two buses. The Transportation Department anticipates no cost because the number of buses remains the same.

Transportation and Safe Routes to School planning will identify needed supports for safe arrival and dismissal, including walking and biking improvements, crossing supports, or traffic circulation changes.

1c. Student Enrollment

Table 1. Projected enrollment over the next five years, if school remains open:

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Students Enrolled	236	248	240	234	235

History of Requested and Actual Transfers

During 2024-25, 2025-26, and 2026-27 school years, 54 students requested transfers into Sabin, and 19 enrolled through an approved transfer. During the same period, 152 students residing within the school's attendance area requested transfers to other schools, and 47 enrolled elsewhere through an approved transfer.

Projected declining enrollment will make it difficult to maintain stable staffing, full programming, and essential student support services. Under enrollment-based staffing allocations, low enrollment can result in year-to-year staffing changes, blended-grade classrooms or combined programs, and reduced access to enrichment and student support offerings. Staff may serve multiple roles or split time across schools, limiting continuity and availability. While educators would continue working to meet students' needs, projected enrollment would constrain the school's ability to provide consistent access to a well-rounded educational experience without ongoing supplemental district resources.

2. School Facilities and Student Reassignment

2a. School Description

Built	Building size	Stories	Acres
1928	65,769 SF	3	3.63
Building condition	**Gross capacity**	**Functional capacity**	**Cost of school operations**
Fair; FCI 0.08	780	621	$4,895,684

Gross capacity is the estimated maximum number of students a school can accommodate, calculated by assigning a student capacity to each classroom based on its square footage and summing those capacities:

- Less than 800 square feet: 24 students
- 800–1,000 square feet: 27 students
- More than 1,000 square feet: 30 students

Functional capacity is a practical estimate of the number of students a school can accommodate, calculated by multiplying its gross capacity by the applicable utilization rate. It does not represent maximum occupancy under building code requirements or determine staffing levels.

The cost of school operations includes projected FY28 school-based costs in funds 100 and 200 plus Facilities, Nutrition Services, and Special Education, at the current service level.

Physical Condition of Building, Capital and Environmental Needs

Sabin is a three-level, brick-faced reinforced-concrete school with portable facilities and a covered play structure. Assessments conducted in 2019–2020 identified much HVAC equipment beyond its typical design life, corroded and leaking boiler circulation pumps, aging electrical distribution and interior lighting, and some flooring and casework beyond design life; there are also plumbing and heating replacement needs. The assessment reported recently replaced fire-alarm equipment in good condition and a wet-pipe sprinkler system protecting corridors, stairwells, and classroom entrances without major observed deficiencies.

ADA Accessibility

The first floor is accessible through an entrance on the side of the building and there is an elevator that provides access to the basement and second-floor classrooms.

Building Use

Currently, Sabin houses a K–5 neighborhood school with general education classrooms, a Social Emotional Skills classroom, enrichment instruction, and student support services.

Analysis of current and potential use of the facility, including recommended disposition

Following closure, potential uses of the Sabin Elementary School facility will be evaluated through the district's Building Repurposing process, informed by community engagement, district needs, facility conditions, and financial considerations. This process will consider opportunities to support students and the surrounding community and identify a recommended future use or disposition for Board consideration.

2b. Student Reassignment

The proposed closure of Sabin Elementary School would move its full neighborhood K–5 boundary to Dr. Martin Luther King Jr. Elementary. Benefits include MLK Jr.'s updated roof, larger grounds, and outdoor facilities. Students in Sabin's Social Emotional Skills program would also receive services in K–5 SES classrooms at Dr. Martin Luther King Jr., with individual placements determined by the Special Education Department in collaboration with school teams and families.

Proposed Attendance Boundary

See attached map.

Transportation options and barriers

Transportation options include walking, biking, family transportation, and school bus service for elementary students who live more than one mile from their neighborhood school; additional students may qualify based on Oregon Department of Education guidelines or individual needs. We do not anticipate any barriers to students getting to school; however, additional busing may be provided, as needed, for hazard areas within the school attendance boundary.

How will this school location accommodate the reassigned students?
Dr. Martin Luther King Jr. Elementary has 34 classrooms and a functional capacity of 584 students. After consolidation with Sabin, Dr. Martin Luther King Jr. is projected to hold 572 students in the 2027-2028 school year.

Recommendation
PPS recommends closing Sabin Elementary School for the 2027–2028 school year and assigning its full neighborhood K–5 boundary to Dr. Martin Luther King Jr. Elementary. SES placements at Dr. Martin Luther King Jr. would be coordinated with school teams and families.

3. Community/Cluster and District Impact Analysis

3a. Cluster Analysis

How will the proposed closure maintain or improve equity of access to schools offering high quality educational choices?

In the school year 2026-27, Portland Public Schools staffs and supports 56 elementary programs across the district. Eleven of these programs are situated within K-8 campuses. Enrollment ranges from 160 students to over 550 students. Using the QEM and our system definition of “well-resourced schools” as a guide, we have established an elementary enrollment of 360 as the minimum threshold to be able to staff and support a comprehensive and stable elementary program. Maximizing the number of sites at or above this minimum threshold allows the district to maximize the number of students who experience grade-level classrooms, comprehensive core enrichments, and targeted academic supports. It also maximizes the number of educators who work full-time on one campus and who benefit from regular collaboration with grade- and content-alike colleagues.

By operating fewer elementary schools and spreading current enrollment more evenly across remaining sites, the district can offer a more comprehensive and sustainable program at each elementary site.

In recent years, we have used resources from other parts of our system to subsidize elementary programs with low enrollment. Given our current and projected budget shortfalls, we can no longer sustain subsidies for underenrolled sites. As a result, elementary schools have already faced several programmatic and operational constraints:

- Over half of our elementary programs have been forced to place students in multi-grade classrooms;
- Instructional coaches, academic coaches, and school climate support positions have been cut;

- Core enrichment teachers that support Arts, PE, and Library/Media instruction have been split across multiple sites, reducing the capacity to have full-school enrichment programs;
- Support staff that help monitor lunch and recess have been reduced, forcing principals to spend much of their time monitoring duty;
- Opportunities for strong teacher collaboration and professional learning have been compromised by multi-grade classrooms and single-strand programs.

If we continue with no rightsizing action, all of these constraints will be compounded in the 2027-2028 school year.

3b. Effects on Other Schools, Enrollment, and Community Access

The proposed merger would affect Dr. Martin Luther King Jr. Elementary within the Jefferson cluster. Enrollment at Dr. Martin Luther King Jr. Elementary is projected to change from 319 to 572 in the 2027–2028 school year. Based on these projections, there will be two to three classrooms at each grade-level. These changes would support a combined elementary school community, with opportunities to stabilize staffing and sustain educational programs and student supports. Implementation will require coordinated staffing, classroom assignments, and use of shared spaces to accommodate incoming students while supporting students already enrolled. Dr. Martin Luther King Jr. is ready to receive students and would need a very minimal kitchen upgrade (a warming cabinet). There already are sufficient instructional and student support spaces, and we would continue to coordinate any additional supports needed to accommodate the combined school community.

Sabin Elementary School is located approximately one mile from Dr. Martin Luther King Jr. Elementary School. Nearby community resources include Dr. Martin Luther King Jr. School Park. The proposed change would shift students' daily school activities toward Dr. Martin Luther King Jr. Elementary and its adjacent park, while potentially increasing travel to existing childcare arrangements and resources near Sabin. Transportation options include walking, biking, family transportation, and school bus service for eligible students. PPS would support school bus service for students who live more than one mile from the school and work with the school community and the district Safe Routes to School coordinator to identify appropriate crossing, pedestrian, and bicycle safety measures.

3c. Community Partnerships and Potential Community Impact

Sabin currently partners with Chess for Success and the Black Parent Initiative to provide family and student programming. Sabin's closure risks interrupting these services. While both organizations previously operated at Dr. Martin Luther King Jr. School, those partnerships ended prior to the 2026–27 school year. PPS will coordinate with both organizations and school leadership to explore resuming services at Dr. Martin Luther King Jr., where Sabin students are projected to transition, or to identify alternative community partnerships.

Sabin currently partners with Neighborhood House, an established child care provider serving four PPS communities. The Sabin program serves 58 students, with an additional 10 on its waitlist, while Neighborhood House at Dr. Martin Luther King Jr. school currently serves 44

students. Relocating the Sabin program to Martin Luther King Jr. would allow families to keep their same provider, but would require appropriately licensed space to accommodate up to 102 enrolled students. Child care spaces must meet state licensing requirements, which involve additional time and costs, making early planning essential. District leadership, Dr. Martin Luther King Jr. administration, and Neighborhood House will collaborate early to establish a clear transition plan, ensure reliable access to appropriate space, and protect the needs of both school communities. Preserving this partnership would maintain continuity for families, support an established community provider, and create opportunities to address the existing demand for accessible child care.

Sabin currently partners with Self Enhancement, Inc. (SEI) to operate its SUN Community School, providing wraparound services and family support through a collaboration between PPS, Multnomah County and the City of Portland. SEI's partner organizations include Chess for Success, Tiny Dance Life, Soo Bahk Do, Sabin PTA, Motion Magic, NW Children's Theater, Ethos, and Adventures in Spanish provides free extended-day enrichment opportunities, access to a food pantry, and culturally relevant programming supported by staff who reflect and understand the student population. SUN also serves as an important connection point for students and families to access individualized support, community resources, enrichment opportunities, and basic-needs assistance. Closure could affect student and family access to established relationships with SUN staff, enrichment providers, and community resources, as well as require adjustments to programming locations, partner operations, and access to existing supports. Opportunities for partnerships to continue include transitioning students and services to Dr. Martin Luther King Jr., which also operates a SEI-led SUN Community School. Having the same community-based organization operating SUN at both schools creates an opportunity to maintain service continuity, preserve established relationships, and coordinate student and family transitions within an existing service system.

Services requiring further coordination include assessing Dr. Martin Luther King Jr.'s capacity to accommodate additional students and service needs, coordinating SUN staffing and program resources, maintaining access to enrichment partners and basic-needs supports, and ensuring students can continue receiving individualized and wraparound services without interruption. Additional community impacts include the potential disruption of trusted relationships, enrichment opportunities, and established points of connection for families accessing community resources, with proposed responses including coordinating with SEI and Dr. Martin Luther King Jr. school leadership to develop a transition plan, identify staffing and resource needs, communicate with families, and prioritize continuity of services and student participation in existing programs.

Any future community use of the facility would be considered through the Building Repurposing process.

3d. Operational Plan & Boundary Map

If approved, the closure would take effect in 2027, with students assigned to Dr. Martin Luther King Jr. Elementary under the proposed boundaries shown in the attached boundary map.

Following Board approval, PPS will coordinate staffing, student assignments, receiving-school improvements, technology preparation, transportation, and the relocation of school materials and equipment. The following timeline summarizes key operational milestones. School-specific

schedules will coordinate building improvements, cleaning, moving, technology installation, and staff access so receiving schools are prepared before students arrive.

Operational Implementation Plan

Timeline*	Action
January 2027	Establish school transition teams and school-specific implementation plans. Verify student enrollment. Share Principal assignments with communities.
February 2027	Develop staffing plans and confirm initial staff assignments. Identify and prioritize building improvements, equipment, and technology needs.
March 2027	Identify initial classroom assignments and develop school-specific moving schedules, distribute packing supplies, and begin records transfers.
April 2027	Begin packing and sorting materials not needed for daily instruction. Finalize plans for building improvements and technology setup.
May 2027	Confirm summer moving and building-work schedules. Continue packing and prepare materials for transportation and other operational services for receiving schools.
June 2027	Complete teacher packing. Begin school moves after the school year ends and carry out scheduled building improvements.
July 2027	Continue school moves and building improvements. Install furniture, equipment, and technology at receiving schools.
August 2027	Complete scheduled moves by mid August. Finish cleaning, classroom setup, and technology testing.
September 2027	Monitor school operations and address remaining transition needs. Complete closing-building inventories.

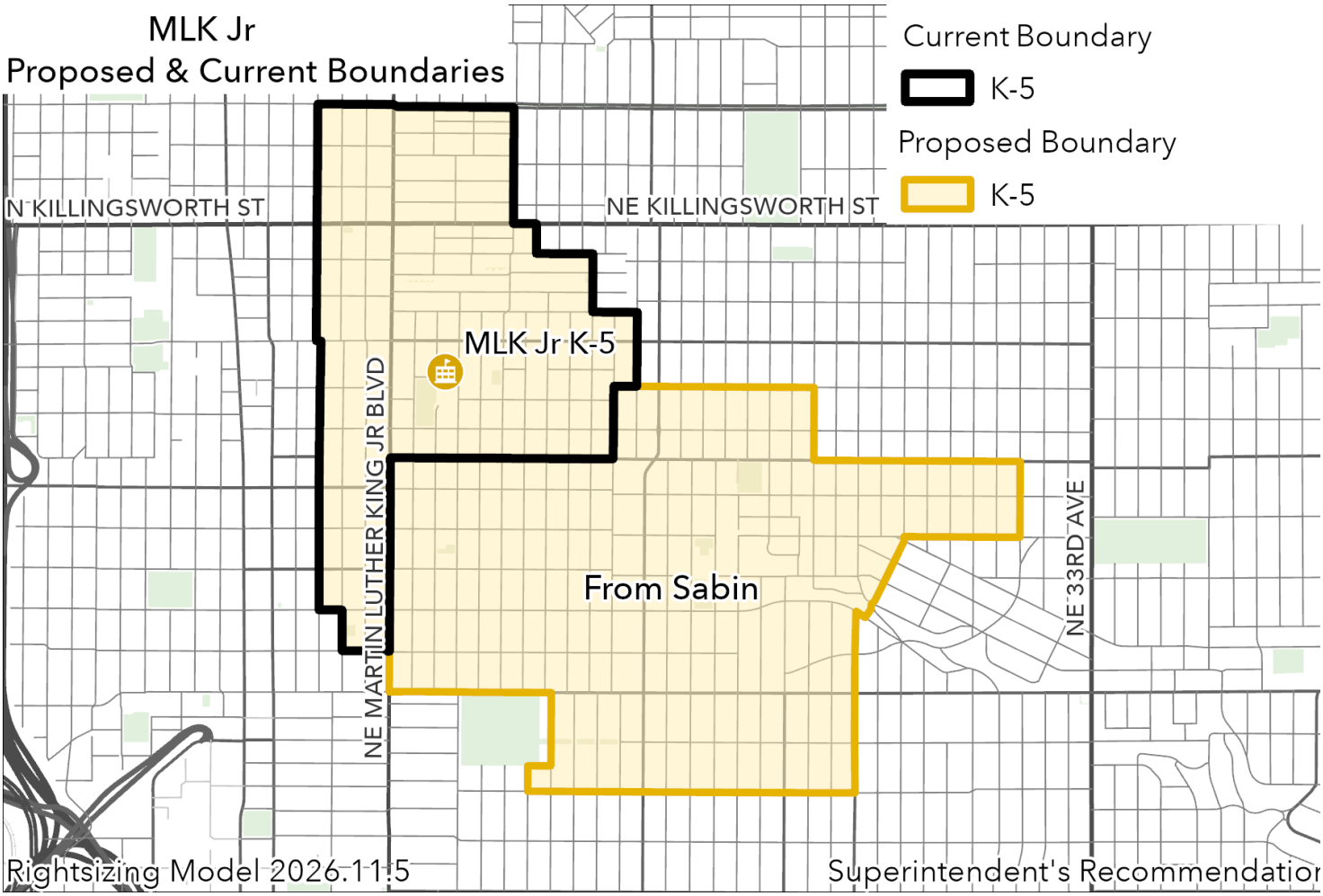
**Subject to change*

Review and Approval

This report has been reviewed by appropriate district staff.

Superintendent Signature

Date


MLK Jr
Proposed & Current Boundaries
Current Boundary
K-5
Proposed Boundary
K-5
N KILLINGSWORTH ST
NE KILLINGSWORTH ST
MLK Jr K-5
NE MARTIN LUTHER KING JR BLVD
From Sabin
NE 33RD AVE
Rightsizing Model 2026.1 1.5
Superintendent's Recommendation

School Closure Report

Woodmere Elementary School

Date: 11/17/2026

School Closure Process
The PPS Board of Education determines whether schools will be closed. Board determination on school closures is based on the Superintendent's recommendation. The School Initiation & Closure policy (6.10.030-P) requires that the Superintendent's recommendation be accompanied by a School Closure Report.

If you have questions about this process or this report, please contact:

Dr. Jon Franco, Senior Chief of Operations
Margaret Calvert, Executive Director of School Planning and Modernization
501 N Dixon, Portland, OR 97227 | 503-916-2000

1. School Profile

School Name
Woodmere Elementary School

Administrator
Katherine Polizos

Location
7900 SE Duke St, Portland OR

Grade levels served
K-5

1a. School Description

Woodmere Elementary School is a K–5 neighborhood school in Southeast Portland's Brentwood-Darlington neighborhood. The school employs varied teaching approaches, scheduled early reading and mathematics intervention, and support through special education, English language instruction, and Talented and Gifted services, as well as Communication Behavior classrooms. Woodmere is a single-story campus, built in 1954, with 19 regular classrooms and four modular classrooms. Approximately 220 students are enrolled at Woodmere for the 2026-2027 school year.

1b. Financial Impact

The primary financial benefit of consolidating elementary schools and programs is to align school capacity and operating costs with enrollment, allowing PPS to concentrate limited resources in fewer, more efficiently resourced schools. Combining school communities can reduce duplicative school-level administrative and operating expenses, improve building utilization, and support more efficient staffing and program delivery. These consolidations are intended to generate ongoing savings while supporting strong core instructional programs and student services.

If the school remains open, the projected cost per student for the 2028-2029 school year is: $22,993. (This is calculated using projected FY28 compensation levels and current staffing practices, which could change in the near future due to budget uncertainty.)

If the school is closed in 2028, the projected overall savings is $1,100,925. This includes savings from administrative, custodial, and office staffing, 80% of utilities, and includes the one-time cost of teacher moves. We anticipate ongoing expenses, including 20% of current utility costs and an average annual security cost, if the school were closed and unoccupied.

To accommodate the students who live more than one mile from Whitman, PPS anticipates increasing service to Whitman from one bus to two buses. The Transportation Department estimates an additional annual savings of approximately $110,000. The proposed change would reduce the total number of buses serving the closing and receiving schools, resulting in transportation cost savings.

Transportation and Safe Routes to School planning will identify needed supports for safe arrival and dismissal, including walking and biking improvements, crossing supports, or traffic circulation changes.

1c. Student Enrollment

Table 1. Projected enrollment over the next five years, if school remains open:

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Students Enrolled	224	222	223	217	225

History of Requested and Actual Transfers
During the 2024-2025, 2025-2026, and 2026-2027 school years, 44 students requested transfers into Woodmere and 26 enrolled through an approved transfer. During the same period, 162 students residing within the school's attendance area requested transfers to other schools, and 53 enrolled elsewhere through an approved transfer.

Projected declining enrollment will make it difficult to maintain stable staffing, full programming, and essential student support services. Under enrollment-based staffing allocations, low enrollment can result in year-to-year staffing changes, blended-grade classrooms or combined programs, and reduced access to enrichment and student support offerings. Staff may serve multiple roles or split time across schools, limiting continuity and availability. While educators would continue working to meet students' needs, projected enrollment would constrain the school's ability to provide consistent access to a well-rounded educational experience without ongoing supplemental district resources.

2. School Facilities and Student Reassignment

2a. School Description

Built	Building size	Stories	Acres
1954	51,900 sq ft	1	5.53
Building condition	**Gross capacity**	**Functional capacity**	**Cost of school operations**
Poor; FCI 0.21	648 students	465 students	$5,150,541

Gross capacity is the estimated maximum number of students a school can accommodate, calculated by assigning a student capacity to each classroom based on its square footage and summing those capacities:

- Less than 800 square feet: 24 students
- 800–1,000 square feet: 27 students
- More than 1,000 square feet: 30 students

Functional capacity is a practical estimate of the number of students a school can accommodate, calculated by multiplying its gross capacity by the applicable utilization rate. It does not represent maximum occupancy under building code requirements or determine staffing levels.

The cost of school operations includes projected FY28 school-based costs in funds 100 and 200 plus Facilities, Nutrition Services, and Special Education, at the current service level.

Physical Condition of Building, Capital and Environmental Needs
Woodmere is a single-story, H-shaped wood-frame school with red brick cladding, gable roofs, and an interior garden. While a recent roof replacement is near completion through the 2025 bond program, other facility assessments have identified aging mechanical and plumbing systems; signage identifying asbestos-containing pipe and equipment insulation; and approximately 85% of electrical distribution panels beyond design life.

ADA Accessibility
Woodmere is a single story building with accessible entrances.

Building Use
Woodmere houses a K–5 neighborhood school and Communication Behavior classrooms, with academic intervention, language learning, special education, and student support services.

Analysis of current and potential use of the facility, including recommended disposition
Following closure, potential uses of the Woodmere facility will be evaluated through the district's Building Repurposing process, informed by community engagement, district needs, facility conditions, and financial considerations. This process will consider opportunities to support students and the surrounding community and identify a recommended future use or disposition for Board consideration.

2b. Student Reassignment

The proposed closure of Woodmere would shift its full neighborhood K–5 boundary to Whitman. Special Education students receiving Learning Center support would move to Whitman K-5 and join their Inclusive School Community. Special Education CB students would either move to a CB class at Kelly K-5 or move with their general education peers to Whitman K-5 and join their Inclusive School Community - this will be determined on a case-by-case basis.

Proposed Attendance Boundary
See attached map.

Transportation options and barriers
Transportation options include walking, biking, family transportation, and school bus service for elementary students who live more than one mile from their neighborhood school; additional students may qualify based on Oregon Department of Education guidelines or individual needs. We do not anticipate any barriers to students getting to school; however, additional bussing may be provided, as needed, for hazard areas within the school attendance boundary.

How will this school location accommodate the reassigned students?
Whitman has 24 classrooms and a functional capacity of 416 students. With a combined enrollment of 444, Whitman will likely need to re-evaluate the three classrooms dedicated to early childhood to be able to accommodate the reassigned students and provide designated flexible learning spaces for students with disabilities.

Recommendation
PPS recommends closing Woodmere Elementary School for the 2028–2029 school year, assigning its full neighborhood K–5 boundary to Whitman, and also relocating the Communication Behavior classrooms to Whitman.

3. Community/Cluster and District Impact Analysis

3a. Cluster Analysis

How will the proposed closure maintain or improve equity of access to schools offering high quality educational choices?
In the 2026-2027 school year PPS staffs and supports 56 elementary programs across the district. Eleven of these programs are situated within K-8 campuses. The enrollment of these programs ranges from 160 students to over 550 students. Using the QEM and our system definition of “well-resourced schools” as a guide, we have established an elementary enrollment of 360 as the minimum threshold to be able to staff and support a comprehensive and stable elementary program. Maximizing the number of sites at or above this minimum threshold allows the district to maximize the number of students who experience grade-level classrooms, comprehensive core enrichments, and targeted academic supports. It also maximizes the number of educators who work full-time on one campus and who benefit from regular collaboration with grade- and content-alike colleagues.

By operating fewer elementary schools and spreading current enrollment more evenly across remaining sites, the district can stabilize and offer a more comprehensive and sustainable program at each elementary site.

In recent years, we have used resources from other parts of our system to subsidize elementary programs with low enrollment. Given our current and projected budget shortfalls, we can no longer sustain subsidies for underenrolled sites. As a result, elementary schools have already faced several programmatic and operational constraints:

- Over half of our elementary programs have been forced to place students in multi-grade classrooms;
- Staffing for instructional coaching, academic coaching, and school climate support positions have been reduced;
- Core enrichment teachers that support Arts, PE, and Library/Media instruction have been split across multiple sites, reducing the capacity to have full-school enrichment programs;
- Support staff that help monitor lunch and recess have been reduced, forcing principals to spend much of their time monitoring duty;
- Opportunities for strong teacher collaboration and professional learning have been compromised by multi-grade classrooms and single-strand programs.

If we continue with no rightsizing action, all of these constraints will be compounded in the 2027-2028 school year.

3b. Effects on Other Schools, Enrollment, and Community Access

The proposed merger would affect Whitman within the Franklin cluster. Enrollment at Whitman is projected to change from 192 to 444 in 2028. Based on projections, there will be two to three classrooms at each grade level. Whitman would require minimal upgrades to the kitchen (a warming cabinet). Classroom assignments, student support spaces, and use of shared areas would be coordinated to accommodate incoming students while supporting students already enrolled. As noted above, Whitman and the Early Learners team will likely need to re-evaluate the three classroom dedicated to the PPS Pre-K program to be able to accommodate the reassigned students

Woodmere is located approximately 0.7 mile from Whitman Elementary School. Nearby community resources include Flavel Park and Brentwood-Darlington Community Center, with Holgate Library serving the broader area. The proposed change would shift students' daily school activities toward Whitman and Flavel Park. Transportation options include walking, biking, family transportation, and school bus service for eligible students. Potential barriers include longer walking distances and crossings of SE Flavel Street and other busy streets, depending on students' home addresses. PPS would support school bus service for students who live more than one mile from the school and work with the school community and the district Safe Routes to School coordinator to identify appropriate crossing, pedestrian, and bicycle safety measures.

3c. Community Partnerships and Potential Community Impact

Woodmere does not have Racial Equity & Social Justice (RESJ) partner programming. Closure is not expected to affect RESJ partner services. PPS will continue working with building leaders and school communities at receiving schools so that partnerships reflect what students and families need. Future community use of the facility would be considered through the Building Repurposing process.

Woodmere does not partner with a child care provider, as there has not been an identified need for on-site child care within its school community. Therefore, closure would not directly affect an existing child care partnership or require the relocation of a program. However, community needs may change over time, and we remain open to reassessing family demand and exploring partnerships with qualified child care providers if a need emerges. Any future program would require consideration of available space, licensing, staffing, and operational resources. We encourage the district to remain open to future opportunities to establish on-site child care if demand increases, ensuring that students and families have access to this important resource when needed.

Woodmere partners with Impact NW to operate its SUN Community School, providing community-based services and wraparound family supports through collaboration among PPS, Multnomah County, and the City of Portland. SUN provides free extended-day enrichment opportunities, access to food resources, educational support, family engagement opportunities,

and connections to social, health, and mental health resources. Additional services specific to Woodmere include a weekly family food backpack program providing groceries for entire households, parent and family cafés connecting families with school staff and social work supports, community events and resource fairs, and assistance navigating basic-needs resources. These services create an established connection point for students and families to access educational enrichment, food assistance, family support, and community resources. Closure could affect student and family access to these services, disrupt established relationships with SUN staff and community partners, and require adjustments to programming locations and service delivery.

Opportunities for partnerships to continue include transitioning students and services to Whitman, which also operates an Impact NW-led SUN Community School. Having the same community-based organization operating SUN at both schools creates an opportunity to maintain service continuity, preserve established relationships, coordinate family transitions, and potentially integrate existing programming and partnerships into Whitman's service delivery model.

Services requiring further coordination include assessing Whitman's capacity to accommodate additional students and families, maintaining access to food assistance and the family backpack program, coordinating family engagement and resource navigation supports, and identifying opportunities to continue existing enrichment programming and community partnerships.

Additional community impacts include potential disruptions to food access, family engagement, and trusted relationships with school-based support staff, as well as increased demand on Whitman's existing SUN resources. Proposed responses include coordinating with Impact NW and Whitman school leadership to develop a transition plan, assess staffing and program capacity, identify opportunities to maintain Woodmere's existing services and partnerships, transfer family referrals and support needs, and communicate alternative access points for families relying on SUN resources. Particular consideration should be given to maintaining access to food assistance and ensuring families experience a seamless transition into Whitman's existing community-based service system. Future community use of the facility would be considered through the Building Repurposing process.

3d. Operational Plan & Boundary Map

If approved, the closure would take effect in the 2028-2029 school year, with students assigned to Whitman under the proposed boundaries shown in the attached boundary map.

Operational Implementation Plan

Timeline*	Action
January 2028	Establish school transition teams and school-specific implementation plans. Verify student enrollment. Share Principal assignments with communities.

Timeline*	Action
February 2028	Develop staffing plans and confirm initial staff assignments. Identify and prioritize building improvements, equipment, and technology needs.
March 2028	Identify initial classroom assignments and develop school-specific moving schedules, distribute packing supplies, and begin records transfers.
April 2028	Begin packing and sorting materials not needed for daily instruction. Finalize plans for building improvements and technology setup.
May 2028	Confirm summer moving and building-work schedules. Continue packing and prepare materials for transportation and other operational services for receiving schools.
June 2028	Complete teacher packing. Begin school moves after the school year ends and carry out scheduled building improvements.
July 2028	Continue school moves and building improvements. Install furniture, equipment, and technology at receiving schools.
August 2028	Complete scheduled moves by mid August. Finish cleaning, classroom setup, and technology testing.
September 2028	Monitor school operations and address remaining transition needs. Complete closing-building inventories.

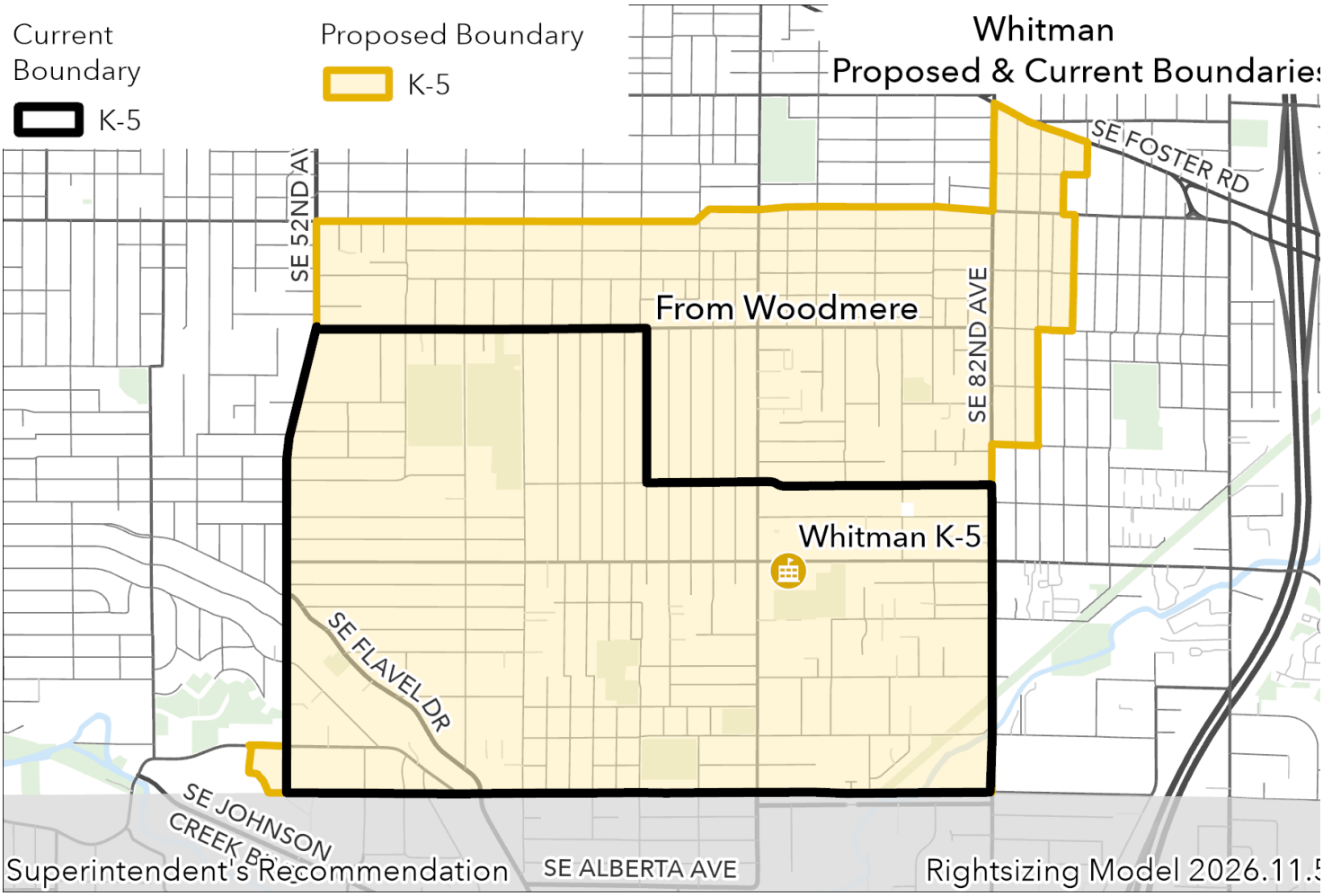
**Subject to change*

Review and Approval

This report has been reviewed by appropriate district staff.

Superintendent Signature

Date


Current Boundary
K-5
Proposed Boundary
K-5
Whitman
Proposed & Current Boundaries
SE FOSTER RD
SE 52ND AV
From Woodmere
SE 82ND AVE
Whitman K-5
SE FLAVEL DR
SE JOHNSON CREEK BL
SE ALBERTA AVE
Superintendent's Recommendation
Rightsizing Model 2026.11.5

Abernethy E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Abernethy would remain open as a neighborhood K-5 school.
- Abernethy would welcome the Buckman student population who live south of Burnside Street.
- Buckman neighborhood students who live south of Burnside St. would move to Abernethy ES.

WHY IS PPS CONSIDERING THIS?

- Enrollment is dropping: Abernethy can hold 441 students, but enrollment is expected to drop to 241 without changes.
- Filling open space: Bringing Buckman and Abernethy student communities together supports a stable size and keeps student enrollment numbers steady.

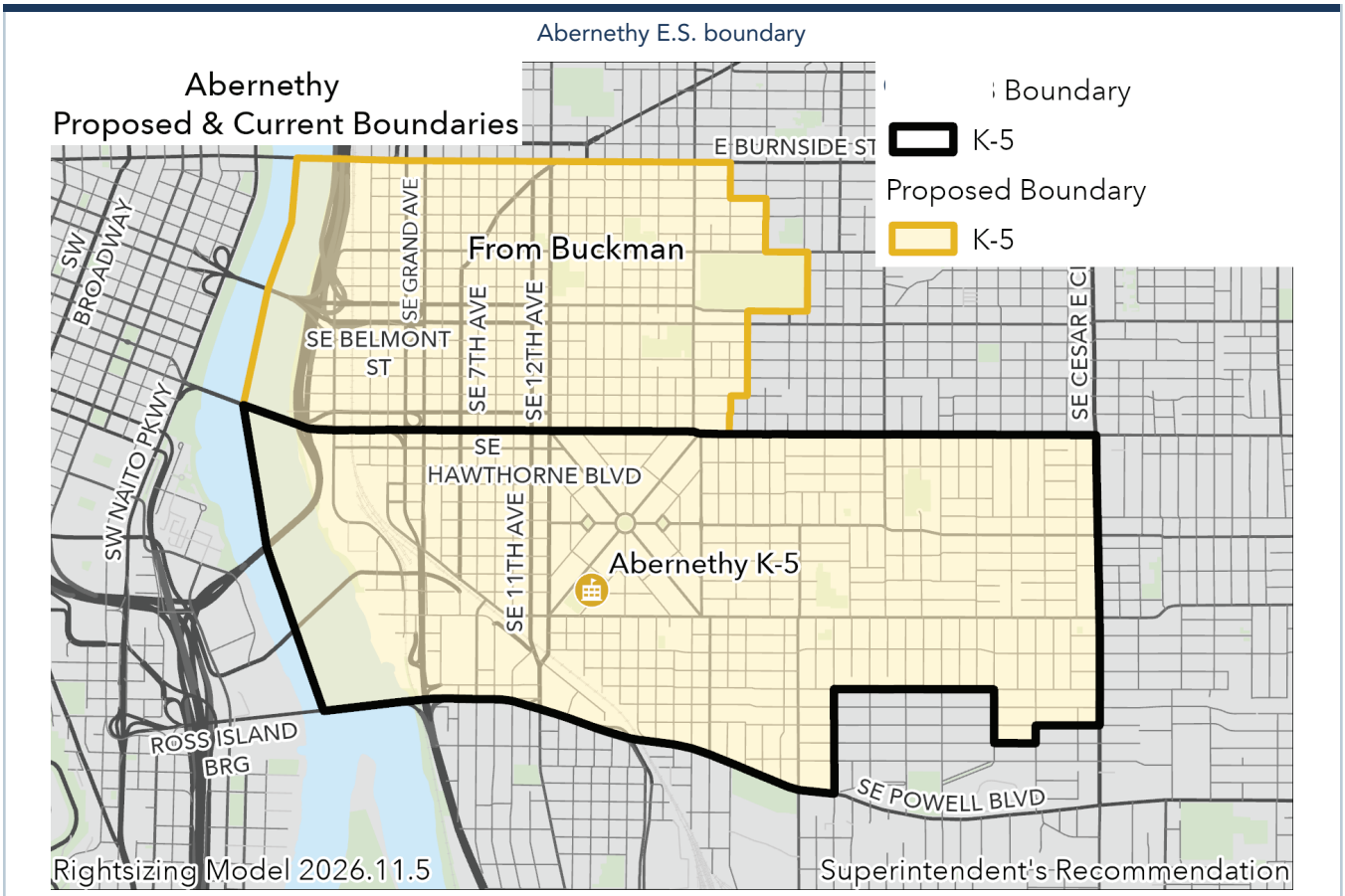
WHAT ELSE WAS CONSIDERED?

- Abernethy was chosen to stay open because the Buckman building needs urgent, major structural repairs.

WHAT WOULD STUDENTS GAIN?

- More support and programs: Steady enrollment numbers support stable staffing for classrooms and programs.
- On-site childcare: Families would continue to have access to reliable before- and after-school childcare

WHERE WOULD THE SCHOOL BOUNDARY BE?



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	441	54.9%	528 (2013-14)	266

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	242	242	247	244	241
Recommendation	312	316	320	317	311

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Buckman attendance area that is south of E Burnside St. will enroll at Abernethy E.S.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	11.2%	14.5%	1.5%	10.8%	Not Title 1
Recommendation	17%	16.7%	2.9%	13.5%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be two to three classrooms at each grade-level, with blends not required. Currently, Abernethy and Buckman have blended classrooms in different grade bands. The Academics team will work with educators to plan curriculum for students who are in blends during the 2026-27 school year and may not be during the 2027-28 school year. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Buckman has one Learning Center and two SES classrooms. Abernethy has one Learning Center classroom. Sunnyside has three Learning Center classrooms. With rightsizing, the Buckman SES classrooms will move with much of the Buckman student population to Sunnyside. Sunnyside will now have a projected 3.5 Learning Center FTE and two SES classrooms. Abernethy will maintain a one Learning Center classroom model.
- Student and Family Supports: Currently, both Abernethy and Buckman offer before and after school programming. Our RESJ team is exploring an expansion of childcare capacity at Abernethy. Currently, there is SUN programming at Buckman, but not at Abernethy. Continued SUN programming will depend on County, PPS and City budget processes. Currently, there are no RESJ partners at Buckman or Abernethy. Continuation or expansion of existing partnerships will be dependent on the PPS budget process. Currently, there are no contracted mental health partnerships at Abernethy. Our Student Services team is working with existing mental health partners at the merging sites to ensure continuity of care.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	56.5%
Eligible bus riders	137
Estimated number of routes (not including special ed routes)	4

Transportation	2027-2028
Hazard transportation routes (included in total routes above)	2

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Arleta E.S.

Changes beginning in 2028-29

WHAT'S HAPPENING?

- Arleta would remain open as a neighborhood K-5 school.
- Arleta would welcome the entire neighborhood school area and student body from Marysville.

WHY IS PPS CONSIDERING THIS?

- Arleta chosen for building size: While building conditions at Arleta and Marysville were similar, Marysville was too small to fit both school communities together.

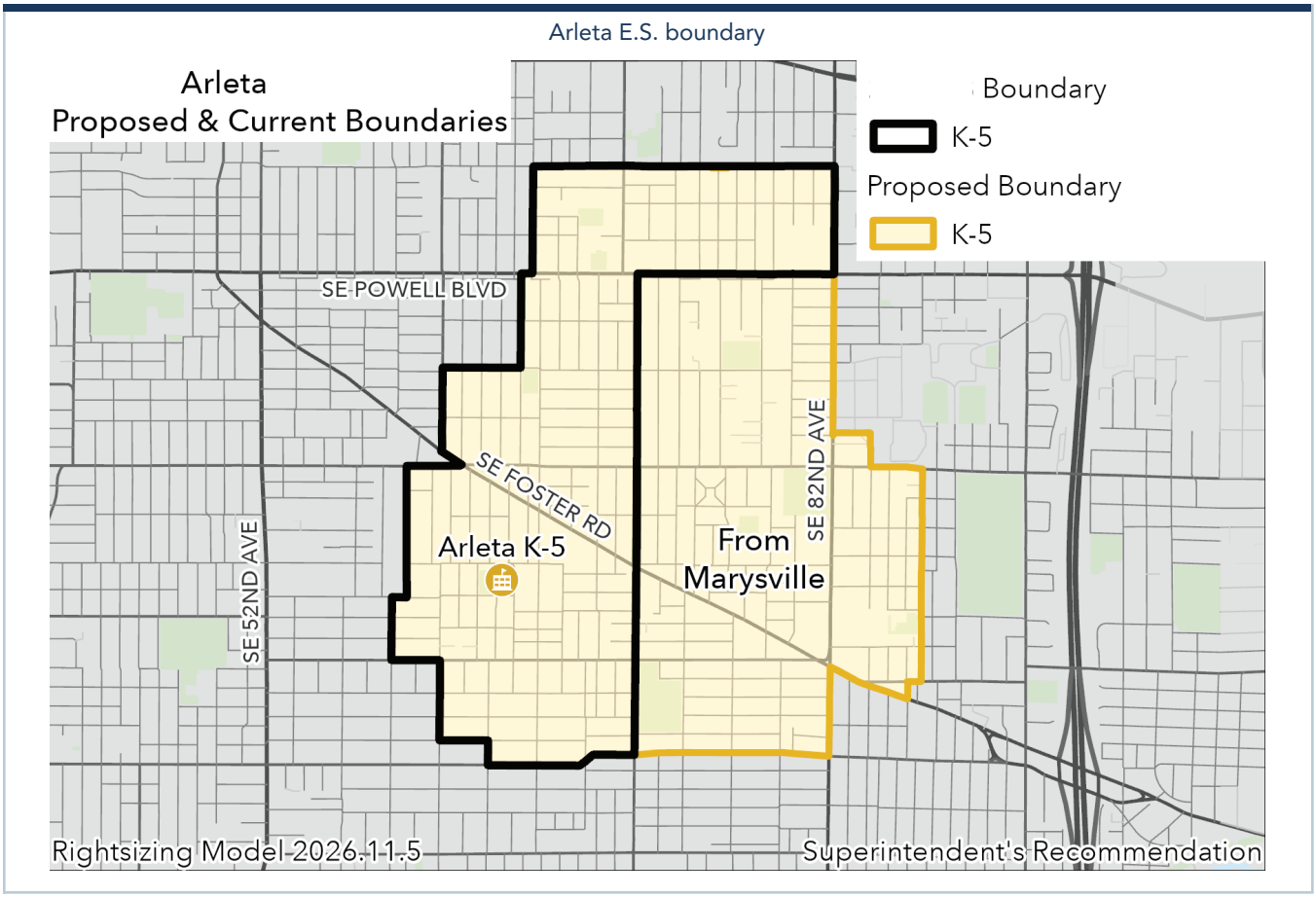
WHAT ELSE WAS CONSIDERED?

- Large school space: Arleta has 28 regular classrooms and can comfortably hold up to 653 students. This proposal keeps the enrollment well above current enrollment but well below the most students the building can hold.
- Major building upgrades: Arleta is getting a brand-new heating and cooling (HVAC) system in Summer 2027 and has a full kitchen setup.

WHAT WOULD STUDENTS GAIN?

- Upgraded learning spaces: Students would gain modern air quality and heating, and large spaces for learning and play.
- Stronger school programs: Combining communities allows the school to offer programs that can continue over time and support student services.

WHERE WOULD THE SCHOOL BOUNDARY BE?



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	653	32.6%	526 (2019-20)	221

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	213	214	212	216	210
Recommendation	215	415	422	426	416

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Marysville E.S. attendance area will enroll at Arleta E.S.
- PPS transfer students: K-4th grade students attending Marysville E.S. but not residing in the Marysville E.S. attendance area will enroll at Arleta or may transfer to their neighborhood school by

home address. Incoming K students residing in the Lent attendance area with a sibling who had attended Marysville E.S have a guaranteed transfer to join their sibling at Arleta E.S.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	24.8%	25.2%	3.9%	17.8%	Not Title 1
Recommendation	38%	24.4%	8%	26%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: School year 2028-29: Based on current enrollment projections, there will be 3 to 4 classrooms at each grade-level, with blends not required. The Academics team will work with educators to plan curriculum for students who are in blends during the 2027-28 school year and may not be during the 2028-29 school year. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Arleta has one Learning Center and one SES classroom. With rightsizing, Arleta will maintain one 3-5 SES classroom and receive the students from Marysville served in the Inclusive School Community model. This model will be supported at Arleta. In total Arleta will then have four special education teachers and one SES teacher. This will result in four to five classrooms.
- Student and Family Supports: Currently Arleta offers before and after school programming. Our RESJ team is exploring an expansion of childcare capacity at Arleta. Currently, there is SUN programming at Arleta. Continued SUN programming will depend on County, PPS, and City budget process. Currently, there are two partners at Arleta. RESJ partnerships continuing or expanding will be dependent on the PPS budget process. Currently, Morrison Child and Family Services is identified as Arleta's School-Based Mental Health Partner for 2026–27.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2028-2029
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	66.1%
Eligible bus riders	200
Estimated number of routes (not including special ed routes)	3

Transportation	2028-2029
Hazard transportation routes (included in total routes above)	1

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Atkinson E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Atkinson would remain open as a neighborhood K-5 school.
- Atkinson would welcome neighborhood K-5 students from Creston.
- The Spanish Dual Language Immersion (DLI) program would move to Lent K-5.
- Middle school pathway: All students in the new Atkinson boundary would go together to Kellogg for middle school and continue to Franklin for high school.

WHY IS PPS CONSIDERING THIS?

- Creating space for neighborhood students: Moving Spanish DLI to Lent creates the physical space needed at Atkinson for the Atkinson and Creston student communities.
- DLI Schools serving each area: Spanish DLI is moved into schools serving each area of the district. For southeast Portland, this is Lent.
- Closer to Kellogg: Creston students north of Powell live closer to Atkinson and Kellogg Middle School.

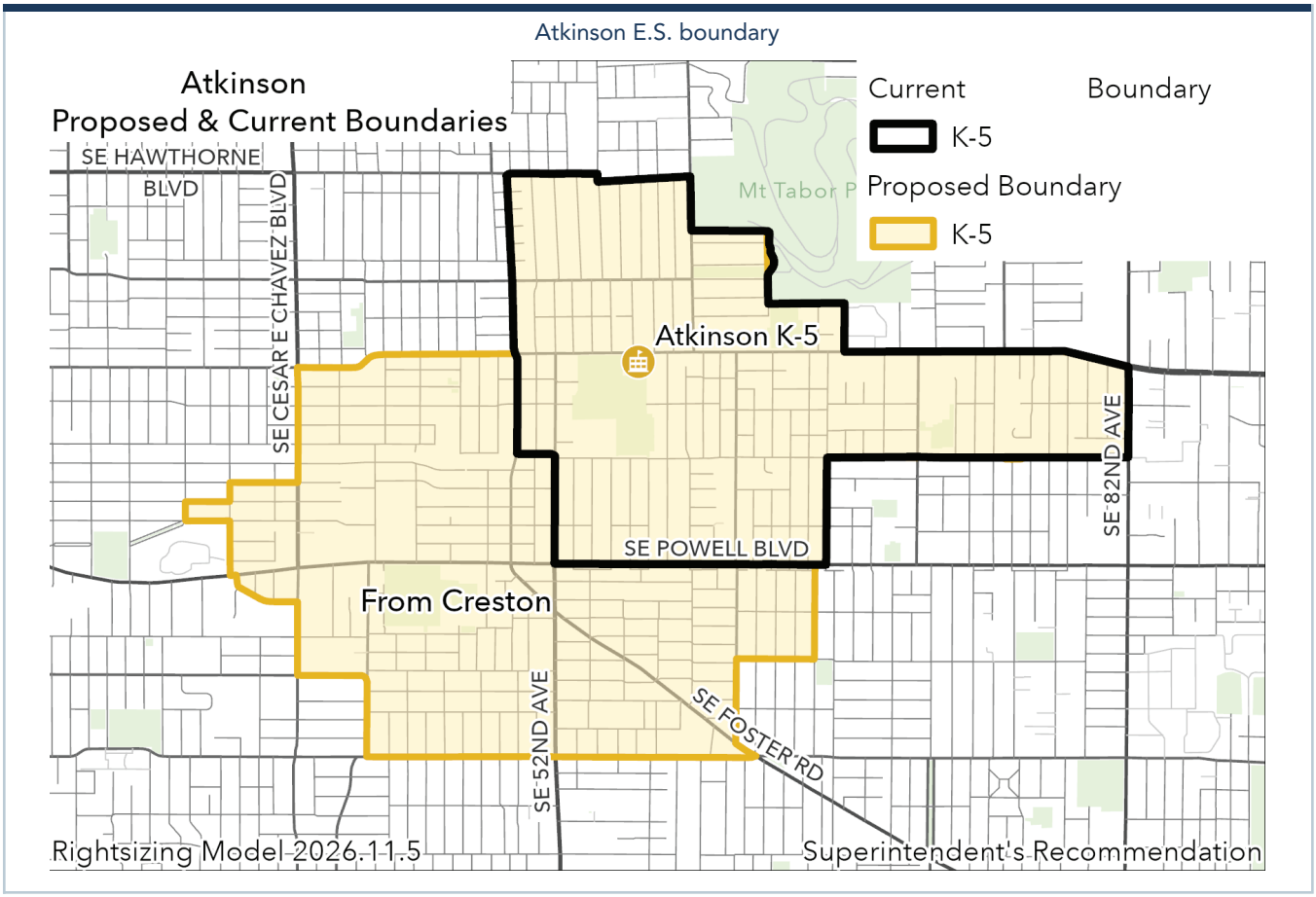
WHAT ELSE WAS CONSIDERED?

- Atkinson's central location: Atkinson was chosen to stay open over Creston because it is larger and more central to where families live in the new boundary.
- Lent DLI school serving the area: Lent was chosen as the DLI school serving the area in the Southeast because it already functions as a full immersion school and families accessing Spanish DLI in this part of town live closer to Lent than Atkinson.

WHAT WOULD STUDENTS GAIN?

- Safer, modern classrooms: Atkinson provides upgraded learning spaces.
- Concentrated DLI program: Moving Spanish DLI to Lent builds a focused language center with full teacher collaboration.
- Smooth middle and high school moves: Clear pathways keep friend groups together from elementary all the way through Franklin High School.

WHERE WOULD THE SCHOOL BOUNDARY BE?



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	519	70%	566 (2000-01)	370

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	363	375	378	386	386
Recommendation	474	464	454	453	441

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Creston E.S. attendance area will enroll at Atkinson E.S. 5th grade students who live in the Atkinson attendance area will enroll at Kellogg M.S. for 6th grade.
- PPS transfer students: K-4th grade students attending Atkinson E.S. Spanish Immersion will enroll at Lent E.S. Spanish Immersion or may transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	32.2%	19.9%	21.3%	39.6%	Not Title 1
Recommendation	23.8%	26.1%	7.4%	15.1%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be two to three classrooms at each grade-level. Blends may be required at the 4th-5th grade band. Currently, Atkinson and Creston have blended classrooms in different grade bands. The Academics team will work with educators to plan curriculum for students who are in blends during the 2026-27 school year and may not be during the 2027-28 school year. All classrooms will be neighborhood English Scholar classrooms. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a full-time counselor. PPS Pre-K located at Creston Annex will remain unchanged.
- Special Education: Currently, Atkinson has one Learning Center and two ISC Classrooms. With Rightsizing, Atkinson will maintain two ISC classrooms and one to two Learning Center Spaces, totaling four Special Education spaces.
- Student and Family Supports: Currently, Atkinson offers before and after school programming. Our RESJ team is exploring an expansion of childcare capacity at Atkinson. Currently, there is no SUN programming at Atkinson. Continued or expanding SUN programming will depend on County, PPS and City budget process. Currently, there is one partner at Atkinson. RESJ partnerships continuing or expanding will be dependent on the PPS budget process. Currently, Atkinson and Creston maintain school-based mental health partnerships with Happy Valley Counseling.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	59.8%
Eligible bus riders	202
Estimated number of routes (not including special ed routes)	3
Hazard transportation routes (included in total routes above)	1

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Beaumont M.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Beaumont would remain open as a neighborhood middle school (grades 6-8).
- Beaumont would welcome 6th-8th grade students from Beverly Cleary, including students from the former Irvington boundary.
- The Spanish Dual Language Immersion (DLI) program at Beaumont would move to Roseway Heights M.S.

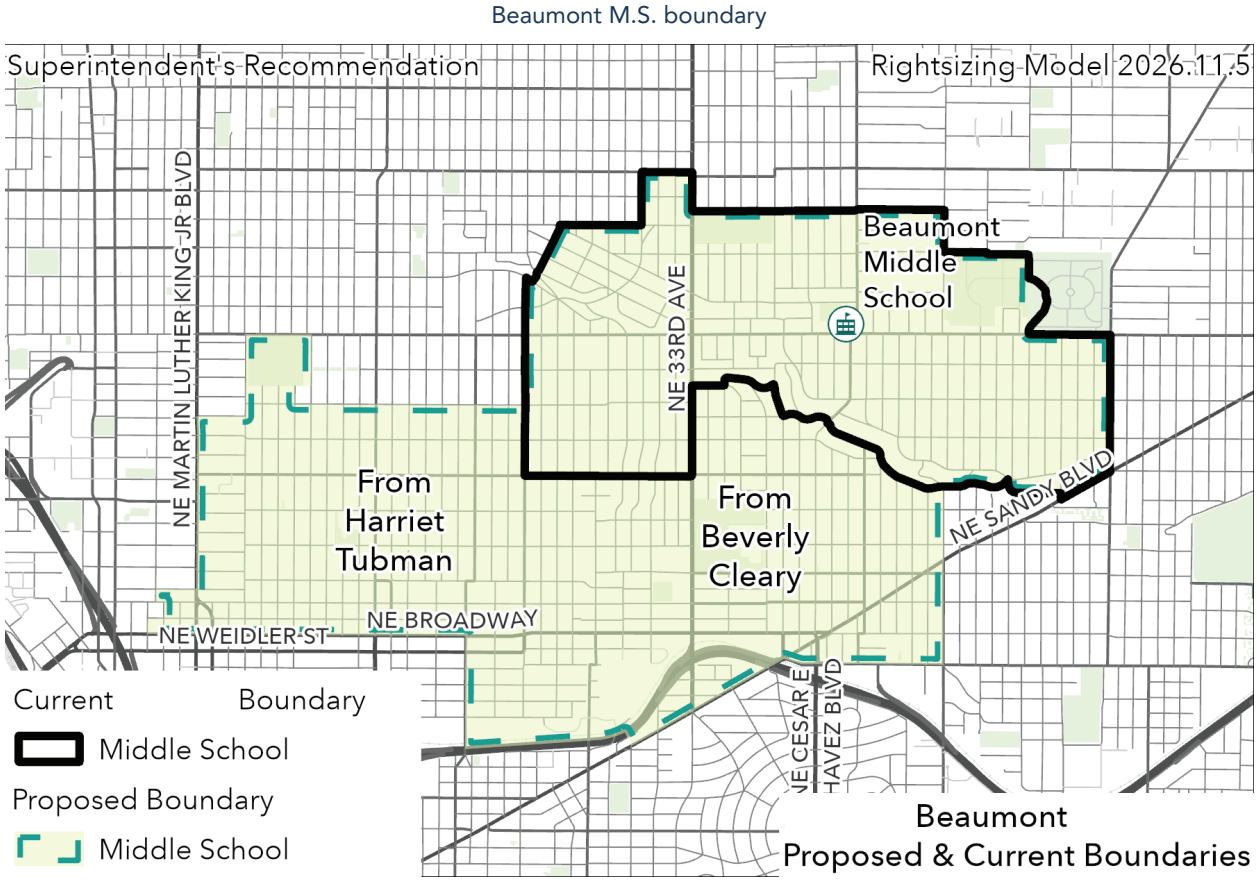
WHY IS PPS CONSIDERING THIS?

- Beverly Cleary is changing to K-5: Beverly Cleary is changing from a K-8 to a K-5 model, so middle grade students need a comprehensive middle school location.
- Avoids temporary building moves: Welcoming Beverly Cleary middle schoolers to Beaumont keeps students close to home and prevents them from having to move to temporary buildings during Beverly Cleary's planned summer 2027 seismic construction.
- Logical school pathways: Adding the former Irvington boundary creates clear, connected middle school pathways for all students in the area.
- Bringing DLI programs together: Moving the Spanish DLI from Beaumont to Roseway Heights builds a middle school serving the area for the Spanish DLI program that then moves to McDaniel for High School.

WHAT WOULD STUDENTS GAIN?

- Full middle school options: Middle school students gain access to broader electives, athletics, middle school sports, and learning options.
- Concentrated DLI program: Moving Spanish DLI to Roseway Heights builds a strong, focused language program location where teachers can plan and work together.

WHERE WOULD THE SCHOOL BOUNDARY BE?



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	737	55.6%	711 (1996-97)	452

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	410	388	390	390	418
Recommendation	520	512	498	478	477

ENROLLMENT AND TRANSFER

- Neighborhood students: 5-7th grade students residing in the Beverly Cleary attendance area will enroll at Beaumont M.S. 5th grade students who reside in the Irvington attendance area will enroll at Beaumont M.S.
- PPS transfer students: 5-7th grade students attending Beverly Cleary but not residing in the attendance area will be enrolled at Beaumont or may transfer to their neighborhood school by

home address. Current 6-7th grade Beaumont Spanish Immersion students will enroll at Roseway Heights Spanish Immersion or exit DLI and transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	23.6%	20%	11.5%	27.9%	Not Title 1
Recommendation	12.8%	18.6%	2.4%	11.7%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be six to seven sections at each grade level. All classrooms will be neighborhood English Scholar classrooms. Beaumont will continue to offer three-year pathways in Art, Band, and Choir, as well as a menu of other electives. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Beaumont has two Learning Center classes, two ISC classes, and one SES classroom. With rightsizing, students from Beverly Cleary Middle School ISC who are in the Grant HS pathway, will move to Beaumont ISC and join the current programming. Beaumont will have two Learning Center classes, two ISC classes, and one SES class.
- Student and Family Supports: Currently, there is SUN programming at Beaumont. Continued SUN programming will depend on County, PPS and City budget processes. Currently, there are two RESJ partners at Beaumont. Continuation or expansion of existing partnerships will be dependent on the PPS budget process. Currently, Cascadia is identified as the School-Based Mental Health Partner at Beaumont. Student Services is working with mental health partners to review capacity and plan for continuity of support as additional middle-grade students transition to Beaumont.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	62.5%
Eligible bus riders	370
Estimated number of routes (not including special ed routes)	7
Hazard transportation routes (included in total routes above)	2

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Beverly Cleary E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Beverly Cleary would change from a K-8 school to a neighborhood K-5 school.
- Beverly Cleary's boundary would expand to include K-5 students from the Irvington neighborhood.
- Middle grade (6th-8th) students would move to Beaumont Middle School.

WHY IS PPS CONSIDERING THIS?

- Central location and space: Beverly Cleary has plenty of space and a central location to serve elementary students.
- Major seismic construction: Planned seismic upgrades make changing to K-5 ideal to reduce the need for middle grade students to move to temporary buildings during construction.
- School designed for younger students: Elementary students benefit from a school focused entirely on K-5 learning and development.

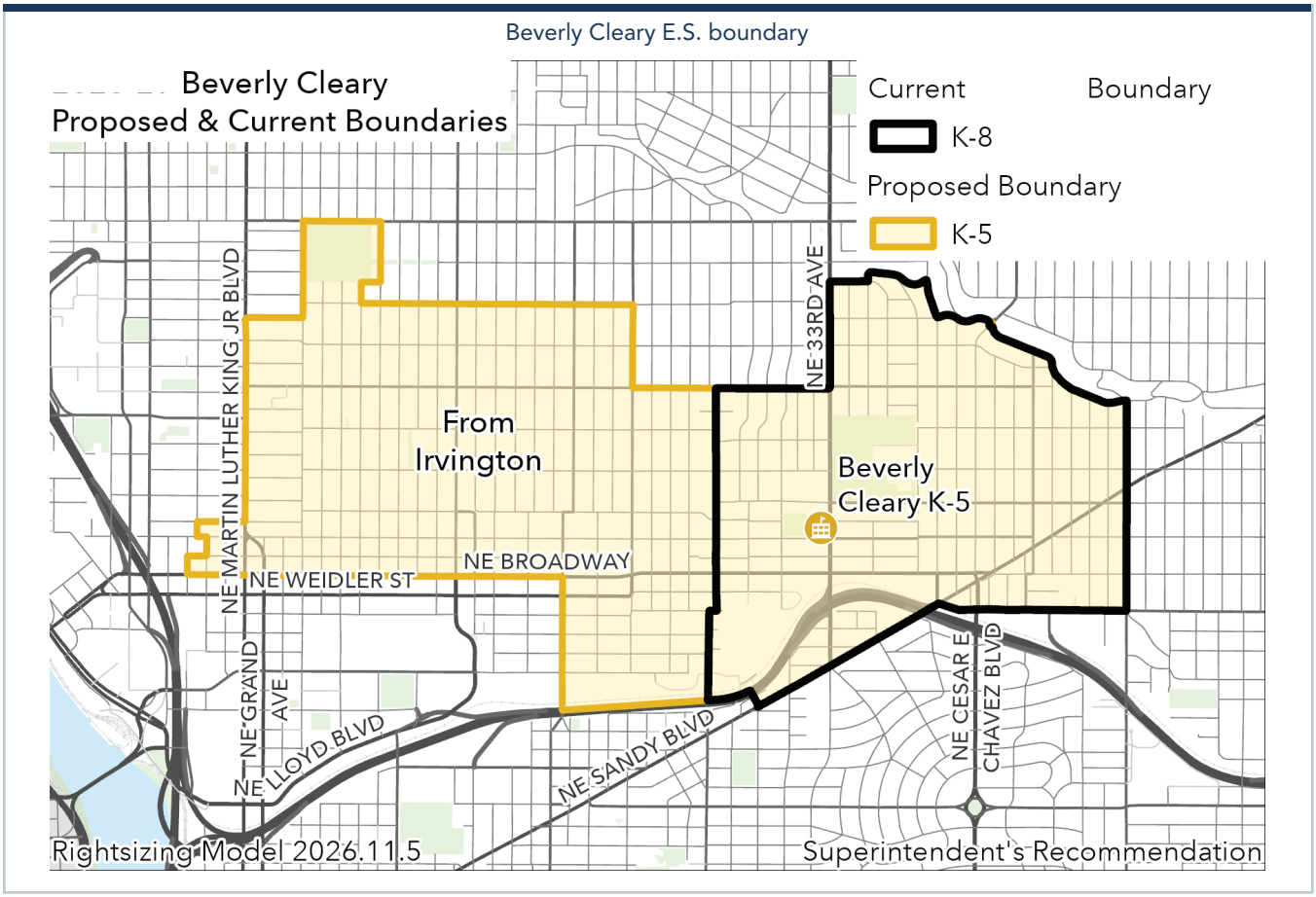
WHAT ELSE WAS CONSIDERED?

- Avoiding temporary moves: Moving middle grade students to Beaumont in Fall 2027 significantly reduces how many students need to move to temporary sites during construction.
- Chosen over Irvington: Beverly Cleary was selected over Irvington because it is more central and its planned building upgrades will create an improved space for Irvington students.

WHAT WOULD STUDENTS GAIN?

- Enough students to support programs: By combining Irvington and Beverly Cleary K-5, students and families will benefit from long-term steady student numbers.
- Safe and improved building: Once seismic upgrades are completed in the summer of 2028, both communities will benefit from a seismically safe school with upgraded spaces.
- Full middle school options: 6th-8th graders gain access to comprehensive middle school electives, sports programs, and activities at Beaumont.

WHERE WOULD THE SCHOOL BOUNDARY BE?



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	531	81%	897 (2017-18)	450

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	430	412	407	398	389
Recommendation	501	492	493	475	480

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Irvington attendance area will consolidate with Beverly Cleary K-5 students at Irvington in 2027-28, and move to the Beverly Cleary building in 2028-29. 5th-7th grade students residing in the Beverly Cleary attendance area will enroll at Beaumont M.S.

- PPS transfer students: 5th-7th grade students attending Beverly Cleary but not residing in the attendance area will enroll at Beaumont or may transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	11.3%	14%	3.8%	9.6%	Not Title 1
Recommendation	15.1%	16.9%	3.8%	14.1%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Beverly Cleary will house only grades K-5. Based on current enrollment projections, there will be 3 to 4 classrooms at each grade-level, with blends not required. Currently, Irvington has blended classrooms and Beverly Cleary does not. The Academics team will work with educators to plan curriculum for students who are in blends during the 2026-27 school year and may not be during the 2027-28 school year. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Beverly Cleary has 1.5 Learning Center Classes and one ISC classroom. With rightsizing, Beverly Cleary, K-5, will have two Learning Centers after receiving Irvington K-5. Students currently in the Beverly Cleary 6-8 ISC will either attend the Tubman ISC or Beaumont ISC, depending on whether they live in the Jefferson boundary or the Grant boundary. Special education will work directly with families during the transition. Both Beaumont and Tubman already have ISC classrooms.
- Student and Family Supports: Currently, both Beverly Cleary and Irvington offer before and after school programming. Our RESJ team is exploring an expansion of childcare capacity at Beverly Cleary. Currently, there is no SUN programming at Beverly Cleary or Irvington. Continued SUN programming will depend on County, PPS and City budget processes. Currently, there are no RESJ partners at Beverly Cleary and one at Irvington. Continuation or expansion of existing partnerships will be dependent on the PPS budget process. Currently, the Student Services Department is reviewing school-based mental health partnership arrangements at Beverly Cleary as students transition from Irvington and middle-grade students move to Beaumont.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	70.22%
Eligible bus riders	187
Estimated number of routes (not including special ed routes)	2
Hazard transportation routes (included in total routes above)	0

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Brentwood M.S.

Changes beginning in 2028-29

WHAT'S HAPPENING?

- Brentwood Middle School would expand its boundary to welcome 6th-8th grade students from the Lent area who do not attend Lent Spanish Immersion.

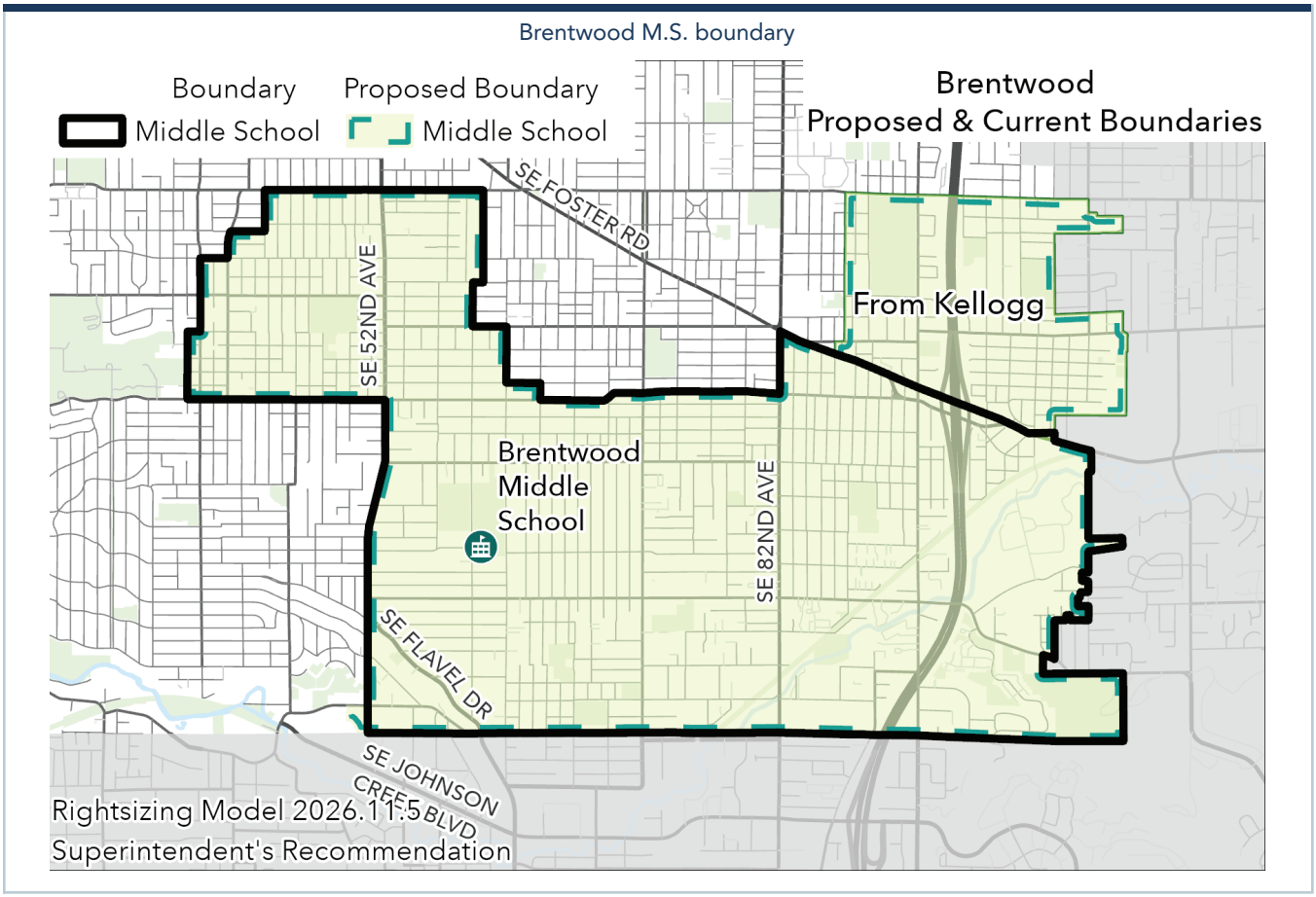
WHY IS PPS CONSIDERING THIS?

- Building a healthy student body: Welcoming the Lent elementary area helps keep steady student numbers at Brentwood's enrollment while accommodating neighborhood elementary changes.

WHAT WOULD STUDENTS GAIN?

- More electives and activities: A larger student body allows Brentwood to offer broader elective classes and after-school activities.
- Connected community paths: Connects middle school pathways so friend groups move logically together from school to school.

WHERE WOULD THE SCHOOL BOUNDARY BE?



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	763	54.7%	770 (1997-98)	409

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	417	402	393	372	357
Recommendation	422	477	467	443	429

ENROLLMENT AND TRANSFER

- Neighborhood students: 5th grade students who live in the Lent attendance area will enroll at Brentwood M.S. for 6th grade.
- PPS transfer students: 5th grade students who live in the Lent attendance area and have a sibling attending Kellogg M.S. have a guaranteed transfer to Kellogg.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	57.5%	25.7%	18.6%	39.1%	Title 1
Recommendation	56.6%	24.3%	18.8%	38.8%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: School year 2028-29: Brentwood will have seven to eight sections per grade level. Brentwood will continue to offer multi-year pathways in Art, Band, Choir, and STEM, as well as a menu of other electives. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Brentwood has 2.5 Learning Center classes, one SES class, and one ISC class. With rightsizing, Brentwood will maintain the same level of programming for the 2027-2028 school year.
- Student and Family Supports: Currently, there is SUN programming at Brentwood. Continued SUN programming will depend on County, PPS and City budget processes. Currently, there are two RESJ partners at Brentwood. Continuation or expansion of existing partnerships will be dependent on the PPS budget process. Currently, Multnomah County School-Based Mental Health & NARA are the School-Based Mental Health Partners for Brentwood.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	20.7%
Eligible bus riders	277
Estimated number of routes (not including special ed routes)	6
Hazard transportation routes (included in total routes above)	2

REINVESTMENTS FOR RECEIVING SCHOOLS

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consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

César Chávez E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- César Chávez would change from a K-8 to a focused K-5 Spanish DLI school serving the Jefferson/Roosevelt region.
- It would welcome Spanish DLI students from Beach, Sitton, and James John.
- Neighborhood (non-DLI) K-5 students would move to Rosa Parks K-5.
- Middle grade (6th-8th) students would move to George Middle School.

WHY IS PPS CONSIDERING THIS?

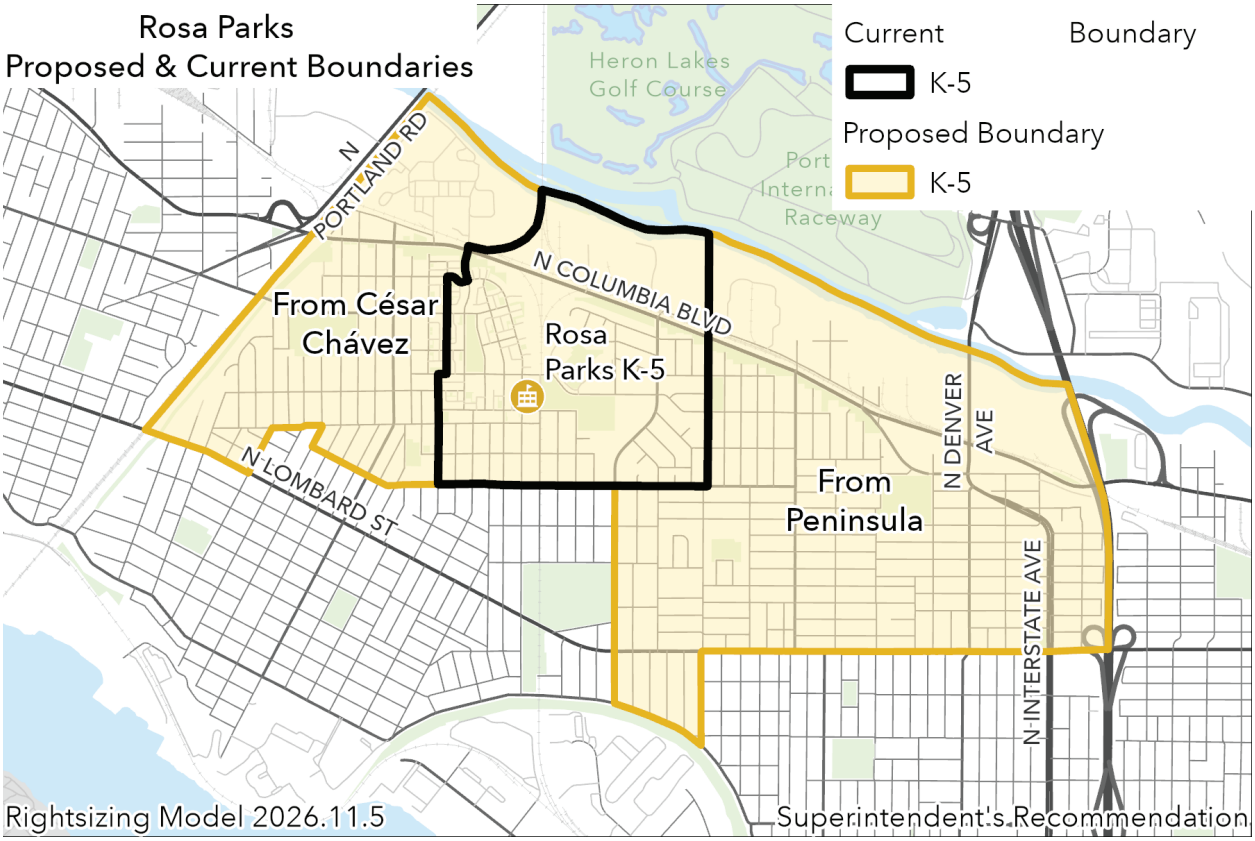
- Complex school setup: Hosting multiple complex programs (DLI, neighborhood K-8, special education) on one school created unbalanced class sizes and operational issues.
- Focused language programming: Moving to a single-focus K-5 DLI school creates a regional Spanish language program location.
- Vibrant language culture: Creates a school-wide focus on reading and writing in Spanish and English where DLI teachers plan and work together in grade-level teams.

WHAT WOULD STUDENTS GAIN?

- Full middle school options: 6th-8th graders move to George Middle School for broader electives, athletics, and middle school buildings.
- Building Upgrades: K-5 neighborhood students moving to Rosa Parks will enjoy an updated building.

WHERE WOULD THE SCHOOL BOUNDARY BE?

César Chávez E.S. boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	564	73.2%	587 (2007-08)	420

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	413	403	404	405	392
Recommendation	414	401	426	463	494

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the César Chávez attendance will enroll at Rosa Parks E.S. 5-7th grade students residing in the César Chávez attendance area will enroll at George M.S.
- PPS transfer students: K-4th grade students attending César Chávez but not residing in the attendance area will be enrolled at Rosa Parks E.S. or may transfer to their neighborhood school by

home address. K-4th grade students attending Beach, James John and Sitton Spanish Immersion will enroll at César Chávez E.S. Spanish Immersion or may exit DLI and transfer to their neighborhood school by home address. 5-7th grade students attending César Chávez but not residing in the attendance area will enroll at George M.S. or may transfer to their neighborhood school by home address. 6th and 7th grade students attending César Chávez M.S. Spanish Immersion will enroll at George M.S. Spanish Immersion or may exit DLI and transfer to their neighborhood school by home address. Native Spanish speakers residing in the Jefferson/Roosevelt attendance area may directly enroll at César Chávez E.S. Spanish Immersion Incoming K students residing in the historical César Chávez K-8 attendance area may directly enroll at César Chávez E.S. Spanish Immersion. Incoming 1-4th grade students residing in the historical César Chávez K-8 attendance area may directly enroll at César Chávez E.S Spanish Immersion if they meet language requirements. All other students must apply to César Chávez E.S. Spanish Immersion through the lottery, with preference given to students residing in the Jefferson/Roosevelt attendance area.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	65.7%	21%	35.7%	77.2%	Title 1
Recommendation	47.8%	14.5%	42.8%	67.5%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: All students will be in Spanish DLI (SDLI) classrooms. SDLI instruction will continue to follow the 90-10 model. Based on current enrollment projections, there will be three to four classrooms at each grade-level, with blends not required. Students will receive PE, Arts, and Library/Media instruction each week. The majority of staff in the building will be Spanish-bilingual. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, César Chávez is an Inclusive School Community and has 2.5 Learning center classes. With Rightsizing, César Chávez will remain an Inclusive School Community and is projected to have three Learning Center Classes. César Chávez will continue to use an inclusive school community special education service model. Students served in the 6-8 program will transfer with their general education peers and will be served in the Learning Center program at the middle school. Students in the K-5 English Scholars program who receive special education services will transfer with their general education peers to Rosa Parks. Rosa Parks also implements the inclusive special education service model and will continue to do so with students from César Chávez and Peninsula.
- Student and Family Supports: Currently, Multnomah County School-Based Mental Health Partner is at César Chávez. Student Services is working with mental health partners to review capacity and continuity of services for students joining the expanded Spanish immersion program. As district and county budgets allow, the Latino Network SUN program and other culturally-specific partnerships will continue to support the school community. Families already enrolled in St. John's

SOAR program will continue to have access to this childcare option. Our childcare team is also exploring site-based childcare options for César Chávez.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	DLI Hub
Eligible bus riders	491
Estimated number of routes (not including special ed routes)	5
Hazard transportation routes (included in total routes above)	1

REINVESTMENTS FOR RECEIVING SCHOOLS

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School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Chief Joseph E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Chief Joseph would remain open as a neighborhood K-5 school.
- Chief Joseph would expand its school boundary to welcome 100% of the closing Beach neighborhood school area.

WHY IS PPS CONSIDERING THIS?

- Central location and updated school: Chief Joseph sits in a central location to serve both communities and features better building conditions than Beach.
- Better use of space: Merging Chief Joseph and Beach student communities helps keep student enrollment numbers sustainable for both communities.

WHAT ELSE WAS CONSIDERED?

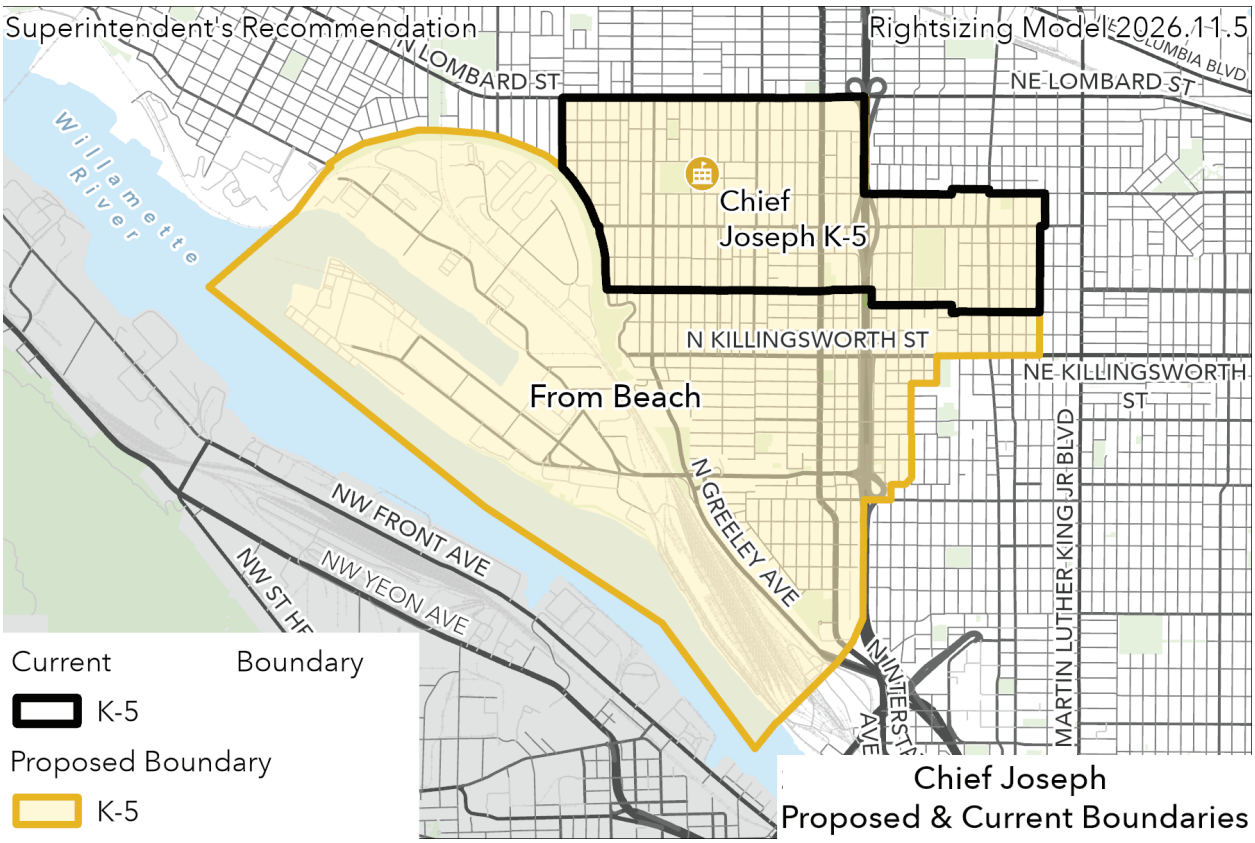
- Chief Joseph chosen over Beach: Chief Joseph was selected as the receiving school over Beach because it is closer to where students live, even though Beach had a slightly more room for students.

WHAT WOULD STUDENTS GAIN?

- Upgraded learning environments: Students learn in improved classrooms equipped with focused special education spaces and roof improvements funded by recent bonds.
- Central community gathering place: Families gain a central school location that keeps travel times reasonable across the combined boundary.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Chief Joseph E.S. boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	444	55.2%	481 (2011-12)	231

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	245	248	240	234	238
Recommendation	440	446	437	428	417

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Beach E.S. attendance area will enroll at Chief Joseph E.S.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	22.3%	14.5%	3.3%	19%	Not Title 1
Recommendation	32.1%	16.4%	4.2%	23.3%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be two to four classrooms at each grade-level, with blends not required. Chief Joseph currently has blended classrooms and Beach does not. The Academics team will work with educators to plan curriculum for students who are in blends during the 2026-27 school year and may not be during the 2027-28 school year. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Chief Joseph has one Learning Center class. With Rightsizing, Chief Joseph will continue to have one Learning Center class.
- Student and Family Supports: Currently, Happy Valley Counseling is the School-Based Mental Health Partner at Chief Joseph. Student Services is reviewing how existing partnership services will support students as district school-change plans are finalized. Our childcare team is exploring an expansion of childcare capacity at Chief Joseph.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	60.4%
Eligible bus riders	139
Estimated number of routes (not including special ed routes)	3
Hazard transportation routes (included in total routes above)	1

REINVESTMENTS FOR RECEIVING SCHOOLS

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consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Dr. Martin Luther King Jr. E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Dr. Martin Luther King Jr. Elementary would remain open as a neighborhood K-5 school.
- The neighborhood boundary would expand to welcome 100% of the closing Sabin school area.
- The Mandarin Dual Language Immersion (DLI) program remains at Dr. Martin Luther King Jr. Elementary.

WHY IS PPS CONSIDERING THIS?

- Dr. Martin Luther King Jr. Elementary features a large 4.9-acre site, turfed field, large building (618 students), and a newly upgraded roof.

WHAT ELSE WAS CONSIDERED?

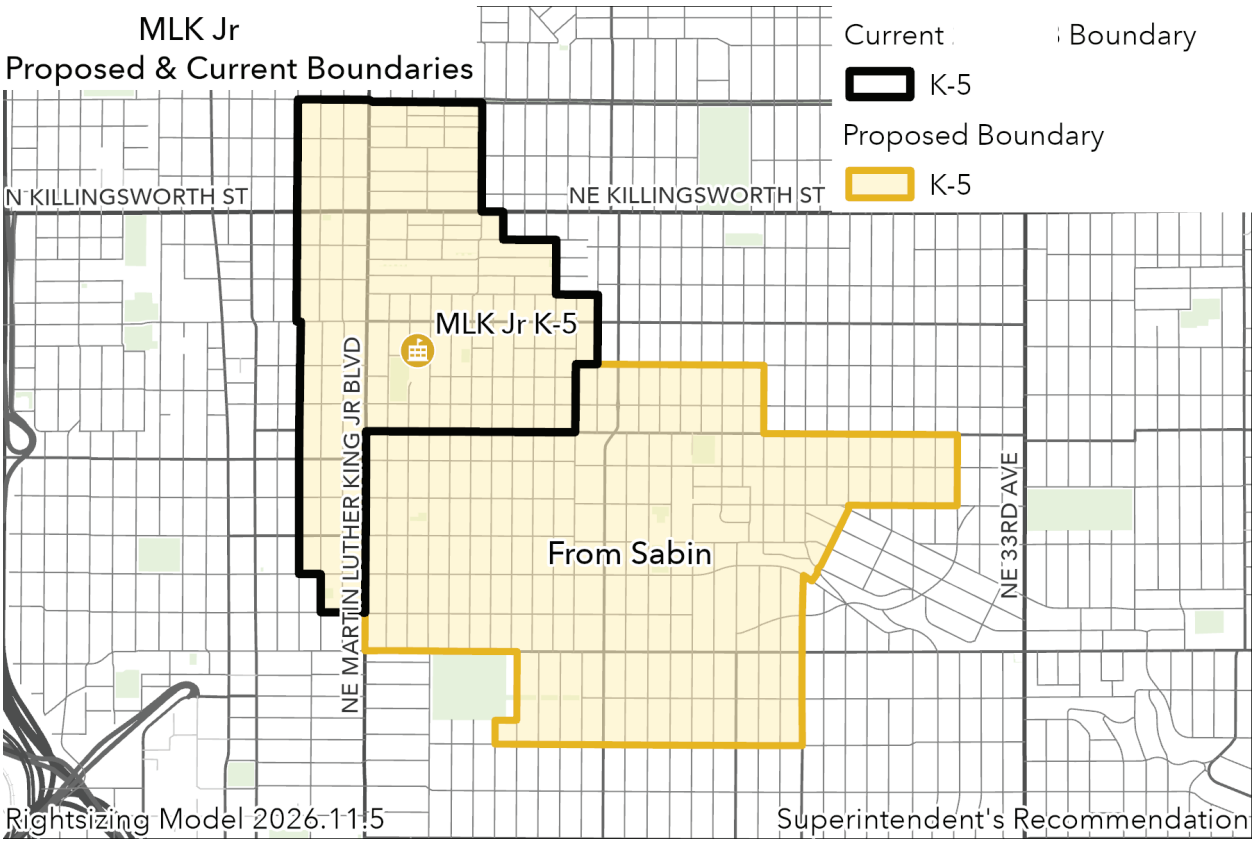
- Fixing low enrollment: Combining two Sabin and Dr. Martin Luther King Jr. student communities build long-term sustainable student enrollment numbers for the school community.

WHAT WOULD STUDENTS GAIN?

- Upgraded school buildings: Incoming Sabin students gain access to modern turfed fields, large outdoor spaces, and an updated roof.
- Supporting the school over time: Expanding Dr. Martin Luther King Jr.'s historically small boundary increases student enrollment to sustainable levels.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Dr. Martin Luther King Jr. E.S. boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	584	57.7%	793 (1997-98)	332

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	337	343	346	350	337
Recommendation	572	590	585	582	570

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	51.1%	18.8%	10.7%	51.4%	Title 1
Recommendation	38.4%	17.2%	8.4%	36.9%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be three to four classrooms at each grade-level. Blends may be required. Sabin currently has blended classrooms and Dr. Martin Luther King Jr. does not. The Academics team will work with educators to plan curriculum for students who are in blends during the 2026-27 school year and may not be during the 2027-28 school year. The co-located Mandarin DLI program currently at Dr. MLK Jr. will remain intact. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a full-time counselor. Two of the 3 PPS Pre-K classrooms currently located at Dr. MLK Jr., including the Black Excellence Pre-K classroom, will remain at this site. The third PPS Pre-K classroom will be relocated to another NE site that already has an established Pre-K foundation. The exact relocation site will be determined through a community needs and space analysis.
- Special Education: Currently, Dr. Martin Luther King Jr. has one Learning Center class. With rightsizing, one of the SES classrooms currently housed at Sabin will move with the Sabin program to Dr. Martin Luther King Jr. The special education program will expand to include one SES classroom and one Learning Center.
- Student and Family Supports: NARA Northwest and Happy Valley Counseling are identified as the School-Based Mental Health Partners at Dr. Martin Luther King Jr. Student Services is reviewing continuity of support for incoming Sabin students. As district and county budgets allow, the SEI SUN program and other culturally-specific partnerships will continue to support the school community. Our childcare team is exploring an expansion of childcare capacity at Dr. Martin Luther King Jr.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	68.3%
Eligible bus riders	102
Estimated number of routes (not including special ed routes)	2
Hazard transportation routes (included in total routes above)	0

REINVESTMENTS FOR RECEIVING SCHOOLS

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instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

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Duniway E.S.

Changes beginning in 2028-29

WHAT'S HAPPENING?

- Duniway would remain open as a neighborhood K-5 school.
- Duniway would welcome 100% of the neighborhood students from Lewis K-5 school.
- Duniway's boundary area west of McLoughlin Blvd would move to Llewellyn.

WHY IS PPS CONSIDERING THIS?

- Central location and space: Duniway offers a central location, plenty of school space, and strong building conditions for Duinway and Llewellyn students.
- Closer neighborhood access: Shifting the far west boundary to Llewellyn assigns students to the school physically closest to them.

WHAT ELSE WAS CONSIDERED?

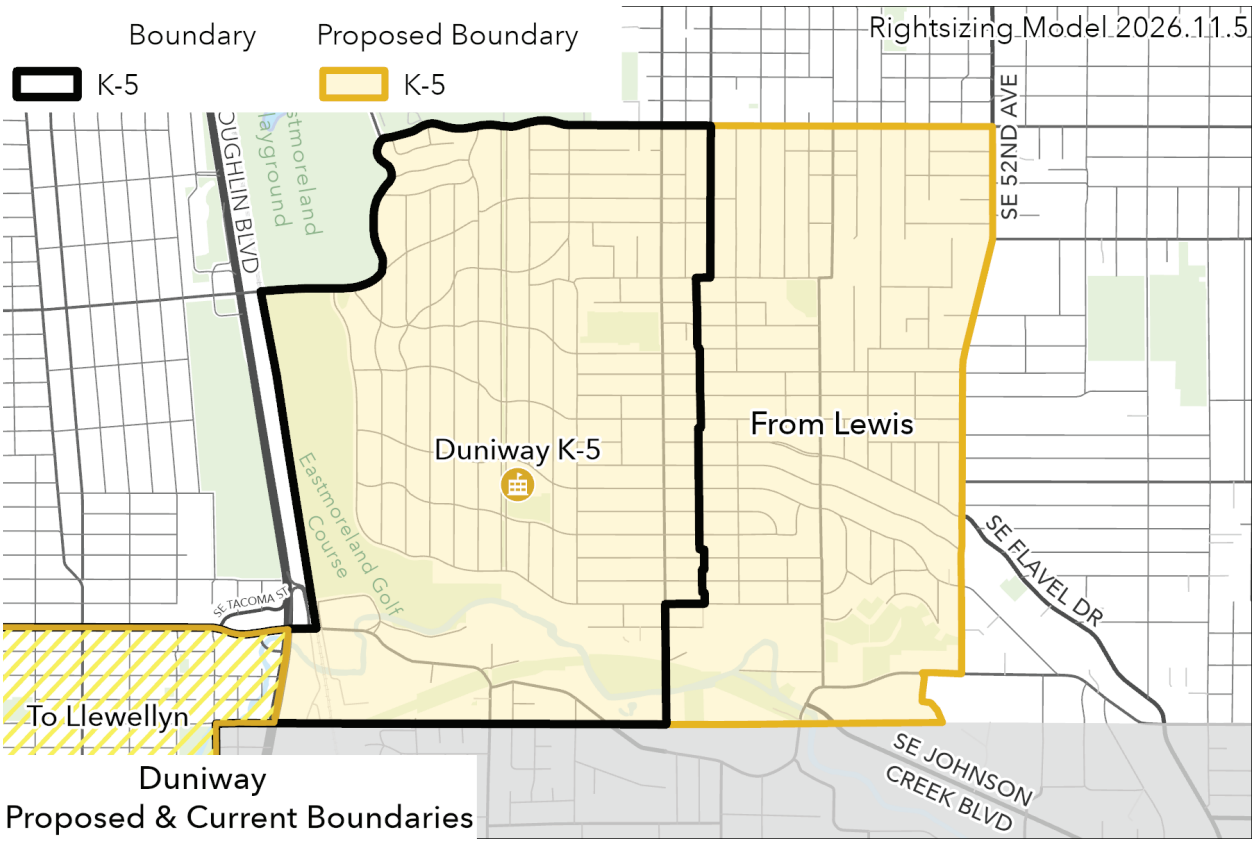
- Duniway chosen over Lewis: When reviewing both schools together, Duniway was selected to remain open because the building can support more students.

WHAT WOULD STUDENTS GAIN?

- Enough students to support programs: Bringing Lewis and Duniway student communities together supports a strong, sustainable school with full academic and student support.
- Logical boundary lines: Neighborhood areas are assigned to schools with shorter, safer walks.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Duniway E.S. boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	552	61.2%	512 (2019-20)	358

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	338	347	344	348	345
Recommendation	338	533	520	497	477

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Lewis attendance area will enroll at Duniway E.S. Incoming K students residing in the Duniway attendance area west of McLoughlin Blvd will enroll at Llewellyn E.S.
- PPS transfer students: K-4th grade students attending Lewis but not residing in the attendance area will be enrolled at Duniway E.S. or may transfer to their neighborhood school by home

address. K-4th grade students attending Duniway who reside in the Duniway attendance area west of McLoughlin Boulevard. may choose to transfer to Llewellyn E.S., their new neighborhood school Incoming K students who reside in the Duniway attendance area west of McLoughlin Blvd. and have a sibling attending Duniway have a guaranteed transfer to Duniway.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	8.3%	16.6%	1.4%	6.6%	Not Title 1
Recommendation	10.9%	19.4%	0.4%	9.2%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: School year 2028-29: Based on current enrollment projects, there will be three to four classrooms at each grade level, with blends not required. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Duniway has one Learning Center classroom. With rightsizing, the CB classroom currently located at Lewis Elementary, will move to Duniway with their general education peers. Duniway will continue to support a Learning Center program.
- Student and Family Supports: Student Services is reviewing school-based mental health support arrangements at Duniway as district school-change plans are developed. Our childcare team is exploring an expansion of after school capacity at Duniway.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2028-2029
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	76.6%
Eligible bus riders	214
Estimated number of routes (not including special ed routes)	3
Hazard transportation routes (included in total routes above)	1

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Forest Park E.S.

Changes beginning in 2028-29

WHAT'S HAPPENING?

- The Odyssey K-8 special-focus choice program would move to the Forest Park E.S. campus.

WHY IS PPS CONSIDERING THIS?

- Closing an aging building: Moving the program closes the aging East Sylvan building.

WHAT ELSE WAS CONSIDERED?

- Odyssey's focus option program stays intact and moves into updated learning spaces at Forest Park.

WHAT WOULD STUDENTS GAIN?

- Co-locating programs helps sustain resources through efficiencies.

SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	519	50.1%	517 (2005-06)	234

Projected enrollment (*not including co-located Odyssey K-8 program)

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	260	260	257	252	258
Recommendation*	260	260	257	252	258

ENROLLMENT AND TRANSFER

- PPS transfer students: All students assigned to Odyssey K-8 will enroll at the Forest Park E.S. campus.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	6.4%	10.2%	1.1%	12.1%	Not Title 1
Recommendation	6.4%	10.2%	1.1%	12.1%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: School year 2028-29: The Odyssey K-8 program will relocate and be co-located with Forest Park Elementary.
- Special Education: Currently, there is Learning Center space at Forest Park. With rightsizing, there will be no change to the Special Education service delivery model at Forest Park.
- Student and Family Supports: Student Services Department is reviewing school-based mental health support arrangements at Forest Park as district school-change plans are developed.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	50.2%
Eligible bus riders	113
Estimated number of routes (not including special ed routes)	2
Hazard transportation routes (included in total routes above)	0

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

George M.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- George Middle School would remain open as a neighborhood 6-8 middle school and become the regional 6-8 Spanish DLI school serving the Jefferson/Roosevelt area.
- George would welcome Spanish DLI middle grade students from Ockley Green and César Chávez beginning in 2027-28.
- George would welcome neighborhood middle grade students from Peninsula (shifting from Ockley Green) beginning with 6th graders in 2028-29.

WHY IS PPS CONSIDERING THIS?

- Single language program serving the area: Brings together Spanish DLI into a single school serving the area leading directly to Roosevelt High School.
- Recent building investments: George recently received bond-funded science lab upgrades, asbestos remediation (2025), and special education classroom upgrades.

WHAT ELSE WAS CONSIDERED?

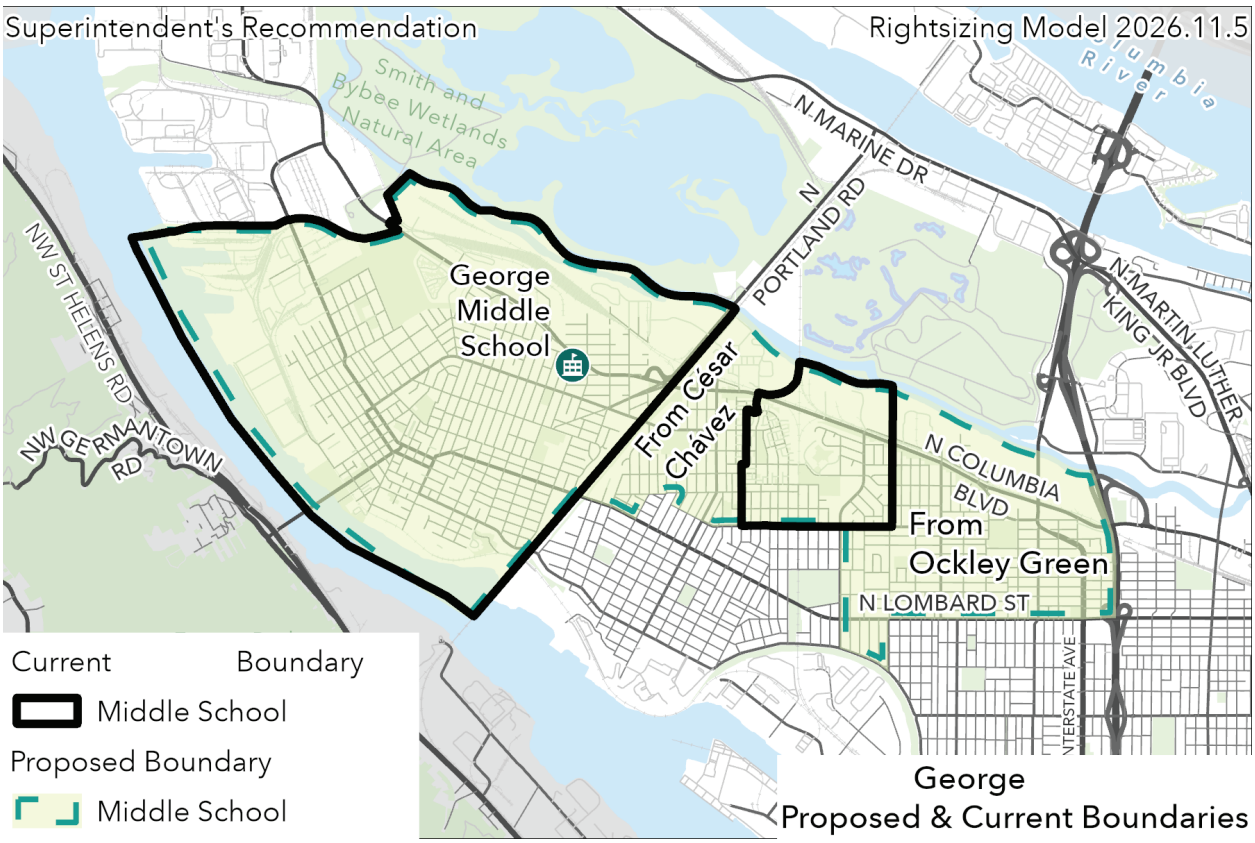
- Space limits: District teams considered all middle grade students in the region, but George did not have the room to also house middle grade students from Astor K-8.

WHAT WOULD STUDENTS GAIN?

- Concentrated DLI pathway: Creates a more robust, sustainable language learning student group with shared DLI teaching teams.
- Coherent route to middle and high schools: By making these shifts, it ensures that all students moving to Roosevelt High School are in a consistent route to middle and high school.
- Updated learning spaces: Students benefit from updated science labs and upgraded classroom environments.

WHERE WOULD THE SCHOOL BOUNDARY BE?

George M.S. boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	623	62.7%	588 (1996-97)	377

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	391	405	402	396	390
Recommendation	534	604	636	650	637

ENROLLMENT AND TRANSFER

- Neighborhood students: 5-7th grade students residing in the César Chávez K-8 attendance area will enroll at George M.S. Rising 6th graders from the former Peninsula boundary will move to George MS instead of Ockley Green MS.
- PPS transfer students: 5-7th grade students attending César Chávez K-8 but not residing in the attendance area will enroll at George M.S. or may transfer to their neighborhood school by home

address. 6th and 7th grade students attending Ockley Green M.S. Spanish Immersion will enroll at George M.S. Spanish Immersion or may exit DLI and transfer to their neighborhood school by home address. 5-7th grade students attending César Chávez K-8 Spanish Immersion will enroll at George M.S. Spanish Immersion or may exit DLI and transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	70.7%	26.8%	30.4%	64.2%	Title 1
Recommendation	63.3%	25.9%	25.1%	65.2%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: George will maintain and expand its co-located English Scholar/Spanish Dual Language Immersion model. Based on current enrollment projections, there will be seven to nine sections at each grade level. George will continue to offer a range of electives including Band, String Orchestra, journalism, leadership, STEM, and Music Theater. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, George has three Learning Center classes, two ISC classes, and one SES class.With rightsizing, students coming to George from other campuses will be served through the Special Education programming at George that is currently on site. George will have three Learning Center spaces, two ISC classrooms, and one SES classroom.
- Student and Family Supports: Happy Valley Counseling and Multnomah County School-Based Mental Health are identified as George's School-Based Mental Health Partner. Student Services is working with partners to review capacity and continuity of services as additional middle-grade and Spanish immersion students join the school.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	26.8%
Eligible bus riders	195
Estimated number of routes (not including special ed routes)	8

Transportation	2027-2028
Hazard transportation routes (included in total routes above)	1

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Glencoe E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Glencoe would remain open as a neighborhood K-5 school.
- Glencoe will partner with Columbia Regional Inclusive Services (CRIS) to welcome students in the Deaf and Hard of Hearing (DHH) Program.

WHY IS PPS CONSIDERING THIS?

- Clear middle school path: Moving the Deaf and Hard of Hearing Program, currently located at Creston, to Glencoe connects elementary students directly with the Mt. Tabor Middle School feeder pathway.

WHAT ELSE WAS CONSIDERED?

- Route to middle and high school cohesion: Surrounding schools were evaluated, but space, numbers, and route to high schools made Glencoe the best fit for the DHH program

WHAT WOULD STUDENTS GAIN?

- Connected special education pathway: DHH students gain a direct, logical move from elementary to Mt. Tabor Middle School.
- Efficient building use: Bringing DHH to Glencoe uses classroom space more efficiently while keeping enrollment stable.

SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	573	54.3%	510 (2005-06)	312

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	311	292	295	301	296
Recommendation	312	295	300	307	303

ENROLLMENT AND TRANSFER

- PPS transfer students: K-4th grade students attending the Columbia Regional Deaf and Hard of Hearing program will enroll at Glencoe E.S.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	17.4%	16.5%	3.2%	15.9%	Not Title 1
Recommendation	17.9%	17.1%	3.2%	16.2%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Glencoe will welcome students from the Deaf & Hard of Hearing CRIS program. The general education elementary program will remain unchanged. Based on enrollment projections, there will be 2-3 classrooms at each grade level. Blends may be required. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a part-time counselor.
- Special Education: Currently, Glencoe has one Learning Center class. With rightsizing, the DHH CRIS program at Creston is planned to move to the Glencoe school site. This would constitute three classrooms, one instructional space, and one Preschool Program. The DHH program serves 32 students from 22 school districts in the region and currently serves seven PPS students. PPS DHH students come from all over PPS. Glencoe will continue to have one Learning Center Space.
- Student and Family Supports: Glencoe does not have a current mental health partnership.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	79.1%
Eligible bus riders	132
Estimated number of routes (not including special ed routes)	2
Hazard transportation routes (included in total routes above)	0

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Harriet Tubman M.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Harriet Tubman would remain open as a neighborhood middle school. Harriet Tubman would welcome 6th-8th grade students from Vernon as Vernon moves to a K-5 model.
- Middle grade students residing in the current Irvington school area would move to Beaumont Middle School.

WHY IS PPS CONSIDERING THIS?

- Changing Vernon: Reconfiguring Vernon from a K-8 to a K-5 school requires a middle school location for 6th-8th grade students.
- Building stable student enrollment: The Harriet Tubman site provides adequate classroom space, helping keep student enrollment numbers steady while ensuring students access a full range of middle school programs.
- Fewer split middle schools: The Irvington community would move to Beverly Cleary and to Beaumont to reduce split pathways to high schools in the region.

WHAT ELSE WAS CONSIDERED?

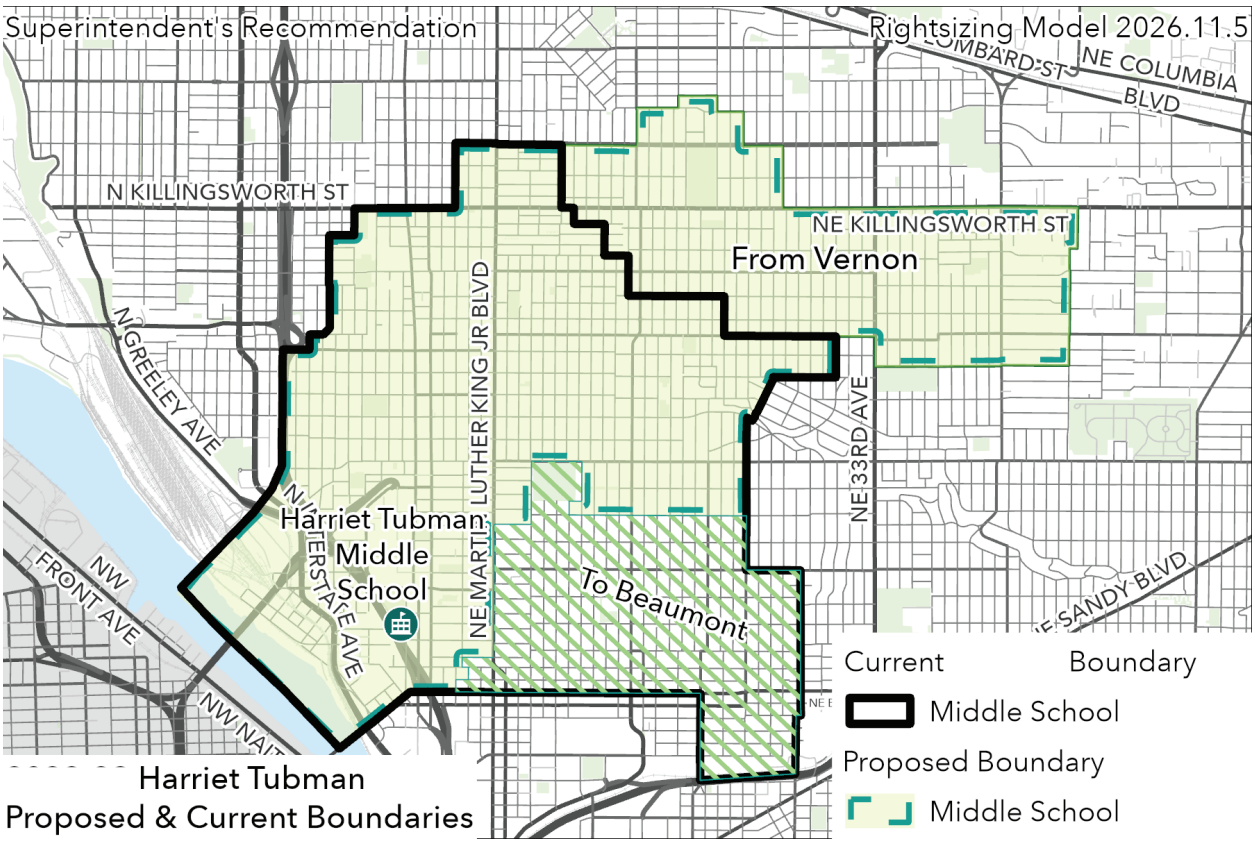
- Option to stay: Policies would allow middle grade students currently living in the Irvington school area the option to remain at Harriet Tubman through 8th grade.

WHAT WOULD STUDENTS GAIN?

- Full middle school experience: Provides access to broader electives, athletics, and learning options at a comprehensive middle school.
- Stable school programs: Higher student enrollment help support full-time middle school teachers and support staff.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Harriet Tubman M.S. boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	778	58.8%	491 (2018-19)	426

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	457	414	389	368	374
Recommendation	602	544	489	464	453

ENROLLMENT AND TRANSFER

- Neighborhood students: 5th-7th grade students who live in the Vernon attendance area will enroll at Harriet Tubman M.S. 5th grade students residing in the Irvington attendance area will enroll at Beaumont M.S. for 6th grade. Students residing in the Irvington attendance area attending Harriet Tubman M.S. may remain until the highest grade or transfer to Beaumont M.S. beginning in 2027-28.

- PPS transfer students: 5th-7th grade students attending Vernon but not residing in the attendance area will enroll at Harriet Tubman M.S. or may transfer to their neighborhood school by home address. 5th grade students residing in the Irvington attendance area with a sibling attending Harriet Tubman M.S. have a guaranteed transfer to Harriet Tubman for 6th grade.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	37.6%	13.9%	4.7%	41.5%	Title 1
Recommendation	36.6%	12.3%	4.9%	40.7%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be six to eight sections at each grade level. Tubman will continue to house a small Mandarin Dual Language Immersion program. The school will continue to offer three-year pathways in Art, Band, and Dance, as well as a menu of other electives. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently Tubman has two Learning Center classes and one ISC class. With rightsizing, the current ISC classroom at Tubman will absorb a small number of students from the Beverly Cleary middle school ISC classroom that are in the Jefferson pathway. Tubman will continue to have two Learning Center classes and one ISC class.
- Student and Family Supports: Happy Valley Counseling and Multnomah County School-Based Mental Health are identified as Harriet Tubman's school-based mental health partners. Student Services is reviewing continuity of services for students transitioning from Vernon and those who may move from Tubman to Beaumont.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	16.9%
Eligible bus riders	290
Estimated number of routes (not including special ed routes)	5
Hazard transportation routes (included in total routes above)	0

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Harrison Park M.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Harrison Park would remain open as a neighborhood middle school.
- Harrison Park would expand its boundary to welcome elementary graduates from the Bridger Creative Science School area beginning in 2028-29.
- Feeder pattern change: Atkinson neighborhood students would feed to Kellogg Middle School beginning in 2027-28.

WHY IS PPS CONSIDERING THIS?

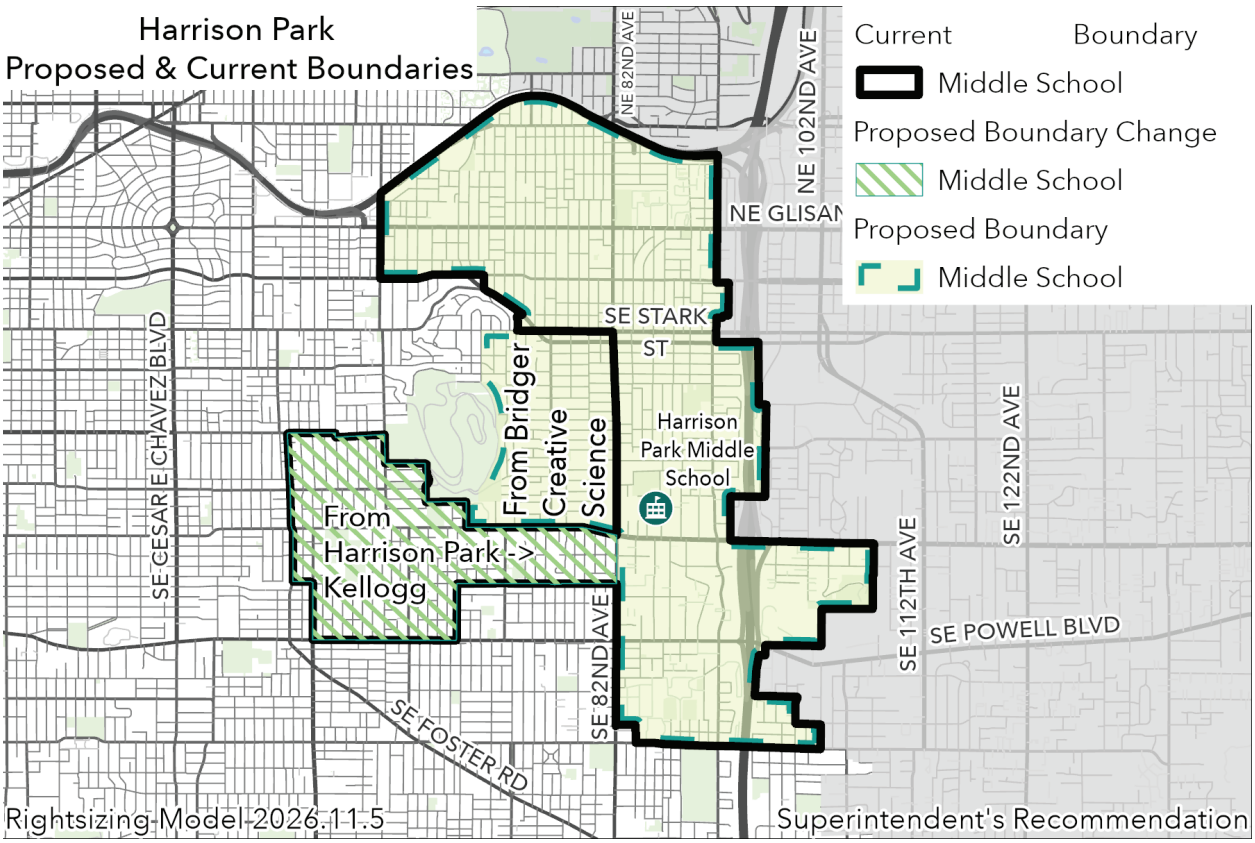
- Connecting elementary and middle schools: Feeder pattern changes make better use of middle school space and connect school pathways following elementary changes in southeast Portland.

WHAT WOULD STUDENTS GAIN?

- Stronger neighborhood pathways: Connects school pathways where possible so student groups move logically together from elementary to middle and high school.
- Stable student enrollment: Bringing together Bridger Creative Science and Harrison Park middle grade students helps keep student enrollment numbers stable.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Harrison Park M.S. boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	902	47.3%	419 (2025-26)	454

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	427	416	419	400	417
Recommendation	407	506	468	423	441

ENROLLMENT AND TRANSFER

- Neighborhood students: 5th-7th grade students residing in the Bridger Creative Science attendance area will enroll at Harrison Park M.S. 5th grade students residing in the Atkinson attendance area will enroll at Kellogg M.S. for 6th grade.

- PPS transfer students: 5th-7th grade students attending Bridger Creative Science but not residing in the attendance area will enroll at Harrison Park or may transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	46.3%	10.7%	18.1%	30.8%	Title 1
Recommendation	45.6%	11.2%	17%	29.8%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be seven to eight sections at each grade level. Harrison Park will continue to offer multi-year pathways in Art and STEM, as well as a menu of other electives. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Harrison Park has two Learning Center classes. With rightsizing, Harrison Park programming will not change.
- Student and Family Supports: Multnomah County School-Based Mental Health is identified as Harrison Park's school-based mental health partner. Student Services will review any changes in service needs as school enrollment and program plans are finalized.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	42.7%
Eligible bus riders	213
Estimated number of routes (not including special ed routes)	7
Hazard transportation routes (included in total routes above)	0

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for

instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Hosford M.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Hosford Middle School would remain open as a middle school and expand its boundary to welcome middle schoolers from the Sunnyside Environmental School area.
- Creston area middle school students would attend Kellogg instead of Hosford.

WHY IS PPS CONSIDERING THIS?

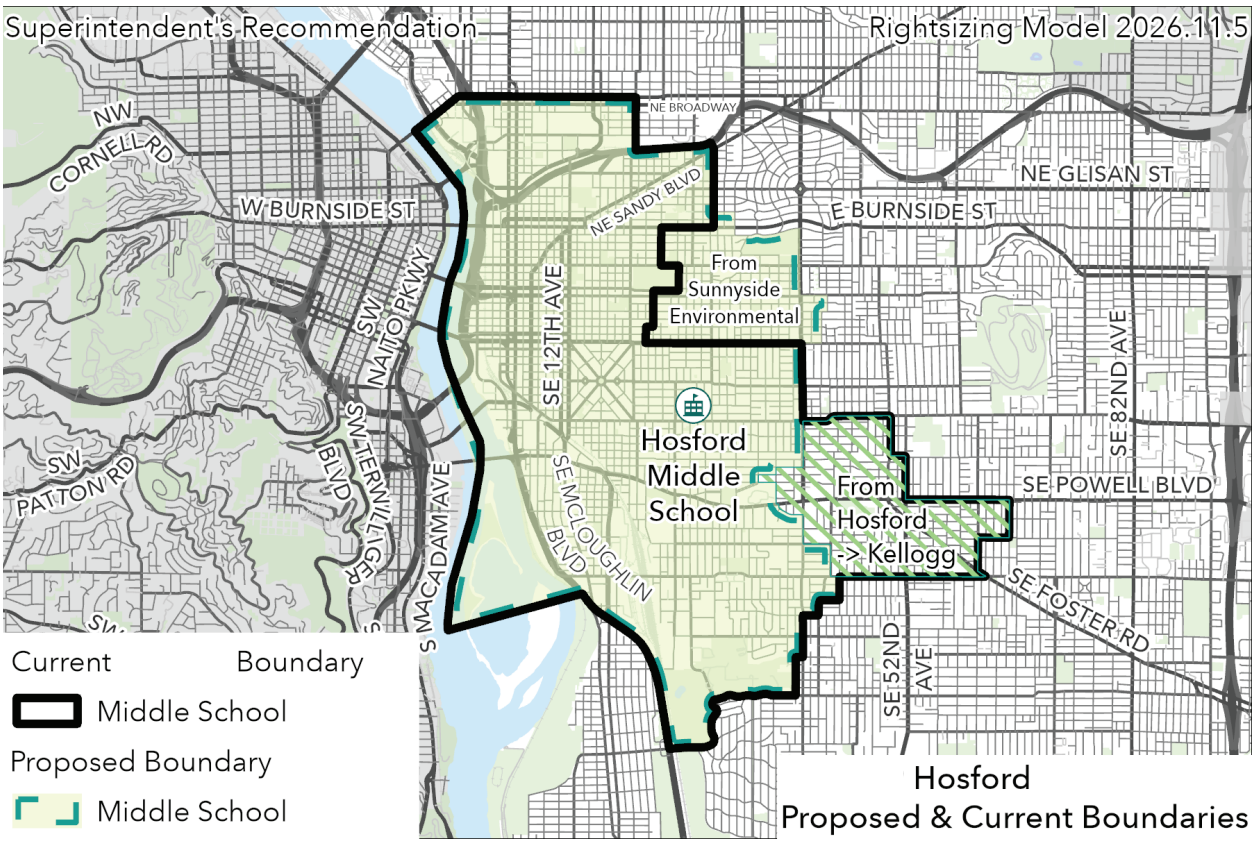
- Changing Sunnyside: Changing Sunnyside to a K-5 neighborhood school (to welcome students from closing Buckman) requires 6th-8th graders to move to a comprehensive middle school.

WHAT WOULD STUDENTS GAIN?

- Broader course offerings: A larger middle school student body supports expanded electives and classes.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Hosford M.S. boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	711	67.7%	676 (2020-21)	532

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	482	445	390	375	374
Recommendation	601	506	389	384	383

ENROLLMENT AND TRANSFER

- Neighborhood students: 5th-7th grade students residing in the Sunnyside attendance area will enroll at Hosford M.S. 5th grade students residing in the Creston attendance area will enroll at Kellogg M.S. for 6th grade.
- PPS transfer students: 5th-7th grade students attending Sunnyside but not residing in the attendance area will enroll at Hosford M.S. or may transfer to their neighborhood school by home

address. 5th grade students residing in the Creston attendance area with a sibling attending Hosford M.S. in 2027-28 have a guaranteed transfer to Hosford for 6th grade.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	25.8%	15.7%	7%	14.4%	Not Title 1
Recommendation	27.2%	16.9%	7.1%	15.2%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be five to eight sections at each grade level. Middle school students transitioning from Sunnyside to Hosford will be shifting from multi-grade focus program classrooms to single-grade core instruction classrooms. The Academics team will work with the two staffs to create a plan for curricular coherence and student transition. Hosford will continue to offer multi-year pathways in 3D Art, Textiles, Ceramics, Band, and STEM, as well as a host of other electives. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Hosford has two Learning Center classrooms and one ISC classroom.With rightsizing, Hosford will have three Learning Center classrooms, one ISC classroom, and to address neurodivergent Special education student needs at Middle School, Hosford will also have a CB middle school classroom starting in the 2027-28 school year.
- Student and Family Supports: Trillium is identified as Hosford's school-based mental health partner. Student Services is reviewing capacity and continuity of support for middle-grade students who may transition from Sunnyside.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	51.6%
Eligible bus riders	192
Estimated number of routes (not including special ed routes)	6
Hazard transportation routes (included in total routes above)	2

REINVESTMENTS FOR RECEIVING SCHOOLS

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School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Kelly E.S.

Changes beginning in 2028-29

WHAT'S HAPPENING?

- Kelly would remain open as a neighborhood K-5 school.
- Kelly would welcome Lent neighborhood students who do not attend Spanish Dual Language Immersion (previously assigned to Marysville).
- Students in the Woodmere Special Education CB class would either move to the CB class at Kelly K-5 or move with their general education peers to Whitman K-5 and join their Inclusive School Community - this will be determined on a case-by-case basis.
- The PPS Pre-K program at Marysville would move to Kelly.

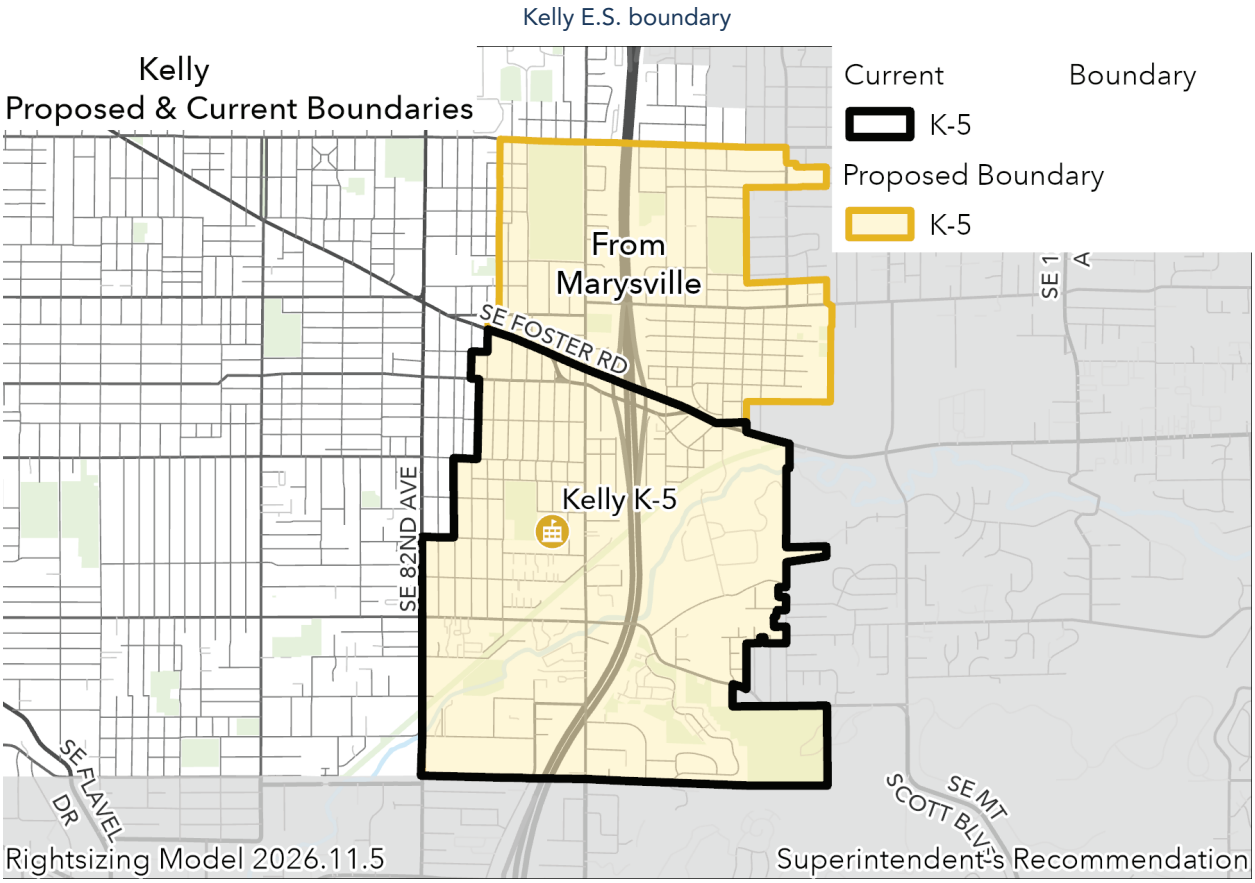
WHY IS PPS CONSIDERING THIS?

- Provide a welcoming environment for Marysville Pre-K students and the Lent K-5 neighborhood students when Lent becomes a Spanish Dual Language Immersion (DLI) hub.

WHAT WOULD STUDENTS GAIN?

- Enough students to support programs: Bringing Lent neighborhood students not attending Spanish DLI, Woodmere's Special Education, and Marysville's PPS Pre-K, and Kelly student communities together supports a strong, sustainable school with academic and student support.

WHERE WOULD THE SCHOOL BOUNDARY BE?



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	616	65.3%	636 (2014-15)	404

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	402	402	403	394	391
Recommendation	404	518	521	515	512

ENROLLMENT AND TRANSFER

- Neighborhood students: Incoming K students residing in the Lent attendance area who do not attend Lent Spanish Immersion will enroll at Kelly E.S.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	67.6%	13.6%	46.5%	36%	Title 1
Recommendation	67.2%	15.6%	39.7%	37.2%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Special Education: Currently, Kelly has one Learning Center class. With rightsizing, Kelly will have two Learning Center classes and one CB classroom. The CB classroom will serve students from the Woodmere CB class for students who maintain CB program status and do not transition with their general education peers to Whitman.
- Student and Family Supports: Happy Valley is identified as Kelly's school-based mental health partner. Student Services will review how existing partnership services can support students as district school-change plans are finalized.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	56.1%
Eligible bus riders	170
Estimated number of routes (not including special ed routes)	6
Hazard transportation routes (included in total routes above)	0

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Lent E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Lent remains a focused K-5 Spanish Dual Language Immersion (DLI) school serving the Cleveland/Franklin area, and will welcome Spanish DLI students from Atkinson beginning in 2027-28.
- Lent neighborhood students who opt-out of Spanish DLI would enroll at Kelly E.S. beginning in 2028-29 and moving on to Brentwood M.S. instead of Kellogg.
- Lent neighborhood students would continue to have direct access to Spanish DLI.

WHY IS PPS CONSIDERING THIS?

- Language programs serving each area: Concentrates Spanish DLI into schools serving each area across the district to strengthen language immersion.
- Reaching sustainable enrollment: Bringing Atkinson and Lent Spanish DLI communities together reaches sustainable target enrollment levels (400+ students).

WHAT ELSE WAS CONSIDERED?

- Room for more students: Lent's spacious building is ideally suited for a DLI program serving the area.

WHAT WOULD STUDENTS GAIN?

- Unifying Programs: Unifies DLI programs into a single school where language teachers plan and work together.
- Supporting the school over time: Secures sustainable enrollment and stable programs.

SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	798	32.1%	604 (2013-14)	254

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	256	268	271	283	274
Recommendation	329	345	350	359	348

ENROLLMENT AND TRANSFER

- Neighborhood students: Incoming K students residing in the Lent attendance area who do not attend Lent Spanish Immersion will enroll at Kelly E.S. 5th grade students who live in the Lent attendance area will enroll at Brentwood M.S. for 6th grade.
- PPS transfer students: K-4th grade students attending Atkinson E.S. Spanish Immersion will enroll at Lent E.S. Spanish Immersion. Incoming K students residing in the Lent attendance area with a sibling who had attended Marysville E.S have a guaranteed transfer to join their sibling at Arleta E.S. Native Spanish speakers residing in the Cleveland/Franklin attendance areas may directly enroll at Lent Spanish Immersion. Incoming K students residing in the historical Lent attendance area may directly enroll at Lent Spanish Immersion. Incoming 1st-4th grade students residing in the historical Lent attendance area may directly enroll at Lent Spanish Immersion if they meet language requirements. All other students must apply to Lent Spanish Immersion through the lottery, with preference given to students residing in the Cleveland/Franklin attendance areas.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	46.9%	20.7%	41.4%	69.9%	Title 1
Recommendation	43.5%	18.9%	41%	69.8%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Lent will maintain and expand its whole school Spanish Dual Language Immersion model. DLI instruction will continue to follow the 90-10 model. Based on current enrollment projections, there will be two to three classrooms at each grade-level, with blends not required. Students will receive PE, Arts, and Library/Media instruction each week. The majority of staff in the building will be Spanish-bilingual. Based on enrollment, the school will be supported by a full-time counselor. PPS Pre-K programming already located at Lent will remain intact.
- Special Education: Currently, Lent has one Learning Center class. With rightsizing, there will be no change to Lent's current special education service delivery model.
- Student and Family Supports: Morrison Child and Family Services is identified as Lent's school-based mental health partner for 2026–27. Student Services is working with mental health partners to review capacity and continuity of services for students transitioning with the Spanish Immersion program from Atkinson. As district and county budgets allow, the IRCO SUN program

and other culturally-specific partnerships will continue to support the school community. Our childcare team is also exploring expanded capacity for after school programming at Lent.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	DLI Hub Model
Eligible bus riders	278
Estimated number of routes (not including special ed routes)	6
Hazard transportation routes (included in total routes above)	0

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Mt. Tabor M.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Mt. Tabor Middle School would expand its school boundary to welcome 6th-8th grade students from Laurelhurst as Laurelhurst becomes a K-5 school.

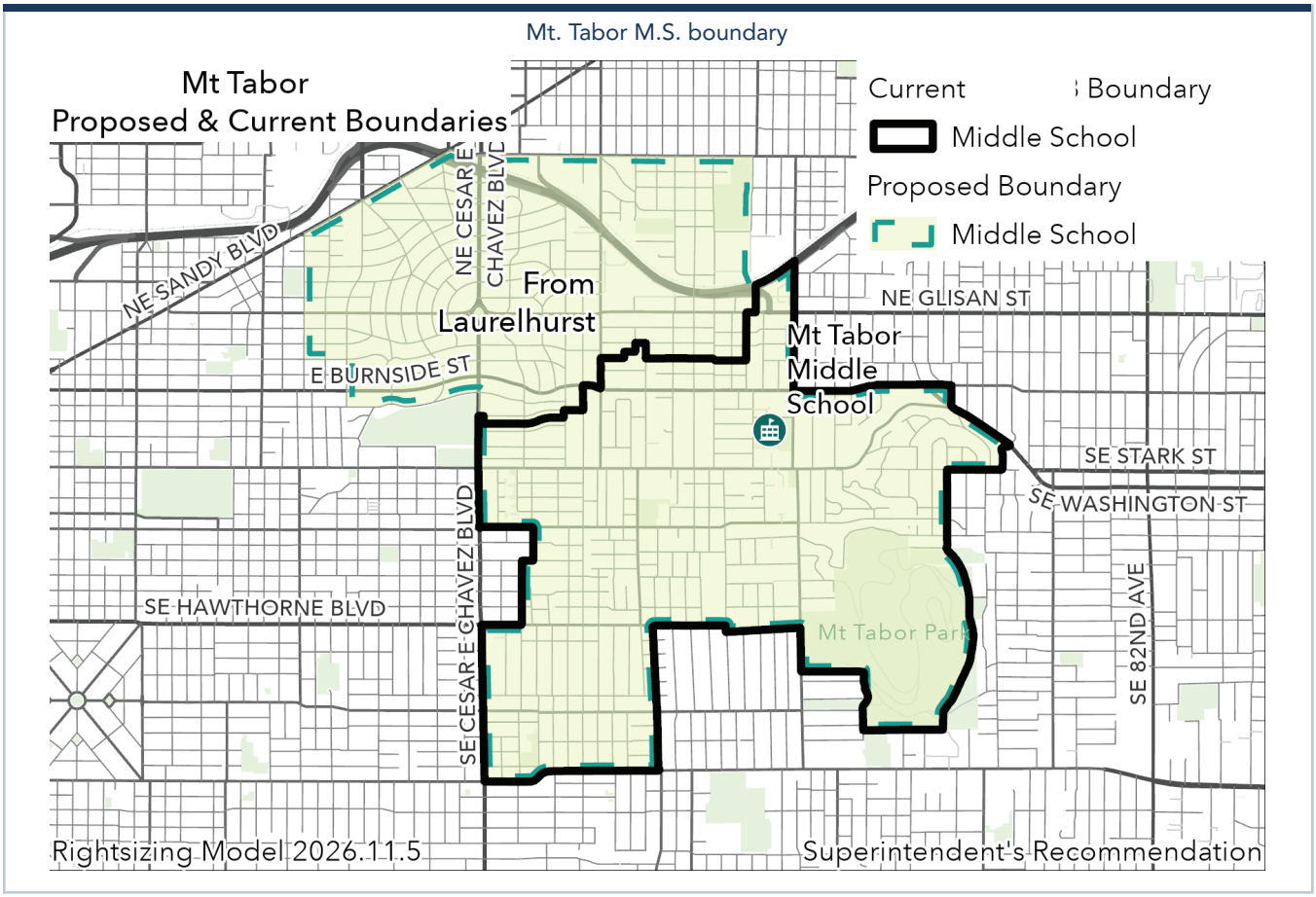
WHY IS PPS CONSIDERING THIS?

- Changing Laurelhurst: Reconfiguring Laurelhurst to a K-5 model requires a middle school location for 6th-8th grade students.
- Space and direct pathway: Mt. Tabor provides nearby building space and connects elementary students with a direct middle school pathway into Grant High School.

WHAT WOULD STUDENTS GAIN?

- Unified high school path: Laurelhurst middle grade students join Mt. Tabor Japanese DLI students, leading directly to Grant High School.
- Restored student enrollment: Restores student enrollment numbers at Mt. Tabor following past feeder pattern reductions.

WHERE WOULD THE SCHOOL BOUNDARY BE?



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	752	54%	730 (2016-17)	416

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	406	411	386	374	354
Recommendation	642	644	597	578	545

ENROLLMENT AND TRANSFER

- Neighborhood students: 5th-7th grade students residing in the Laurelhurst attendance area will enroll at Mt. Tabor M.S.
- PPS transfer students: 5th-7th grade students attending Laurelhurst but not residing in the attendance area will enroll at Mt. Tabor M.S.or may transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	16.3%	12.1%	2.3%	13%	Not Title 1
Recommendation	14.7%	12.1%	1.9%	11.4%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be six to seven sections at each grade level. Mt. Tabor will continue to house the Japanese Dual Language Immersion program. Mt. Tabor will also continue to offer multi-year pathways in Art, Band, Theater, and STEM, as well as a menu of other electives. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: There will be no change to the Special Education service delivery model at Mt. Tabor.
- Student and Family Supports: Trillium is identified as Mt. Tabor's school-based mental health partner. Student Services will review any changes in service needs as school enrollment and program plans are finalized.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	69.4%
Eligible bus riders	287
Estimated number of routes (not including special ed routes)	9
Hazard transportation routes (included in total routes above)	2

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Ockley Green M.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Ockley Green would remain open as a neighborhood middle school.
- Ockley Green would welcome 6th-8th grade students from Faubion K-5.
- The Spanish Dual Language Immersion (DLI) program would move to George Middle School beginning in 2027-28.
- The former Peninsula school area would shift to George Middle School beginning with 6th grade students in 2028-29.

WHY IS PPS CONSIDERING THIS?

- DLI program serving the area: Moving middle grade Spanish DLI to George Middle School establishes one clear language program serving the area in North/Northeast Portland.
- One high school destination: Welcoming middle grade students from Faubion helps keep steady student numbers at Ockley Green and eliminates split feeders to high schools.

WHAT ELSE WAS CONSIDERED?

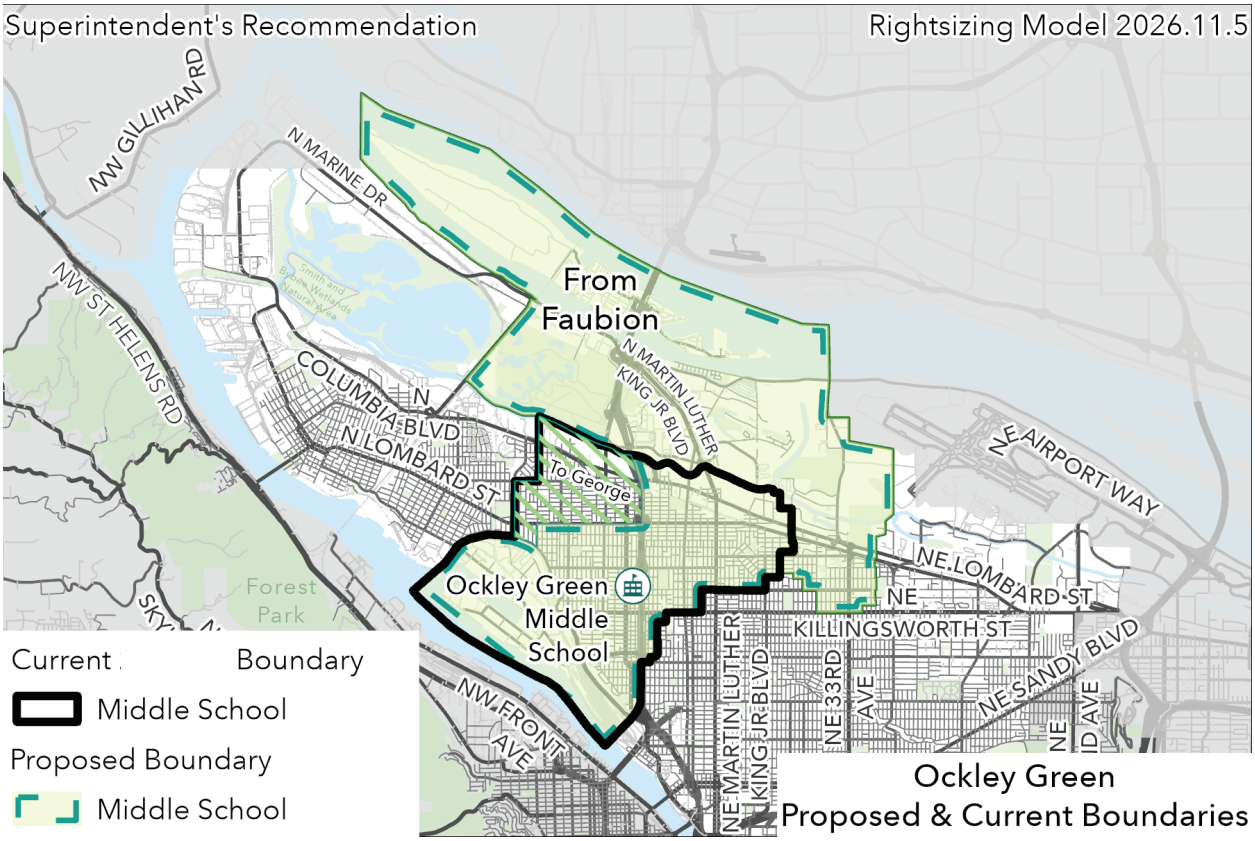
- Middle and high school cohesion: Fixes historical split route to high schools in the Jefferson cluster.

WHAT WOULD STUDENTS GAIN?

- Clear high school pathways: Resolves split route to high schools so all Ockley Green students move together to Jefferson high school.
- Expanded electives: Sustainable student enrollment supports full music programs, electives, and middle school athletics.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Ockley Green M.S. boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	657	67.3%	661 (1996-97)	447

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	442	405	440	423	436
Recommendation	624	517	529	487	504

ENROLLMENT AND TRANSFER

- Neighborhood students: 5th-7th grade students who reside in the Faubion attendance area will enroll at Ockley Green M.S. 5th grade students who reside in the Peninsula attendance area will enroll at George M.S. for 6th grade beginning in 2028-29.
- PPS transfer students: 5th-7th grade students who attend Faubion but do not reside in the attendance area will enroll at Ockley Green M.S. or may transfer to their neighborhood school by

home address. 5th grade students who reside in the Peninsula attendance area and have a sibling attending Ockley Green M.S. have a guaranteed transfer to Ockley Green.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	35.9%	15.2%	7.6%	37.4%	Title 1
Recommendation	42.6%	15.5%	11%	43.6%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be six to eight sections at each grade level. All classrooms will be neighborhood English Scholar classrooms. Ockley Green will continue to offer multi-year pathways in Art, Band, and STEM, as well as a host of other electives. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Ockley Green has two Learning Center classes. With rightsizing, there will continue to have Learning Center classes assigned to support the needs of students with IEPs.
- Student and Family Supports: Cemented Rose Therapeutics is identified as Ockley Green's school-based mental health partner. Student Services is coordinating with mental health partners to review capacity and continuity of support as students transition from Faubion and the Spanish immersion program changes locations.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	45.3%
Eligible bus riders	327
Estimated number of routes (not including special ed routes)	9
Hazard transportation routes (included in total routes above)	3

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for

instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Rigler E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Rigler would remain open as a focused Spanish Dual Language Immersion (DLI) K-5 school serving the Grant/McDaniel region. Rigler would receive Spanish DLI students from Scott K-5.
- Middle and high school pathway: All K-5 Spanish DLI students would move to Roseway Heights Middle School and then to McDaniel High School.
- Rigler neighborhood students who opt-out of Spanish DLI will continue to attend Scott K-5.

WHY IS PPS CONSIDERING THIS?

- DLI program serving the area: Moving Scott Spanish DLI to Rigler follows the district model of creating focused Spanish DLI schools serving each area.
- Reaching sustainable enrollment: Bringing together Scott Spanish DLI and Rigler Spanish DLI students brings enrollment above sustainable target levels.

WHAT ELSE WAS CONSIDERED?

- Regional DLI model: Follows the districtwide strategy for concentrated language program locations.

WHAT WOULD STUDENTS GAIN?

- School-wide language culture: Unifies dual language programs into a single school, creating a vibrant language learning culture where DLI teachers plan and work together.
- Connected middle school path: Ensures a clear, connected DLI pathway through middle and high school.

SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	621	49.3%	576 (1997-98)	300

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	306	329	326	320	321
Recommendation	487	515	517	519	526

ENROLLMENT AND TRANSFER

- PPS transfer students: K-4th grade students attending Scott Spanish Immersion will enroll at Rigler E.S. Spanish Immersion or may exit DLI and transfer to their neighborhood school by home address. Native Spanish speakers residing in the Grant/McDaniel attendance areas may directly enroll at Rigler Spanish Immersion. Incoming K students residing in the historical Rigler attendance area may directly enroll at Rigler Spanish Immersion. Incoming 1st-4th grade students residing in the historical Rigler attendance area may directly enroll at Rigler Spanish Immersion if they meet language requirements. All other students must apply to Rigler Spanish Immersion through the lottery, with preference given to students residing in the Grant/McDaniel attendance areas.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	54%	14.9%	49.8%	64.7%	Title 1
Recommendation	46.2%	16.4%	41.9%	57.7%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Rigler will maintain and expand its whole school Spanish Dual Language Immersion model. SDLI instruction will continue to follow the 90-10 model. Based on current enrollment projections, there will be two to four classrooms at each grade-level, with blends not required. Students will receive PE, Arts, and Library/Media instruction each week. The majority of staff in the building will be Spanish-bilingual. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Rigler has one Learning Center class. With rightsizing, the special education service delivery model at Rigler will remain unchanged.
- Student and Family Supports: Morrison Child and Family Services is identified as Rigler's school-based mental health partner. Services is working with the agency to review capacity and continuity of services as students transition with the Spanish immersion program. As district and county budgets allow, the Latino Network SUN program and other culturally-specific partnerships will continue to support the school community. Our childcare team is also exploring expanded capacity for after school programming at Rigler.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	DLI Hub Model
Eligible bus riders	380
Estimated number of routes (not including special ed routes)	5
Hazard transportation routes (included in total routes above)	0

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Rosa Parks E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Rosa Parks would remain open as a neighborhood K-5 school.
- Rosa Parks would expand its boundary to receive 100% of the closing Peninsula K-5 boundary.
- Rosa Parks would receive César Chávez K-5 students who opt-out of attending César Chávez Spanish Dual Language Immersion (DLI) program.

WHY IS PPS CONSIDERING THIS?

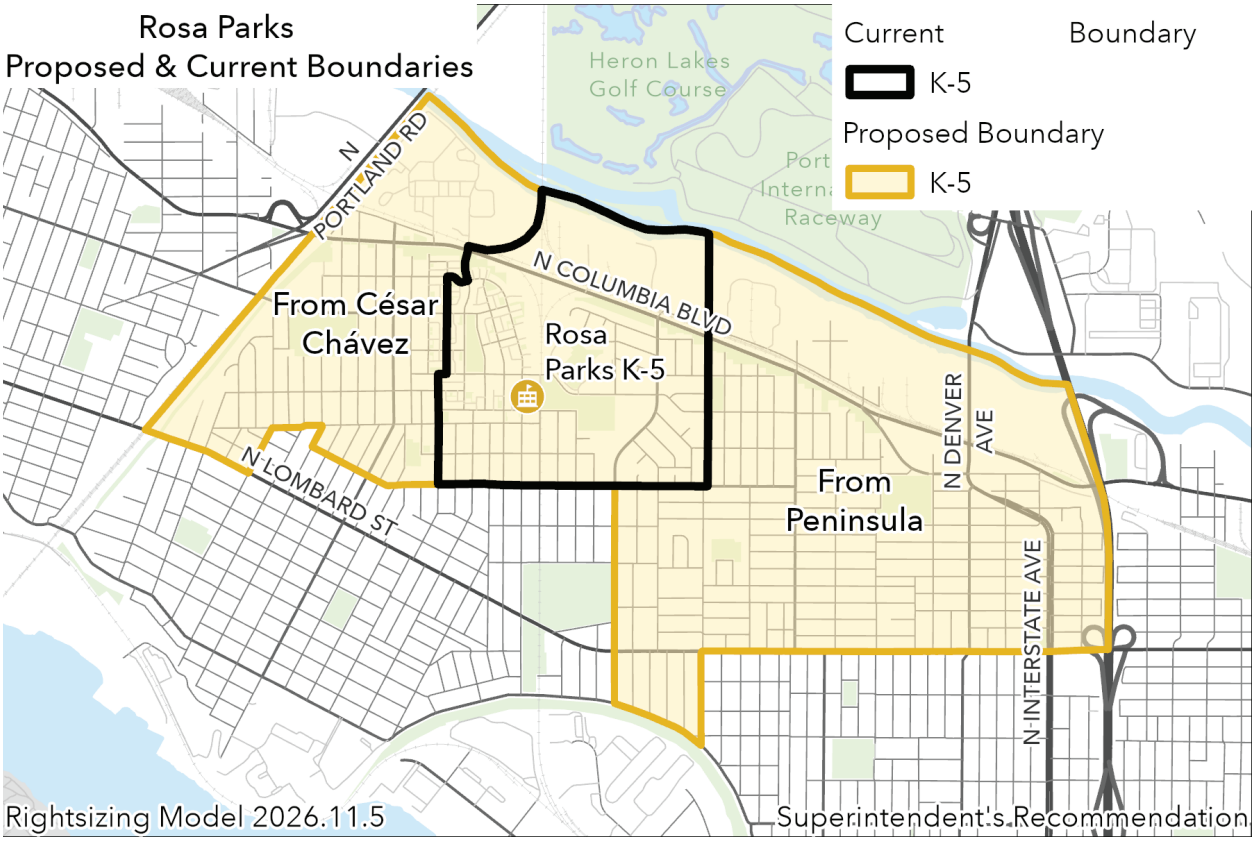
- Updated school setup: Rosa Parks is an updated school with more room for students, an early learning classroom, SUN school, and community support programs, and an on-site food pantry.
- Filling open classroom space: Receiving students from Peninsula (site closure) and César Chávez (not attending Spanish DLI) increases building use and helps keep steady student numbers at elementary enrollment in the Roosevelt cluster.

WHAT WOULD STUDENTS GAIN?

- Upgraded learning spaces: Incoming students gain access to modern classrooms, updated building, and strong community support services.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Rosa Parks E.S. boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	499	31.9%	562 (2007-08)	173

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	159	165	168	164	168
Recommendation	480	488	478	471	471

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the César Chávez attendance area will enroll at Rosa Parks E.S. K-4th grade students and incoming K students residing in the Peninsula attendance area will enroll at Rosa Parks E.S.
- PPS transfer students: K-4th grade students attending César Chávez but not residing in the attendance area will enroll at Rosa Parks E.S. or may transfer to their neighborhood school by

home address. K-4th grade students attending Peninsula but not residing in the attendance area will enroll at Rosa Parks E.S. or may transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	79.4%	28.7%	35.6%	72.5%	Title 1
Recommendation	56.2%	29.3%	18%	52.2%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be three to four classrooms at each grade-level, with blends not required. The Academics team will work with educators to plan curriculum for students who are in blends during the 2026-27 school year and may not be during the 2027-28 school year. All classrooms will be neighborhood English Scholar classrooms. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a full-time counselor. PPS Pre-K currently housed at Rosa Parks will remain intact.
- Special Education: Currently, Rosa Parks is an Inclusive School Community with 2.5 Learning Center teachers. With rightsizing, Rosa Parks will continue to provide special education services through the Inclusive School model that is already being implemented at all three of the merging school sites. Rosa Parks will house six to seven Special Education spaces.
- Student and Family Supports: Cemented Rose Therapeutics is identified as Rosa Parks' school-based mental health partner. Student Services is reviewing capacity and continuity of support for students who may transition from César Chávez. As district and county budgets allow, the SEI SUN program and other culturally-specific partnerships will continue to support the school community. Our childcare team is exploring an expansion of childcare capacity at Rosa Parks.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	55.6%
Eligible bus riders	167
Estimated number of routes (not including special ed routes)	4

Transportation	2027-2028
Hazard transportation routes (included in total routes above)	0

REINVESTMENTS FOR RECEIVING SCHOOLS

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School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Roseway Heights M.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Roseway Heights would remain open as a neighborhood middle school.
- Roseway Heights would receive Spanish Dual Language Immersion (DLI) middle grade (6th-8th) students from Beaumont Middle School.
- The Vietnamese DLI program would remain at Roseway Heights.

WHY IS PPS CONSIDERING THIS?

- Middle school DLI school serving the area: Moving Spanish DLI middle grade students from Beaumont to Roseway Heights brings together middle and high school Spanish language pathways and matches middle school changes across the region.

WHAT ELSE WAS CONSIDERED?

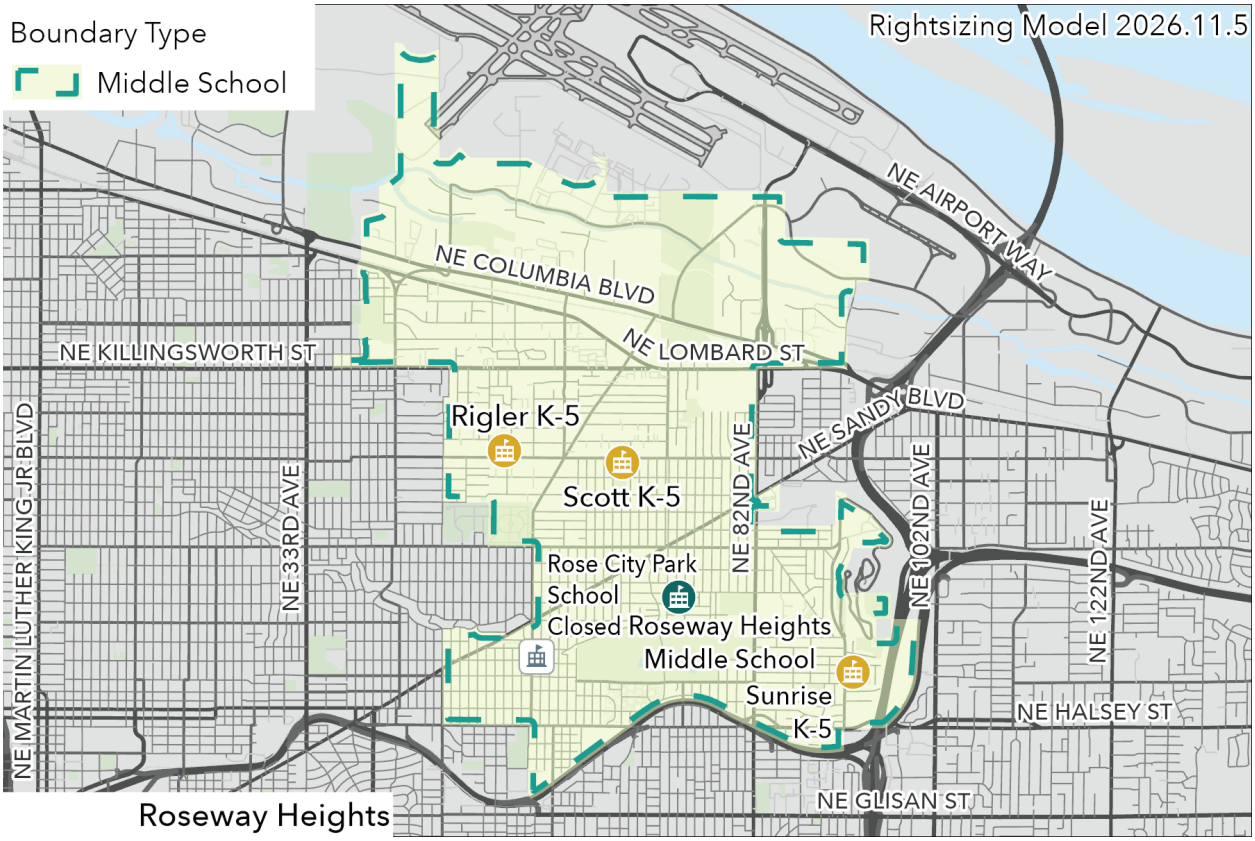
- Program strength: Keeping both DLI programs together was chosen because both language tracks continue to show student growth.

WHAT WOULD STUDENTS GAIN?

- Dual language program location: Houses both Spanish and Vietnamese DLI middle school pathways on one school.
- Teacher teamwork: Concentrating dual language programs allows DLI teachers to work together, plan together, and grow alongside fellow language educators.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Roseway Heights M.S. boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	806	68.8%	617 (2020-21)	589

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	554	543	555	535	498
Recommendation	638	628	670	671	655

ENROLLMENT AND TRANSFER

- PPS transfer students: 6th-7th grade students attending Beaumont Spanish Immersion will enroll at Roseway Heights Spanish Immersion or exit DLI and transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	43.9%	16.3%	16.6%	33.4%	Title 1
Recommendation	46.5%	16.7%	19.5%	39.5%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Roseway Heights will maintain its English Scholar and Vietnamese Dual Language Immersion programs, while expanding its Spanish Dual Language Immersion model. Based on current enrollment projections, there will be seven to eight sections at each grade level. Roseway Heights will continue to offer a range of electives including multi-year pathways in Art, Band, Mariachi, STEM, and a host of other electives. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Roseway Heights has 2.5 Learning Center classes and one SES class. With rightsizing, Roseway will continue to have one SES and the Learning Center classes.
- Student and Family Supports: iPhilosophy and NARA Northwest are identified as Roseway Heights' school-based mental health partners. Student Services is reviewing capacity and continuity of services for students arriving with the Spanish immersion program from Beaumont.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	61.9%
Eligible bus riders	289
Estimated number of routes (not including special ed routes)	11
Hazard transportation routes (included in total routes above)	1

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Scott E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Scott would remain open as a neighborhood K-5 school and its boundary would expand to welcome neighborhood students from the closing Rose City Park K-5 school beginning in 2028-29.
- The Scott Spanish Dual Language Immersion (DLI) program would move to the Rigler K-5 Spanish DLI regional hub beginning in 2027-28.
- Rigler neighborhood students who opt-out of Spanish DLI will continue to attend Scott K-5.

WHY IS PPS CONSIDERING THIS?

- DLI program serving the area: Moving Spanish DLI to Rigler establishes Rigler as a focused regional Spanish language center.
- Neighborhood program focus: Welcoming students from Rose City Park would result in a larger, more focused program.

WHAT ELSE WAS CONSIDERED?

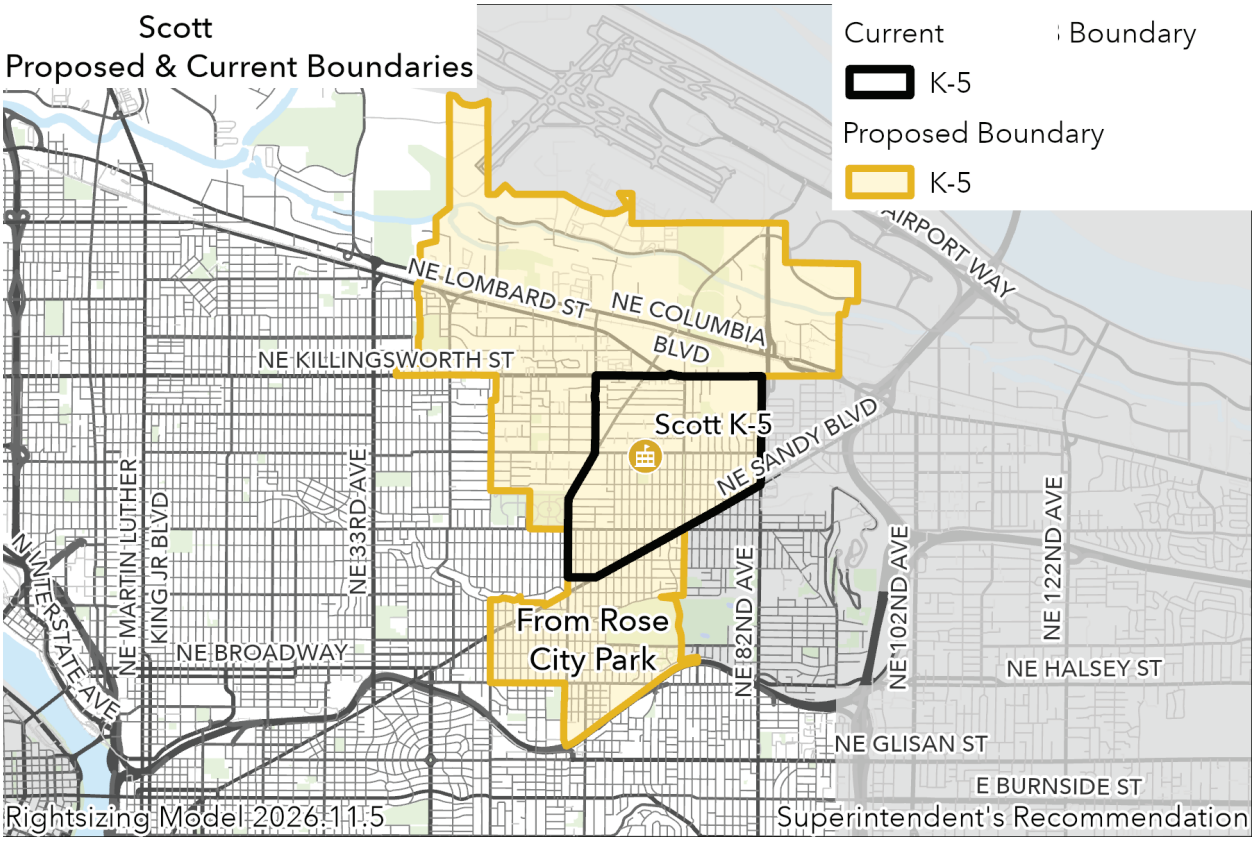
- Space balance: Moving Spanish DLI to Rigler created the space needed to welcome Rose City Park families.

WHAT WOULD STUDENTS GAIN?

- Room to welcome new families: Moving Spanish DLI creates the internal building space needed to house Rose City Park's neighborhood student population.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Scott E.S. boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	633	79%	581 (1997-98)	492

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	500	490	485	476	470
Recommendation	323	488	482	455	446

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Rose City Park attendance area will enroll at Scott E.S.
- PPS transfer students: K-4th grade students attending Rose City Park but not residing in the attendance area will be enrolled at Scott E.S. or may transfer to their neighborhood school by

home address. K-4th grade students attending Scott Spanish Immersion will enroll at Rigler Spanish Immersion or may exit DLI and transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	51.9%	20.2%	23.7%	48.9%	Title 1
Recommendation	50.6%	22.7%	11.5%	35.2%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: School year 2027-28: Based on current enrollment projections, there will be two classrooms at each grade-level, with blends not required. All classrooms will be neighborhood English Scholar classrooms. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a part-time counselor. School year 2028-29: Scott will receive additional elementary students from Rose City Park, boosting total enrollment at each grade level.
- Special Education: Currently, Scott has two Learning Center classes and one ISC class. With rightsizing, Scott's programming will not change.
- Student and Family Supports: Happy Valley is identified as Scott's school-based mental health partner. Student Services is coordinating with the agency to review continuity of services for students transitioning with the Spanish immersion program to Rigler. Depending on country and district budgets, the existing SUN program and other culturally-specific partnerships will remain intact.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2028-2029
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	46.8%
Eligible bus riders	275
Estimated number of routes (not including special ed routes)	4
Hazard transportation routes (included in total routes above)	1

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Sunnyside Environmental E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Sunnyside would change to a K-5 neighborhood school and would welcome 50% of the neighborhood school boundary from Buckman (the area north of Burnside).
- Middle grade (6th-8th) students would move to Hosford Middle School.
- Sunnyside K-5 Environmental School would continue in the focus option lottery.
- Middle and high school path: High school students would move to Cleveland High School instead of Franklin High School.

WHY IS PPS CONSIDERING THIS?

- Richer middle school options: Changing Sunnyside from a K-8 special-focus choice school to a K-5 neighborhood school allows 6th-8th grade students to access a focused middle school with sustainable programming. This means students will have more access to educational activities.
- Better building conditions: Sunnyside provides a central location and better building conditions compared to the closing Buckman school.

WHAT ELSE WAS CONSIDERED?

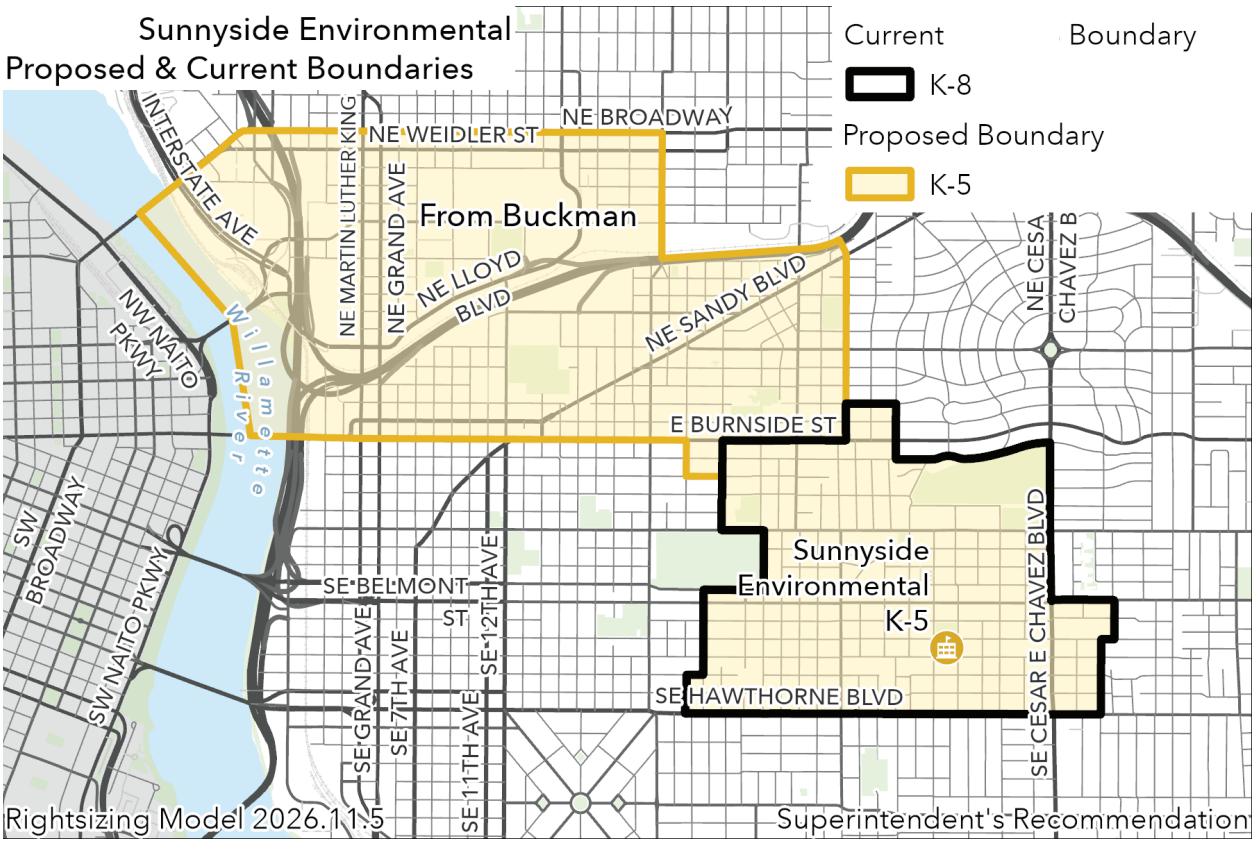
- Sunnyside Environmental School has been a high demand lottery program. Retaining the choice portion for the Sunnyside Environmental School mitigates the impact of closing the Buckman Arts program and provides families with access to at least one of the two choice options.

WHAT WOULD STUDENTS GAIN?

- Updated building environment: Incoming Buckman students move into a facility that has received substantial updates.
- Comprehensive middle school access: Neighborhood 6th-8th graders join Hosford for broader electives, athletics, and middle school staff.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Sunnyside Environmental E.S. boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	492	98.4%	608 (2011-12)	506

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	484	481	474	478	475
Recommendation	480	479	494	493	482

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students attending Buckman and incoming K students residing in the Buckman attendance area north of E Burnside St. will enroll at Sunnyside E.S. 5th-7th grade students residing in the Sunnyside attendance area will enroll at Hosford M.S. 8th grade students residing in the Sunnyside attendance area will enroll at Cleveland H.S.

- PPS transfer students: K-4th grade students attending Buckman E.S. but not residing in the attendance area will enroll at Sunnyside or may transfer to their neighborhood school by home address. 5th-7th grade students who attend Sunnyside but do not reside in the attendance area will enroll at Hosford M.S. or may transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	19%	23.5%	1.4%	12.2%	Not Title 1
Recommendation	24.3%	21.4%	3.8%	14.1%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be two to three classrooms at each grade-level, with blends not required. Currently, Buckman has blended elementary classrooms and Sunnyside does not. The Academics team will work with educators to plan curriculum for students who are in blends during the 2026-27 school year and may not be during the 2027-28 school year. Sunnyside will serve only K-5 students and will retain its Environmental Focus Option program. The Academics team will work with staff to merge the instructional program currently in place at Buckman with that at Sunnyside, including consideration of Buckman's current Arts focus. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Buckman has one Learning Center and two SES classrooms. Sunnyside has three Learning Center classrooms. Hosford has two Learning Centers and one ISC classroom. With rightsizing, the Buckman SES classrooms will move with much of the Buckman student population to Sunnyside. Sunnyside will have a projected 3.5 Learning Center FTE and two SES classrooms. For the Sunnyside 6th-8th graders attending Hosford, Hosford will add a CB classroom to address neurodivergent Special Education needs. Hosford will have three Learning Center FTE, one ISC classroom, and one CB classroom.
- Student and Family Supports: Currently, both Sunnyside and Buckman offer before and after school programming. Our RESJ team is exploring an expansion of childcare capacity at Sunnyside. Currently, there is SUN programming at Buckman, but not at Sunnyside. Continued or expanded SUN programming will depend on County, PPS and City budget processes. Currently, there are no RESJ partners at Buckman or Sunnyside. RESJ partnerships continuing or expanding will be dependent on the PPS budget process. Currently, Buckman has a school-based mental health partnership with Morrison Child and Family Services. Student Services is reviewing partnership arrangements to support students transitioning to Sunnyside, as well as continuity of support for middle-grade students who may move from Sunnyside to Hosford.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2027-2028
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	64.8%
Eligible bus riders	70
Estimated number of routes (not including special ed routes)	3
Hazard transportation routes (included in total routes above)	2

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Whitman E.S.

Changes beginning in 2028-29

WHAT'S HAPPENING?

- Whitman would remain open as a neighborhood K-5 school and expand its school boundary to receive 100% of the students from the closing Woodmere K-5 school.
- Whitman neighborhood students would continue to Brentwood M.S. and then move on to Franklin H.S. instead of Cleveland H.S.

WHY IS PPS CONSIDERING THIS?

- Low neighborhood enrollment: Both Whitman and Woodmere are significantly under district enrollment goals, with Woodmere's enrollment remaining in the low 220s.
- Central school space: Whitman has room for 416 students, and receiving students from Woodmere makes better use of school space in a centrally located school with planned schoolyard improvements.

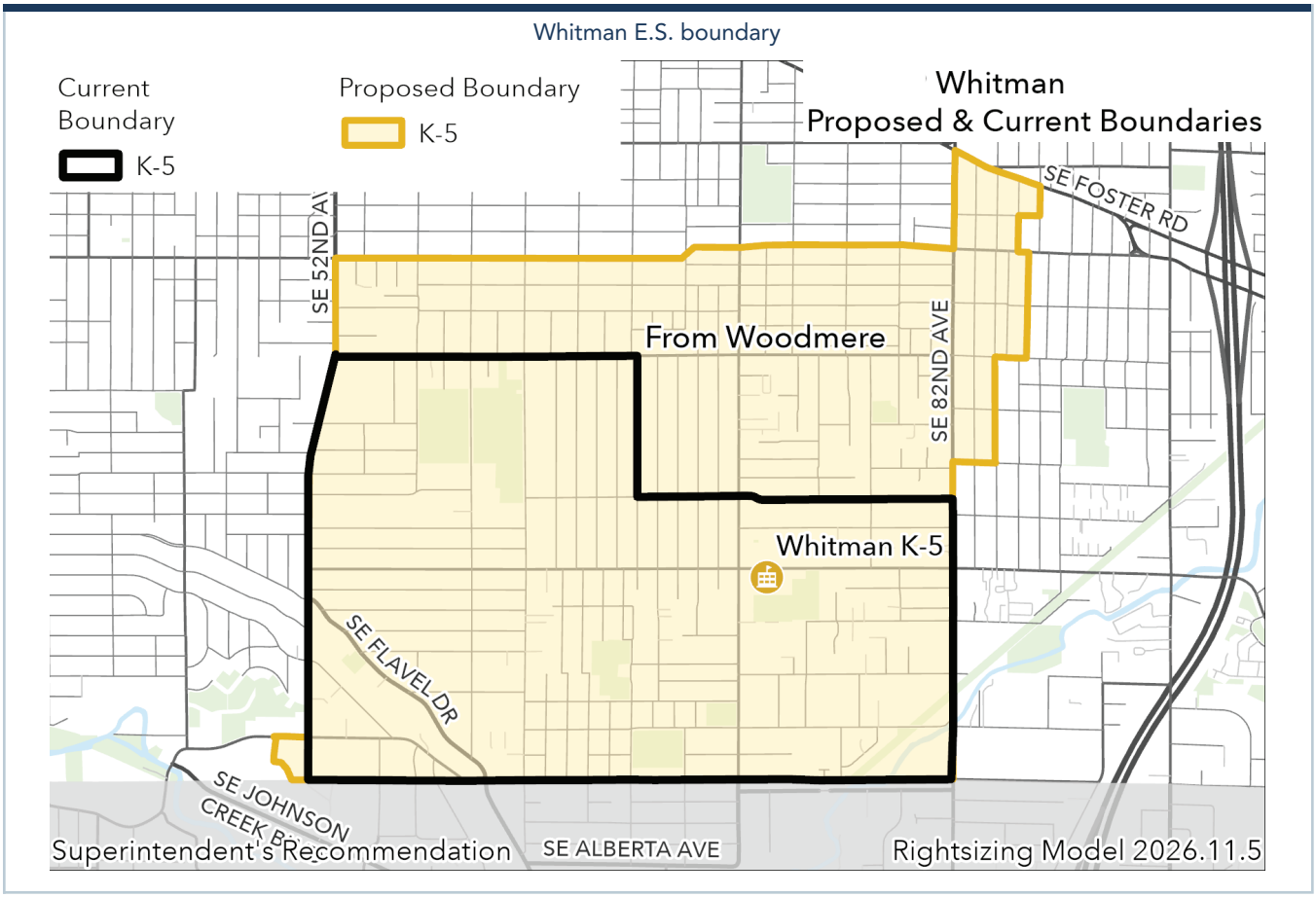
WHAT ELSE WAS CONSIDERED?

- Whitman chosen over Woodmere: Whitman was chosen over Woodmere because of being more central to where students live and having a similar amount of space and building conditions.

WHAT WOULD STUDENTS GAIN?

- Upgraded school grounds: Benefit from planned schoolyard improvements and a central location.
- Combined school strength: Combining both schools helps keep student numbers steady, allowing for additional learning options, increased staffing and upgraded learning environments.

WHERE WOULD THE SCHOOL BOUNDARY BE?



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	416	49.3%	475 (2001-02)	215

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	205	216	217	222	223
Recommendation	206	444	446	446	456

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Woodmere attendance area will enroll at Whitman E.S. Additionally, 8th grade students residing in the Whitman attendance area will enroll at Franklin for 9th grade.

- PPS transfer students: K-4th grade students attending Woodmere but not residing in the attendance area will enroll at Whitman E.S. or may transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	64.4%	28.4%	18%	40.2%	Title 1
Recommendation	56.9%	27.6%	20.2%	35.3%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Special Education: Currently, Whitman is an Inclusive School Community with three Learning Center Classes. With rightsizing, Whitman will receive students from Woodmere and continue to be an Inclusive School Community with five Learning Center classes.
- Student and Family Supports: Morrison Child and Family Services is identified as Whitman's school-based mental health partner for 2026–27. Student Services will review how existing partnership services can support students as district school-change plans are finalized.

SCHOOL BUILDING INFORMATION

Facility Indicator	Classroom Capacity	Special Education: Dedicated spaces & accessibility	Cafeteria / Nutrition Services	Gymnasium
Readiness	Yes	Yes	Yes	Yes

TRANSPORTATION

Transportation	2028-2029
Students living within walkable zone – Elementary (1 mile), Middle (1.5 miles)	75.2%
Eligible bus riders	85
Estimated number of routes (not including special ed routes)	2
Hazard transportation routes (included in total routes above)	0

REINVESTMENTS FOR RECEIVING SCHOOLS

Schools that receive additional students through consolidation will be allocated a proportion of the total programmatic savings that result from Rightsizing actions. This allocation will be distributed as discretionary FTE that can be used for instructional coaching, academic intervention, school climate support, social work, or duty support. School principals, with consultation from their school communities and approval from their Senior Directors of Instructional Leadership, will determine how to use these additional investments.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Astor K-8

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Astor would remain open as a neighborhood K-8 school. Astor would receive students from the Bybee Lake Shelter through a minor boundary adjustment with Faubion.

WHY IS PPS CONSIDERING THIS?

- Room for more students: Astor has space in its building to welcome additional students in the region.
- Serving local shelter needs: Including the Bybee Lake Shelter boundary makes sure those students go to a school as close as possible to where they live.

WHAT ELSE WAS CONSIDERED?

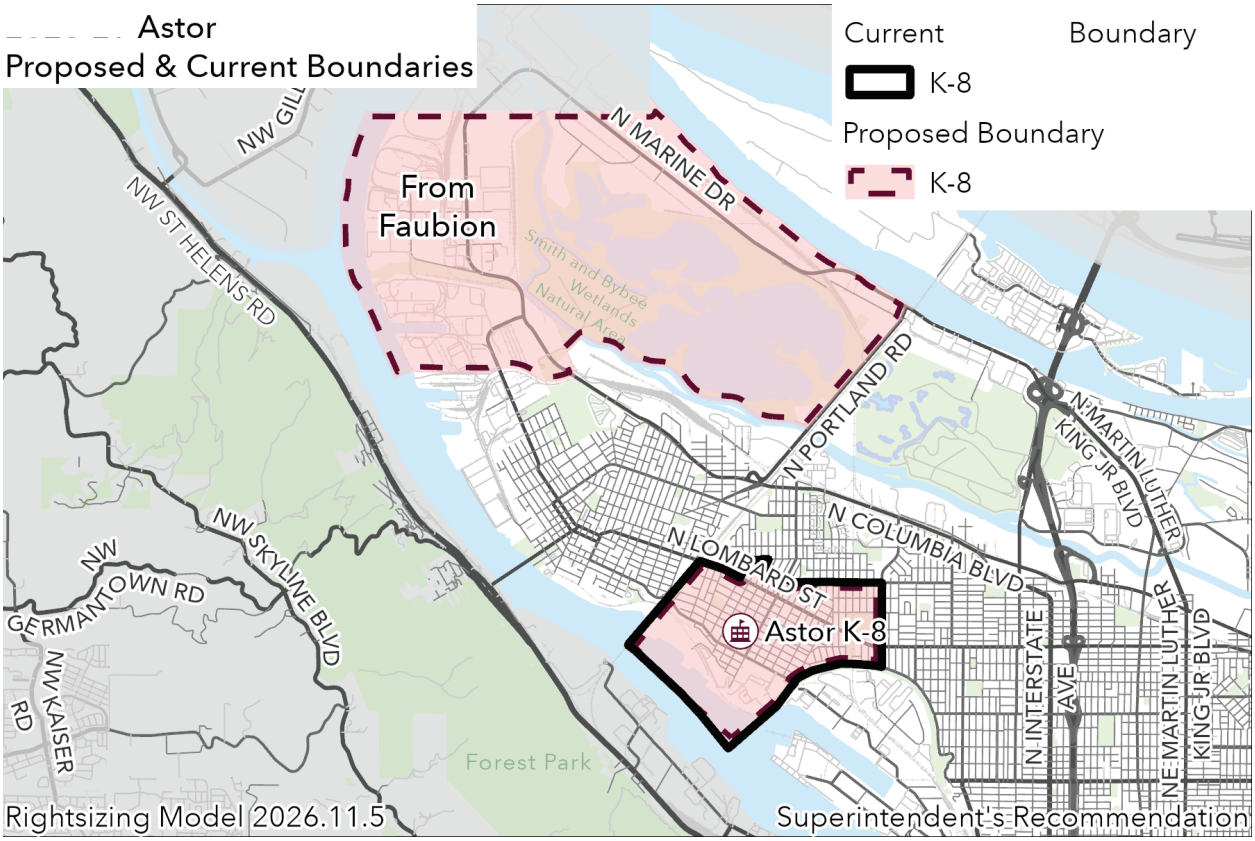
- Keeping K-8 open: Astor remains one of the few K-8 neighborhood schools because nearby middle schools do not currently have room to take Astor's middle grade students.

WHAT WOULD STUDENTS GAIN?

- Shorter commutes: Students residing near Bybee Lake Shelter would gain direct access to a neighborhood school much closer to home.
- Keep K-8 model: Families keep their established K-8 school structure.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Astor K-8 recommended boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Current School	522	78.9%	500 (2013-14)	418

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	412	409	443	426	418
Recommendation	424	422	455	438	431

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	29.8%	24.3%	2.8%	25.3%	Not Title 1
Recommendation	31.4%	24.4%	3.6%	25.8%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be up to two sections at each grade level. Blends may be required. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently Astor is an Inclusive School Community with four Learning Spaces. This model will remain the same for the 2027-2028 school year.
- Student and Family Supports: Currently, Astor offers before and after school programming. Our RESJ team is exploring an expansion of childcare capacity at Astor. Currently, there is no SUN programming at Astor. Continued or expanding SUN programming will depend on County, PPS, and City budget process. Currently, there are two partners at Astor. RESJ partnerships continuing or expanding will be dependent on the PPS budget process. Currently, Cascadia Health is identified as Astor's school-based mental health partner for 2026–27.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Bridger Creative Science E.S.

Changes beginning in 2028-29

WHAT'S HAPPENING?

- Bridger Creative Science would change from a K-8 to a K-5 school.
- The school would keep both its neighborhood school area and its Creative Science special-focus choice program.
- Current middle grade students would be reassigned to Harrison Park Middle School or could choose to return to their neighborhood middle school.

WHY IS PPS CONSIDERING THIS?

- Steady student numbers: Changing to K-5 boosts middle school enrollment in neighborhood schools while protecting the Creative Science unique learning program.

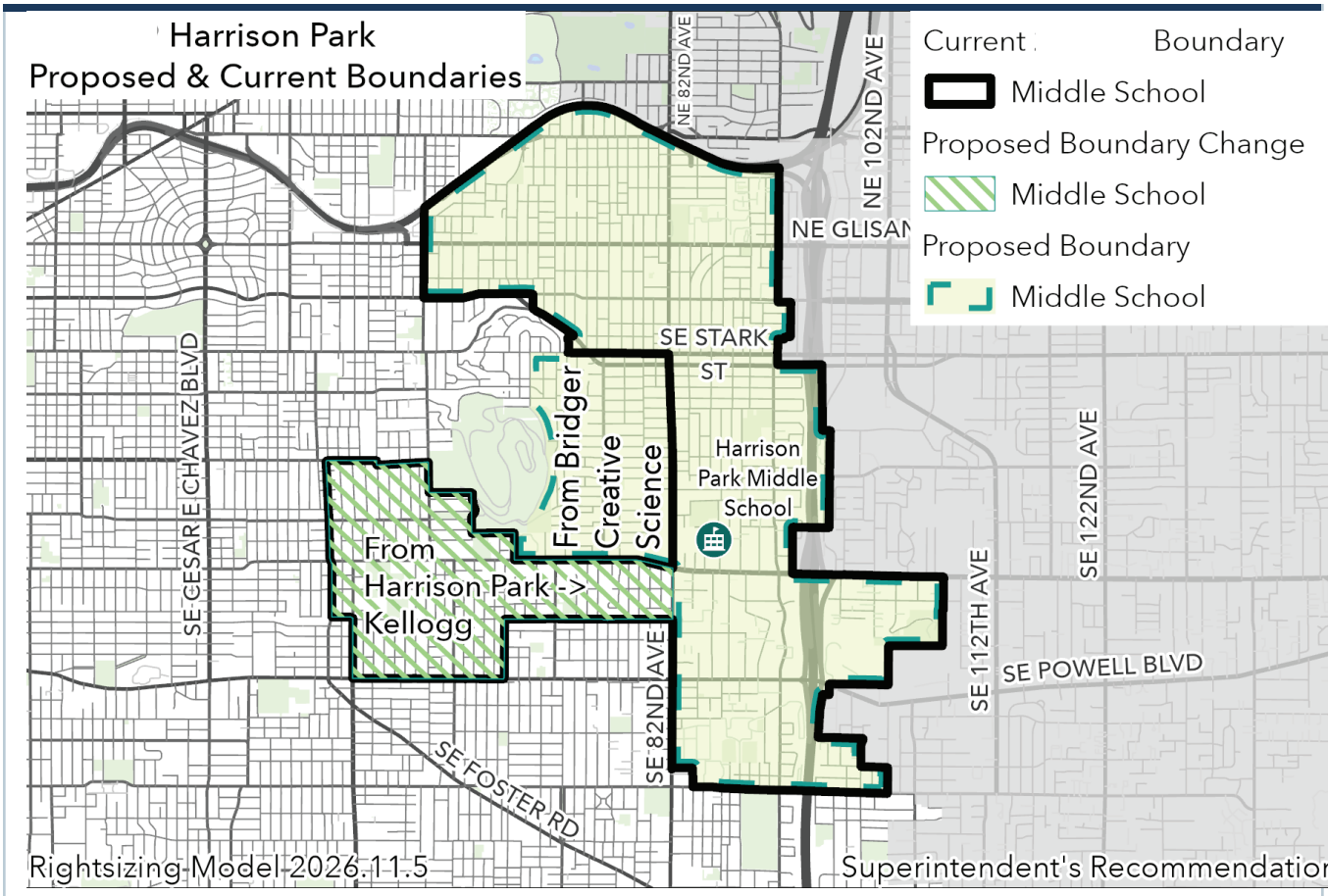
WHAT ELSE WAS CONSIDERED?

- Preserving student enrollment: Keeping both the neighborhood area and the special-focus choice program protects student enrollment and honors the school's unique community history.
- Southeast Guiding Coalition: Because of many recent changes, the decision was made to preserve the special-focus choice portion of Bridger Creative Science.

WHAT WOULD STUDENTS GAIN?

- Focused programming: Elementary students benefit from a school and playground designed for younger children.
- Richer middle school options: 6th-8th grade students gain access to broader middle school electives and learning options at a comprehensive middle school.

WHERE WOULD THE SCHOOL BOUNDARY BE?



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Current School	510	88.2%	531 (2017-18)	403

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	450	444	440	421	415
Recommendation	450	302	310	310	301

ENROLLMENT AND TRANSFER

- Neighborhood students: 5th-7th grade students residing in the Bridger Creative Science attendance area will enroll at Harrison Park M.S.

- PPS transfer students: 5th-7th grade students attending Bridger Creative Science but not residing in the attendance area will enroll at Harrison Park or may transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	27.1%	21.7%	4.3%	14.3%	Not Title 1
Recommendation	24.1%	20.6%	3.5%	12.5%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: School year 2028-29: Bridger Creative Science will house only students in grades K-5. Based on current enrollment projections, there will be 2 classrooms at each grade level. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a part-time counselor.
- Special Education: Currently, Bridger has 2.5 Learning Center classes. There are no changes to this model for the 2027-2028 school year.
- Student and Family Supports: Currently, Morrison Child and Family Services is the Bridger Creative Science's School-Based Mental Health Partner.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Clark E.S.

Changes beginning in 2028-29

WHAT'S HAPPENING?

- Clark would remain open as a neighborhood K-5 school.
- The Mandarin Dual Language Immersion (DLI) program would move and bring students together at Woodstock K-5.

WHY IS PPS CONSIDERING THIS?

- Low program enrollment: Enrollment in Clark's Mandarin DLI program dropped below 8 kindergarteners, making it difficult to keep as a stand-alone program.
- Focusing on neighborhood core: Moving DLI reduces operational complexity and lets Clark focus entirely on its neighborhood elementary program.

WHAT ELSE WAS CONSIDERED?

- Program Strength: Concentrating Mandarin DLI programs at Woodstock creates a language program with enough students to continue on the east side.

WHAT WOULD STUDENTS GAIN?

- Focused neighborhood programming: Clark can dedicate all of its classroom space and staff to neighborhood elementary learning.
- Concentrated DLI program: Mandarin DLI students get a larger, fully supported language learning program at Woodstock.
- Teacher teamwork: Concentrating dual language programs allows DLI teachers to work together, plan together, and grow alongside fellow language educators.

SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Current School	459	78.5%	364 (2025-26)	305

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	360	355	356	350	343
Recommendation	361	283	285	277	271

ENROLLMENT AND TRANSFER

- PPS transfer students: K-4th grade students attending Clark Mandarin Immersion will enroll at Woodstock Mandarin Immersion or may exit DLI and transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	67.9%	13.7%	42.6%	42.6%	Title 1
Recommendation	71%	18.2%	36.7%	53.8%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: School year 2028-29: Based on current enrollment projections, there will be one to two classrooms at each grade level, with blends possibly required. All classrooms will be neighborhood English Scholar classrooms. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a part-time counselor.
- Special Education: Currently, Clark has one Learning Center and one CB classroom. With rightsizing, there will be no change to the Special Education service delivery model at Clark for the 2027-2028 school year.
- Student and Family Supports: Clark has Sankofa & Happy Valley Counseling as their School-Based Mental Health Partner. Depending on funding, current mental health and childcare programming will remain intact.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Faubion E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Faubion would change from a K-8 school to a neighborhood K-5 school.
- Middle grade (6th-8th) students would move to Ockley Green Middle School.
- The Bybee Lake Shelter school area would move from Faubion to Astor.

WHY IS PPS CONSIDERING THIS?

- Richer middle school options: Providing a full suite of middle school electives, athletics, and algebra pathways has proven challenging within this K-8 model.
- Focused early learning programming: Changing to a K-5 model allows Faubion to tailor its building and resources entirely to elementary development, including its robust PK program.

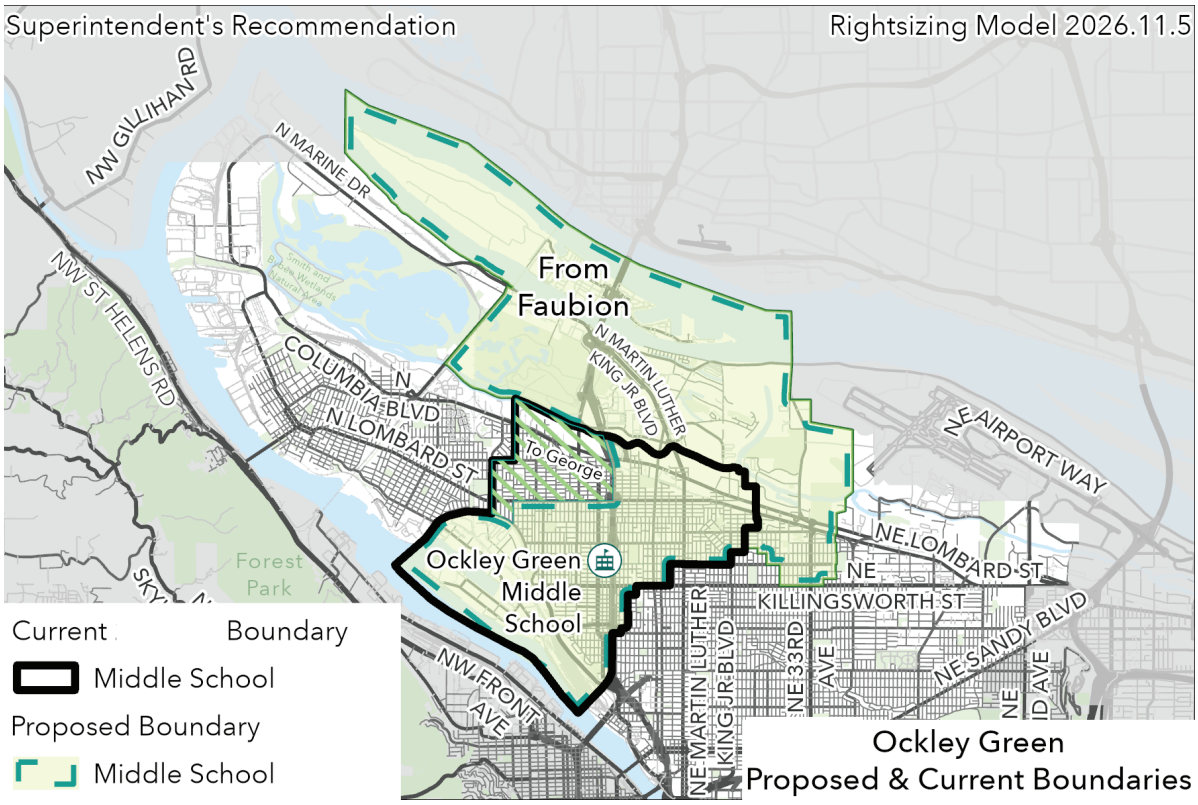
WHAT ELSE WAS CONSIDERED?

- Avoiding overcrowding: District teams considered adding extra elementary attendance boundaries to Faubion, but it would have made Faubion too large or disrupted nearby communities at Vernon and Woodlawn.

WHAT WOULD STUDENTS GAIN?

- Comprehensive middle school access: 6th-8th graders gain access to broader electives, sports teams, and middle school buildings at Ockley Green.
- Elementary-focused school: Elementary students benefit from spaces and routines designed specifically for younger children.

WHERE WOULD THE SCHOOL BOUNDARY BE?



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Current School	756	81.7%	786 (2019-20)	570

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	618	606	606	606	602
Recommendation	424	422	412	413	403

ENROLLMENT AND TRANSFER

- Neighborhood students: 5th-7th grade students residing in the Faubion attendance area will enroll at Ockley Green M.S.
- PPS transfer students: 5th-7th grade students attending Faubion but not residing in the attendance area will enroll at Ockley Green E.S. or may transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	56.3%	18.8%	18.3%	56.7%	Title 1
Recommendation	56.8%	18.2%	18.2%	55.2%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Faubion will house only grades K-5. Based on current enrollment projections, there will be two to three classrooms at each grade-level, with blends not required. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a full-time counselor. PPS Pre-K and Albina Early Head Start classrooms currently housed at Faubion will remain intact.
- Special Education: Currently, Faubion has 2.5 Learning Center classrooms and one CB classroom. With rightsizing, there will be no changes to the Special Education service delivery model in the Faubion elementary program. Students in MS receiving Learning Center support will receive those services at Ockley Green. Faubion will continue to have one CB classroom, and two Learning Center classrooms.
- Student and Family Supports: Currently, Trillium MH is Faubion's School-Based Mental Health Partner. Student Services is reviewing continuity of services for middle-grade students who may transition to Ockley Green.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

James John E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- James John would remain open as a neighborhood K-5 school.
- Its Spanish Dual Language Immersion (DLI) program would move to César Chávez K-5.

WHY IS PPS CONSIDERING THIS?

- Focused programming: Establishing César Chávez as a dedicated K–5 Dual Language Immersion (DLI) school creates a regional hub for Spanish language immersion while allowing James John to strengthen its focus on serving neighborhood students.

WHAT ELSE WAS CONSIDERED?

- Originally considered for closure, James John will remain open as neighborhood school enrollment may grow after the DLI program shifts.

WHAT WOULD STUDENTS GAIN?

- Concentrated DLI center: DLI students join a focused regional Spanish language center at César Chávez.

SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Current School	467	76.8%	643 (1997-98)	347

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	359	366	369	354	352
Recommendation	289	295	288	263	247

ENROLLMENT AND TRANSFER

- PPS transfer students: K-4th grade students attending James John E.S. Spanish Immersion will enroll at César Chávez E.S. Spanish Immersion or may exit DLI and transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	54.5%	19.2%	26.6%	56.4%	Title 1
Recommendation	53.3%	23.4%	15.6%	45.1%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be one to two classrooms at each grade level. Blends may be required in some cases. All classrooms will be neighborhood English Scholar classrooms. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a part-time counselor.
- Special Education: Currently, James John is an Inclusive School Community and has 3.5 Learning Center classes. With rightsizing, James John will continue to serve students with disabilities through an Inclusive Schools model.
- Student and Family Supports: Multnomah County School-Based Mental Health is identified as James John's school-based mental health partner. Student Services is reviewing continuity of support for students who may transition with the Spanish immersion program to César Chávez.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Kellogg M.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Kellogg Middle School would expand its boundary to welcome neighborhood students from Atkinson and Creston beginning in 2027-28.
- All Spanish Immersion in the southeast remains at Kellogg.
- Lent neighborhood students who do not enroll in Spanish Immersion would shift from Kellogg to Brentwood Middle School beginning in 2028-29.

WHY IS PPS CONSIDERING THIS?

- Connecting elementary and middle schools: Ensures Atkinson and Creston students move together into Kellogg while continuing on to Franklin High School.

WHAT ELSE WAS CONSIDERED?

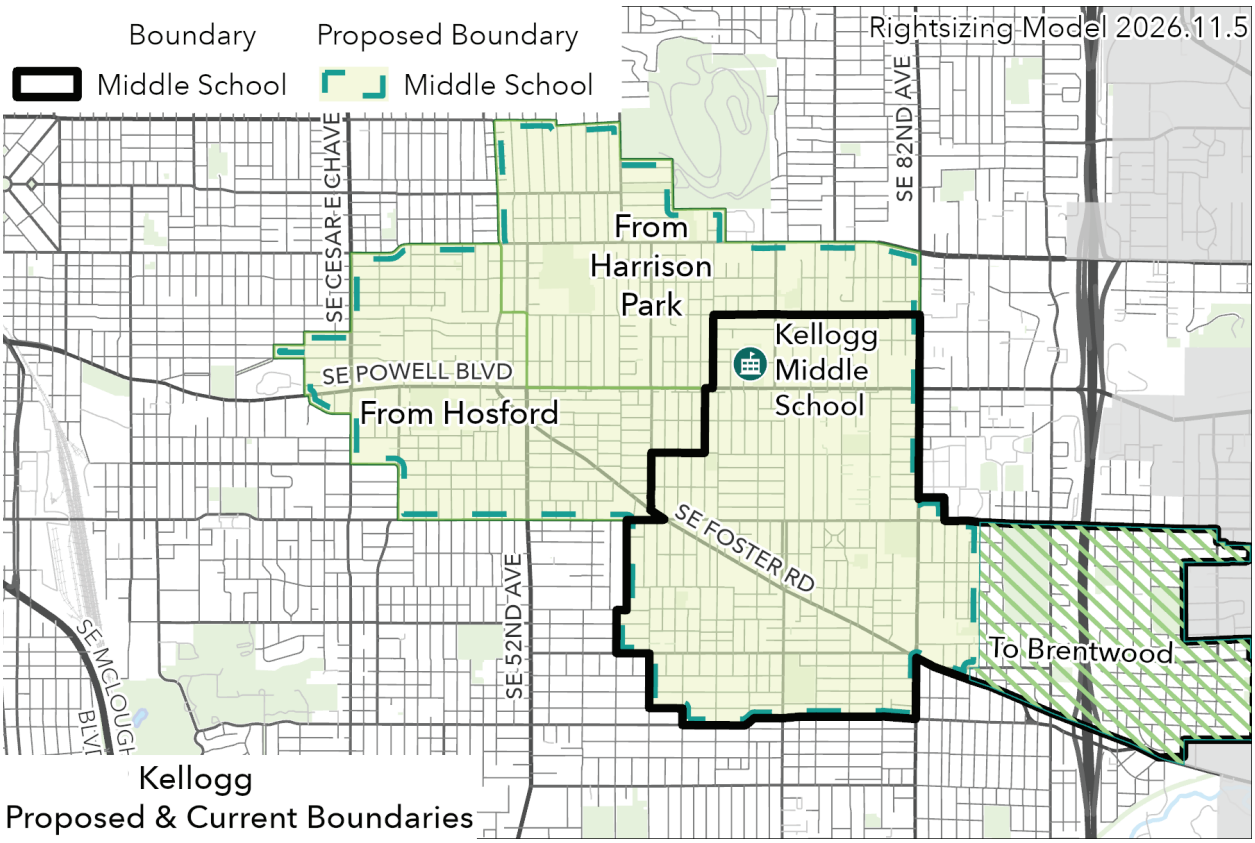
- Maximizing modern space: Uses available building space at newly built Kellogg efficiently while building a strong student body.

WHAT WOULD STUDENTS GAIN?

- State-of-the-art building: More students get to learn in Kellogg's modern, recently rebuilt middle school building.
- Single middle and high school path: All neighborhood students within Kellogg's new boundary would feed directly to Franklin High School.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Kellogg M.S. recommended boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Current School	737	69.6%	743 (1996-97)	542

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	513	493	470	450	471
Recommendation	572	544	578	556	579

ENROLLMENT AND TRANSFER

- Neighborhood students: 5th grade students residing in the Creston attendance area will enroll at Kellogg M.S. for 6th grade. 5th grade students residing in the Atkinson attendance area will enroll at Kellogg M.S. for 6th grade. 5th grade students residing in the Lent attendance area and not attending Lent Spanish DLI will enroll at Brentwood M.S. for 6th grade.

- PPS transfer students: 5th grade students residing in the Atkinson attendance area with a sibling attending Harrison Park M.S. have a guaranteed transfer to Harrison Park for 6th grade. 5th grade students residing in the Creston attendance area with a sibling attending Hosford M.S. have a guaranteed transfer to Hosford for 6th grade. 5th grade students residing in the Lent attendance area with a sibling attending Kellogg M.S. have a guaranteed transfer to Kellogg for 6th grade.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	44.3%	18.6%	16.9%	40.3%	Title 1
Recommendation	35.2%	19.8%	12.3%	32.4%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be around six sections at each grade level. Kellogg will also continue to offer multi-year pathways in Art, Band, Choir, and STEM, as well as a menu of other electives. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Kellogg has two Learning Center classes, one ISC class, and one SES class. With rightsizing, Kellogg will maintain the same level of programming.
- Student and Family Supports: Multnomah County School-Based Mental Health and Portal Wellness are identified as Kellogg's school-based mental health partners. Student Services will coordinate with these partners as needed to review service continuity and capacity under any approved school changes.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Laurelhurst E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Laurelhurst would change from a K-8 school to a neighborhood K-5 school.
- Middle grade (6th-8th) students would move to Mt. Tabor Middle School and continue to Grant High School.

WHY IS PPS CONSIDERING THIS?

- Richer middle school options: Moving 6th-8th grade students to a focused middle school will create sustainable programming. This means students will have more access to educational activities.
- Balances enrollment: Strengthens enrollment at Mt. Tabor Middle School after significant impacts from other recent changes.

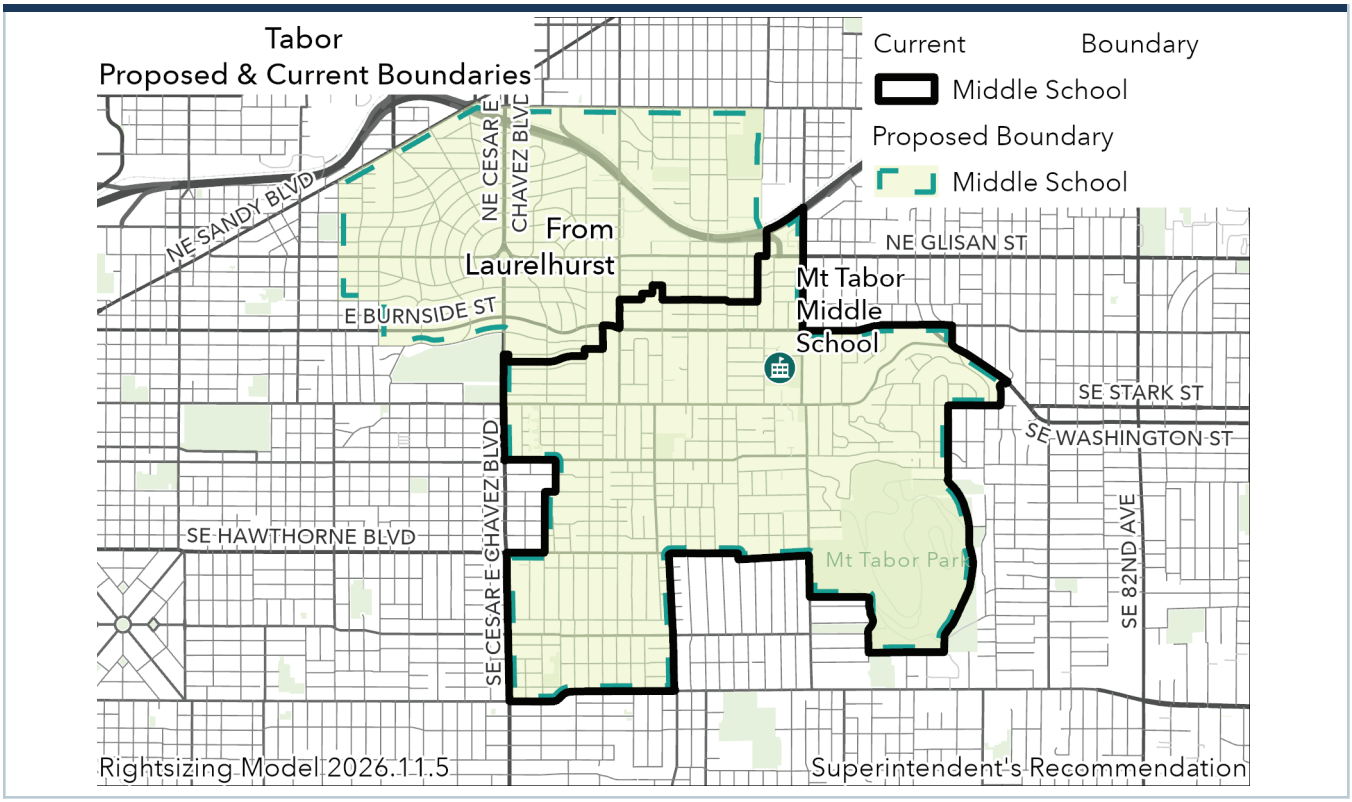
WHAT ELSE WAS CONSIDERED?

- Direct Grant High pathway: Laurelhurst middle grade students join Mt. Tabor DLI student groups, leading directly to Grant High School.

WHAT WOULD STUDENTS GAIN?

- Elementary-focused school: Allows Laurelhurst to dedicate all school spaces and playgrounds specifically to K-5 learning.
- Grant High pathway: Laurelhurst middle grade students move with Mt. Tabor Japanese DLI students to Grant High School.

WHERE WOULD THE SCHOOL BOUNDARY BE?



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Current School	630	96.3%	708 (2009-10)	583

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	607	587	560	542	525
Recommendation	376	369	370	359	356

ENROLLMENT AND TRANSFER

- Neighborhood students: 5th-7th grade students residing in the Laurelhurst attendance area will enroll at Mt. Tabor M.S.
- PPS transfer students: 5th-7th grade students attending Laurelhurst but not residing in the attendance area will enroll at Mt. Tabor M.S.or may transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	12.5%	15.1%	1.6%	9.2%	Not Title 1
Recommendation	12.7%	18.5%	2.1%	9.8%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Laurelhurst will house only students in grades K-5. Based on current enrollment projections, there will be two to three classrooms at each grade level. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Laurelhurst has two Learning Center classes. With rightsizing, Laurelhurst will maintain the current programming.
- Student and Family Supports: Happy Valley Counseling is the identified School-Based Mental Health Partner.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Llewellyn E.S.

Changes beginning in 2028-29

WHAT'S HAPPENING?

- Llewellyn would remain open as a neighborhood K-5 school.
- Llewellyn would expand its boundary to welcome students from Duniway living west of McLoughlin Blvd.

WHY IS PPS CONSIDERING THIS?

- Closer neighborhood walk: Students living west of McLoughlin Blvd are by location much closer to Llewellyn than Duniway.
- Balancing enrollment: Duniway needs space to welcome students from Lewis E.S.

WHAT ELSE WAS CONSIDERED?

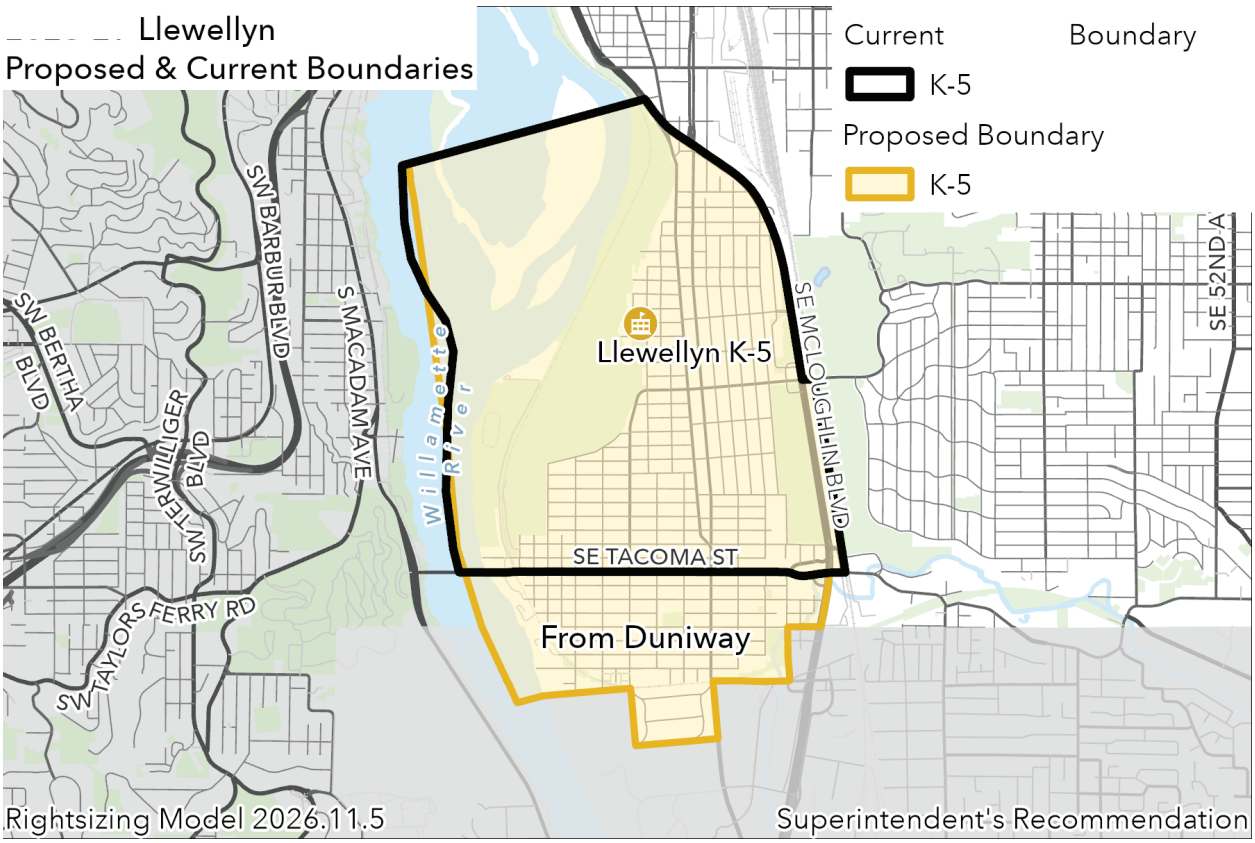
- Logical boundary lines: McLoughlin Blvd. forms a natural boundary line for neighborhood assignments.

WHAT WOULD STUDENTS GAIN?

- Shorter commute: Families west of McLoughlin Blvd. gain a closer elementary school.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Llewellyn recommended boundary



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Current School	468	66.7%	583 (2012-13)	332

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	312	303	313	316	312
Recommendation	312	322	349	367	380

ENROLLMENT AND TRANSFER

- Neighborhood students: Incoming students residing in the Duniway attendance area west of McLoughlin Blvd. will enroll at Llewellyn E.S.
- PPS transfer students: Incoming students residing in the Duniway attendance area west of McLoughlin Blvd. have a guaranteed transfer to Duniway.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	13.3%	25.2%	1.4%	12.2%	Not Title 1
Recommendation	14.9%	22.2%	2.2%	11.8%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Special Education: Currently, Llewellyn has 1.5 Learning Center classes and two CB classes. With rightsizing, Llewellyn has no changes to programming.
- Student and Family Supports: Student Services is reviewing school-based mental health support arrangements at Llewellyn as district school-change plans are developed. This includes identifying any changes to referral pathways or support needs.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Metropolitan Learning Center K-8

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Metropolitan Learning Center (MLC) would change from a K-12 to a K-8 alternative (choice) school.
- High school (9th-12th) students would transition to another PPS alternative school, attend a focus option, or return to their designated neighborhood high schools.

WHY IS PPS CONSIDERING THIS?

- Enrollment decline: MLC high school enrollment has fallen to a level that risks providing the level of programming students deserve.
- Changing MLC to K-8 matches district grade structures.

WHAT ELSE WAS CONSIDERED?

- Increasing enrollment, timing of student moves, and where students may transition to were all considerations.

WHAT WOULD STUDENTS GAIN?

- High schoolers will have a range of other options, from small and focused alternative learning communities to attending their neighborhood comprehensive high school with full high school athletics, advanced placement (AP) courses, and electives.

SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Current School	487	50.3%	490 (1997-98)	281

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	245	231	215	198	199
Recommendation	210	193	176	160	161

ENROLLMENT AND TRANSFER

- Neighborhood students: 8th-11th grade students will have a choice of PPS high schools.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	21.1%	30.9%	1.1%	12.7%	Not Title 1
Recommendation	19.1%	29.8%	1.3%	12.8%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: MLC will serve grades K-8 only. Based on current enrollment projections, there will be blends required at both the elementary and middle school levels.
- Special Education: Currently, MLC has two Learning Center classes. With rightsizing, MLC will have 1.5 Learning Center classes serving K-8th grade.
- Student and Family Supports: William Temple House is identified as Metropolitan Learning Center's school-based mental health partner. Student Services is reviewing continuity of services for students who may transition to other schools, including high school students whose receiving schools have not yet been confirmed.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Odyssey K-8

Changes beginning in 2028-29

WHAT'S HAPPENING?

- The Odyssey K-8 special-focus choice program would move to the Forest Park E.S. campus.
- The East Sylvan building would close.

WHY IS PPS CONSIDERING THIS?

- Closing an aging building: Moving the program closes the aging East Sylvan building.

WHAT ELSE WAS CONSIDERED?

- The Metropolitan Learning Center (MLC) site was considered as a co-location option for the Odyssey program.

WHAT WOULD STUDENTS GAIN?

- Co-locating programs helps sustain resources through efficiencies.
- The focus option program stays intact and moves into updated learning spaces.

SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Current School	201	1.10%		209

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	220	223	222	223	224
Recommendation	220	223	222	223	224

ENROLLMENT AND TRANSFER

- PPS transfer students: All students assigned to Odyssey K-8 will enroll at the Forest Park E.S. campus or may transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	7.8%	18%	1.4%	7.8%	Not Title 1
Recommendation	7.8%	18%	1.4%	7.8%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Special Education: Currently, Odyssey has one Learning Center class. With rightsizing, Odyssey will maintain their Learning Center class at their new location.
- Student and Family Supports: Student Services is reviewing school-based mental health support arrangements for Odyssey as district school-change plans are developed. This includes considering existing referral pathways and continuity of support for students who may transition to another school.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Sitton E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Sitton would remain open as a neighborhood K-5 school.
- Its Spanish Dual Language Immersion (DLI) program would move to César Chávez K-5.

WHY IS PPS CONSIDERING THIS?

- Focused programming: Moving to a single-focus K-5 DLI school creates a regional Spanish language hub and allows Sitton to focus on its neighborhood school program.

WHAT ELSE WAS CONSIDERED?

- Building accessibility: Sitton was prepared to consolidate with James John primarily because its single-story layout provides total physical accessibility; however, James John remains open as a neighborhood K-5 school.

WHAT WOULD STUDENTS GAIN?

- Concentrated DLI center: DLI students join a focused regional Spanish language center at César Chávez.

SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Current School	419	79.5%	449 (1996-97)	328

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	333	319	317	315	311
Recommendation	268	257	247	238	225

ENROLLMENT AND TRANSFER

- PPS transfer students: K-4th grade students attending Sitton Spanish Immersion will enroll at César Chávez E.S. Spanish Immersion or may exit DLI and transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	60%	23.5%	31.3%	52.8%	Title 1
Recommendation	64.1%	28.5%	14%	41.1%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Based on current enrollment projections, there will be two classrooms at each grade-level, with blends not required. All classrooms will be neighborhood English Scholar classrooms. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a part-time counselor.
- Special Education: Currently, Sitton is an Inclusive School Community with four Learning Center classes. With rightsizing, Sitton will continue to be an Inclusive School Community with Learning Center classes.
- Student and Family Supports: LifeWorks NW is identified as Sitton's school-based mental health partner. Student Services is reviewing continuity of support for students who may transition with the Spanish immersion program to César Chávez. Depending on Multnomah County and district budgets, the existing SUN program and other culturally-specific partnerships will remain intact.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Vernon E.S.

Changes beginning in 2027-28

WHAT'S HAPPENING?

- Vernon would change from a K-8 school to a neighborhood K-5 school.
- Middle grade (6th-8th) students would move to Harriet Tubman Middle School.

WHY IS PPS CONSIDERING THIS?

- Comprehensive middle school access: Changing Vernon from a K-8 to a K-5 model provides middle grade students access to Harriet Tubman Middle School, helping keep student numbers steady at Tubman.
- Seismically upgraded building: Vernon received a full seismic retrofit in Summer 2026, offering strong building conditions for elementary learning.

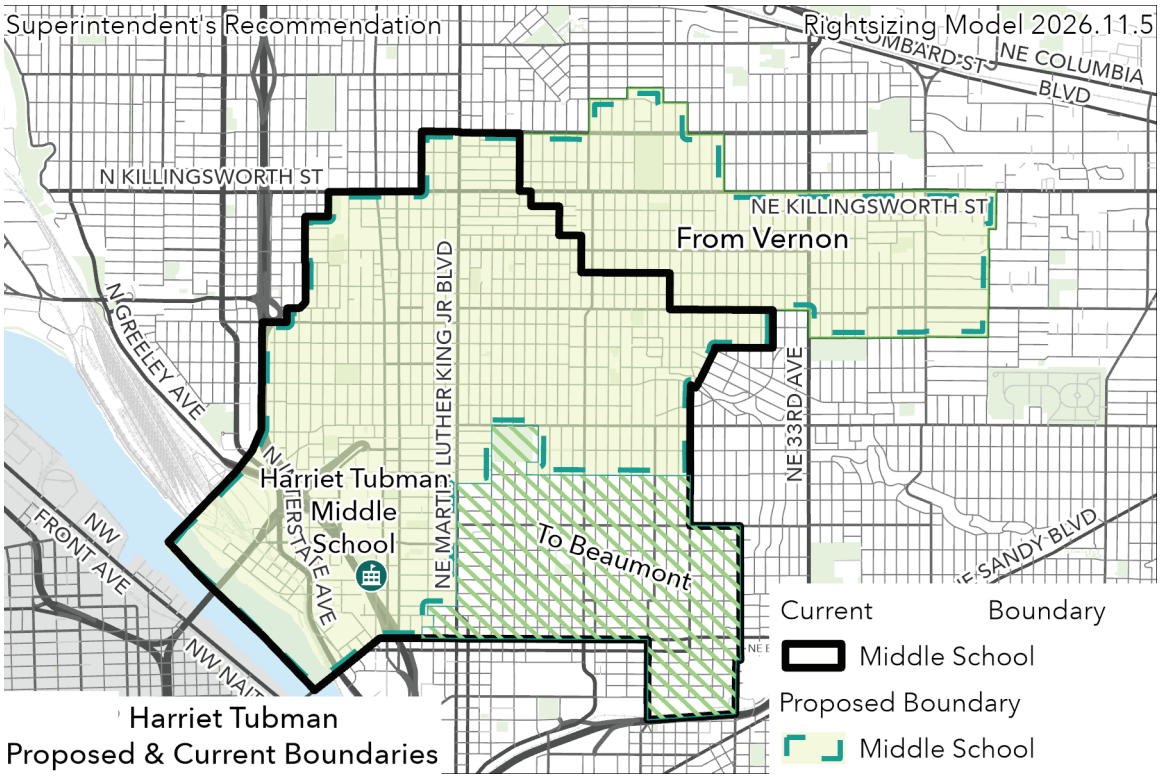
WHAT ELSE WAS CONSIDERED?

- Middle grade enrollment support: Moving middle grades to Harriet Tubman supports balanced middle grades enrollment across the cluster.

WHAT WOULD STUDENTS GAIN?

- Elementary-focused school: Allows elementary students to benefit from a school designed entirely for early childhood development.
- Full middle school experience: Middle school students gain access to the broader electives, athletics, and learning options of a comprehensive middle school.

WHERE WOULD THE SCHOOL BOUNDARY BE?



SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Receiving site	552	89.1%	607 (2019-20)	492

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	492	488	477	463	453
Recommendation	325	323	321	316	321

ENROLLMENT AND TRANSFER

- Neighborhood students: 5th-7th grade students residing in the Vernon attendance area will enroll at Harriet Tubman M.S.
- PPS transfer students: 5th-7th grade students who attend Vernon but do not reside in the attendance area will enroll at Harriet Tubman M.S. or may transfer to their neighborhood school by home address

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	27.9%	11.8%	4.6%	27.2%	Not Title 1
Recommendation	26.2%	13.8%	5.6%	25.4%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: Vernon will only serve students in grades K-5. Based on current enrollment projections, there will be two classrooms at each grade-level, with blends not required. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a part-time counselor.
- Special Education: Currently, Vernon has two Learning Center classes. With rightsizing, Vernon will receive one SES classroom that currently serves students at Sabin. Vernon will have two Learning Centers and one SES classroom.
- Student and Family Supports: Happy Valley Counseling is identified as Vernon's school-based mental health partner. Student Services is reviewing continuity of services for middle-grade students who may transition to Harriet Tubman. Depending on country and district budgets, the existing SUN program and other culturally-specific partnerships will remain intact.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Vestal E.S.

Changes beginning in 2028-29

WHAT'S HAPPENING?

- Vestal would remain open as a neighborhood K-5 school and receive the Vietnamese Dual Language Immersion (VDLI) program from Rose City Park.

WHY IS PPS CONSIDERING THIS?

- Reaching the district's school size goal: Vestal is below the district enrollment goal if there are no changes.
- Proximity for VDLI families: Vietnamese DLI community lives close to Vestal, and adding the program brings Vestal above the district enrollment goal.

WHAT ELSE WAS CONSIDERED?

- Building conditions and location: Building conditions and proximity were major considerations in this decision.

WHAT WOULD STUDENTS GAIN?

- Upgraded school building: Vestal has seen recent building investments and this option keeps the same middle and high school pathway.

SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Current School	516	57%	451 (2010-11)	287

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	294	290	292	287	279
Recommendation	296	444	445	452	455

ENROLLMENT AND TRANSFER

- PPS transfer students: K-4th grade students attending Rose City Park Vietnamese Immersion will enroll at Vestal E.S. Vietnamese Immersion or may exit DLI and transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	43.8%	24.4%	19.1%	34.3%	Title 1
Recommendation	39.4%	18.7%	26.1%	21.8%	Title 1

ACADEMIC PROGRAM TRANSITIONS

- Academic Programs: School year 2028-29: Vestal will maintain its neighborhood English Scholar program and welcome the Vietnamese Dual Language Immersion program from Rose City Park. Based on current enrollment projections, this program relocation will result in three to four classrooms at each grade level, with some number of blends likely. Students will receive PE, Arts, and Library/Media instruction each week. Based on enrollment, the school will be supported by a full-time counselor.
- Special Education: Currently, Vestal has 1.5 Learning Center classes and two ISC classes. With rightsizing, Vestal's programming does not make any changes.
- Student and Family Supports: Morrison Child and Family Services is identified as Vestal's school-based mental health partner. Student Services is reviewing how existing partnership services can support students as district school-change plans are finalized. Our childcare team is exploring an expansion of childcare capacity at Vestal.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Woodstock E.S.

Changes beginning in 2028-29

WHAT'S HAPPENING?

- Woodstock would remain open as a neighborhood K-5 school and receive the Mandarin Dual Language Immersion (DLI) program from Clark K-5 beginning in 2028-29.

WHY IS PPS CONSIDERING THIS?

- Strengthening DLI learning: Moving the Mandarin DLI program from Clark to Woodstock strengthens the DLI learning at a single school.
- Low program enrollment: Enrollment in Clark's Mandarin DLI program dropped below eight kindergarteners, making it difficult to keep as a stand-alone program.

WHAT ELSE WAS CONSIDERED?

- Keeping the program going: Concentrating Mandarin DLI programs at Woodstock expands program support and supports teacher collaboration.

WHAT WOULD STUDENTS GAIN?

- Vibrant language community: Bringing together the program at Woodstock builds one language program with enough students to continue and create a school-wide culture centered on language learning.
- Teacher teamwork: Enables DLI teachers to work together, plan together, and grow alongside fellow language educators.

SCHOOL BUILDING CAPACITY & ENROLLMENT

	Functional Capacity	Utilization %	Historical Peak Enrollment	Current Enrollment (2026-2027)
Current School	609	56.2%	552 (2017-18	352

Projected enrollment

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	342	344	337	336	325

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Recommendation	343	420	413	414	403

ENROLLMENT AND TRANSFER

- PPS transfer students: K-4th grade students attending Clark Mandarin Immersion will enroll at Woodstock Mandarin Immersion or may exit DLI and transfer to their neighborhood school by home address.

WHO WOULD THE SCHOOL SERVE?

Option	Poverty	Special education	Multilingual services	Underserved racial groups	Title I
Status Quo/No Change	24%	15.8%	12%	11.7%	Not Title 1
Recommendation	29.9%	14.2%	20.6%	10.1%	Not Title 1

ACADEMIC PROGRAM TRANSITIONS

- Special Education: Currently, Woodstock has one Learning Center class and one CB class. With rightsizing, Woodstock's Special Education programming will go unchanged.
- Student and Family Supports: Student Services is reviewing school-based mental health support arrangements at Woodstock as district school-change plans are developed. This includes considering existing referral pathways and any additional student support needs.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Beach E.S.

Changes beginning in 2027-28

WHAT'S CHANGING?

- Beach School would close as a school building.
- Students who live in the Beach neighborhood would go to Chief Joseph.
- Special Education students receiving Learning Center support would continue to receive support at Chief Joseph.
- The Spanish Dual Language Immersion (DLI) program would move to César Chávez E.S.

WHY IS PPS CONSIDERING THIS?

- The Beach building needs major repairs. The roof and building structure require urgent, expensive fixes to make it safe and modern.
- We want stronger programs in safer buildings. Moving students out of Beach addresses safety concerns while bringing students together into stronger, fully supported schools.

WHAT ELSE WAS CONSIDERED?

- Chief Joseph is easier to reach: Chief Joseph is closer to where most families in the new school area live.
- Chief Joseph has plenty of space: Even though Beach is a larger building, Chief Joseph has more than enough room for all students.
- Chief Joseph is already updated: Chief Joseph recently received major improvements funded by local school bonds, including roof repairs and updated classrooms for general and special education.

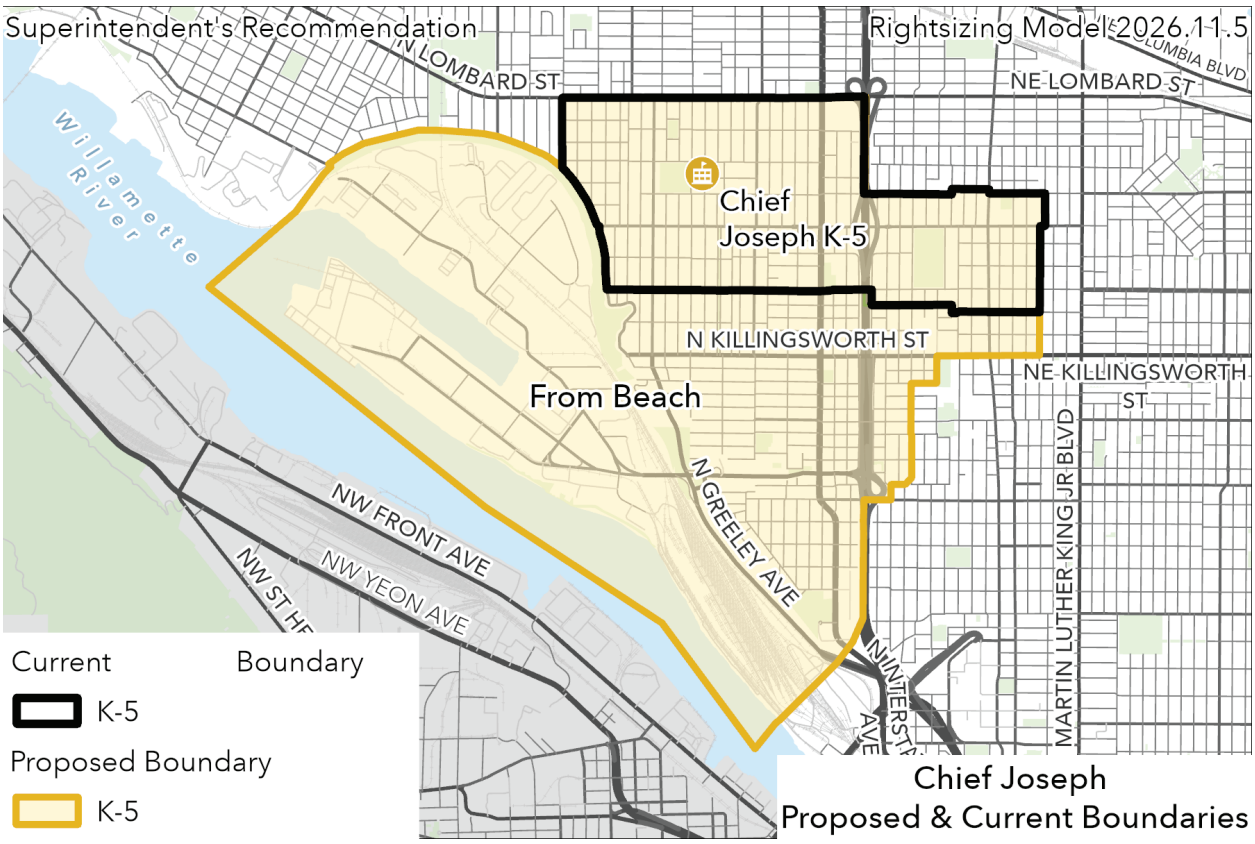
WHAT WOULD STUDENTS GAIN?

- Better, safer classrooms: Students would move into buildings with upgraded spaces, learn alongside more classmates, and have access to more teachers and staff.
- A stronger Spanish DLI program: Bringing all Spanish DLI students together at César Chávez creates a full, rich language learning community from kindergarten through 5th grade. It also lets Spanish-speaking teachers work together and plan as a team.

- More Stability: Bringing communities together means schools have steadier funding and an increased access to resources for years to come.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Chief Joseph E.S. boundary



Combined school includes students from: Beach and Chief Joseph. Students would join all in 2027-28.

PROJECTED ENROLLMENT

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	284	288	291	297	287
Recommendation	School would close				

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Beach attendance area will enroll at Chief Joseph E.S.
- PPS transfer students: K-4th grade students attending Beach but not residing in the attendance area will be enrolled at Chief Joseph E.S. or may transfer to their neighborhood school by home address. K-4th grade students attending Beach Spanish Immersion will enroll at Cesar Chavez E.S.

Spanish Immersion or may exit DLI and transfer to their neighborhood school by home address. 5th grade students attending Beach Spanish Immersion will enroll at George M.S. Spanish Immersion for 6th grade or may exit DLI and transfer to their neighborhood school by home address.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Buckman E.S.

Changes beginning in 2027-28

WHAT'S CHANGING?

- Buckman School would close as a school building.
- The Arts special-focus choice program would close.
- Neighborhood boundary split: Buckman neighborhood students living south of E. Burnside St. would move to Abernethy E.S. Buckman neighborhood students living north of E. Burnside St. would move to Sunnyside K-5.
- Special Education students in the SES classrooms would move to Sunnyside K-5. Special Education students receiving Learning Center support would continue to receive support at either Abernethy E.S. or Sunnyside K-5.

WHY IS PPS CONSIDERING THIS?

- The Buckman building needs major repairs. The school requires urgent structural fixes and heavy maintenance to make it safe and modern.
- Enrollment is dropping. Buckman is expected to drop to just 239 students over the next few years, making it difficult to fund full programs and staffing.
- Nearby schools are in better shape. Both Abernethy and Sunnyside have better buildings and are in good locations to welcome Buckman families.

WHAT ELSE WAS CONSIDERED?

- Building condition over size: Even though Buckman is a larger building than Abernethy, Buckman's building repair needs are severe.
- Title I Funding Support: District teams considered Buckman's Title I status carefully to ensure students moving to receiving schools continue to get strong learning and family support services.

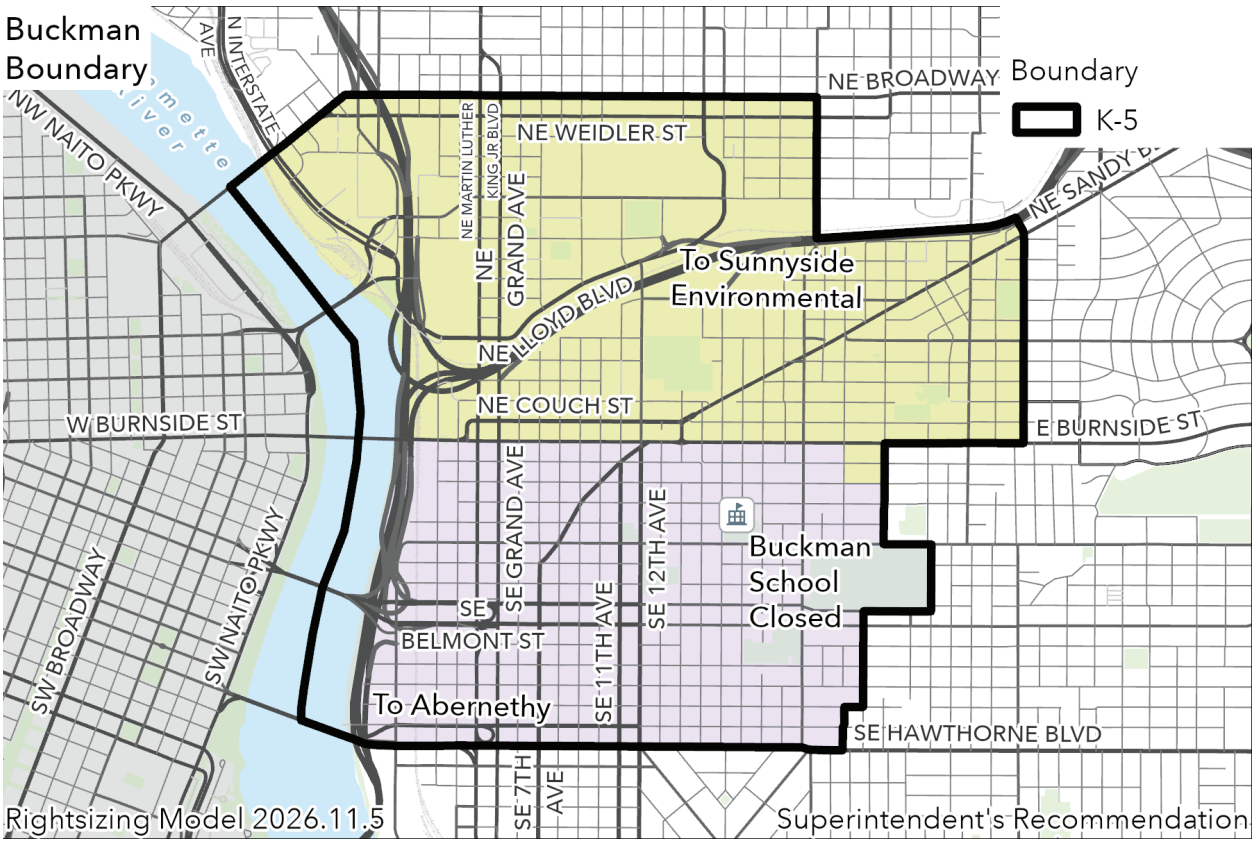
WHAT WOULD STUDENTS GAIN?

- Better, safer classrooms: Moving to Abernethy and Sunnyside means learning in updated buildings with better resources and learning spaces.
- More support and activities: Combining school communities gives students access to more classmates, full-time staff, and steady classroom support.

- Support over time: Bringing students together creates larger, stronger schools that keep their funding and programs reliable over time.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Abernethy E.S. and Sunnyside Environmental boundaries



Combined school includes students from: Buckman, Abernethy and Sunnyside Environmental. Students would join all in 2027-28.

PROJECTED ENROLLMENT

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	244	245	248	246	239
Recommendation	School would close				

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming kindergartners residing in the Buckman E.S. attendance area north of E Burnside St. will enroll at Sunnyside E.S.
  K-4th grade students and incoming kindergartners residing in the Buckman E.S. attendance area south of E Burnside St. will enroll at Abernethy E.S.

- PPS transfer students: K-4th grade students attending Buckman E.S. but not residing in the Buckman E.S. attendance area will enroll at Sunnyside E.S. or may transfer to their neighborhood school by home address.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Creston E.S.

Changes beginning in 2027-28

WHAT'S CHANGING?

- Creston School would close as a K-5 school building.
- Neighborhood K-5 students would move to Atkinson K-5.
- Special Education students receiving Learning Center support would continue to receive support at Atkinson K-5.
- The Deaf and Hard of Hearing (DHH) program would move to Glencoe K-5.
- All K-5 students in the new Atkinson/Creston attendance area would go together to Kellogg for middle school.
- Early learning stays: The Creston Annex preschool building would stay open as a preschool center.

WHY IS PPS CONSIDERING THIS?

- Enrollment is dropping: Creston is expected to drop to just 187 students over the next few years, making it too small to support full staffing and programs.
- Nearby schools have plenty of space: Neighboring schools like Atkinson have the room and buildings ready to welcome Creston students.
- Better pathways for special-focus programs: Moving the Deaf and Hard of Hearing (DHH) program to Glencoe connects students with the Mt. Tabor Middle School pathway.

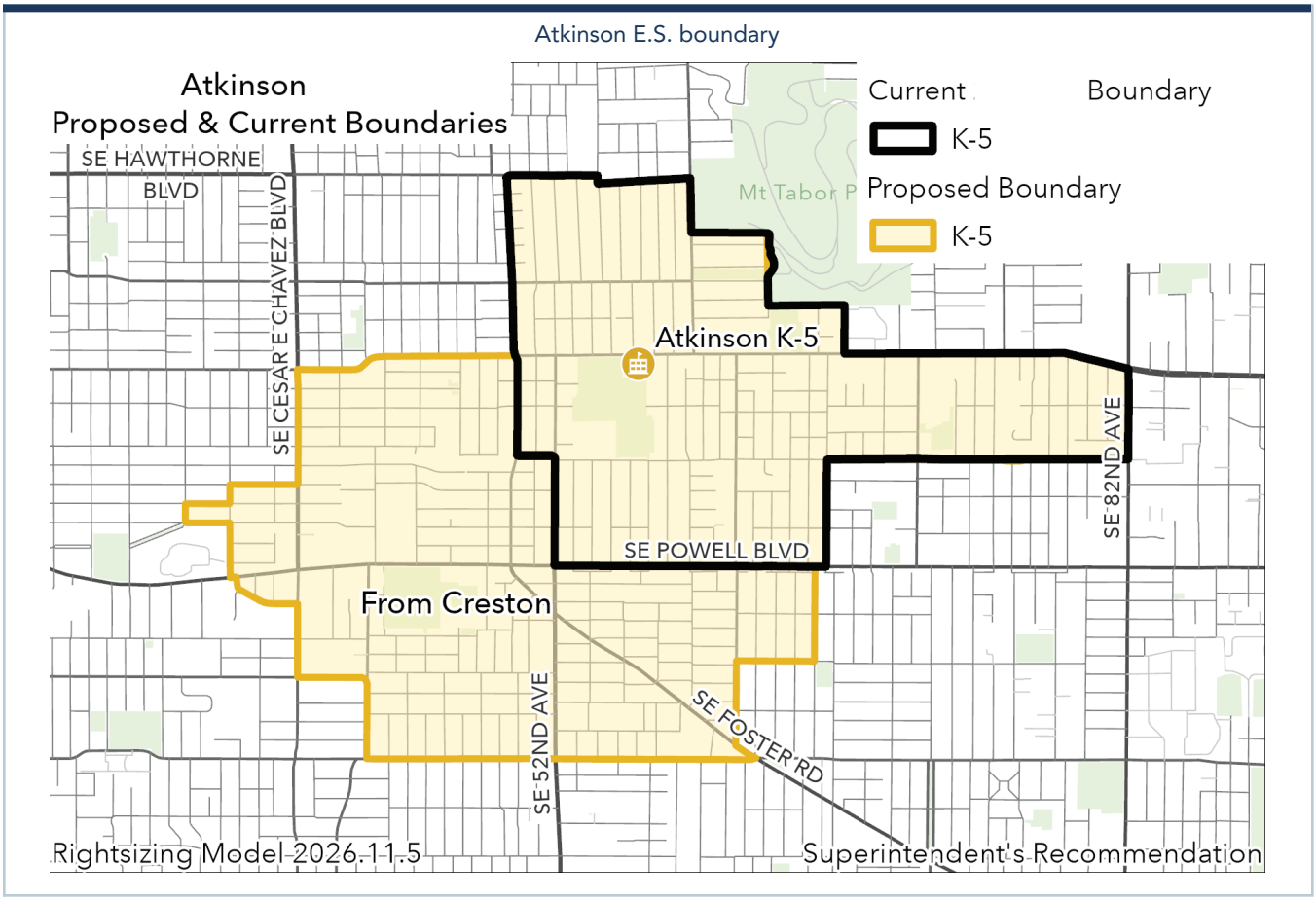
WHAT ELSE WAS CONSIDERED?

- Easier to reach: Atkinson was chosen over Creston because it has the space needed and is more central to where families live in the new boundary.
- Peaceful Villa Housing: We took into account the new students who will be attending school from this new housing unit.
- Deaf and Hard of Hearing Program: Creston currently partners with Columbia Regional Inclusive Services (CRIS) to deliver services to students served in the Deaf and Hard of Hearing (DHH) Program. The program currently partners with Mt. Tabor M.S. for middle school programming. When combining school communities with distinct Special Education programming, we are planning and ensuring tailored support through the transition. Creston DHH students will receive their services at Glencoe Elementary School, a feeder for Mt. Tabor M.S.

WHAT WOULD STUDENTS GAIN?

- Better classroom spaces: Moving to Atkinson gives students updated learning spaces, modern classrooms, and more classmates to learn with.
- More support and staff: Combining school communities gives students access to more teachers, full-time support staff, and stronger programs.
- Smooth moves to middle and high school: Clear pathways mean friend groups stay together as they move from elementary school to Kellogg Middle School and Franklin High School.

WHERE WOULD THE SCHOOL BOUNDARY BE?



Combined school includes students from: Creston and Atkinson. Students would join all in 2027-28.

PROJECTED ENROLLMENT

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	201	191	189	188	187
Recommendation	School would close				

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Creston attendance area will enroll at Atkinson E.S.
- PPS transfer students: K-4th grade students attending Creston but not residing in the attendance area will be enrolled at Atkinson E.S. or may transfer to their neighborhood school by home addressK-4th grade students attending the Columbia Regional Deaf and Hard of Hearing program will be enrolled at Glencoe E.S.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Irvington E.S.

Changes beginning in 2027-28

WHAT'S CHANGING?

- Irvington School would close as a neighborhood K-5 school.
- K-5 students would join with Beverly Cleary K-5 students at Irvington in 2027-28 and then move together to the Beverly Cleary building in 2028-29 after seismic upgrades are complete.
- Special Education students receiving Learning Center support would continue to receive support at Beverly Cleary K-5.
- Middle grade (6th-8th) students would move from Tubman to Beaumont Middle School.

WHY IS PPS CONSIDERING THIS?

- Low enrollment numbers: Irvington is expected to drop to just 223 students by 2031-32 (well below target levels).
- Updated buildings: Bringing together Irvington into Beverly Cleary expands student access to updated buildings and eliminates split middle school paths.

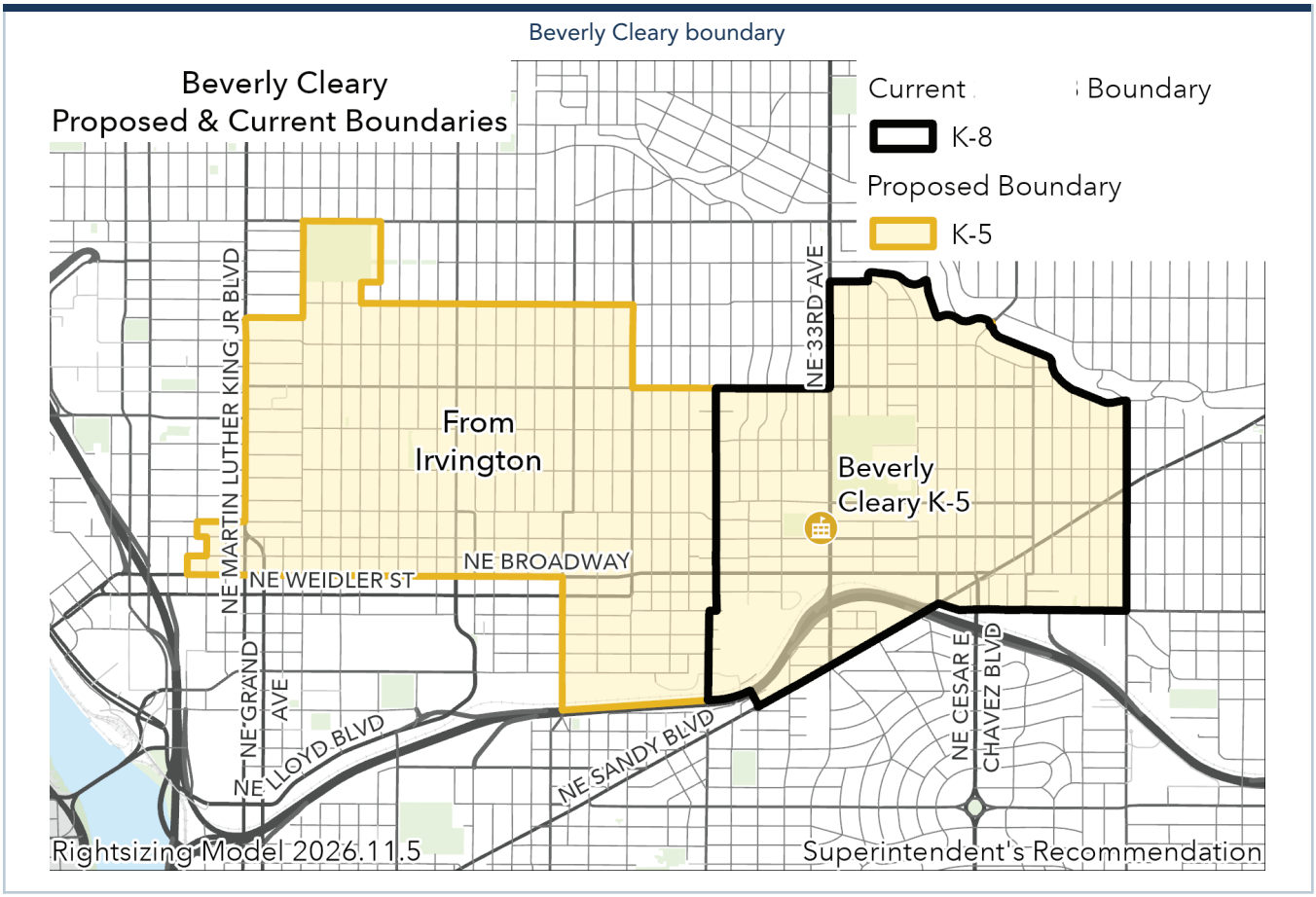
WHAT ELSE WAS CONSIDERED?

- Central location: Beverly Cleary offers a more central location than Irvington.
- Temporary construction site: Irvington will serve as a temporary "swing site" for the combined student population during Beverly Cleary's Summer 2027 seismic upgrades.

WHAT WOULD STUDENTS GAIN?

- Better learning spaces: Students move into an upgraded Beverly Cleary building.
- Full student support: Bringing communities together creates a stronger student body size that supports more stable staffing.

WHERE WOULD THE SCHOOL BOUNDARY BE?



Combined school includes students from: Irvington and Beverly Cleary. Students would join all in 2027-28.

PROJECTED ENROLLMENT

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	240	236	229	220	223
Recommendation	School would close				

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Irvington attendance area will consolidate with Beverly Cleary K-5 students at Irvington in 2027-28, and move to the Beverly Cleary building in 2028-29. 5th grade students residing in the Irvington attendance area will enroll at Beaumont M.S. for 6th grade
- PPS transfer students: K-4th grade students attending Irvington but not residing in the attendance area will be enrolled with Beverly Cleary students or may transfer to their neighborhood school by home address. 5th grade students residing in the Irvington attendance area with a sibling attending Harriet Tubman M.S. have a guaranteed transfer to Harriet Tubman for 6th grade.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Lewis E.S.

Changes beginning in 2028-29

WHAT'S CHANGING?

- Lewis School would close as a school building.
- Neighborhood K-5 students would move to Duniway K-5.
- Special Education students in the CB class and those receiving Learning Center support would continue to receive support at Duniway K-5.

WHY IS PPS CONSIDERING THIS?

- Low enrollment numbers: Lewis enrollment is expected to drop to 201 students by 2031-32.
- Better building conditions and space: Duniway offers a central location, more room for students, and better building conditions to serve both communities.

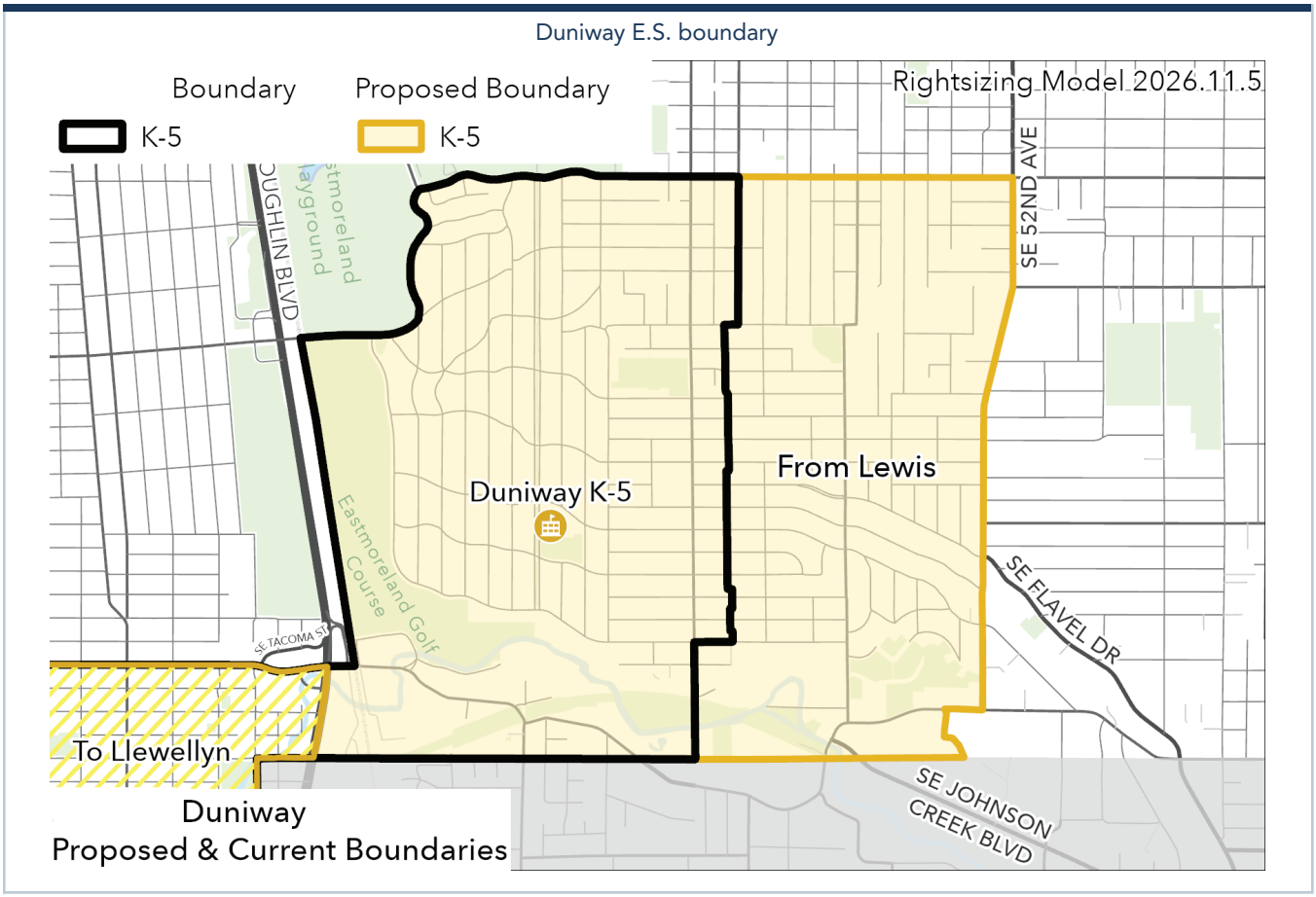
WHAT ELSE WAS CONSIDERED?

- Duniway chosen as receiving school: After evaluating both school buildings, Duniway was chosen because it can support more students.

WHAT WOULD STUDENTS GAIN?

- Updated building environment: Students move to an updated Duniway school with strong building systems.
- Full student support: Bringing communities together creates a larger student body that supports programs and student supports.

WHERE WOULD THE SCHOOL BOUNDARY BE?



Combined school includes students from: Lewis and Duniway. Students would join all in 2028-29.

PROJECTED ENROLLMENT

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	224	206	213	202	201
Recommendation	224	School would close			

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Lewis attendance area will enroll at Duniway E.S.
- PPS transfer students: K-4th grade students attending Lewis but not residing in the attendance area will be enrolled at Duniway E.S. or may transfer to their neighborhood school by home address.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Marysville E.S.

Changes beginning in 2028-29

WHAT'S CHANGING?

- Marysville School would close as a K-5 school.
- The neighborhood K-5 school boundary would move to Arleta K-5.
- Marysville's Inclusive School Community with three Learning Center Classes would move to Arleta K-5.
- Lent neighborhood students who do not attend Lent Spanish Immersion would enroll at Kelly E.S.
- The PPS Pre-K program at Marysville would move to Kelly.

WHY IS PPS CONSIDERING THIS?

- Building size advantages: Arleta has room for 653 students (with 28 main classrooms) compared to Marysville's space of 410, allowing Arleta to comfortably house both communities.
- Options for future building use: Future use of the Marysville facility would be considered through the Building Repurposing process and in alignment with the Oregon Seismic Rehabilitation Grant Program (SRGP) grant.

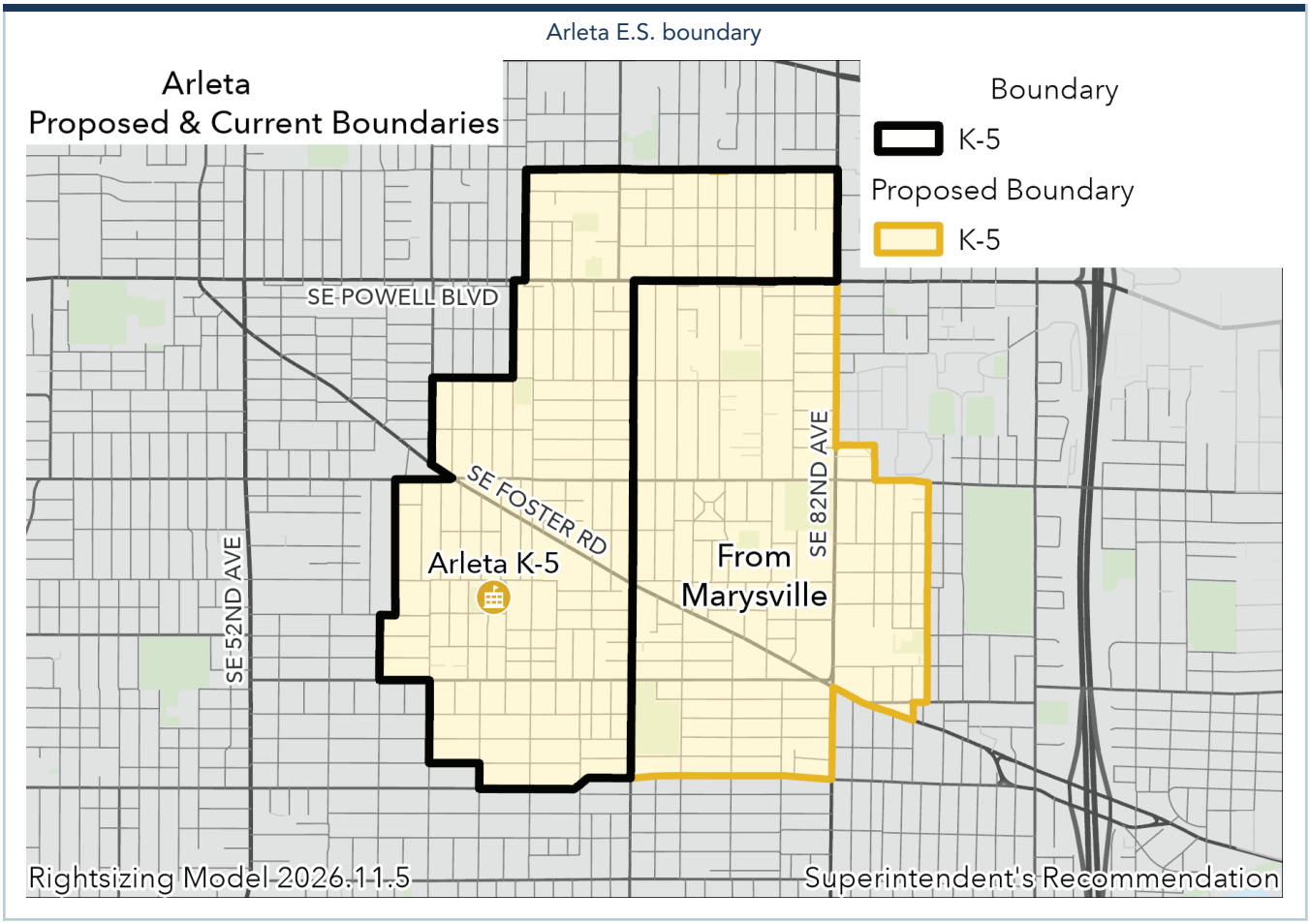
WHAT ELSE WAS CONSIDERED?

- Avoiding multiple moves: Delaying full implementation ensures students previously impacted by Southeast Guiding Coalition changes do not experience multiple school moves during elementary school.

WHAT WOULD STUDENTS GAIN?

- Updated Arleta school: Students gain new HVAC heating and cooling systems (Summer 2027) and full elevator access at Arleta.
- Kept early learning: Moving Pre-K to Kelly preserves focused early childhood care in the area.

WHERE WOULD THE SCHOOL BOUNDARY BE?



Combined school includes students from: Marysville and Arleta. Students would join all in 2028-29.

PROJECTED ENROLLMENT

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	300	308	317	317	312
Recommendation	300	School would close			

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Marysville attendance area will enroll at Arleta E.S.
- PPS transfer students: K-4th grade students attending Marysville but not residing in the attendance area will be enrolled at Arleta E.S. or may transfer to their neighborhood school by home address.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Peninsula E.S.

Changes beginning in 2027-28

WHAT'S CHANGING?

- Peninsula School would close as a school building. Its full neighborhood K-5 school boundary would move to Rosa Parks K-5.
- Peninsula's Inclusive School Community with four Learning Center Classes would merge with Rosa Parks K-5's Inclusive School Community.
- Peninsula area students will go to George M.S. beginning with 6th graders in 2028-29.

WHY IS PPS CONSIDERING THIS?

- Low enrollment numbers: Peninsula's current enrollment is 239 students and is expected to remain low at 236 students by 2031-32 (over 100 students below target levels).
- Updated building space: Bringing Peninsula and Rosa Parks students together helps keep steady student numbers at elementary enrollment across the Roosevelt cluster at an updated school site (Rosa Parks) with more room for students.

WHAT ELSE WAS CONSIDERED?

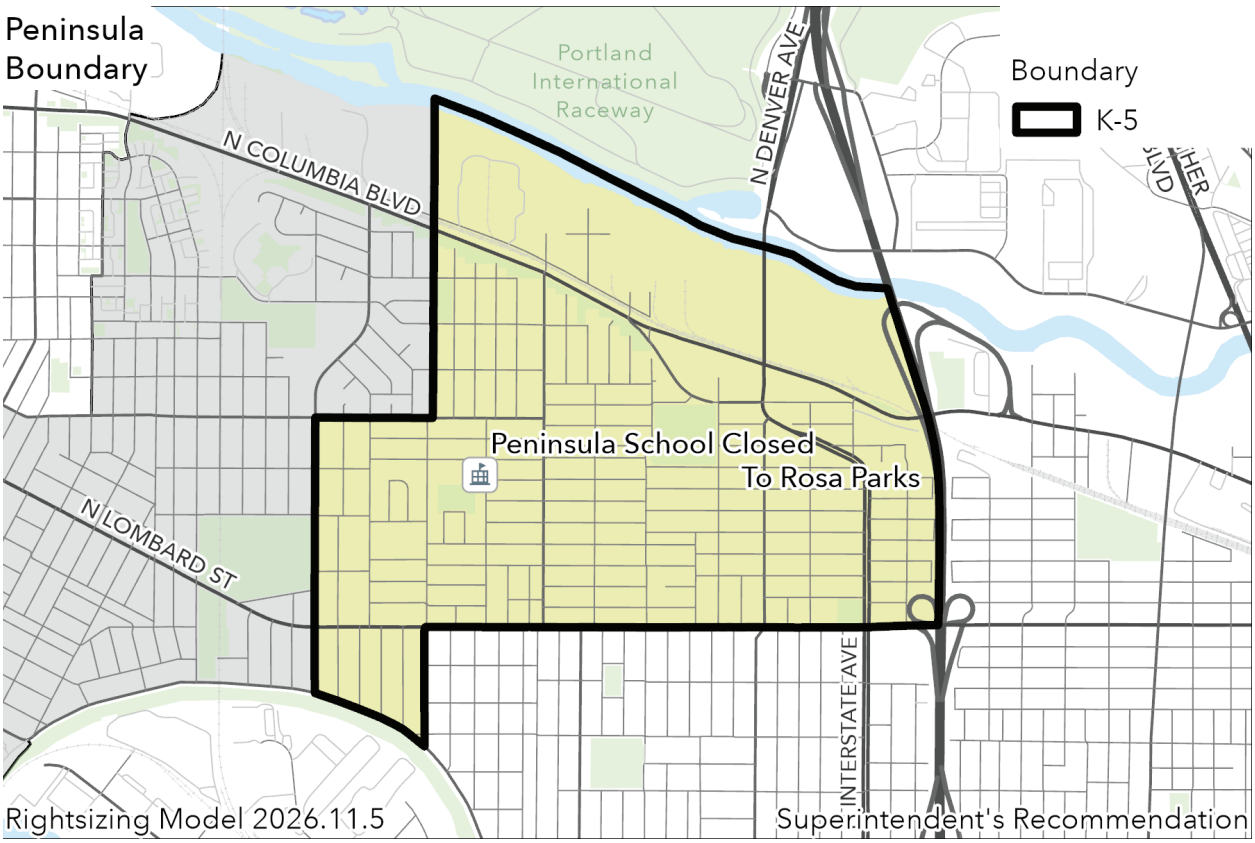
- Shared support models: Both Peninsula and Rosa Parks are Title I schools with SUN school and community support programs, food pantries, and support for students with and without disabilities.
- Building quality: Rosa Parks offers an updated building compared to Peninsula.

WHAT WOULD STUDENTS GAIN?

- Updated school: Students move into Rosa Parks' updated classrooms, learning spaces, and buildings.
- Complete community support: Rosa Parks offers early learning classrooms, SUN school and community support programs, and an on-site food pantry.

WHERE WOULD THE SCHOOL BOUNDARY BE?

Rosa Parks E.S. boundary



Combined school includes students from: Peninsula and Rosa Parks. Students would join all in 2027-28.

PROJECTED ENROLLMENT

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	250	249	236	236	236
Recommendation	School would close				

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Peninsula attendance area will enroll at Rosa Parks E.S. Rising 6th graders who reside in the former Peninsula attendance area will enroll at George M.S. for 6th grade beginning in 2028-29.
- PPS transfer students: K-4th grade students attending Peninsula but not residing in the attendance area will enroll at Rosa Parks E.S. or may transfer to their neighborhood school by home address. Rising 6th grade students who reside in the Peninsula attendance area and have a sibling attending Ockley Green M.S. have a guaranteed transfer to Ockley Green.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Rose City Park E.S.

Changes beginning in 2028-29

WHAT'S CHANGING?

- Rose City Park Elementary would close as a school building.
- 100% of its neighborhood K-5 students would move to Scott K-5.
- Special Education students receiving Learning Center support would continue to receive support at Scott K-5.
- Vietnamese Dual Language Immersion (DLI) program would move to Vestal K-5.
- Middle grade Vietnamese DLI students would remain at Roseway Heights Middle School.

WHY IS PPS CONSIDERING THIS?

- Urgent building repairs: Rose City Park faces major building risks, including very old building systems and critical maintenance failures requiring a full seismic overhaul.
- Avoiding temporary moves: Bringing together Rose City Park neighborhood students with Scott K-5 and Vietnamese DLI students with Vestal K-5 students, avoiding expensive temporary construction moves.

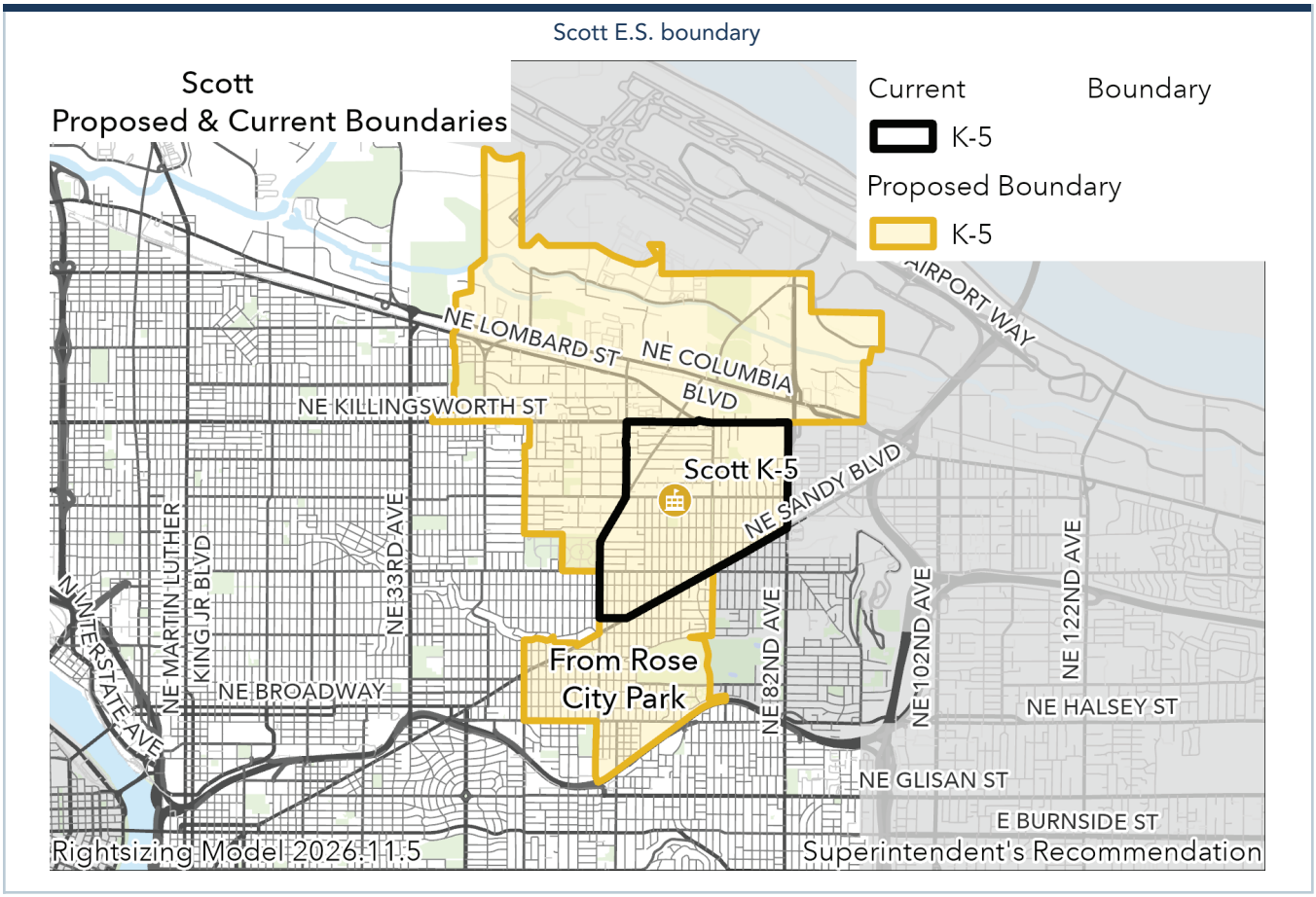
WHAT ELSE WAS CONSIDERED?

- Building Condition: Severe building conditions was a major consideration for school closure.

WHAT WOULD STUDENTS GAIN?

- Safer building conditions: Students move out of an aging building into safer, updated learning environments.
- Protected language path: Vietnamese DLI continues at Vestal with no change to middle school plans.

WHERE WOULD THE SCHOOL BOUNDARY BE?



Combined school includes students from: Rose City Park and Scott. Students would join all in 2028-29.

PROJECTED ENROLLMENT

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	391	366	368	364	370
Recommendation	391	School would close			

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Rose City Park attendance area will enroll at Scott E.S.
- PPS transfer students: K-4th grade students attending Rose City Park but not residing in the attendance area will be enrolled at Scott E.S. or may transfer to their neighborhood school by home address. K-4th grade students attending Rose City Park Vietnamese Immersion will enroll at Vestal E.S. Vietnamese Immersion or may exit DLI and transfer to their neighborhood school by home address

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Sabin E.S.

Changes beginning in 2027-28

WHAT'S CHANGING?

- Sabin School would close as a school building.
- Its full neighborhood K-5 school boundary would move to Dr. Martin Luther King Jr. Elementary.
- Special Education students receiving Learning Center support would continue to receive support at Dr. Martin Luther King Jr. Elementary in their learning center programming. Students in Sabin's Social Emotional Skills program would also receive services in K–5 SES classrooms at Dr. Martin Luther King Jr., with individual placements determined by the Special Education Department in collaboration with school teams and families.

WHY IS PPS CONSIDERING THIS?

- Low enrollment and building risks: Sabin's enrollment is expected to remain low (235 students), and the building faces major plumbing and heating system replacement needs, alongside dependencies on leased spaces for early learning.
- Upgraded school features: Bringing together Sabin and Dr. Martin Luther King Jr. Elementary moves students to a building with a newly upgraded roof, larger grounds (4.9 acres), and other strengthened school features.

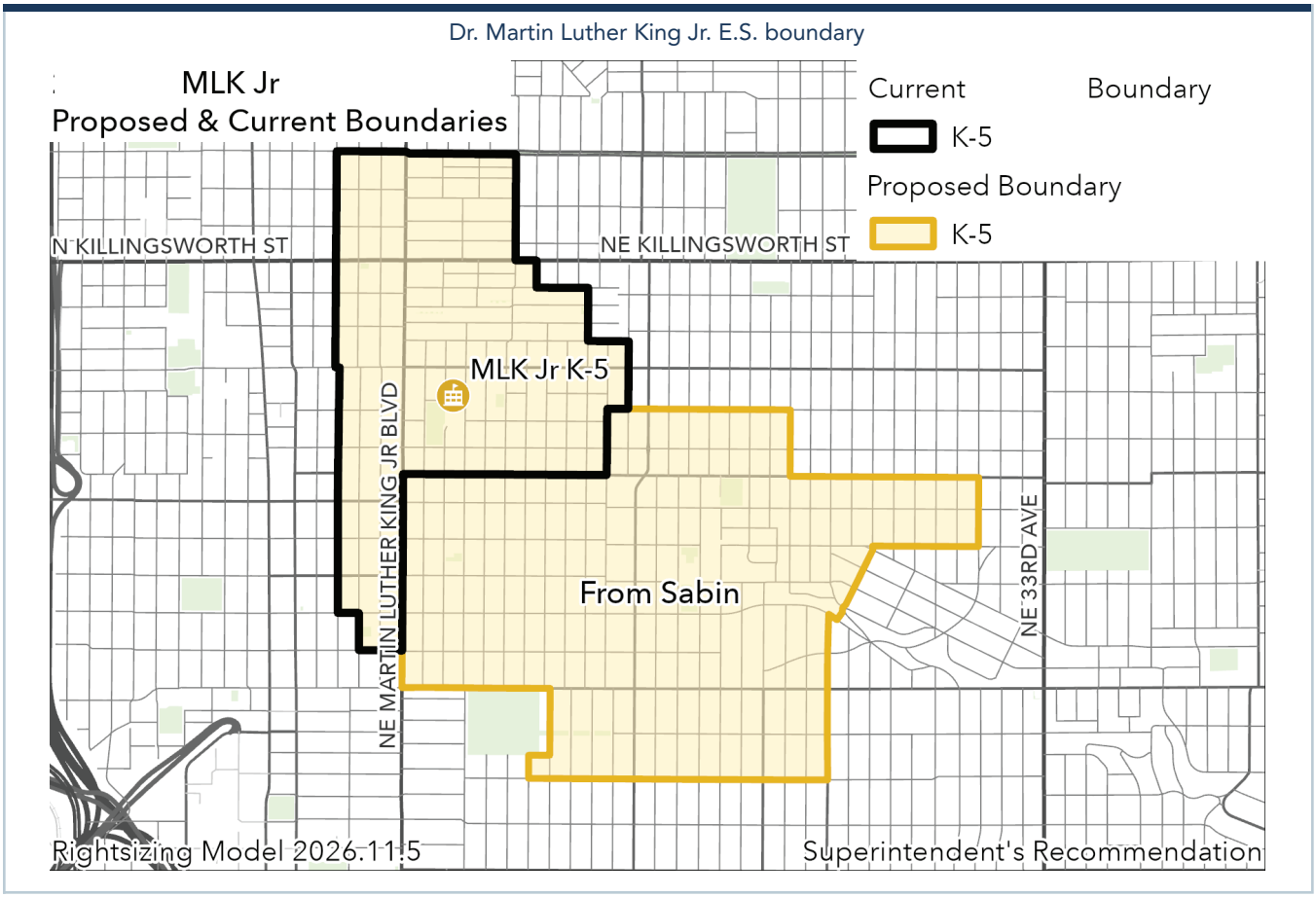
WHAT ELSE WAS CONSIDERED?

- Building capacity at Dr. Martin Luther King Jr.: Space capacity was evaluated to ensure the Mandarin Dual Language Immersion program could remain and also welcome Sabin families.

WHAT WOULD STUDENTS GAIN?

- Better school grounds: Sabin students gain access to modern turfed fields, large outdoor spaces, and an updated roof.
- Unified services: Elementary programs and early childhood services exist together under one roof.

WHERE WOULD THE SCHOOL BOUNDARY BE?



Combined school includes students from: Sabin and Dr. Martin Luther King Jr.

PROJECTED ENROLLMENT

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	236	248	240	234	235
Recommendation	School would close				

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Sabin attendance area will enroll at Dr. Martin Luther King Jr E.S.
- PPS transfer students: K-4th grade students attending Sabin but not residing in the attendance area will enroll at Dr. Martin Luther King Jr E.S. or may transfer to their neighborhood school by home address.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Woodmere E.S.

Changes beginning in 2028-29

WHAT'S CHANGING?

- Woodmere School would close as a school building.
- 100% of its neighborhood K-5 school boundary would shift to Whitman K-5.
- Special Education students receiving Learning Center support would move to Whitman K-5 and join their Inclusive School Community. Special Education CB students would either move to a CB class at Kelly K-5 or move with their general education peers to Whitman K-5 and join their Inclusive School Community - this will be determined on a case-by-case basis.

WHY IS PPS CONSIDERING THIS?

- Low neighborhood enrollment: Both Whitman and Woodmere are significantly under district enrollment goals, with Woodmere's enrollment remaining in the low 220s.
- Central school space: Whitman has room for 416 students, and receiving students from Woodmere makes better use of school space in a centrally located school with planned schoolyard improvements.

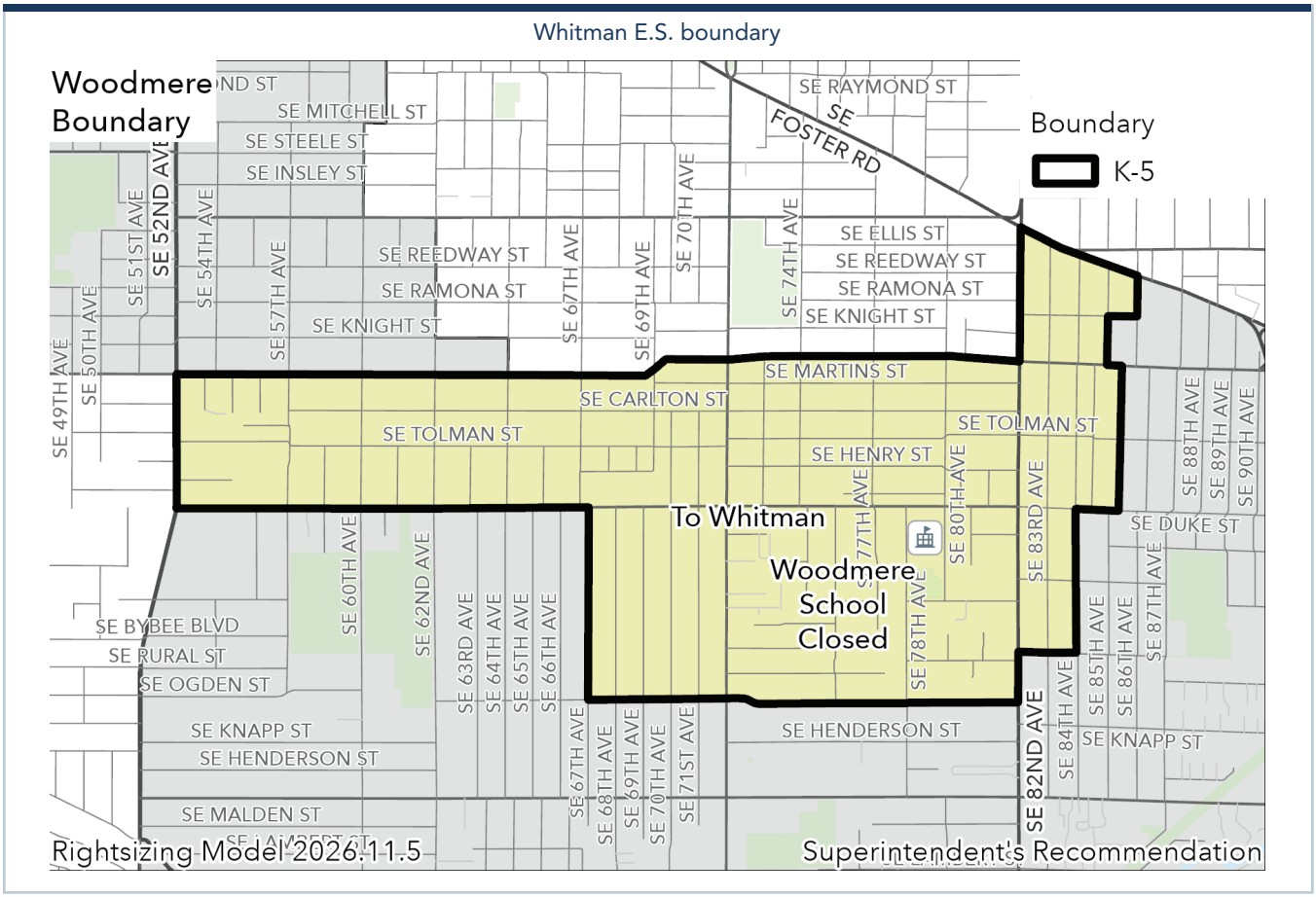
WHAT ELSE WAS CONSIDERED?

- Whitman chosen over Woodmere: Whitman was chosen over Woodmere as it is more central to where students live and having similar amounts of space and building conditions.

WHAT WOULD STUDENTS GAIN?

- Upgraded school grounds: Students benefit from planned schoolyard improvements and a central location.
- Combined school strength: Combining school communities helps keep student numbers steady, allowing for stronger learning options, focused staff, and upgraded learning environments.

WHERE WOULD THE SCHOOL BOUNDARY BE?



Combined school includes students from: Woodmere and Whitman. Students would join all in 2028-29.

PROJECTED ENROLLMENT

School Year	2027-28	2028-29	2029-30	2030-31	2031-32
Status Quo/No Change	224	222	223	217	225
Recommendation	224	School would close			

ENROLLMENT AND TRANSFER

- Neighborhood students: K-4th grade students and incoming K students residing in the Woodmere attendance area will enroll at Whitman E.S.
- PPS transfer students: K-4th grade students attending Woodmere but not residing in the attendance area will enroll at Whitman E.S. or may transfer to their neighborhood school by home address.

School transition supports: Teams from Central Office have developed a framework for implementing Rightsizing. This includes a menu of transition supports for all impacted school communities. This work is informed by lessons learned by districts across the country that have had successful school consolidations. The implementation framework includes guidance on merging academic programs and school-based teams, (such as Instructional Leadership, Climate, PTAs and others) tools, resources, and timelines. The framework includes timelines for merging school communities and onboarding staff, families and students to their new campuses. It also includes staffing timelines and plans for packing and moving furniture and instructional resources. This comprehensive framework will be shared with the community in December. If the Board of Education votes to proceed with Rightsizing for fall 2027, Central Office teams will begin working with school communities in January to implement transition supports appropriate to each community.

Equity Audit Evaluation of Portland Public Schools' (PPS) Southeast Enrollment and Program Balancing Initiative

June 10, 2026

Prepared by Dr. Terrance L. Green[1] and Dr. Havala Hanson

[1] Please send all inquiries to the lead author, Dr. Terrance L. Green at terrance@raciallyjustschools.com

Gratitude and Acknowledgements

We want to express our heartfelt gratitude to Superintendent Dr. Kimberlee Armstrong, Dr. Jon Franco (Senior Chief of Operations), Dr. Renard Adams (Chief Accountability and Equity Officer), Deborah Kafoury (Chief of Staff), the Portland Public Schools (PPS) Board of Education, and the broader PPS community for entrusting us with the important task of conducting the SEGC Equity Audit Evaluation. We are deeply grateful for your leadership, openness, and commitment to learning from the experiences of students, families, staff, and community members in service of creating a more racially equitable and socially just school district.

Additionally, we extend a very special thank you to Margaret Calvert (Assistant Superintendent of School Planning and Modernization) whose leadership, coordination, and support made this work possible. Margaret helped facilitate key connections, coordinate logistics, and support communication across the district which helped the evaluation team to engage with the people, processes, and information needed for the study. We are especially appreciative of the way she helped move this work forward with both professionalism and care.

We also extend our sincere appreciation to the PPS principals, educators, and staff who participated in interviews, focus groups, surveys, and other data-gathering efforts. Your time, honesty, and insights strengthened the quality and depth of this evaluation. Finally, we offer special thanks to the families who shared their experiences, perspectives, hopes, and concerns with us. Your voices are central to this work, and we are deeply grateful for your participation.

Finally, while this study was led by Dr. Terrance L. Green, it was made possible through the work of an exceptional team of researchers who brought deep care, skill, and commitment to the project. Although members of our broader team are located across the country, we intentionally worked with primary data collectors who are based in the Portland metro area. This local presence was essential not only for supporting the local economy, but also for bringing place-based knowledge and deeper sensitivity to the communities, histories, and school contexts that shaped this evaluation. We are grateful to every member of the team whose expertise, insight, and care helped make this study possible.

If citing this report, please use the following citation: Green, T. L., & Hanson, H. (2026, June 10). Equity audit evaluation of Portland Public Schools' (PPS) Southeast Enrollment and Program Balancing [Unpublished report].

Detailed Executive Summary of Findings

Portland Public Schools, hereafter referred to as (PPS), implemented the Enrollment and Program Balancing initiative as part of a broader district effort to address enrollment imbalances, program access, and related equity concerns across Southeast Portland schools. As part of this effort, PPS partnered with and commissioned Dr. Terrance L. Green and his team to conduct an equity audit evaluation of the enrollment and program balancing initiative process and its implementation. The partnership officially began on January 20, 2026, and the final report was submitted on June 10, 2026.

Many PPS stakeholders and participants commonly referred to this effort as SEGC, which stands for Southeast Guiding Coalition. Since SEGC was frequently used by participants during interviews and conversations to describe the broader process, we use SEGC in many places throughout this report to reflect participants' language. Unless we are specifically referring to members of the Southeast Guiding Coalition itself, references to SEGC in this report should be understood as referring to the broader Enrollment and Program Balancing initiative and its related processes.

The purpose of this evaluation is to provide PPS with empirical data to better understand how SEGC-related changes were experienced by students,[2] families, principals, educators, and staff, in schools that experienced boundary changes, program relocations, enrollment shifts, and other related transitions. The report also examines patterns in student outcomes in these impacted schools before and after SEGC implementation, while recognizing that these outcomes are shaped by multiple factors and should not be interpreted as solely caused by SEGC.

Findings from this evaluation are intended to identify areas of equity and inequity across the SEGC process, implementation, and outcomes, including how decisions were made, communicated, implemented, supported, and experienced over time. Through this report, we aim to provide useful, evidence-based, and humanizing data that can inform PPS's future decisions about enrollment balancing, boundary changes, program relocation, school consolidation and closures, and other districtwide changes in ways that are more equitable, transparent, and responsive to school communities.

Brief Data Sources for This Report (a detailed description of our data sources and methods in later in this report)

For this audit, we collected data from all 20 schools that were impacted by SEGC changes. As such, we collected data from a variety of sources to address each focus area. Our data collection sources for this report includes:

[2] While students' experiences are deeply important to understanding the full impact of SEGC, this evaluation did not include direct student interviews or focus groups for several reasons. This decision was shaped primarily by the compressed timeline for completing the report. The evaluation began several months later than originally anticipated, in part because the district was engaged in the Jefferson Rising conversations and related work, as well as ongoing budget concerns. Based on our prior experience, securing parent or guardian consent for student participation can require a longer timeline than was available for this phase of the evaluation. Similarly, this evaluation did not include new data collection from central office stakeholders. In consultation with the district, we understood that many of the central office leaders who led or were most directly involved in SEGC were no longer with PPS. Given the scope and timeline of this evaluation, we prioritized understanding how SEGC was experienced at the school level by educators, school leaders, families, and community members, as well as examining patterns in school-level outcomes before and after implementation.

Survey Responses

- 905 respondents to a family and caregiver survey
- 327 respondents to an administrator, teacher, and staff survey

Administrative Data[3]

- **Summary records of 51,983 students enrolled in PPS** elementary and middle schools from 2020–21 through 2024–25, and for 4,717 school-based personnel from 2020–21 through 2025–26.

- **School enrollment data**: Five years of school-level enrollment data from 2020–21 through 2024–25, including school enrollment dates and exit dates. Students who transferred into PPS after October 1 of each year were not included in the dataset. High schools were not included. For analyses, students were assigned to the school they attended for the most days during each school year.

- **Student demographic and enrollment records**: Student-level records, using masked student IDs, including grade level, gender, race and ethnicity, special education status, multilingual learner status, and home or primary language.

- **Student attendance data**: Student-level attendance records, including number of days present and absent.

- **Student discipline data**: Number and type of student-level exclusionary disciplinary incidents.

- **Student achievement data**: Student-level Oregon Statewide Assessment System (OSAS) math and English language arts (ELA) scaled scores, used to examine academic outcomes and patterns over time.

- **Dual language immersion (DLI) program access and enrollment data**: School- and student-level data on Dual Language Immersion programs, including which schools offered these programs and which students were enrolled in them.

- **Personnel data**: School staff-level data from 2020–21 through 2025–26, including position, school assignment, race and ethnicity, years of overall experience, years of experience in the district, exit dates, and exit reasons. The dataset included instructional and administrative staff (e.g., teachers, educational assistants, principals, assistant principals, librarians, instructional specialists, and office administrative assistants).

- **School-level free and reduced-price lunch** (FRPL) eligibility in 2022–23 from the National Center for Education Statistics, Common Core of Data.

[3] Administrative data refers to information routinely collected and maintained by a school district or public agency for operational, compliance, or reporting purposes, such as enrollment, attendance, discipline, staffing, program participation, and student outcome records.

- PPS Board Documents related to SEGC Changes and notes prior consulting firms that helped the district through the SEGC process.

Focus Groups and Interviews with approximately 100 people

- Approximately 50 focus groups with administrators (i.e., school principals and assistant principals), staff, families, and/or SEGC members

- 10 interviews with administrators, staff, families, and/or SEGC members

Detailed Executive Summary of Findings

Domain 1: Equitable Access to Robust Middle Schools *and all SEGC-impacted schools*[4]

Guiding Questions:

1. To what extent did SEGC boundary changes improve enrollment balance across schools, especially middle schools, by race, income, and language status?

2. To what extent were opportunity gaps in achievement, attendance, and discipline reduced among students affected by enrollment shifts, especially in middle schools?

3. How do students and families from historically underserved communities describe the quality of learning environments they experienced after SEGC-related shifts in middle schools?

4. How do administrators, teachers, and staff describe the quality of learning environments after SEGC-related shifts?[5]

Key Findings:

RQ1: To what extent did SEGC boundary changes improve enrollment balance across schools, especially middle schools, by race, income, and language status?

- **Enrollment across SEGC schools became more balanced, particularly at the middle school level.** Non-SEGC schools went the other direction. The difference between the highest-and lowest-enrolled SEGC middle schools narrowed from approximately 320 students in 2020–21 to about 220 in 2024–25, including Kellogg Middle School, which opened in 2021–22 and had the highest enrollment among middle schools in 2024–25. By contrast, the range of enrollment numbers at non-SEGC middle schools increased by about 45 students. SEGC elementary school enrollment

[4] This portion of the research question was expanded after the original proposal. The phrase "and all SEGC-impacted schools" was added to strengthen the contextual scope of the analysis and to better account for the range of school communities affected by SEGC-related changes. The expanded framing allows the study to examine middle school access while also situating those findings within the broader experiences of all SEGC-impacted schools.

[5] The question was revised to remove the specific reference to middle schools in order to better align with the broader scope of the preliminary findings. While some findings may draw from middle school experiences, the revised question allows the analysis to examine how administrators, teachers, and staff described learning environments across SEGC-related shifts more generally. FYI, the initial question in the proposal was: How do administrators, teachers, and staff describe the quality of learning environments they experienced after SEGC-related shifts in middle schools?

also became more uniform, with the difference between the highest-and lowest-enrolled schools narrowing by over 100 students.

- **Enrollment balancing should be interpreted in the context of broader enrollment decline**. It is important to note that declining enrollment in general contributed to the balancing. SEGC elementary school enrollment declined, on average, by 20% between 2020–21 and 2024–25, compared to 14% among elementary schools outside SEGC. Middle school enrollment declined by an average of about 9% in SEGC schools and about 5% outside SEGC schools over the same period.

- **Overall, SEGC enrollment projections overestimated enrollment at 12 of 20 schools.** On October 1, 2024, 12 schools were under their projected 2025 enrollment by at least 20 students. However, when assigning students to schools based on the school they enrolled in for the most days, only seven schools were under enrollment projections by 20 or more students. This is a conservative estimate since students who transferred into PPS after October 1 are not included in the data. Nevertheless, of the 7 schools that continued to be meaningfully under their enrollment targets, three experienced intensive changes, such as a grade level reconfiguration or program relocation. The other four had boundary or feeder-school changes that did not result in the anticipated enrollment gains. These projection gaps have important implications for school planning and stability. When enrollment is lower than projected, schools may face midstream adjustments to staffing, schedules, course offerings, intervention supports, and enrichment opportunities.

- **SEGC-impacted schools have fewer students than projected, but they are more racially diverse and more often need language and special education support**. SEGC schools are serving about 11% more students who identify as Black, Indigenous, Asian, Latino/a/x,[6] Pacific Islander, or biracial/multiracial (i.e., BIPOC or students of color) students than anticipated, on average. They also serve higher portions of multilingual learners (+4%) and students with special needs (+5%) than projected on average. The percentage of students who are low-income was predicted to be about 29% for 2025, but the data for that year are not available. In 2024, according to the U.S. Department of Education, these schools averaged 56% eligible for free or reduced-price lunch in 2022–23. This has implications for whether staffing and resource allocations are matched to actual needs.

RQ2: To what extent were opportunity gaps in achievement, attendance, and discipline reduced among students affected by enrollment shifts, especially in middle schools?

[6] In this report, Latino/a/x is used as an inclusive pan-ethnic term to refer broadly to students, families, and communities with Latin American heritage or ancestry. The term acknowledges gendered and gender-inclusive forms of identity, including Latino, Latina, and Latinx. We recognize that people within this group may identify in many different ways and that the term does not capture the full diversity of national origin, race, language, culture, or lived experience represented across these communities. Put simply, we recognize that no single term fully captures the diversity of people, histories, racial identities, national origins, languages, and cultural experiences represented within this category.

- **Students attending SEGC schools had similar academic and behavioral outcomes in 2023–24 and 2024–25 to their peers who attended non-SEGC schools.** We paired students attending SEGC schools in 2022–23 with peers enrolled in other schools using inverse probability of treatment weighting (IPTW), and, as a sensitivity analysis, coarsened exact matching (CEM). We then compared how OSAS performance, attendance rates, and exclusionary discipline rates changed during and after the SEGC changes were implemented. Overall, the analysis shows that students enrolled in SEGC schools showed similar patterns across most academic and behavioral outcomes compared to their matched peers elsewhere in PPS.

- **Several student groups showed positive associations between SEGC changes and ELA performance relative to their matched peers in non-SEGC schools.** The largest was for Black students, who gained roughly +0.13 standard deviations (SD) in 2023–24, although this estimate was not statistically significant in 2024–25 and did not hold under the CEM sensitivity check. Elementary students gained about +0.05 SD in 2023–24 and +0.06 SD in 2024–25. Students in schools where more than 50% of students were eligible for free or reduced-price lunch in the baseline year gained +0.06 SD in 2023–24. Multilingual students showed consistent ELA gains by two different measures: students classified as multilingual learners gained +0.09 SD in 2024–25, and students whose home language is not English gained +0.07 SD in 2023–24 and +0.09 SD in 2024–25. Students enrolled in DLI in the baseline year gained +0.11 SD in ELA in 2024–25. In math, the largest positive estimate was again for multilingual learners, who gained about +0.09 SD in 2024–25, though this result did not reach statistical significance. These results represent small- to medium-effect sizes (Kraft, 2020).[7] Sensitivity analyses using CEM produced directionally consistent estimates for several subgroups, with somewhat larger magnitudes for multilingual learners in both ELA and math.

  For engagement outcomes, students whose home language is not English and Asian students each showed slightly higher attendance in 2024–25 (+1.5 and +1.7 percentage points, respectively). Exclusionary discipline was modestly lower in 2024–25 for a few groups, including students with high 2022–23 math OSAS scores and students in lower-poverty schools in the baseline year, on the order of 0.03 to 0.05 fewer incidents per pupil.

- **No significant academic differences are associated with SEGC changes among middle school students**. The matched study detects no significant association between SEGC status and OSAS scores, attendance rates, or exclusionary discipline rates for middle school students. This finding is notable because families with only middle schoolers report notably lower satisfaction with their students' learning environments than families with elementary students or a mix of elementary and middle school

[7] Kraft, M. A. (2020). Interpreting effect sizes of education interventions. Educational Researcher, 49(4), 241–253.

students. The perception gap[8] is real, but their students perform comparably to matched peers in non-SEGC schools.

RQ3: How do students and families from historically underserved communities describe the quality of learning environments they experienced after SEGC-related shifts in middle schools?

- **Within the middle school perception gap, the largest differences are in school environment and learning**. Families with only elementary students rate high-quality learning environments at 61% versus 45% for families with only middle school students or with both middle school and elementary students. Regarding absence of disrespect or bias, the split is 66% versus 48% (54% for families with both middle school and elementary school students). On belonging, 78% versus 64–66% for families with middle school students. Additionally, 73% of families with only elementary students agree that their student is learning a lot vs. 57–59% of families with only middle school students or a mix of middle and elementary students. These gaps suggest that middle school families perceive qualitative differences in their children's school and learning environments.

RQ4: How do administrators, teachers, and staff describe the quality of learning environments after SEGC-related shifts?

- **Staffing reductions and enlarged class demands made learning environments more challenging and harder to sustain.**
  Across multiple schools, staff described large classes, fewer adults, more students with complex needs, and less ability to differentiate instruction. In several schools, participants linked reduced staffing and larger classes to weaker support for project-based learning and middle-school grades programming. Participants also said classroom quality "varies widely," with some high-rigor rooms and others not. Educators described classes with students with many IEPs, behavior needs, and safety concerns, while participants at other schools explicitly tied class size to declining ability to offer a comprehensive middle school or relationship-rich elementary environment. In one school, staff described teachers with multiple preps and class loads in the high 30s or low 40s. In the survey, about half of staff agree that students experience high-quality learning environments (54%) and that collaboration supports teaching (56%). However, only 16% agree that class sizes are distributed manageably, and 64% say class sizes are too large.

- **Spanish DLI consolidation from SEGC changes was described as both more coherent and more costly.**
  In one school, staff said the shift to a full-school Spanish DLI model felt "much more intentional" and more equitable than the prior split structure, while also describing loss of neighborhood access and walkability for students who were part of the neighborhood

[8] Here, "perception gap" means there is a meaningful difference between how middle school families feel about or rate their students' school experiences and what the measured student outcome data show.

program. In other schools, staff said bringing the DLI community into one middle school was “much more helpful” and better for the program but also noted that DLI students could lose elective access because they needed to continue Spanish coursework. Other participants described the loss of Spanish immersion as a loss of racial and cultural diversity and program breadth, while staff at another school described neighborhood students losing the daily presence and connection of the DLI community after the program moved out. So DLI consolidation strengthened coherence in some places while redistributing costs elsewhere.

- **Interventions and targeted support were repeatedly described as crucial, but fragile.**
  Some participants described reading and math intervention classes as transformative, helping students feel “seen and heard and helped and met where they are,” but also warned that they were “scrambling to keep them” because the same cuts that made interventions more necessary also made them precarious. Others described title-funded intervention, counseling, and climate investments as essential but vulnerable to future cuts. Across several schools, participants described significant gaps between student need and adult support, especially for students with disabilities, chronic absenteeism, or high behavioral needs. Staff said students had more access to electives and specialists, but they were concerned that fewer intervention supports made it harder to meet the needs of a student body with increasingly different learning needs. Only 31% of staff survey respondents agreed that students have equitable access to high-quality programs.

Domain 2: Linguistic Equity for Historically Underserved Students in Dual Language Immersion (DLI) Programs and Electives

Guiding Research Questions:

1. To what extent did access to DLI, electives, or advanced programs expand for historically underserved students after program relocation per SEGC changes?
2. To what extent does the relocation of programs and boundary changes displace students from their newly assigned schools?
3. To what extent is student displacement happening in DLI programs as a result of SEGC program relocation? If so, for whom?

Key Findings:

To what extent did access to DLI, electives, or advanced programs expand for historically underserved students after program relocation per SEGC changes?

- **Total SEGC DLI enrollment reached 86% of projected targets by 2024–25**. Total DLI enrollment in the SEGC region declined by 9% between 2020–21 and 2024–25. It stands about 280 students short of the 1,959-student target the district set in 2021. The aggregate decline masks variation across programs. Enrollment in Spanish DLI, the largest program, held steady. Vietnamese DLI more than tripled from a small base (17 to 57 students). Mandarin and Russian lost about 20% enrollment and Japanese DLI enrollment declined by 5%. Districtwide, total DLI enrollment held steady because non-SEGC DLI programs gained more than 100 students during the same period.
- **Spanish DLI programs are growing toward or exceeding enrollment targets, reaching 104.5% of the 2025 projection in aggregate (811 vs 776).** Three of four Spanish DLI sites exceeded their targets, and one stood at 76% of the projection as of 2024–25. Latino/a/x students discontinue DLI at only 1-2% per year, lower than most other racial groups except multiracial students (who discontinue at less than 1%). White and Asian discontinuation rates are also low (each under 3% per year). Black students discontinue at 7–17% per year, substantially higher than any other group, though small sample sizes (58-93 students per year) introduce uncertainty in single-year estimates. From 2022–23 to 2024–25, the share of Latino/a/x students enrolled in SEGC DLI programs rose by 4 percentage points (31% to 35%), slightly outpacing the 3-point increase in non-SEGC DLI programs (41% to 44%). However, non-SEGC programs continued to enroll a higher share of Latino/a/x students throughout the period, by about 9 percentage points.
- **Heritage language match in DLI programs varies by program and by SEGC status**. In 2024–25, the percentage of students whose home language matched the DLI program's language ranged from under 10% (Japanese, both SEGC and non-SEGC)

and roughly 1% (non-SEGC Mandarin) at the low end to 58% (SEGC Vietnamese) at the high end, with Spanish (around 43-44%), SEGC Mandarin (37%), and SEGC Russian (56%) in between. Two of the SEGC programs most affected by relocation gained heritage speakers over the five-year period. Spanish DLI rose about 8 percentage points alongside modest enrollment growth, and SEGC Mandarin DLI rose about 8 percentage points even as the program lost roughly a fifth of its enrollment. Two programs moved in the opposite direction. SEGC Russian DLI lost about 6 points of heritage language speaker share as Russian and Ukrainian families left the program, and non-SEGC Vietnamese DLI lost nearly 12 points.

To what extent does the relocation of programs and boundary changes displace students from their newly assigned schools?

- **DLI-enrolled students whose program moved to another school largely stayed in PPS, whether or not they followed their DLI program to the new school**. The percentage of DLI-enrolled students leaving the district in SEGC schools is not notably different from that in DLI programs outside SEGC. On average, DLI students leave PPS at roughly half the rate of non-DLI students. At SEGC schools, the exit rate for DLI-enrolled students is about 6% compared to 11% for students not enrolled in DLI in 2023–24. The gap is similar (about 7% vs. 10%) at non-SEGC schools.

To what extent is student displacement happening in DLI programs as a result of SEGC program relocation? If so, for whom?

- **Students enrolled in DLI programs that moved generally followed their program to the school it relocated to when they stayed in PPS**. Among students left their programs upon relocation, they more often identified as white and more often speak a language other than English at home. For programs that stayed in place, on average across years, students who speak English at home again had higher retention rates than students speaking other languages at home.

- **Mandarin DLI enrollment for elementary students held steady when their program moved. Middle school enrollment declined with relocation but now serves a higher share of Chinese speakers**. One strand of elementary Mandarin DLI maintained its pre-SEGC enrollment level after relocating. The Mandarin middle school DLI program is enrolled about 80% of its peak pre-relocation size (97 vs. 121 students) in 2024–25 but is 43% below the SEGC plan's enrollment forecast of 168. The relocation reshaped the program's composition more than its size: heritage language speakers now make up 38% of enrollment, up from 12% before the move, an increase of 26 percentage points.

- **One school converted to whole-school DLI, displacing non-DLI neighborhood families along racial lines.** Almost 60% of students left the school after 2022–23, primarily to their newly assigned elementary and middle schools. Black students were almost entirely displaced. The school's share of Black students dropped from 10% to

2%. The Latino/a/x share rose dramatically, from 49% to 69%, reflecting the conversion to a whole-Spanish DLI school.

Domain 3: Leaders, Educator, and Staff Experiences

Guiding Research Questions:

1. To what extent did the SEGC process affect administrator, educator and staff morale and retention, especially among personnel of color?

2. To what extent did administrators, educators and staff feel equipped to support students and families during and after SEGC-related changes?

3. How do administrators, educators, and staff, particularly those of color, experience the SEGC changes in terms of emotional well-being and professional support?

4. How did administrators, educators, and staff describe the experiences of students and families from historically underserved communities after SEGC-related shifts?

Key Findings:

RQ1: To what extent did the SEGC process affect administrator, educator and staff morale and retention, especially among personnel of color?

- **Staff morale was most negatively affected where SEGC-related change overlapped with repeated staffing loss, turnover, or role instability.**
  Across schools, staff described morale not as a single dip tied to SEGC changes alone, but as a sustained response to annual cuts, un-assignment of staff, role reassignment, or ongoing instability. For example, at one school, staff described the merged years post SEGC as so taxing that one participant said they "wanted to quit, like, every day." At another school, school-based staff described morale as "poor" and one participant reported taking a five-week mental health leave. Participants also described annual reductions of "three to four FTE per year," sometimes even seven or eight at a time, while some participants at several schools described living in a "doing more with less" environment that eroded job security and left burnout feeling "imminent."

- **Strong internal culture and leadership buffered morale but did not eliminate strain.**
  Several SEGC-impacted schools held two realities at once, that is, they were internally strong and externally strained. Participants at one school described the school as having a "bright future" with strong relationships and calm classrooms, even while staff talked about what they called "trauma bonding" around looming district cuts. Participants at another school described the school as both "a good place to be" and a place where "burnout felt 'imminent for everybody.'" Participants at two schools described long-term leadership and strong internal culture as major stabilizers, while participants at one school described a shift from low staff confidence to a more "people-centered" climate, and participants at another school repeatedly contrasted positive day-to-day morale with deep anxiety about district-level cuts. In other words, morale was buffered where leadership and peer culture were strong, but that buffering often looked more like preventing collapse than producing ease.

- **Administrator and principal turnover preceded the major changes**. In 2021–22, 55% of principals at SEGC schools left, compared to 26% at non-SEGC schools. Districtwide, schools with the highest staff retention were more likely to have kept the same principal across all six years (7 of 19 districtwide) and the bottom quartile of retention almost always had principal turnover (15 of 19 schools districtwide). Ten SEGC schools appear in the bottom quartile of staff retention in PPS, and the district pattern holds among them: 8 of the 10 had principal turnover. Principal turnover is notably associated with lower staff retention, fewer long-tenured staff, and higher rates of new hires.

- **Evidence about personnel of color suggests distinct burdens and, in some places, distinct forms of affirmation. However, the cross-school data is not strong enough for broad generalization because of the small sample size of personnel of color.** One school provides the clearest evidence that SEGC and school context intersected with staff racial and linguistic identities. One bilingual educator described the current school as a place where they no longer had to "explain who I am" or overthink their language, while another recounted being told by a colleague, "don't speak in Spanish in front of me," while working at another PPS campus. A participant at another school explicitly described seeing "an exodus of administrators of color, of staff of color" because systems to support them were not in place, before and after SEGC changes. Participants also highlighted the emotional and symbolic harm of district layoffs that heavily impacted colleagues of color in the central office. These examples matter, but because our school-by-school data does not explicitly state that staff race was not consistently identified, the data support a suggestive but not comprehensive cross-school claim.

- **The SEGC implementation year produced a dramatic one-year staffing disruption**. After the 2022–23 school year, 32% of staff at SEGC schools left their school, compared to 19% at non-SEGC schools. By 2024–25, the gap had closed to 2 points (20% vs. 18%). The disruption was acute but temporary in the aggregate. Assistant principals were hardest hit as more than 50% (7 of 13) left their school vs. 26% in the rest of the district.

- **Staff of Color bore the sharpest impact**. In 2022–23, 39% of Staff of Color at SEGC schools left their schools, compared with 21% at non-SEGC schools, an 18-point gap. The gap for white staff was about 10 points (29% vs. 19%). Part of this is driven by DLI program relocation in which sending schools lost bilingual/multilingual and Staff of Color and receiving schools gained them. Nevertheless, Staff of Color at SEGC schools also left the district at elevated rates: 18% compared to 10% for Staff of Color elsewhere in the district. By 2024–25, Staff of Color turnover at SEGC schools had returned to roughly the non-SEGC rate (19% vs. 17%), but the implementation year produced a real loss of Staff of Color.

- **The three largest racial groups experienced SEGC changes differently**. Black staff at SEGC schools (n=12–16 per year) show persistently elevated turnover and the

highest involuntary termination rate, nearly 5 times the rate for white staff (though numbers are small). Latino/a/x staff experienced the sharpest 2022–23 school departure spike, driven by DLI program relocation (41% left their schools, vs. 25% at non-SEGC schools). Asian staff left at 36% (vs. 18% at non-SEGC) but mostly moved within PPS rather than leaving the district.

RQ2: To what extent did administrators, educators and staff feel equipped to support students and families during and after SEGC-related changes?

- **Staff frequently reported that district communication and planning were insufficient for the scale of change they were expected to manage from SEGC.** At one school, staff described supporting families while "flying blind" and said there was no deliberate, intentional merger planning. At another school, one participant answered the question about feeling equipped with "Not at all, I would say as close to zero," after inheriting a severely unsafe elementary environment with little groundwork laid. Participants at another school recalled answering family questions with unreadable maps and incomplete information, while staff at a nearby school said much of the transition planning was ultimately left to individual schools. Participants also described feeling under-informed and left to absorb parent frustration after the central SEGC lead disappeared.

- **Schools felt most equipped when local leadership, not district systems, built the support structures to navigate SEGC changes.** At one SEGC-impacted school, staff generally felt able to support students and families because of the school's strong trauma-informed routines, relational culture, and internal support teams, even while broader district conditions felt precarious. In other schools, staff described extensive school-led outreach, family game nights, social work, and translation work. Additionally, according to participants, they described essentially inventing the middle school transition themselves because there was no clear district "guidebook" on how to navigate SEGC changes. Participants noted that much of what they could offer families was empathy and school-level encouragement rather than a district-supported solution. Across these schools, the practical capacity to support families came more from school-level initiative than from a robust, coherent district transition infrastructure.

- **Being "equipped" to navigate SEGC changes was especially fragile where support depended on unstable staffing or discretionary choices.** Participants described choosing between climate supports and reading and math intervention because there were not enough adults to do both. This was underscored as a participant indicated that intervention classes were "what's making the difference overall" but the school was "having to scramble to keep them." Other participants described district "tier three" supports as help that was "not helpful," because what the school needed was a more cohesive building, not just curricular add-ons. Post SEGC changes, other participants described trying to implement an inclusive neighborhood model without enough paraeducator and special education support, and in other

schools, participants repeatedly said they could not offer families much beyond transfers or encouragement because real options were limited.

- **Staff felt unequipped during the process and remain feeling unequipped today**. During implementation, only 6-10% of survey respondents reported adequate information, support, or input. Four years later, only 5% reported they have written guidance for responding to family questions about their school model, and only 4% know who to contact for SEGC-related information. Limited access to information and support among staff echoed across family survey respondents: only 22% agreed they understood the changes happening at their school during the SEGC process.

Nuance, Tensions, and Variations within the qualitative findings

- During our analysis, we identified important variations around the findings to the research question. Some schools suggested that strong school-level systems can create a sense of practical efficacy even when district support is weak (and these schools were impacted with few and lots of changes as a result of SEGC changes). By contrast, our analysis suggests that in other schools when the district's planning and follow-through are especially thin, schools can spend years in reactive support mode. Another tension is that staff often felt equipped in a moral sense in that they knew what students and families needed, but not in a structural sense because they lacked staffing, time, information, or district backing to deliver it.

RQ3: How do administrators, educators, and staff, particularly those of color, experience the SEGC changes in terms of emotional well-being and professional support?

- **Emotional well-being was strained by cumulative, not single-event (SEGC-changes), disruption.**
  Participants across schools described stress, grief, anger, dread, sleeplessness, mental-health leave, and emotional exhaustion as layered effects of SEGC changes along with repeated changes. Some participants said they "wanted to quit, like, every day," while other participants recalled "a lot of tears during the [SEGC] transition." Participants also described feeling on a "tightrope," and other participants reported not sleeping and taking several weeks of mental-health leave, and other educators described that SEGC changes brought a constant crisis of "putting out fires." Some participants framed their SEGC experience as a "multi-year erosion" rather than a one-time shock.

- **Professional support during SEGC was often strongest inside the school and weakest at the district level.**
  This was a recurring theme across several of our research questions. Some participants described their current principal as highly supportive and "people-centered," and staff in another school said their principal's long tenure and internal culture helped the school make it through enormous change. Again, participants repeatedly contrasted excellent internal support with low trust in district decisions, and while other participants said day-to-day morale stayed relatively high because of strong local culture even while district conditions drove anxiety. Staff also described stable internal leadership and cohesion as a major protective factor. The emerging pattern is that

school-based leaders buffered emotional harm, but that buffering often had to compensate for the absence of reliable district support.

- **Among survey respondents, 25% considered leaving PPS due to SEGC changes**. Personnel data validate this: 15% left the district in 2022–23, compared with 10% at other PPS schools. Trust collapsed. Only 3% of staff survey respondents mostly or completely trust the district to handle rightsizing fairly. More than 50% responded that they do not trust the district at all (mean 1.7/5).

- **SEGC-period well-being ratings are sharply negative**. On average, 8% of respondents agreed with items related to wellbeing during the SEGC process, including perceptions about worsening morale, not feeling emotionally supported at work, and unmanageable workloads. Administrators had neutral or negative perceptions of wellbeing during the SEGC process, often perceiving a need for more support and better communication. Staff have more positive perceptions of their wellbeing today, with BIPOC staff reporting somewhat more positive experiences than white staff both during SEGC changes and now, though the small sample (n=32) limits confidence.

- **The limited available evidence suggests that staff of color and bilingual staff sometimes experienced both sharper harm and sharper affirmation.** While the data are too limited to support broad claims across all SEGC-impacted schools, several accounts suggest that staff of color, bilingual staff, and staff working in DLI settings sometimes experienced questions of belonging, professional value, burnout, and support in distinct ways during SEGC-related change.

  Race, language, and role shaped how some staff experienced SEGC-related change. While the evidence is limited and should not be overstated, participant accounts suggest that SEGC-related changes did not land evenly across all staff. Some staff described their experiences through the lens of racial identity, cultural identity, language status, and professional role.

  School context mattered. Some staff described environments where racial, cultural, and multilingual identities were affirmed as assets, while others described contexts where those identities or roles felt undervalued. This suggests that leadership, school culture, and implementation support shaped whether staff experienced SEGC-related change as harmful, affirming, or both.

  Some staff experienced sharper harm when their identities or roles were not fully valued or supported. Participants described how broader system conditions, including rapid change, limited support, and inequitable organizational cultures, could intensify feelings of burnout, marginalization, or professional devaluation for staff of color and linguistically positioned staff.

Nuance, Tensions, and Variations within the qualitative findings

- One school in particular complicates any simple "SEGC harmed staff well-being" story because it is simultaneously one of the sites of greatest grief and one of the clearest

sites of professional affirmation for bilingual/Latino/a/x staff. Another school that was less impacted also complicates the pattern because staff describe the school as calm and relationally strong even while naming broader uncertainty. So, across the data, the emotional story is not uniform despair. We'd argue that it could probably be more accurately described as cumulative strain that was mediated by several factors, such as school-community context, school leadership, and identity of the school.

RQ4: How did administrators, educators, and staff describe the experiences of students and families from historically underserved communities after SEGC-related shifts?

- **Staff across multiple schools perceived that low-income communities and communities of color bore disproportionate disruption as a result of SEGC-related changes.**
  Staff at one school described the school as becoming "smaller and whiter," and said lower-income students felt more isolated as the school lost racially and socioeconomically diverse boundary areas. A participant remarked that SEGC once again meant "mostly BIPOC students" being bused out of a multicultural working-class neighborhood into a more affluent one. Similarly, staff said affluent families had more power to avoid the changes and that what parents were often not saying aloud was that they did not want to send their children to school with "our students of color." Staff similarly had a perception of a district pattern in which "communities of color… and lowest socio-economic" communities were most affected by the SEGC changes.

- **Some participants described gains in cultural affirmation or developmental fit for particular underserved communities.**
  Participants in a few schools described their school as a "sanctuary" for Latino/a/x families and a more intentional, affirming full-school Spanish DLI model. Additionally, participants said families at another campus were "very excited and happy" to have elementary students back in a neighborhood K–5 instead of sharing space with middle schoolers, at one site. Other staff described DLI consolidation as strengthening opportunities for Latino/a/x students, and other participants described the new comprehensive middle school model as giving students a more developmentally appropriate and richer middle school experience. Some schools also became more coherent or affirming for specific student groups, especially students of color and students who are emerging bilingual students.

- **Transportation, language access, chronic absenteeism, and specialized support capacity were recurring mechanisms through which inequity was experienced.**
  Participants at some schools described long bus rides, difficult access to pick up locations, and the burden of travel falling hardest on families with the least means (this also came up in some of our family and SEGC member conversations). Staff at one school emphasized high chronic absenteeism, newcomer needs, and the difficulty of educating students who simply could not get to school consistently. However, at one school, participants described the school as essential for immigrant, refugee, multilingual, and low-income families, even as program contraction and future uncertainty threatened those conditions. Some staff described lower-income students as

bearing disproportionate burdens of feeder isolation and less ability to navigate transfer loopholes. Other staff described intervention support as critical for historically underserved students but increasingly fragile under staffing loss.

Nuance, Tensions, and Variations within the qualitative findings

- A major tension in this finding is that the same school can appear both as a site of loss and a site of affirmation, culturally and linguistically. One school is the clearest example of this. On one hand, staff describe the loss of a diverse, walkable neighborhood K–8 and the concentration of burden on other communities, but they also describe the current DLI model as more affirming and intentional for Latino/a/x students and families.

Domain 4: Family and Community Voice, Engagement, and Equitable Decision-Making

Guiding Research Questions:

1. In what ways did SEGC members feel their input was heard, valued, and reflected in final decisions?

2. How can future district efforts, especially those related to enrollment and program changes, better build trust and support meaningful engagement with families and communities?

Key Findings

RQ1: In what ways did SEGC members feel their input was heard, valued, and reflected in final decisions?

- **Most SEGC members that we talked with felt they had very limited influence over final decisions.**
  While SEGC members invested substantial time, expertise, and energy, most came away believing their input did not meaningfully shape district outcomes.

- **SEGC Members experienced a sharp disconnect between the promise of participation and the reality of advisory-only power.**
  Many SEGC members entered the process expecting to help shape major decisions, but over time concluded that their recommendations were symbolic, constrained, or easily overridden.

- **Perceptions of predetermined outcomes deeply undermined trust in the process.**
  SEGC Members repeatedly described key decisions as effectively pre-set (from their perceptions), especially around which schools could be included in the process, program relocations, school configurations, and the narrowing of what was "on the table," which made the process feel less authentic and less equitable.

- **Control over data and scenario modeling shaped whether members felt valued.**
  Delayed, uneven (meaning some people had access and others did not), or limited access to requested data made it difficult for members to test alternatives and contributed to the sense that district-preferred outcomes were being advanced regardless of coalition input.

- **Feeling heard among other SEGC members did not translate into feeling heard by district leadership.**
  SEGC members often described the coalition itself as respectful, collaborative, and mutually supportive (meaning mostly the non-district members of the coalition), but sharply distinguished that internal experience from their sense that PPS district leadership and the board did not meaningfully act on SEGC's collective input.

- **SEGC members reported low trust and limited confidence in the procedural fairness of the rightsizing process.** Among 22 SEGC members who responded to the family survey, only 23% agree that decision rules were clear and applied consistently, 23% agree criteria stayed stable, and 23% agree PPS considered family input. All three items have a median of 2.0 (disagree). The typical member endorsed fewer than one of these three procedural integrity statements. Only 5% of SEGC members trust the district on rightsizing (mean 1.8, median 1.5), the lowest trust rating among all groups in either the staff or family survey, including groups defined by race/ethnicity, gender, school, and other characteristics (e.g., staff role in school, staff years of experience, programs students are enrolled in).

- **SEGC members who participated in the process are among the harshest critics of its equity outcomes**. On the survey item "benefits and burdens were distributed equitably," SEGC members report a median of 1.0 (strongly disagree), meaning more than half selected the lowest possible rating. The people who participated directly in designing the distribution of changes believe it was inequitable. This finding converges with the quantitative evidence: the schools selected for SEGC changes served student populations with 2022–23 free and reduced-price lunch rates averaging 54%, compared to 25% at Southeast (SE) Portland schools excluded from the process.

- **Despite deep dissatisfaction with the process, SEGC members report comparable student experiences to other families**. SEGC members were positive about many aspects of their students' learning experiences (they responded positively to 70% of questions in this domain, on average). This matches the overall family survey results (67%). It suggests their dissatisfaction is not driven by enduring personal harm but instead reflects informed judgment about a process they observed from the inside and concluded failed on its own terms.

Key Findings:

RQ2: How can future district efforts, especially those related to enrollment and program changes, better build trust and support meaningful engagement with families and communities?

- **Future district rebalancing (e.g., school closures and/or consolidations) efforts need clearer goals, firmer scope, and more honest discussion of tradeoffs from the start.**
  Participants felt trust was damaged when the purpose of the process was unclear, the scope narrowed midstream, and major constraints were introduced without transparent rationale.

- **Rebuilding trust depends on direct, concrete, and internally consistent communication.**

SEGC members who participated argued that district communication was often too abstract, overly wordy, and at times inconsistent with the data SEGC members had been using, which undermined credibility.

- **Community Engagement must be accessible, early, and genuinely influential, not reactive to pre-developed plans.**
  Participants emphasized that families and committee members need understandable data, earlier listening opportunities, multilingual and lower-barrier engagement formats, and real evidence that their input shaped proposals.

- **The district must apply its racial equity and social justice lens through actual decisions, not just symbolic language.**
  Participating SEGC members felt trust eroded when equity rhetoric was repeated but the process excluded certain schools that were more affluent and whiter, protected some communities, and placed greater burdens on already under-resourced schools and families.

- **Rebuilding trust requires follow-through, accountability, and visible support for affected schools and communities.**
  SEGC members who participated in our data collection stressed that the district should only make promises it can keep, publicly track commitments, support schools before, during, and after major changes, and begin future efforts by acknowledging past harms and creating clear guardrails for a different process.

- **The district should begin future school change and enrollment balancing efforts by publicly acknowledging past harms, broken trust, and specific process failures, especially with SEGC changes.**
  Participants' recommendations suggest that rebuilding trust will require more than improved communication or better community engagement processes. Future rebalancing and rightsizing efforts should begin with clear acknowledgment of prior harms, including ignored dissent of some SEGC members, broken promises, unbalanced outcomes, and perceived inequities in who was included and protected because of race and class and who was burdened. Participants' comments point to the need for something more substantive than symbolic regret such as public acknowledgment paired with visible guardrails, accountability, and changed behavior.

Domain 5: Factors that Shaped School Experiences with SEGC Changes

Guiding Research Questions:

1. How did SEGC-related changes play out across the schools, and what factors shaped how schools experienced, absorbed, and responded to those changes?

Key Findings:

How did SEGC-related changes play out across the schools, and what factors shaped how schools experienced, absorbed, and responded to those changes?

- **SEGC was experienced as cumulative and layered rather than as a single transition**.
  Across schools, participants described SEGC as one strand in a larger web of stacked change, including school mergers, program relocations, feeder loss, boundary shifts, grade reconfiguration, construction, pandemic disruption, labor actions, budget cuts, and leadership turnover at both the central office and school-level. One participant describes this most clearly as a "multi-year erosion," while others call the process a "dense web of transitions." For one school, SEGC arrived after their fire recovery, K–8 to K–5 change, and SES program shifts, and another describes being asked to absorb major reconfiguration without enough planning, communication, staffing, or emotional repair.

- **Change was easier to absorb where leadership and internal culture were stable.**
  Participants from several schools all describe strong internal leadership or school culture as a protective factor that helps to mitigate the impacts of SEGC changes. A school's more recent story also suggests improvement where relationships with leadership became more coherent and supportive. It is important to note that these schools were not "unaffected." Rather, their leaders and adult cultures absorbed strain more effectively. Schools with stable and supportive principals and stronger staff culture buffered SEGC strain more effectively, while unstable schools were more destabilized.

- **Program relocation and identity change generated more relational disruption than boundary change alone, but even single boundary changes could produce deep forms of loss.**
  Two schools offered the strongest cases of school identity disruption. In one school, participants described a merger that "tore apart" a close community, the other described grief, neighborhood loss, and a remade school identity. Another school's consolidation similarly produced both stronger coherence and new tradeoffs. But other schools showed that boundary and feeder pattern related changes alone could still trigger deep loss by shrinking enrollment, reducing racial and socioeconomic diversity, or

undermining the possibility of a "robust" comprehensive school. So SEGC change type mattered (e.g., reconfiguration, program relocation, boundary change etc.), but school context shaped intensity.

- **Schools repeatedly portrayed district support as late, partial, or mismatched to the SEGC realities they were facing.**
  Whether the issue was missing planning documents, late data, weak transition infrastructure, promises not honored (e.g., more FTEs, additional rebalancing, etc.), or supports that arrived after the moment had passed, staff often described the district as giving them too little, too late, or the wrong kind of help. The result was that schools improvised, schools held family distress, and SEGC's burden was effectively downloaded onto people inside buildings.

Nuance, Tensions, and Variations within the qualitative findings

- A major tension is that SEGC changes, according to participants, could produce both gains and harms in the same site. For example, one school gained facilities, electives, and a more developmentally appropriate middle school structure even while becoming less racially and socioeconomically diverse. Another school became more culturally affirming for many Latino/a/x families even while losing neighborhood access, diversity, and parts of its earlier identity. Yet, another school shows how a school with limited direct SEGC change could still live under its shadow through downstream instability and future consolidation fears. So "how SEGC played out" cannot be reduced to one story, it might be best understood as challenging change filtered through local, school capacity, history, and politics.

Section 1:

SEGC Context, Audit Purpose, and Detailed Methods

SEGC Context

PPS' Effort to Balance Enrollment in Southeast Schools[9]

Portland Public Schools' (PPS) Enrollment and Program Balancing initiative was a Board-authorized effort created to address how the district's physical footprint, school configurations, boundaries, and program locations shaped students' access to high-quality learning environments. The work was framed as part of PPS's reImagined[10] strategic vision that was adopted in June 2019, and then formally launched through Board Resolution 6059 in February 2020. That resolution recognized that PPS faced facility use and system design challenges that affected student success. The Enrollment and Program Balancing effort was intended to produce short-and long-term recommendations, informed by community input, with a clear emphasis on improving access and opportunity for historically underserved students.

For Southeast schools, PPS implemented this work in phases. Phase 1 focused on improving access to comprehensive middle schools by establishing the attendance area and programs for Kellogg Middle School, which was intended to be a community-guided process that informed the recommendation that was ultimately adopted by the Board in January 2021. Phase 2 was then initiated through Board Resolution 6315 in May 2021, which directed the district to bring forward recommendations on three concrete outcomes. The outcomes included (a) setting attendance area and special program assignments for Harrison Park Middle School, (b) developing a plan to relocate the kindergarten through fifth grade students and programs currently served at Harrison Park, and (c) increasing enrollment at Lane Middle School.

To support Phase 2 in Southeast, PPS convened the Southeast Guiding Coalition (SEGC) as a volunteer advisory coalition responsible for reviewing options, considering community feedback, and advising district leadership rather than making final decisions. Throughout this process, the coalition reviewed multiple proposals and weighed tradeoffs connected to boundary changes, feeder pattern adjustments, and program relocations intended to stabilize enrollment, strengthen access to robust middle school programming, and improve program coherence. While the coalition did not reach full consensus, it forwarded the plan that received the most votes to district leadership in spring 2022, and PPS moved toward adoption and implementation planning for changes beginning in the 2023–24 school year, with boundary changes phased in for new students and major program relocations implemented more comprehensively at once, alongside identified transition supports.

Purpose of the Equity Audit Evaluation

In 2026, PPS commissioned Dr. Terrance L. Green (a tenured professor and national expert on school closures and equity audits) and his team to conduct this equity audit evaluation to better

[9] Throughout this report, we refer to this effort in southeast PPS as SEGC because that is how it was communicated in district documents and conversations.
[10] PPS reImagined was the long-term strategic vision for PPS, aimed at transforming the district into a premier system by 2030.

understand the implementation and outcomes of SEGC-related changes across impacted schools. The purpose of this evaluation is to examine whether SEGC advanced its stated goals, such as improving enrollment balance or expanding access to robust school programming, but also to understand how the process and its implementation were experienced by those most directly affected. This includes students, families, educators, school leaders, staff, and community members in schools that experienced boundary changes, program relocations, enrollment shifts, feeder pattern changes, and other SEGC-related transitions.

In this report, we examine both experiences *and* outcomes in SEGC-impacted schools. We consider how decisions were communicated, how school stakeholders and families experienced opportunities for voice and engagement, how schools were supported during implementation, and how SEGC-related changes were experienced across different school contexts. The report also examines patterns in student, school, and community outcomes before and after SEGC implementation. However, school outcomes are shaped by many factors such as broader enrollment trends, housing patterns, state education funding conditions, leadership and teacher turnover, staffing constraints, and family mobility, to name a few. As such, this evaluation does not attribute all observed changes solely to SEGC. Rather, it examines patterns associated with SEGC implementation and uses those patterns, alongside qualitative data, to identify lessons for future district decision-making.

At its core, this evaluation is guided by an equity-centered question of not simply whether PPS made changes to boundaries, programs, and enrollment patterns, but whether those changes were communicated, implemented, and supported in ways that were experienced as equitable, socially just, transparent, and humanizing. Equity, especially racial equity, in districtwide change requires more than technical decision-making. It requires attention to who benefits, who bears the burden of change, whose voices shape the process, what supports are provided during implementation, and whether impacted schools are strengthened rather than destabilized over time.[11] [12]

To this end, the findings from this evaluation are intended to help PPS learn from SEGC as it considers future decisions related to enrollment balancing, school consolidation, boundary changes, program relocation, school size, and access to robust educational experiences and learning environments. Thus, this report is designed to provide evidence-based guidance for district leaders, Board members, school communities, and other stakeholders as PPS works to make future districtwide changes more equitable, humanizing, transparent, well-supported, and responsive to the lived experiences of students, families, educators, and communities, especially those who have been historically marginalized in schools systems because of their race, ethnicity, native language, documentation status and any other marker of difference.

[11] Hahnel, C., & Marchitello, M. (2023, September). Centering equity in the school-closure process in California [Report]. Policy Analysis for California Education.
[12] Eddins, M., Pehrson, M., & Burgess, K. (2024, June). Revisiting research on school closings: Key learnings for district and community leaders. Research for Action.

Our Approach to Equity Audit Evaluations

This SEGC Equity Audit Evaluation is grounded in Dr. Terrance L. Green's more than decade-long body of research on community-based equity audits. Dr. Green introduced community-based equity audits as a practical approach for educational leaders to examine inequities across schools and communities while working toward more equitable outcomes.[13]

Building on existing equity audit research, our approach is designed to further racial and educational justice. As such, we understand equity audits not simply as technical reviews of data, policy, or practice, but as opportunities to examine how systems are experienced by the students, families, educators, staff, and communities most affected by district decisions. For this reason, our approach is customized to each district we partner with, grounded in research, comprehensive, collaborative, and transparent.

Additionally, our approach is also strengths-based, rooted in culturally responsive evaluation, informed by Paulo Freire's notion of dialogue,[14] and attentive to race, racism, and their intersections with social class, language, gender, gender identity, perceived ability, sexual orientation, religion, and other markers of difference that have been used to marginalize children, youth, families, and communities in schools. We also anchor our work in culturally responsive evaluation[15] and emphasize the importance of culture, context, and stakeholder experience in evaluation design and practice, while intersectionality[16] reminds us to attend to how multiple systems of power shape people's lived experiences and identities.

In conducting equity audits, our goal is not to "catch" districts doing something wrong or to assign blame. Instead, we aim to serve as an external, critical, and collaborative partner. Our role is to provide empirical data, elevate the experiences of those most directly affected, identify systemic patterns of equity and inequity, and offer actionable recommendations that can help districts better serve children, youth, families, educators, staff, and communities. This stance is consistent with professional evaluation principles that emphasize systematic inquiry, competence, integrity, respect for people, and attention to the common good and equity.

As a result, meaningful collaboration with district leaders, school leaders, educators, staff, families, caregivers, and community members is central to the process. Their participation is

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[13] Green, T. L. (2017). Community-based equity audits: A practical approach for educational leaders to support equitable community-school improvements. Educational Administration Quarterly, 53(1), 3–39.
[14] Freire, P. (2000). Pedagogy of the oppressed (30th anniversary ed.; M. B. Ramos, Trans.). Continuum. Original work published 1970.
[15] Hood, S., Hopson, R. K., & Kirkhart, K. E. (2015). Culturally responsive evaluation: Theory, practice, and future implications. In K. E. Newcomer, H. P. Hatry, & J. S. Wholey (Eds.), Handbook of practical program evaluation (4th ed., pp. 281–317). Jossey-Bass.
[16] Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. Stanford Law Review, 43(6), 1241–1299.

essential for producing findings and recommendations that are credible, contextually grounded, and useful for district learning and improvement.

In the context of this SEGC Equity Audit Evaluation, we sought to maintain fidelity to these principles while working within the project's timeline, data access, and implementation realities. Again, the resulting report is intended to support PPS in learning from SEGC and strengthening future districtwide decisions related to enrollment balancing, program access, boundary changes, school transitions, and equitable educational opportunity.

Research Methods for this Equity Audit Evaluation[17]

Data Sources

For this audit, we collected and analyzed data from all 20 schools impacted by SEGC changes. The evaluation drew on a range of quantitative and qualitative data sources, including survey responses, student administrative data, personnel records, interviews, and focus groups. The combination of these data sources allowed the evaluation team to address each of the audit's major focus areas/domains and to triangulate patterns across different forms of evidence.

Survey Responses

- 905 respondents to a family and caregiver survey
- 327 respondents to an administrator, teacher, and staff survey

These survey data helped illuminate how families and school-based staff experienced communication, implementation, learning environments, school climate, trust, support, and the broader SEGC process.

Administrative Data

The evaluation also drew on administrative records for students enrolled in PPS elementary and middle schools from 2020–21 through 2024–25, as well as records for 4,717 school-based personnel from 2020–21 through 2025–26. These administrative data included:

- **Summary records of 51,983 students enrolled in PPS** elementary and middle schools from 2020–21 through 2024–25, and for 4,717 school-based personnel from 2020–21 through 2025–26.

- **School enrollment data**: Five years of school-level enrollment data from 2020–21 through 2024–25, including school enrollment dates and exit dates. Students who transferred into PPS after October 1 of each year were not included in the dataset. High schools were not included. For analyses, students were assigned to the school they attended for the most days during each school year. Assigning students to the school they attended for the most days during the time they were enrolled in PPS within a given year presents a more realistic picture of what schools experience day-to-day than a single October 1 count. Thus, enrollment numbers are not consistent with other reports that rely on the October 1 count but are representative of where students receive the majority of their instruction.

[17] For a more detailed explanation of our methods, please contact the lead author, Dr. Terrance Green.

- **Student demographic and enrollment records**: Student-level records, using masked student IDs, including grade level, gender, race and ethnicity, special education status, multilingual learner status, and home or primary language.

- **Student attendance data**: Student-level attendance records, including number of days present and absent.

- **Student discipline data**: Number and type of student-level exclusionary disciplinary incidents, including out-of-school suspensions, in-school suspensions, and expulsions. The average per-pupil number of exclusionary discipline incidents is calculated for each school within school year

- **Student achievement data**: Student-level OSAS math and ELA scaled scores, used to examine academic outcomes and patterns over time. Scores are standardized within grade level and school year to have a mean of 0 and a standard deviation of 1. Therefore, each student's score is relative to the district average for a given grade level and school year.

- **Dual language immersion (DLI) program access and enrollment data**: School- and student-level data on Dual Language Immersion programs, including which schools offered these programs and which students were enrolled in them.

- **Personnel data**: School staff-level data, including position, school assignment, race and ethnicity, years of overall experience, years of experience in the district, exit dates, and exit reasons. The dataset included instructional and administrative staff (e.g., teachers, educational assistants, principals, assistant principals, librarians, instructional specialists, and office administrative assistants).

In addition, we gathered school-level free and reduced-price lunch (FRPL) eligibility in 2022–23 from the National Center for Education Statistics, Common Core of Data. This was used as a baseline measure of low-income (e.g., economic disadvantage) before the majority of SEGC changes were implemented in 2023–24. Data for subsequent school years are unreliable and not used.

Focus Groups and Interviews with approximately 100 people

Our evaluation team also conducted qualitative data collection with approximately 100 participants. This included approximately 50 focus groups with educators, staff, families, and/or SEGC members, as well as 10 interviews with administrators, staff, families, and/or SEGC members. These conversations provided insight into how SEGC-related changes were experienced before, during, and after implementation. They also helped the evaluation team

understand the human, relational, organizational, and equity dimensions of the SEGC process. Here is a recap of the qualitative data collection:

- Approximately 50 focus groups with educators, staff, families, and/or SEGC members
- 10 interviews with administrators (e.g., principals)

District-Informed Intensity Scoring and Sampling Process

To support a transparent and credible qualitative sampling process, PPS staff with direct institutional knowledge of the SEGC work completed an intensity scoring exercise for all SEGC-impacted schools.[18] Several PPS district leaders and staff categorized schools into high-, medium-, and low-intensity based on their overall level of SEGC-related change and implementation demands. Our evaluation team[19] then held two working meetings with PPS on January 9, 2026, and January 13, 2026, to review the scoring, discuss the rationale for ratings, surface questions and differences in interpretation, and confirm final school categories.

These calibration conversations strengthened the clarity and consistency of the intensity categories and helped to support that the sampling frame reflected both district data and lived implementation knowledge. This process was important because SEGC did not affect all schools in the same way. Some schools experienced multiple overlapping changes, including program relocation, boundary shifts, grade reconfiguration, feeder pattern changes, and/or changes in school identity. Other schools experienced more limited changes, such as boundary adjustments or downstream enrollment effects.

The final qualitative sample prioritized high-intensity schools while also including a smaller number of medium- and low-intensity schools. This allowed the evaluation team to examine schools that were identified for having experienced the greatest implementation demands while also making meaningful comparisons across different levels of SEGC impact. From this process, our team identified schools to visit for qualitative data collection.

Qualitative Sampling and Case Selection

The qualitative portion of the evaluation drew on in-depth case data from 9 of the 20 schools impacted by SEGC changes, representing 45% of SEGC-impacted schools.[20] Our evaluation team used purposeful sampling to identify information-rich cases that could provide deep insight into how SEGC-related changes were experienced, interpreted, and implemented in particular school communities. Purposeful sampling is especially appropriate for qualitative inquiry

[18] We created this index specifically for PPS to help identify the degree to which schools were impacted by SEGC changes.
[19] Specifically, Dr. Green and Dr. Hanson met with the PPS district leadership regarding this. We met with them regarding this before we started collecting data at schools because this process heavily informed the schools we visited.
[20] Our original goal was to visit 10/20 impacted schools but were unable to visit or collect data from the final school because of scheduling conflicts. However, based on our data collection and analysis, we believe that we had enough information power from the nine schools that we visited and collected data from.

because it allows researchers to select cases that are especially relevant to the research questions rather than seeking statistical representativeness alone.[21]

The purpose of the school-level case data was not to claim that the perspectives from these 9 schools represent every experience across all 20 SEGC-impacted schools (or even every perspective within each school that we visited). Rather, the purpose was to develop a deeper understanding of how SEGC-related shifts unfolded in particular school contexts and to identify patterns, tensions, and variations across cases. The strength of the qualitative sample lies in the relevance of the cases to the research questions, the depth and specificity of the data, and the extent to which the data support meaningful interpretation. This is sometimes referred to as information power in qualitative research.[22]

Since qualitative findings are not intended to generalize in the same way as survey or administrative data, the report attends to transferability.[23] In other words, in another report, we present the school-level findings with enough contextual detail for readers to understand the conditions, meanings, and circumstances surrounding the findings and to consider how those findings may apply to other SEGC-impacted schools or future district decision-making processes.[24]

Quantitative Analytic Approach

The quantitative analyses examined changes in enrollment, student outcomes, DLI participation, displacement, and staff retention before and after SEGC implementation. For enrollment analyses, the evaluation team examined school-level enrollment patterns from 2020–21 through 2024–25, including whether enrollment became more balanced across SEGC schools and how actual enrollment compared with district projections.

For student outcome analyses, the evaluation team examined OSAS ELA and math scores, attendance rates, and exclusionary discipline rates. These analyses compared students in SEGC schools with similar students in non-SEGC schools using matching approaches, including inverse probability of treatment weighting (IPTW) and coarsened exact matching (CEM) as a sensitivity analysis.[25] These methods allowed the evaluation team to compare patterns in student outcomes after the SEGC transitions in 2023–24 and beyond in comparison to students in

[21] Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. Administration and Policy in Mental Health and Mental Health Services Research, 42(5), 533–544.
[22] Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample size in qualitative interview studies: Guided by information power. Qualitative Health Research, 26(13), 1753–1760.
[23] Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. SAGE.
[24] Stalmeijer, R. E., Brown, M. E. L., & O'Brien, B. C. (2024). How to discuss transferability of qualitative research in health professions education. The Clinical Teacher, 21(6), e13762.
[25] Iacus, S. M., King, G., & Porro, G. (2012). Causal inference without balance checking: Coarsened exact matching. Political Analysis, 20(1), 1–24.

schools that were not included in the SEGC process while accounting for observable differences between students and schools.

Baseline (2022–23) measures included math and ELA OSAS scores, attendance rates, exclusionary discipline rates, race and ethnicity, gender, multilingual learner status, eligibility for special education services, whether students spoke English as a home language, and the percentage of students in their school who were eligible for free or reduced-price lunch. The processes resulted in no significant differences across these observable characteristics. Joint F-tests showed F-statistics of 0.379 ($p = 0.538$) for the IPTW matching method and 0.800 ($p = 0.371$) for CEM. This means that no significant differences were detected across all characteristics combined and that differences in outcomes between students in SEGC schools and other PPS students cannot be explained only by differences in where they started out and their demographic backgrounds. After matching, the IPTW sample size included 14,736 students for 2023–24 outcomes and 10,901 students for 2024–25 outcomes. The CEM sample included 10,822 students for 2023–24 outcomes and 7,885 students for 2024–25 outcomes. Group-level effects were estimated using marginal effects.

For DLI and program access analyses, the evaluation team examined enrollment patterns by program, race and ethnicity, home language, school location, and student movement. These analyses helped assess whether DLI access expanded, whether students followed relocated programs, whether students left programs or PPS, and whether displacement patterns differed by race, language background, or program type.

For personnel analyses, the evaluation team examined school-based staff records to identify patterns in retention, school departure, district exit, role changes, and turnover before, during, and after SEGC implementation. These analyses paid particular attention to differences by role and race or ethnicity where data were available, including patterns for staff of color and staff in directly impacted schools.

The quantitative analyses should be interpreted as evidence of patterns and associations rather than simple proof that SEGC caused every observed change. SEGC occurred alongside other major conditions, including COVID-19, enrollment decline, district budget pressures, staffing shifts, labor unrest, leadership transitions, and broader demographic and housing changes. For this reason, quantitative findings are interpreted alongside qualitative evidence to better understand how SEGC interacted with other forces shaping school experiences.

Survey Analysis

Survey data were analyzed descriptively to identify patterns in how families, caregivers, administrators, teachers, and staff experienced SEGC-related changes. These surveys asked questions that covered the domains and central research questions for this evaluation. The family

and caregiver survey helped illuminate perceptions of communication, learning environments, school climate, belonging, access, and trust. The administrator, teacher, and staff survey helped illuminate perceptions of morale, workload, class size, district support, implementation conditions, and confidence in future district decision-making.

Survey findings were used to complement, rather than replace, administrative and qualitative data. For our team, we viewed the multiple data sources working together as follows. Administrative data helped identify measurable changes in enrollment, outcomes, program access, and staffing. Qualitative data helped explain how those changes were experienced. Survey data helped identify broader perception patterns across larger groups of respondents.

Addition of Domain 5: Factors That Shaped School Experiences with SEGC Changes
During our data collection and analysis, our evaluation team added a fifth analytic domain, which was *Factors That Shaped School Experiences with SEGC Changes*. This domain was added because the findings suggested that SEGC-related changes did not unfold in the same way across all schools in the sample. While the broader analysis identified common patterns across the study, the school-level data showed that schools experienced, absorbed, and responded to SEGC differently (based on a number of factors that emerged, which we discuss later in the report).

We added this fifth domain because it moves the analysis beyond describing what changed to examining the conditions that shaped how those changes were felt, experienced, and implemented within school communities. These conditions included leadership capacity, professional relationships, staffing stability, school climate, prior school history, communication, alignment between district decisions and school-level needs, and the availability of implementation support. Again, we discuss this in detail later in the report.

This domain is especially important because research on educational change and policy implementation suggests that schools and districts interpret and enact reforms through existing organizational conditions.[26] Educational change is not linear. As a result, it is shaped by a number of factors, such as district-school coordination, local fit, flexibility, preparation for implementation, and capacity-building or capacity for change.[27] For this reason, Domain 5 helps the report address a critical implementation question. This was something that PPS voiced wanting to know more about: *how much change can a school or system absorb before its capacity to support students, sustain staff, and maintain coherent learning environments becomes strained?*

[26] Spillane, J. P., Reiser, B. J., & Reimer, T. (2002). Policy implementation and cognition: Reframing and refocusing implementation research. Review of Educational Research, 72(3), 387–431.
[27] Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). Organizing schools for improvement: Lessons from Chicago. University of Chicago Press.

Integration of Qualitative and Quantitative Evidence

The evaluation was designed to integrate quantitative, qualitative, and survey data so that the report could answer both outcome-oriented and experience-oriented questions. For example, enrollment data can show whether SEGC schools became more balanced numerically, while qualitative data can show whether school communities experienced those changes as stable, equitable, adequately supported, or in other ways. Similarly, student outcome data can show whether achievement, attendance, or discipline patterns changed, while family and staff data can show whether students experienced belonging, safety, cultural affirmation, and access to strong learning environments.

This integration was especially important because SEGC was not a single intervention with a single effect. It was a set of related changes that unfolded differently across schools. For that reason, the report uses multiple forms of evidence to examine both system-level patterns and school-level variation.

Limitations and Interpretive Cautions

Like every research audit, this evaluation has limitations. As such, we suggest that several limitations should be considered when interpreting the findings.

First, the qualitative findings reflect the perspectives of participants who took part in interviews and focus groups. These perspectives provide important insight into how SEGC-related shifts were experienced within particular school communities. However, they should not be interpreted as representing every perspective within a given school. Schools are complex communities, and individuals within the same school may have experienced these shifts in different ways.

Second, the qualitative school sample was purposefully selected to generate deep insight from information-rich cases rather than to produce a statistically representative sample of all SEGC-impacted schools. The sample included 9 of the 20 impacted schools and was designed to support transferability, not population-level generalization.

Third, the report attends to nuance, tension, and variation because SEGC-related changes were complex and uneven. That said, the findings should not be read with broad strokes. Thus, the findings should not be read as suggesting that SEGC was experienced in the same way by every school, family, staff member, or student group. Instead, the report identifies recurring patterns while also preserving important differences, contradictions, and context-specific experiences.

Fourth, as previously mentioned, SEGC occurred during a period of broader instability and change. COVID-19, a global racial uprising, enrollment decline, budget reductions, staffing changes, district leadership transitions, construction projects, housing pressures, and broader demographic changes all shaped school experiences. For this reason, we, in this report, avoid

attributing every post-SEGC change solely to SEGC. Instead, this report examines how SEGC-related changes interacted with other conditions.

Fifth, the available data did not allow every minoritized[28] group or experience to be examined with equal precision. For example, some qualitative conversations did not consistently identify staff race or ethnicity, which limited the ability to make strong systemwide claims about the experiences of personnel of color based solely on qualitative data. Similarly, some quantitative analyses of people of color should be interpreted cautiously when sample sizes are small.

There were also limitations to the administrative data. Administrative data was not comprehensive of all PPS students and staff. First, personnel data were limited to instructional and front-office staff. It did not include employees in roles such as nutrition and custodial services. Second, student enrollment records exclude students who enrolled in PPS after October 1st of each school year. It records students who leave the district during the year and mid-year movement across schools. However, total school enrollment is likely to be slightly underestimated. Third, the data do not include high school students. This means that we do not observe high school outcomes for students in grade 8, such as whether they remained in a DLI program in high school and whether they transferred out of the district (unless their families reported a transfer before the end of the previous school year).

Finally, this report should be read as an equity-centered evaluation intended to support learning, accountability, and improvement. Again, its purpose is not to assign blame to individual people or schools, but to help PPS understand what SEGC changed, how those changes were experienced, where equity goals were advanced or constrained, and what future districtwide change efforts should do differently.

[28] We often use "minoritized" rather than minority or subgroup (although that may appear in some quantitative analysis) to emphasize that marginalization is produced through social, institutional, political, and historical processes, not simply by numerical size. In this report, the term refers primarily to students, families, and staff historically marginalized in educational systems, including students and families of color, multilingual learners, students from low-income backgrounds, students receiving special education services, and communities marginalized by race, ethnicity, language, culture, disability, or other intersecting identities. See Wingrove-Haugland and McLeod (2022) for details.

Section 2: Findings Across SEGC-Impacted Schools

Integrated Findings Across SEGC-Impacted Schools

This section presents the integrated findings from the Equity Audit Evaluation across the 20 PPS schools impacted by SEGC-related changes. Rather than organizing the findings as a separate summary of each data source, this section brings together quantitative analyses, survey results, interviews and focus group data, and school-level case data to answer the audit's guiding research questions. Importantly, we conducted an extensive analysis of nine of the twenty impacted SEGC schools, which is part of a separate school-by-school analysis report (which is approximately 115 pages).

The goal, in this section, is to tell a coherent story about what changed, how those changes were experienced, and what patterns emerged across students, families, staff, programs, and school communities. Since SEGC impacted schools in different ways, the findings also describe variation across school contexts, including differences in enrollment shifts, program relocation, grade reconfiguration, leadership stability, staffing capacity, school culture, and cumulative implementation demands.

Importantly, as stated earlier in this report, we added Domain 5, which was not part of the original proposal. We refer to this domain as *Factors that Shaped School Experiences with SEGC Change*s. Our team added this domain for two reasons. First, we added it because the preliminary findings suggest that SEGC-related changes did not unfold in the same way across all schools in our sample. Second, we added it because the district was curious about this area of inquiry. As such, Domain 5 helps to explain why schools may have experienced, absorbed, and responded to SEGC changes differently. In other words, Domain 5 unearths the conditions that shaped how those changes were felt, experienced, and implemented within school communities.

Additionally, research on educational change and implementation suggests that schools and districts interpret and enact changes through existing organizational conditions, including leadership capacity, professional relationships, staffing stability, school climate, and alignment between district decisions and school-level needs.[29] [30] [31] More recent research also emphasizes that educational change is not linear and is shaped by coordination, local fit, flexibility, preparation for implementation, and capacity-building.[32] [33] For this reason, Domain 5 helps extend the analysis beyond what shifted to examine the organizational and contextual factors that

[29] Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). Organizing schools for improvement: Lessons from Chicago. University of Chicago Press.
[30] Honig, M. I., & Hatch, T. C. (2004). Crafting coherence: How schools strategically manage multiple, external demands. Educational Researcher, 33(8), 16–30.
[31] Spillane, J. P., Reiser, B. J., & Reimer, T. (2002). Policy implementation and cognition: Reframing and refocusing implementation research. Review of Educational Research, 72(3), 387–431.
[32] Aldridge, J. M., & McLure, F. I. (2024). Preparing schools for educational change: Barriers and supports—A systematic literature review. Leadership and Policy in Schools, 23(3), 486–511.
[33] McLure, F. I., & Aldridge, J. M. (2022). A systematic literature review of barriers and supports: Initiating educational change at the system level. School Leadership & Management, 42(4), 402–431.

shaped how schools experienced SEGC-related changes. Finally, this domain also helps us get closer to a critical implementation question that PPS is currently holding, which is *how much change can a school or system absorb before its capacity to support students, sustain staff, and maintain coherent learning environments becomes strained?*

In what follows, we synthesized findings across each domain into five integrated finding areas. Each area includes an overall finding, the guiding questions for the domain, key quantitative and qualitative evidence/findings, important nuance, and implications for future PPS decisions.

Domain 1: Equitable Access to Robust Middle Schools and all SEGC-impacted schools

Overall Finding:

After SEGC-related changes, enrollment across impacted schools became more balanced, particularly at the middle school level. However, this greater balance occurred alongside continued enrollment decline across SEGC schools. Many SEGC schools also enrolled fewer students than projected while serving higher-than-anticipated numbers of students of color, multilingual learners, and students receiving special education services. In the matched comparison analyses, student outcomes in SEGC schools were broadly comparable to those of similar peers in non-SEGC schools. At the same time, middle school families reported less positive learning-environment experiences than elementary families.

Guiding Questions:

1. To what extent did SEGC boundary changes improve enrollment balance across schools, especially middle schools, by race, income, and language status?

2. To what extent were opportunity gaps in achievement, attendance, and discipline reduced among students affected by enrollment shifts, especially in middle schools?

3. How do students and families from historically underserved communities describe the quality of learning environments they experienced after SEGC-related shifts in middle schools?

4. How do administrators, teachers, and staff describe the quality of learning environments after SEGC-related shifts?[34]

[34] The question was revised to remove the specific reference to middle schools in order to better align with the broader scope of the preliminary findings. While some findings may draw from middle school experiences, the revised question allows the analysis to examine how administrators, teachers, and staff described learning environments across SEGC-related shifts more generally. The initial question in the proposal was: How do administrators, teachers, and staff describe the quality of learning environments they experienced after SEGC-related shifts in middle schools?

Enrollment Balance Improved, but Within a Context of Declining Enrollment and Enrollment Projection Gaps

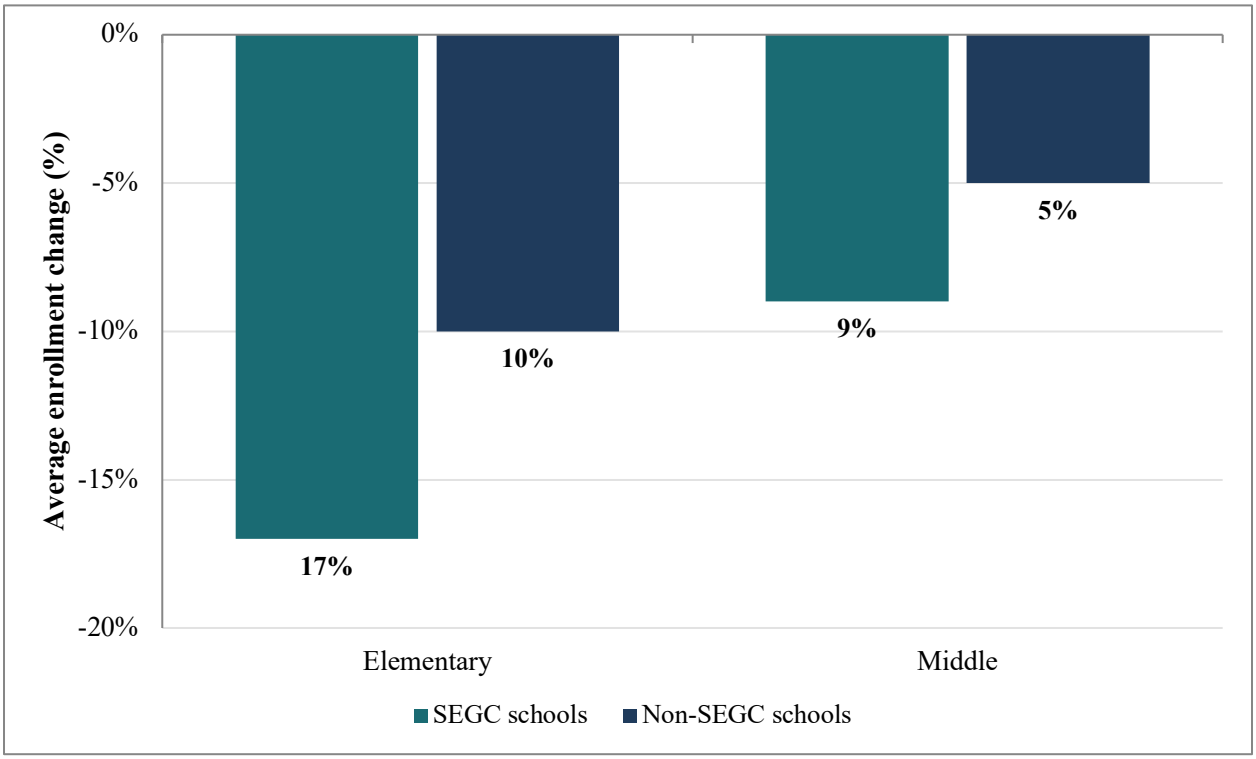
Enrollment across SEGC schools became more balanced, especially at the middle school level. The difference between the highest- and lowest-enrolled SEGC middle schools narrowed from approximately 320 students in 2020–21 to about 220 students in 2024–25, as Kellogg Middle School opened and Harrison Park converted from a K–8 to a middle school. SEGC elementary school enrollment also became more uniform, with the difference between the highest and lowest enrolled elementary schools narrowing by more than 100 students.

However, these fluctuations should be interpreted within the broader context of enrollment decline. SEGC elementary school enrollment declined, on average, by 17% between the 2020–21 and 2024–25 school years, compared with a 10% decline among non-SEGC schools. Middle school enrollment declined by an average of 9% in SEGC schools and 5% outside SEGC schools over the same period.

This means that some of the apparent balancing occurred within a shrinking enrollment context rather than through growth or stabilization across all schools. It is important to note that enrollment projections were overestimated by 20 or more students at seven of 20 SEGC schools (35%) and underestimated by at least 20 students at four schools.[35] These projection gaps have important implications for school planning, resources, and stability. When enrollment is meaningfully lower or higher than projected, schools may face midstream adjustments to staffing, schedules, course offerings, intervention supports, and enrichment opportunities.

[35] Students are assigned to the school they attended for the most days in the school year. If measuring enrollment by October 1 counts, 12 schools enrolled at least 20 students under the predicted count and three schools enrolled at least 20 students more than predicted.

Figure 2.1 Average Enrollment Decline in SEGC and Non-SEGC Schools, by School Level, 2020–21 to 2024–25



Another finding is that SEGC-impacted schools served fewer students than projected but served higher-than-anticipated numbers of students of color. On average, SEGC schools served about 11% more students who identify as Black, Indigenous, Asian, Latino/a/x, Pacific Islander, or biracial/multiracial than projected. They also served higher percentages of multilingual learners and students receiving special education services than projected. This finding raises an important equity implication. When schools enroll fewer students than projected but serve higher shares of students with additional support needs, staffing and resource decisions must account for actual student needs and not just enrollment numbers alone.

Student Academic and Discipline Outcomes in SEGC-Impacted Schools Were Broadly Comparable to Matched Peers, with Some Positive Associations for Specific Student Groups

Using a matched comparison approach,[36] we compared students in SEGC schools with similar students in non-SEGC schools rather than comparing the two groups as a whole. Overall, students attending SEGC schools had similar academic and behavioral outcomes in 2023–24 and 2024–25 compared with matched peers in non-SEGC schools. Moreover, the evidence does not

[36] A matched comparison means that students in SEGC schools were compared with similar students in non-SEGC schools based on observable characteristics, rather than being compared with all students outside SEGC. This approach helps create a more appropriate comparison group, though it does not prove that SEGC caused the observed outcomes.

suggest broad measurable academic or behavioral harm associated with SEGC-impacted schools. However, several student groups in SEGC-impacted schools showed small- to medium-sized positive associations with changes in ELA performance (between +0.05 and +0.13 SD), including Black students, elementary students, students in schools where more than 50% of students were eligible for free or reduced-price lunch, multilingual learners, students enrolled in DLI, and students whose home language is not English.

In math, the clearest positive association was for multilingual learners in SEGC-impacted schools. Students whose home language is not English and Asian students also showed higher attendance in 2024–25. These findings are encouraging, but they should be interpreted as small to medium-sized associations rather than evidence that SEGC produced large systemwide gains. Among middle school students specifically, there were no significant or noteworthy associations between SEGC status and OSAS scores, attendance rates, or exclusionary discipline rates. This finding is important because SEGC's rationale included improving access to robust middle school experiences. The evidence suggests that middle school students in SEGC schools performed comparably to matched peers in non-SEGC schools, but not that middle school outcomes were substantially transformed.

Families With Middle School Students Reported Less Positive Learning Environment Experiences Than Elementary-Only Families

Family and caregiver survey responses suggest that SEGC-impacted middle school families perceived learning environments less positively than elementary families. Families with only elementary students rated their children's learning environments more positively than families with middle school students. Specifically, 61% of elementary-only families rated learning environments as high quality, compared with 45% of families with only middle school students or with both middle and elementary students. Similar gaps appeared in families' ratings of whether students experienced disrespect or bias, felt a sense of belonging, and were learning a lot.

Figure 2.2 Families with Middle School Students Rated Learning Environments Less Positively Than Elementary-Only Families

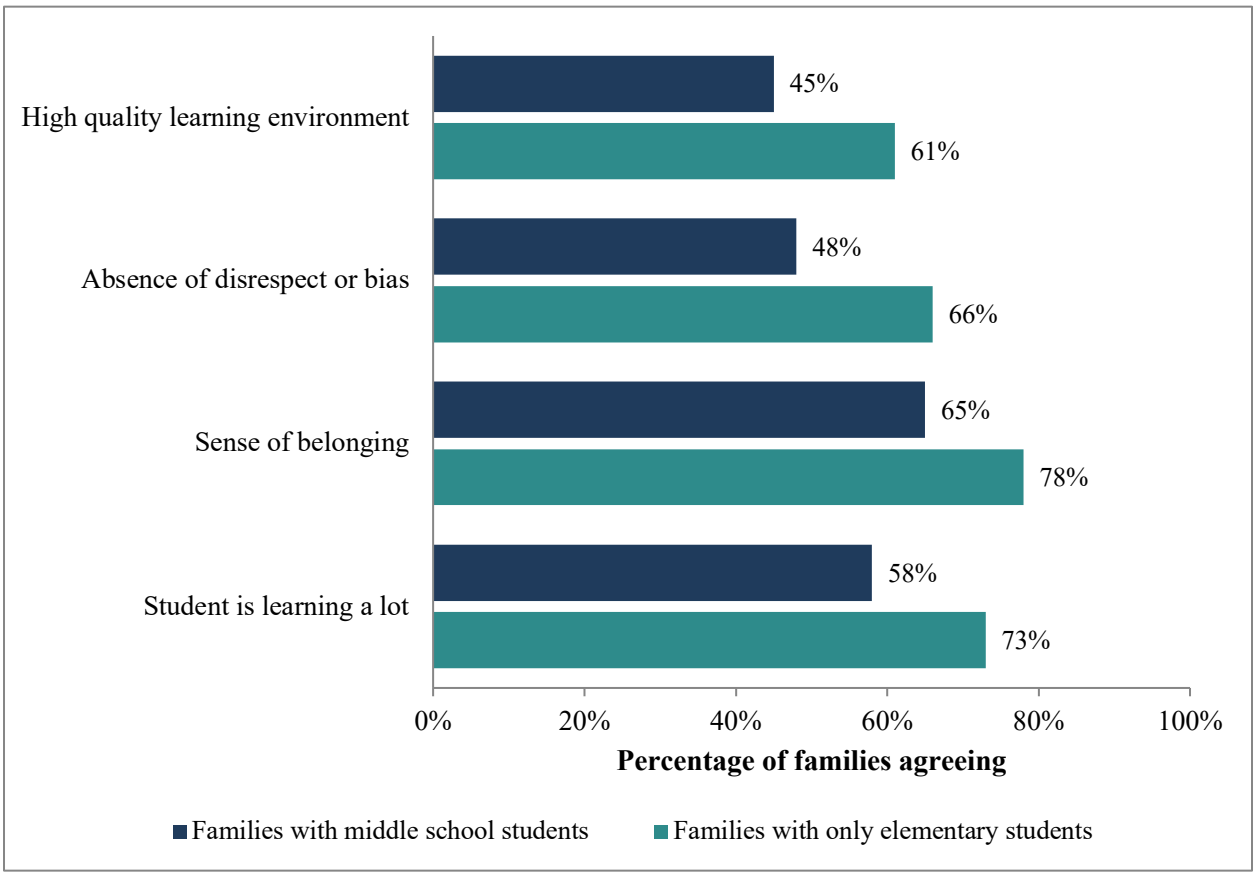
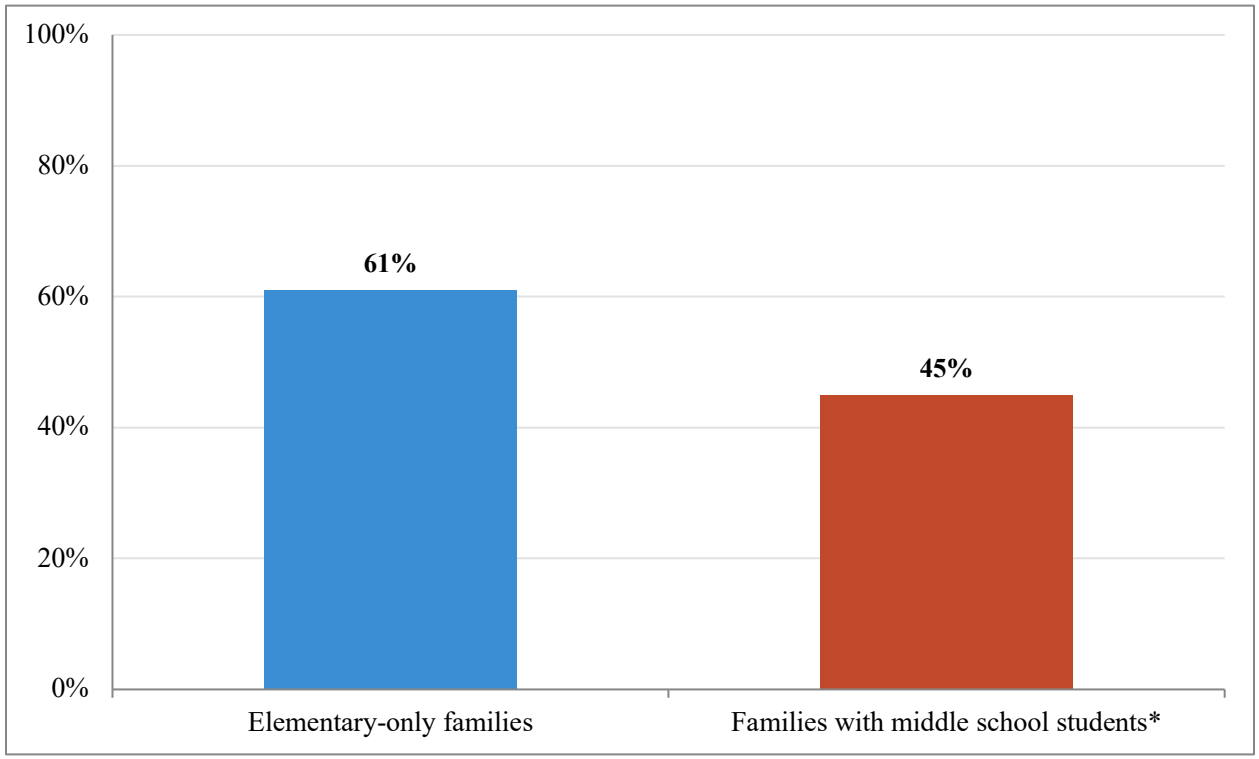


Figure 2.3 Share of SEGC-impacted families rating their children's learning environments as high quality, by student grade level.

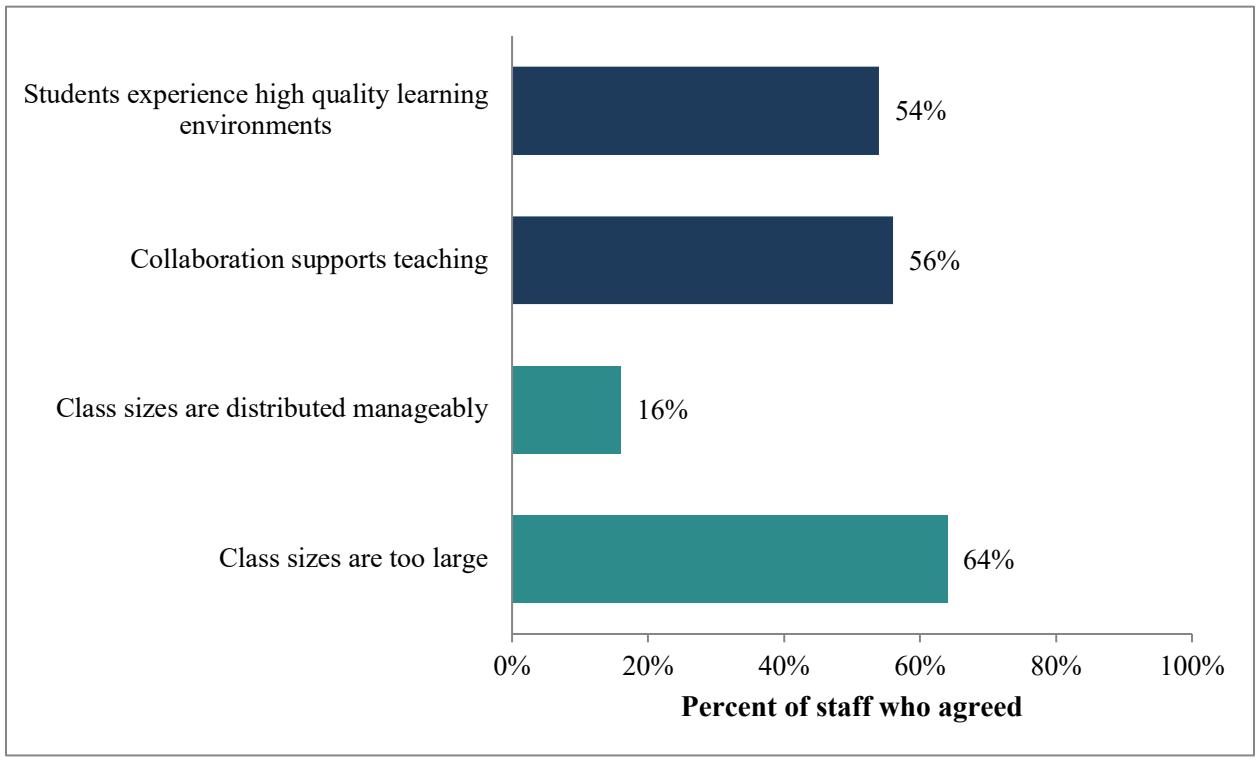


This perception gap matters because it highlights a difference between measured outcomes and lived experience. The quantitative data show comparable academic and behavioral outcomes for middle school students in SEGC-impacted schools, but families reported meaningful differences in how they experienced their students' learning environments. This suggests that PPS should not rely only on test scores, attendance, or discipline data when assessing the quality of middle school experiences. Perceptions and experiences of school climate, belonging, bias, program access, electives, intervention, and family trust also matter.

Staff Described Learning Environments as Caring but Structurally Strained

Across schools, administrators, teachers, and staff often described learning environments as relationally committed but structurally compromised. Staff described larger classes, fewer adults, more students with complex needs, and less ability to differentiate instruction. In some schools, participants linked reduced staffing and larger classes to weaker support for project-based learning or middle grades programming. In other schools, participants described varied instructional conditions. Some classrooms maintained high levels of rigor, while others struggled to sustain strong instruction because of safety concerns, behavioral needs, high numbers of students with IEPs, and staffing shortages.

Figure 2.4 Staff Survey Perceptions of Learning Environment and Class Sizes



Survey data reinforced these concerns. About half of staff respondents agreed that students experience high-quality learning environments and that collaboration supports teaching. However, only 16% agreed that class sizes are distributed manageably, while 64% said class sizes are too large. Staff also repeatedly described interventions and targeted support as essential but fragile. Participants described reading and math intervention classes as transformative for students, while also warning that schools were "scrambling to keep them" under continued staffing reductions.

DLI consolidation was also described as both more coherent and more costly. Some staff described Spanish DLI consolidation as more intentional and equitable than prior split structures. Others described the loss of neighborhood access, reduced walkability, fewer elective opportunities for DLI students, loss of racial and cultural diversity, and/or weakened connection between neighborhood students and DLI communities. This finding illustrates a recurring pattern across SEGC, which is that a change could improve coherence in one respect while redistributing costs elsewhere.

Domain 2: Linguistic Equity for Historically Underserved Students in Dual Language Immersion (DLI) Programs and Electives

Overall Finding:

Following SEGC-related program relocations, participants described some DLI programs as more coherent and easier to navigate, especially Spanish DLI. However, the data also show that these changes resulted in differentiated challenges and impacts across language programs and involved tradeoffs related to race, neighborhood access, transportation, and students' ability to take electives. While most DLI students remained in PPS after programs moved, relocation still shaped patterns of program participation, including who stayed, who followed the program, who left, and who absorbed more of the disruption.

Guiding Research Questions:

1. To what extent did access to DLI, electives, or advanced programs expand for historically underserved students after program relocation per SEGC changes?

2. To what extent does the relocation of programs and boundary changes displace students from their newly assigned schools?

3. To what extent is student displacement happening in DLI programs as a result of SEGC program relocation? If so, for whom?

DLI Access Improved in Some Areas but Fell Short of Overall Enrollment Targets

Total DLI enrollment in SEGC-impacted schools reached 86% of projected targets by 2024–25 and remained approximately 280 students short of the 1,959-student target established in the 2021 SEGC plan (Table 1.1). Total SEGC DLI enrollment declined by 9% between 2020–21 and 2024–25, even as districtwide DLI enrollment held steady because non-SEGC DLI programs gained more than 100 students during the same period.

However, the aggregate trend masks substantial variation by language program type. Spanish DLI, the largest program, reached 104.5% of its 2025 projection in aggregate. Vietnamese DLI, though much smaller than the Spanish program, more than tripled in enrollment. By contrast, Mandarin and Russian DLI programs lost about 20% of enrollment and Japanese declined by about 5%. These findings suggest that SEGC-related DLI changes did not produce a uniform pattern across language programs. Some programs showed enrollment growth or moved closer to projected enrollment targets, while others experienced enrollment contraction. In some cases, participants also described program relocation as creating greater coherence, but that coherence was not evenly experienced across all DLI programs.

Table 1.1. Dual Language Immersion (DLI) Program Projected and Actual Enrollment in SEGC Schools

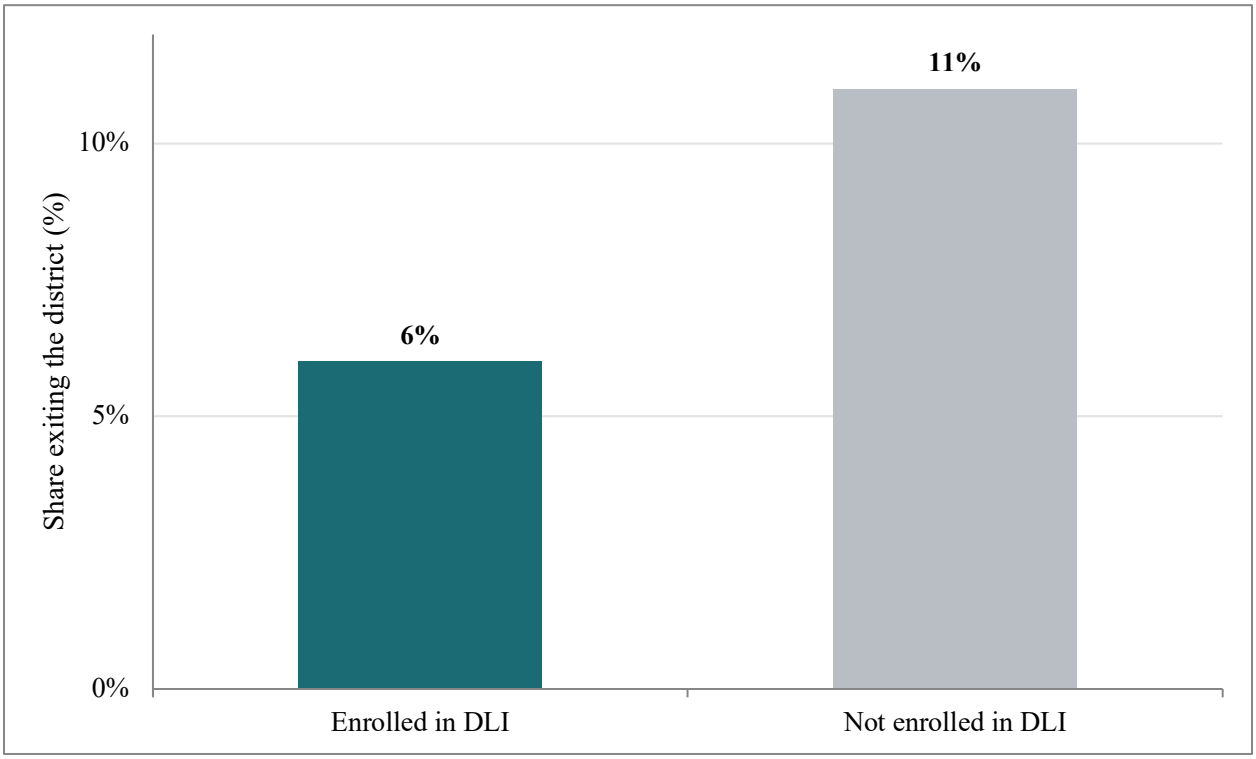
DLI Program	Enrollment 2020–21	Enrollment 2024–25	2025–26 projection	Percent of projection	Percent change 2020–21 to 2024–25
Spanish	845	811	776	104.5%	-4.0%
Mandarin	493	386	560	68.9%	-21.7%
Russian	227	181	269	67.3%	-20.3%
Japanese	253	241	273	88.3%	-4.7%
Vietnamese	17	57	81	70.4%	235.3%
All Programs	**1,835**	**1,676**	**1,959**	**85.6%**	**-8.7%**

Latino/a/x participation in SEGC DLI programs increased from 30% to 35%, rising at about the same pace as non-SEGC DLI programs. However, non-SEGC DLI programs continued to enroll a higher share of Latino/a/x students throughout the period. Heritage language match also varied widely by program, with some SEGC programs increasing the share of students whose home language matched the program language (Mandarin +8 percentage points, Spanish + 8 percentage points), and others remaining about the same (Vietnamese, Japanese) and Russian moving in the opposite direction (–6 percentage points).

DLI Students Largely Stayed in PPS, but Relocation Still Shaped Program-Level Sorting

One of the clearest quantitative findings is that DLI-enrolled students whose programs moved largely stayed in PPS, whether or not they followed their DLI program to the new school. The percentage of DLI-enrolled students leaving the district in SEGC schools was not notably different from DLI students outside SEGC-impacted schools. On average, DLI students left PPS at roughly half the rate of non-DLI students. At SEGC-impacted schools, the exit rate for DLI students was about 6%, compared with 11% for non-DLI students in 2023–24.

Figure 2.5 (DLI) Students Left PPS at About Half the Rate of their Peers
Annual exit rate from the district at SEGC-impacted schools, 2023–24



This suggests that DLI participation may have functioned as a retention factor for many students and families. However, retention should not be confused with an absence of displacement. When DLI programs moved, students who remained in PPS generally followed their program to the new school. Yet among students who left relocated DLI programs, families who left were disproportionately English-speaking. This pattern suggests that families' decisions to stay, follow, or leave were shaped by language background, racial identity, transportation, family resources, program attachment, and access to alternative schooling options.

Taken together, these findings suggest that SEGC-related DLI program relocations did not appear to result in widespread district exit among DLI students. Most DLI-enrolled students whose programs moved locations stayed in PPS, and DLI students left the district at lower rates than non-DLI students in both SEGC and non-SEGC schools. This suggests that DLI participation may be associated with stronger retention in PPS, even when programs are relocated. Thus, DLI might be a protective factor for both students and staff.

At the same time, the findings show that relocation still matters for who stays, who follows the program, and who leaves the program. Again, when DLI programs moved, students who remained in PPS generally followed their program to the new school. However, among students who left DLI programs after relocation, leavers more often spoke a language other than English at home. This pattern suggests that program relocation may be experienced differently across

student groups and that families' decisions to stay, follow, or leave may be shaped by language background, racial identity, access, family resources and preference, transportation, or perceived program fit.

This finding is consistent with national research on dual language and school choice which indicates that DLI programs can operate as specialized choice programs, where participation is shaped by race, class, language background, transportation, information, and family capacity. Prior research has found that DLI programs may attract white, English-dominant, and more affluent families, and can sometimes shift program priorities away from the language-minoritized communities that these programs were originally designed to serve (Valdez et al., 2016;[37] Chaparro, 2021;[38] Cervantes-Soon et al., 2017).[39] In this context, the overrepresentation of speakers of languages other than English among DLI leavers may reflect a form of program self-sorting in which families with greater flexibility may be more able or willing to commit when a program relocates, while families with stronger linguistic, cultural, or programmatic ties may be more likely to leave.

Moreover, the Mandarin DLI findings illustrate how relocation can reshape program composition even when enrollment remains relatively stable. One elementary Mandarin DLI strand maintained its pre-SEGC enrollment level after relocating, while middle school Mandarin DLI enrollment declined and remained below the SEGC forecast. At the same time, the share of heritage language speakers increased substantially, indicating that relocation may have changed not only the size but also the composition of the program.

Whole-School DLI Conversion Advanced One Equity Goal While Creating Another Equity Burden

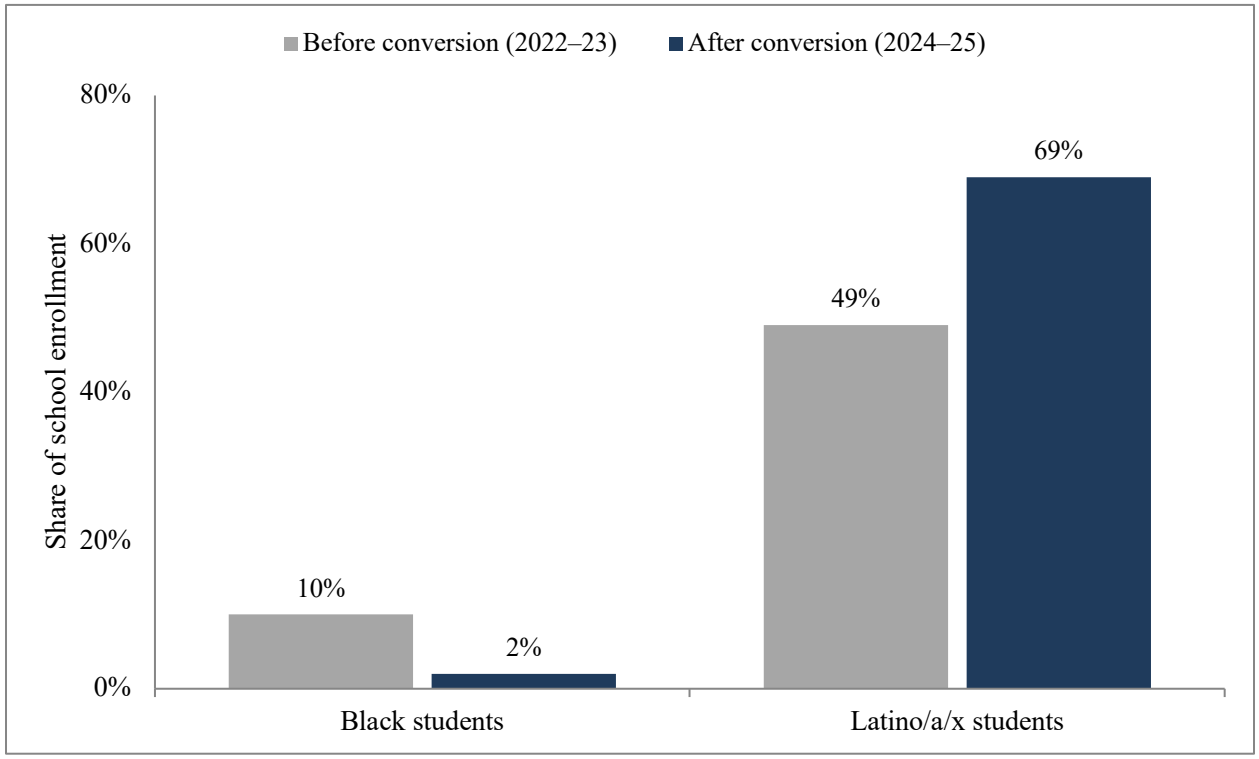
The conversion of one school to whole-school Spanish DLI produced one of the strongest examples of simultaneous benefit and burden. On one hand, participants described the full-school Spanish DLI model as more intentional, coherent, and culturally affirming for Latino/a/x students and families. On the other hand, nearly 60% of students left the school after 2022–23, primarily to newly assigned elementary and middle schools. Black students were almost entirely displaced from the school, with the Black student enrollment dropping from 10% to 2%, while the Latino/a/x share increased from 49% to 69%.

This finding illustrates why programmatic equity, and racial equity must be examined together. A program change can strengthen access and affirmation for one historically underserved community while creating displacement, reduced neighborhood access, or loss of belonging for

[37] Valdez, V. E., Freire, J. A., & Delavan, M. G. (2016). The gentrification of dual language education. The Urban Review, 48, 601–627.
[38] Chaparro, S. E. (2021). Creating fertile grounds for two-way immersion: Gentrification, immigration, & neoliberal school reforms. Language Policy, 20, 435–461.
[39] Cervantes-Soon, C. G., Dorner, L., Palmer, D., Heiman, D., Schwerdtfeger, R., & Choi, J. (2017). Combating inequalities in two-way language immersion programs: Toward critical consciousness in bilingual education spaces. Review of Research in Education, 41(1), 403–427.

another. In this case, SEGC changes appear to have strengthened the coherence of a Spanish DLI model while also redistributing costs to non-DLI neighborhood families and Black students.

Figure 2.6 Changes in Student Racial Demographics After Conversion to a Whole-School Spanish DLI Model



Overall, these findings are especially important for current and future rightsizing conversations because they distinguish between districtwide exit, program-level sorting, and uneven family capacity to absorb change. Some families may have a greater ability to navigate choice systems, absorb transportation burdens, advocate for preferred options, or leave programs when changes do not meet their needs, which may or may not increase with the closing or consolidating of schools or programs. Other families may have fewer viable alternatives and may bear more disruption.

Domain 3: School Leaders, Educator, and Staff Experiences

Overall Finding:

During the SEGC implementation year, school-based staff were asked to manage substantial transition responsibilities. The data show short-term staffing disruption during that period, with staff of color experiencing the most pronounced measurable impact. Across schools, staff described a gap between their commitment to supporting students and families and the resources available to do so. Many understood what students and families needed, but did not consistently have the time, staffing, information, district guidance, or transition infrastructure necessary to provide that support.

Guiding Research Questions:

1. To what extent did the SEGC process affect administrator, educator and staff morale and retention, especially among personnel of color?

2. To what extent did administrators, educators and staff feel equipped to support students and families during and after SEGC-related changes?

3. How do administrators, educators, and staff, particularly those of color, experience the SEGC changes in terms of emotional well-being and professional support?

4. How did administrators, educators, and staff describe the experiences of students and families from historically underserved communities after SEGC-related shifts?

Staff Morale Was Most Strained Where SEGC Overlapped with Staffing Loss, Turnover, and Role Instability

Across schools, participants often described morale not as a single dip tied only to SEGC changes, but as a sustained response to annual cuts, un-assignment of staff, role reassignment, and ongoing instability. Some participants described wanting to quit, taking mental-health leave, or working in a "doing more with less" environment that eroded job security and made burnout feel imminent.

At some schools, strong internal culture and perceptions of leadership effectiveness and tenure buffered these effects but did not eliminate strain. Participants at some schools described them as calm, relationally strong, and internally coherent, even while staff worried about future cuts. In those schools, leadership and peer culture were essential, but they did not remove the stress created by what participants' described as district instability, budget uncertainty, or the demands of implementing SEGC-changes.

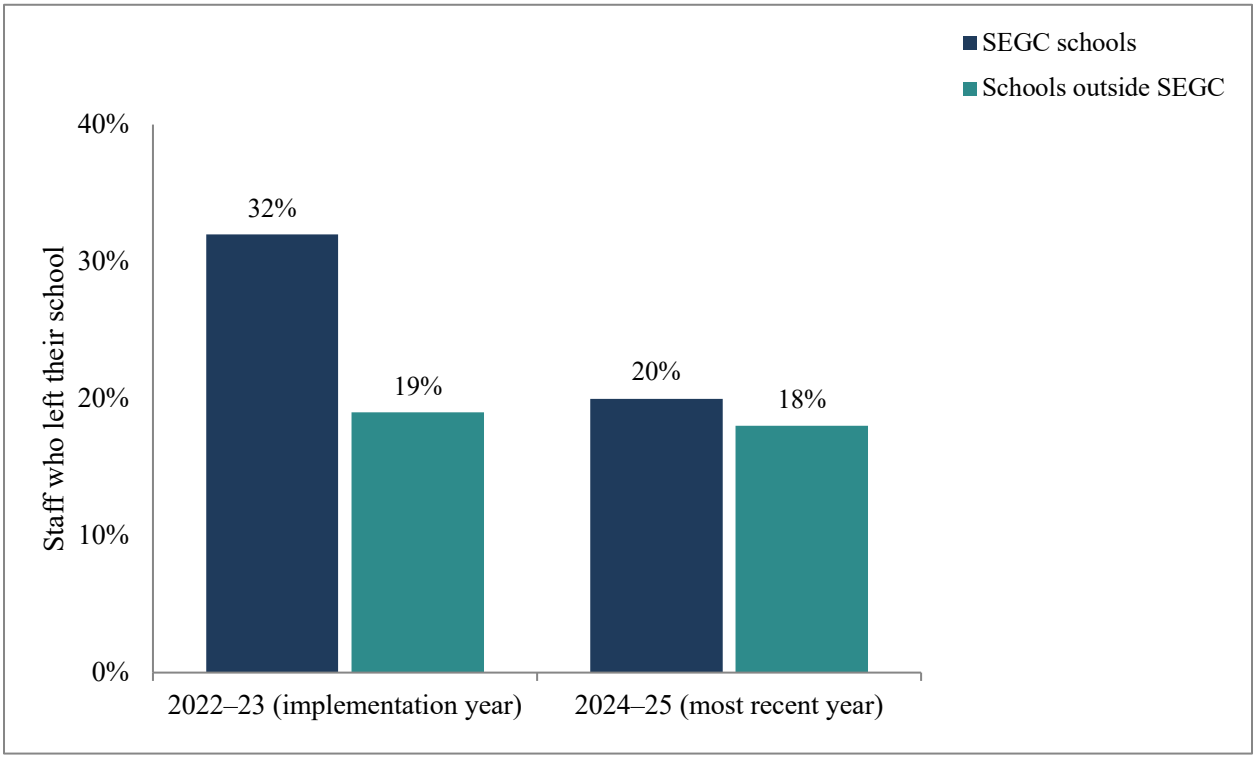
Principal and administrator turnover also mattered. In 2021–22, 55% of principals at SEGC-impacted schools left their schools, compared with 26% at non-SEGC schools. Districtwide, schools with the highest staff retention were more likely to have had stable principal leadership,

while schools in the bottom quartile of staff retention almost always experienced principal turnover. This suggests that leadership stability was a key condition shaping staff retention and school capacity during SEGC implementation.

The Implementation Year Produced an Acute and Racially Uneven Staffing Disruption

After the 2022–23 school year, 32% of staff at SEGC schools left their school, compared with only 19% at non-SEGC schools. By 2024–25, the gap had narrowed to two percentage points, suggesting that the disruption was acute but temporary in the aggregate. Assistant principals were especially affected, with more than 50% (7 of 13) leaving their school in SEGC-impacted schools compared with 26% in the rest of the district.

Figure 2.7 Staff Turnover During the SEGC Implementation Year and Most Recent School Year



Staff of Color bore the sharpest measurable impact. In 2022–23, 39% of Staff of Color at SEGC schools left their schools, compared with 21% at non-SEGC schools. Staff of Color at SEGC schools also left the district at elevated rates, 18% compared with 10% for Staff of Color elsewhere in the district. By 2024–25, turnover rates for Staff of Color at SEGC schools returned to roughly non-SEGC levels, but the implementation year produced a real loss of Staff of Color.

The three largest racial groups experienced SEGC changes differently. Black staff at SEGC schools showed persistently elevated turnover and the highest involuntary termination rate. Latino/a/x staff experienced the sharpest 2022–23 school departure spike, partly driven by DLI

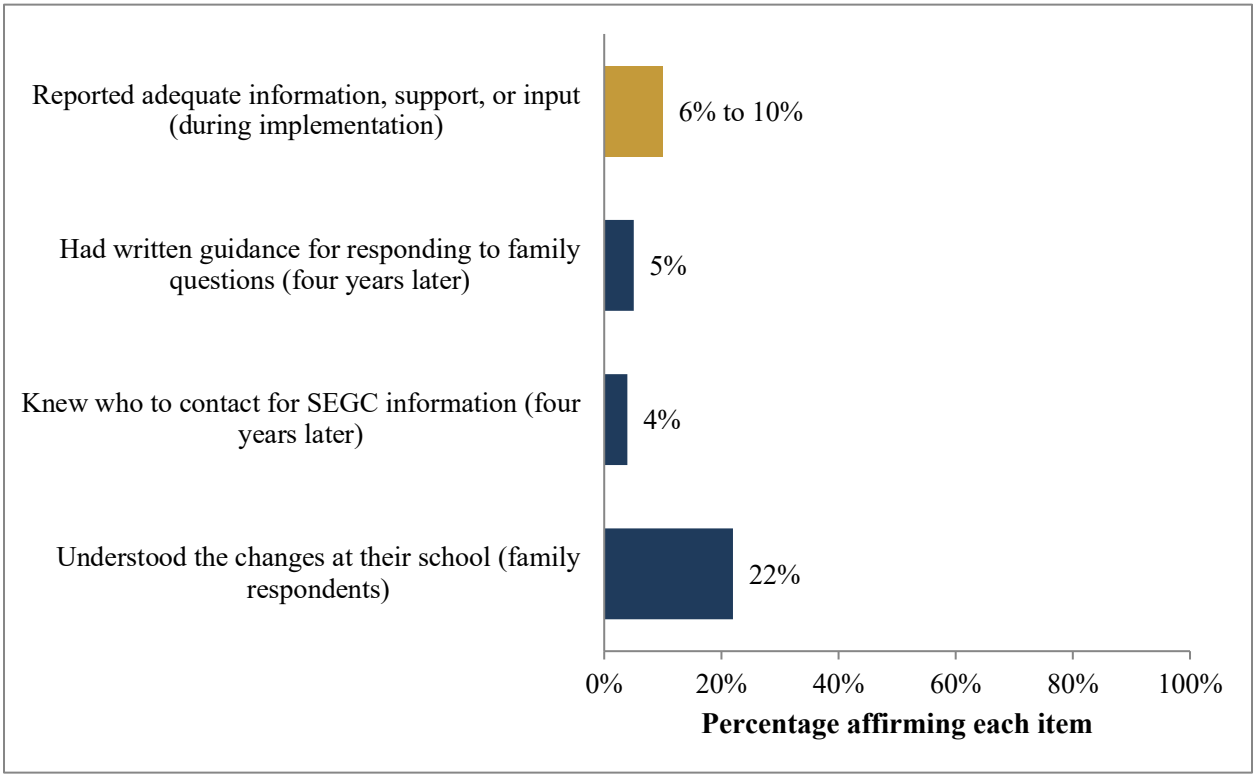
relocation. Asian staff also left SEGC schools at higher rates than Asian staff in non-SEGC schools, though most moved within PPS rather than leaving the district.

Staff Felt Unequipped During Implementation and Many Still Feel Unequipped Today

Staff frequently reported that district communication and planning were insufficient for the scale of change they were expected to manage. Participants described supporting families while "flying blind," answering family questions with unreadable maps or incomplete information, and inheriting unsafe or unsettled conditions without adequate groundwork. In several schools, participants said transition planning was ultimately left to individual schools rather than guided by a coherent district transition infrastructure.

Survey findings reinforce this pattern. During implementation, only 6% to 10% of survey respondents reported adequate information, support, or input. Four years later, only 5% reported that they had written guidance for responding to family questions about their school model, and only 4% knew who to contact for SEGC-related information. Among family survey respondents, only 22% agreed that they understood the changes happening at their school during the SEGC process.

Figure 2.8 Survey Respondents Reporting Adequate Information, Support, and Understanding During the SEGC Process (X-Axis is Percentage of respondents)



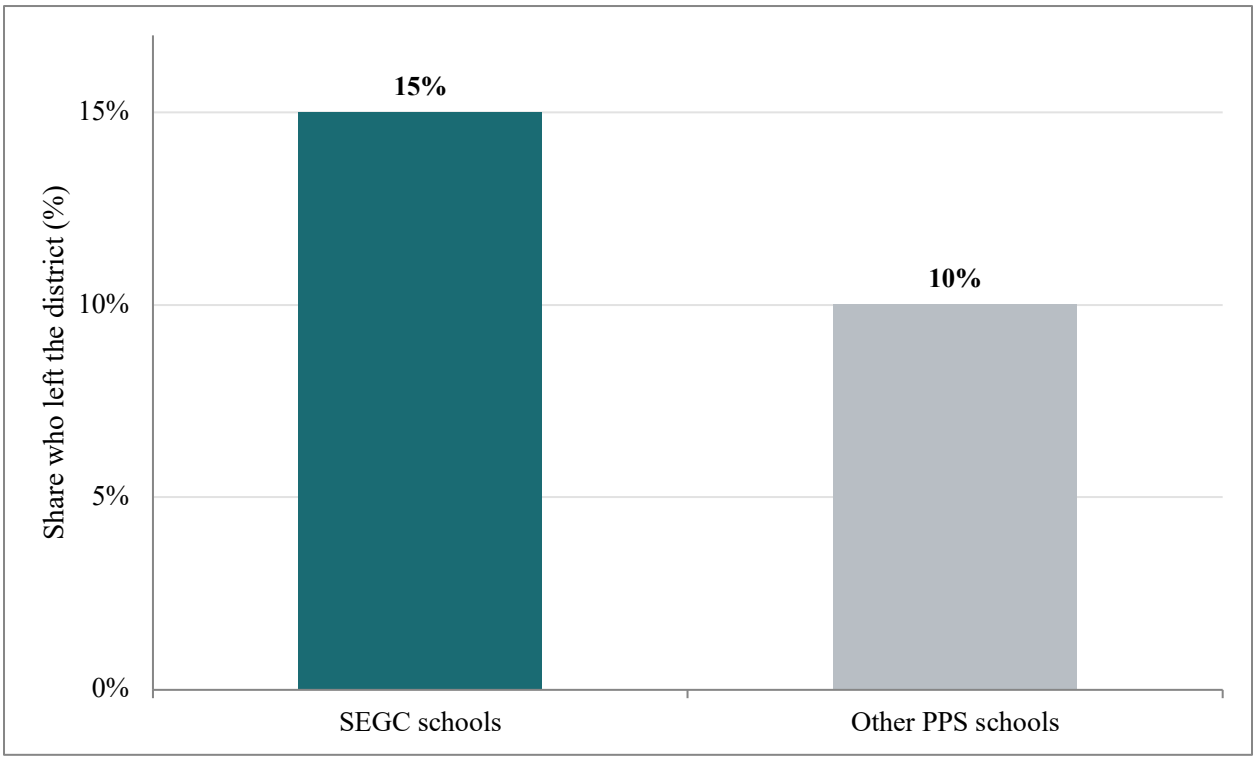
Schools felt most equipped when local leadership built the support structures to navigate SEGC changes. Participants described school-led outreach, family game nights, social work, translation work, trauma-informed routines, and internal support teams. These school-based efforts mattered, but they also reveal a central implementation gap in which much of the practical capacity to support families came from school-level initiative rather than district-level infrastructure.

Emotional Well-Being Was Shaped by Cumulative Strain

Participants described emotional well-being as strained by cumulative disruption rather than by SEGC changes alone. Across schools, participants described stress, grief, anger, dread, sleeplessness, mental-health leave, and emotional exhaustion. Some described SEGC as part of a multi-year erosion, a constant crisis of putting out fires, or a tightrope of trying to sustain students and staff through repeated change.

Figure 2.9 Staff Attrition at SEGC Schools vs Non-SEGC Schools

Share of staff who left the district after 2022–23



Our qualitative findings suggest that professional support was often strongest inside schools and weakest at the district level. Staff described supportive principals, stable internal leadership, and strong peer cultures as protective factors. However, they also repeatedly contrasted these internal supports with low trust in district decisions, insufficient communication, and a lack of reliable district support. Among survey respondents, 25% considered leaving PPS due to SEGC changes.

Personnel data validate this concern. 15% of staff at SEGC schools left the district in the 2022–23 school year, compared with 10% at other PPS schools.

Trust in future rightsizing was especially low. Only 3% of staff survey respondents mostly or completely trusted the district to handle rightsizing fairly, and more than half reported no trust at all. This finding suggests that future districtwide change efforts will begin from a context of damaged trust unless PPS actively acknowledges prior harms, clarifies decision rules, and demonstrates changed behavior.

Staff Perceived That Historically Underserved Communities Bore Disproportionate Disruption

Across multiple schools, staff perceived that low-income communities and communities of color bore disproportionate disruption. Participants described some schools becoming smaller, whiter, or less socioeconomically diverse; students being bused out of multicultural working-class neighborhoods; and affluent families having more power to avoid changes. Staff also described transportation, language access, chronic absenteeism, and specialized support capacity as mechanisms through which inequity was experienced.

At the same time, some participants described gains in cultural affirmation or developmental fit for particular underserved communities. Some schools were described as more affirming for Latino/a/x families, more developmentally appropriate after returning to a K–5 model, or richer as comprehensive middle school environments. This means the staff findings do not support a simple harm-only story. They suggest challenging, uneven and simultaneous effects. In that, some students and families gained access to more coherent or affirming environments, while others experienced loss, disruption, or reduced access.

*Domain 4: Family and Community Voice, Engagement, and Equitable Decision-Making

Overall Finding:

Participants described SEGC as a process that created opportunities for participation, but not always meaningful influence. SEGC members often described feelings heard by one another within the coalition, while also reporting that they did not see their input meaningfully reflected in district decisions or final outcomes. Across these accounts, several concerns emerged repeatedly, including low trust, perceptions that some outcomes had already been determined, limited access to data, and concerns that the burdens of change were not distributed equitably.

*This finding is discussed more fully in Section 3 of the report.

Guiding Research Questions:

1. In what ways did SEGC members feel their input was heard, valued, and reflected in final decisions?

2. How can future district efforts, especially those related to enrollment and program changes, better build trust and support meaningful engagement with families and communities?

SEGC Members Experienced a Gap Between Participation and Influence

Most SEGC members who participated in the evaluation felt they had very limited influence over final decisions. Many invested substantial time, expertise, and energy into the process, but came away believing their input did not meaningfully shape district outcomes. Participants described a sharp disconnect between the promise of participation and the reality of advisory-only power. This distinction matters. SEGC members often described the coalition itself as respectful, collaborative, and mutually supportive. However, they distinguished that experience from their sense that PPS district leadership and the board did not meaningfully act on SEGC's collective input. In other words, members could feel heard by one another while still feeling unheard by the decision-makers who controlled final outcomes.

Perceptions of Predetermined Outcomes Undermined Trust

SEGC members repeatedly described key decisions as effectively pre-set from their perspective, especially around which schools could be included in the process, which program relocations were considered, which school configurations were possible, and what was "on the table."[40] From their perspective, these constraints made the process feel less authentic, less transparent, and less equitable.

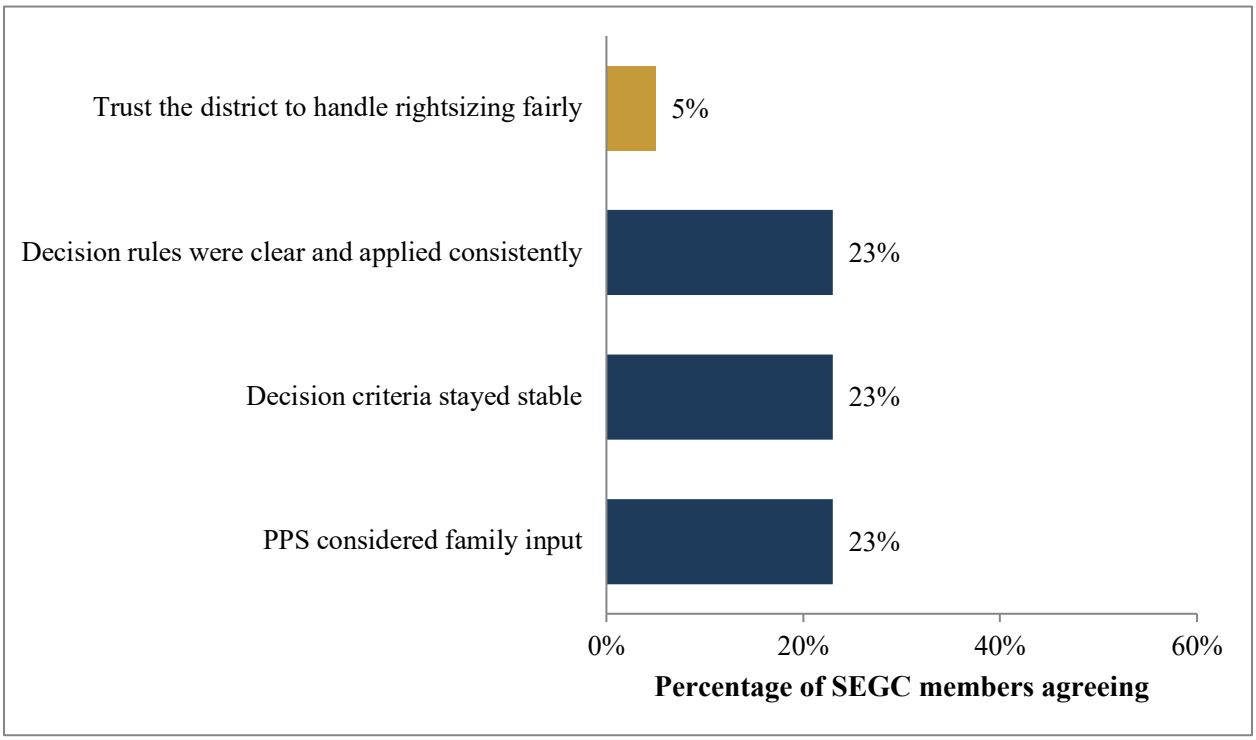
[40] We did not find administrative or outcome data that could independently confirm this pattern. However, we name it here because it emerged as meaningful in participants lived experiences and shaped how they understood the consequences of SEGC-related changes.

Control over data and scenario modeling also shaped whether members felt valued. Participants described delayed, inequitable, or limited access to requested data, which made it difficult to test alternatives and contributed to the sense that district-preferred outcomes were being advanced regardless of coalition input. For many members, data access was not a technical issue alone, it was connected to power, trust, and whether the process allowed meaningful participation.

Survey Findings Confirm Low Trust and Procedural Equity Concerns

Among 22 SEGC members who responded to the family survey, only 23% agreed that decision rules were clear and applied consistently, 23% agreed that criteria stayed stable, and 23% agreed that PPS considered family input. The typical member endorsed fewer than one of these three procedural integrity statements. Only 5% of SEGC members trusted the district on rightsizing, which is one of the lowest trust ratings among all groups in either the staff or family survey.

Figure 2.10 SEGC Coalition Members' Perspectives on the SEGC Process and Future Rightsizing



SEGC members were also among the harshest critics of the equity outcomes of the process. On the survey item asking whether benefits and burdens were distributed equitably, SEGC members reported a median of 1.0, meaning more than half selected the lowest possible rating. This finding is notable because these were people who participated directly in the process and were positioned to observe how decisions were made and how burdens were distributed.

At the same time, SEGC members reported student experiences that were comparable to other families. This suggests their dissatisfaction was not simply driven by personal dissatisfaction with their own students' schools. Rather, it reflected their judgment about a process they observed from the inside and concluded failed on its own terms.

Future Engagement Must Be Earlier, Clearer, and More Influential

Participants emphasized that future district rebalancing, closure, consolidation, boundary, or program-change efforts need clearer goals, firmer scope, and more honest discussion of tradeoffs from the start. Trust was damaged when the purpose of the process was unclear, the scope narrowed midstream, or constraints appeared without transparent rationale.

Participants also stressed that rebuilding trust depends on direct, concrete, and internally consistent communication. They described prior communication as too abstract, overly wordy, or inconsistent with the data SEGC members had been using. Future engagement should provide easy-to-understand data, earlier listening opportunities, multilingual and lower-barrier engagement formats, and visible evidence that community input shaped proposals.

Finally, participants argued that the district must apply its racial equity and social justice lens through actual decisions, not only through symbolic language. Trust eroded when participants perceived that more affluent and whiter communities were protected from participating in SEGC while more under-resourced schools and families were not. Participants also called for the district to begin any future efforts by publicly acknowledging past harms, broken trust, and specific process failures, paired with visible guardrails and accountability.

Domain 5: Factors that Shaped School Experiences with SEGC Changes

Overall Finding:

SEGC-impacted schools did not unfold as a single, uniform experience across schools. The data suggest that schools experienced and responded to SEGC-related changes differently in relation to several contextual conditions, including the type, number, and intensity of change, leadership stability, staffing capacity, school culture, prior history, program identity, district support, and accumulated strain. This finding helps explain variation in how school communities made sense of, absorbed, and experienced the same district initiative.

Guiding Research Question:

1. How did SEGC-related changes play out across the schools, and what factors shaped how schools experienced, absorbed, and responded to those changes?

SEGC Was Experienced as Cumulative and Layered, not as a Single Transition

Across the qualitative data, participants described SEGC-related changes as cumulative and layered rather than as one isolated transition. Schools were not only responding to boundary changes or program relocations, but they were also navigating school mergers, feeder pattern changes, grade reconfiguration, construction, pandemic recovery, labor actions, budget reductions, staffing instability, and leadership turnover at both the central office and school levels. Participants described this as a dense web of transitions and, in some cases, as a multi-year erosion.

This finding is important because districts often evaluate changes one at a time, while schools experience them cumulatively. A single boundary change may seem manageable on paper, but it can feel very different when layered on top of prior program loss, staffing reductions, leadership turnover, construction disruption, declining enrollment, or weakened family trust.

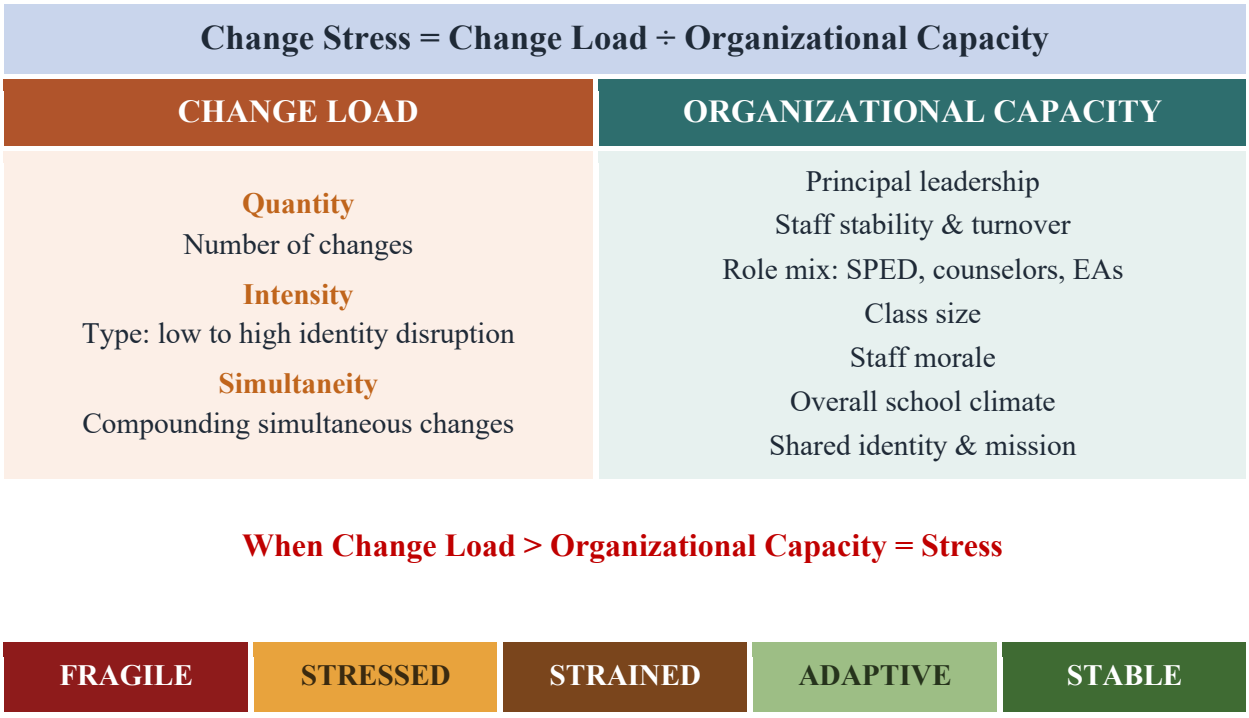
As mentioned previously, research on educational change and policy implementation helps explain this pattern. Schools do not simply receive and implement district decisions in a uniform way, they interpret and enact reforms through existing organizational conditions, including leadership capacity, professional relationships, staffing stability, school climate, and alignment between district decisions and school-level needs.[41] More recent research similarly emphasizes that educational change is shaped by preparation, local fit, coordination, flexibility, and capacity-building.[42]

[41] Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). Organizing schools for improvement: Lessons from Chicago. University of Chicago Press.
[42] Aldridge, J. M., & McLure, F. I. (2024). Preparing schools for educational change: Barriers and supports: A systematic literature review. Leadership and Policy in Schools, 23(3), 486-511.

Change Stress Emerged When Change Load Exceeded Organizational Capacity

To make sense of these patterns, we have developed an organizational strain framework. The framework can be summarized simply: change stress increases when the amount, intensity, or pace of change exceeds a school's capacity to absorb, implement, and recover from that change. Put differently, organizational strain emerges in the gap between what a school is asked to carry and what it has available to carry it.

Figure 2.11 School-Level Change Stress Emerging Framework



This diagram illustrates how school-level change strain and stress can emerge when the amount, intensity, or pace of change exceeds a school's organizational capacity. The continuum is intended as an implementation-readiness tool, not a rating of school quality.

This is a type of conceptual model with a continuum, not a mathematical score. It is intended to help PPS identify implementation risk and necessary support before future changes are finalized. In this report, strain does not mean a school has failed. Many schools remained caring, functional, and deeply committed to students while also showing signs of strain. Strain refers to the condition that emerges when schools keep functioning while the demands placed on them exceed the time, staffing, leadership stability, role depth, trust, and support available to absorb, implement, and recover from change.

Type of Change Mattered as Much as the Number of Changes

The findings suggest that the type of change mattered as much as the number of changes. Program relocation, school mergers, whole-school conversion, and identity changes often

generated deeper relational disruption than boundary change alone because they affected how schools understood who they were, whom they served, which programs defined them, and how families experienced belonging. Participants described grief, neighborhood loss, disrupted relationships, and remade school identities in schools where SEGC-related changes altered school identity or program identity.

At the same time, even boundary and feeder pattern changes could produce deep forms of loss when they reduced enrollment, weakened feeder stability, reduced racial or socioeconomic diversity of students, or made it harder to sustain a comprehensive school model. This means that future PPS planning should examine both the formal type of change and the local school context in which that change will land.

Stable Leadership and Strong Internal Culture Helped Schools Absorb Change

As mentioned previously, participants across several schools described supportive principals, strong staff relationships, coherent routines, and shared school identity as protective factors. These schools were not unaffected by SEGC-related changes. Rather, their leaders and adult cultures helped them maintain school climate, support families, and keep daily routines functioning.

However, the findings also caution against over-relying on school-level resilience. Strong leadership and staff culture often buffered harm that district systems did not adequately prevent. Where district support was late, partial, unclear, or mismatched to school realities, schools improvised. They held family distress, solved communication problems, interpreted unclear information, and built local supports. This suggests that school-level resilience helped schools survive change, but it should not substitute for stronger district planning, staffing, communication, and transition infrastructure.

District Support Was Often Experienced as Late, Partial, or Mismatched

Across schools, participants repeatedly described district support as too little, too late, or not well aligned with the realities schools were facing. Examples included missing planning documents, late or confusing data, limited transition infrastructure, unclear guidance, expectations that were not met, support that arrived after the moment had passed, and assistance that did not address the core organizational challenges schools were experiencing.

These accounts connect directly to the broader implementation question that Domain 5 was added to address: how much change can a school or system absorb before its capacity to support students, sustain staff, and maintain coherent learning environments becomes strained? The SEGC findings suggest that capacity to absorb change depends on more than the formal policy decision. They further suggest that it depends on timing, prior school history, leadership stability, staffing depth, class size, staff morale, school climate, shared identity, student need, the quality

of district support, and whether families and staff experience the process as fair and well-resourced.

To be clear, the continuum below should not be read as a school ranking, performance rating, or judgment of school quality. It is more of an implementation-readiness tool. Its purpose is to help PPS identify how much change a school may be able to absorb, where additional support may be needed, and where proposed changes may require deeper planning before implementation.

Table 2. The Continuum Should Be Used as an Implementation-Readiness Tool, not a School Rating

Continuum position	Meaning	Evidence pattern in SEGC
Stable	The school has enough leadership stability, staff capacity, trust, routines, and shared identity to absorb change without major disruption.	Few schools in the qualitative sample fit this category cleanly because even lower-impact schools still faced budget, enrollment, and potential consolidation pressures.
Adaptive	The school experiences strain but has enough internal capacity, leadership, culture, and routines to adjust while maintaining coherence.	Some schools showed stronger internal culture, program coherence, or stable leadership that helped them navigate change.
Strained	The school is functioning but change demands are pressing against available capacity.	Schools often described enrollment loss, staff reductions, feeder disruption, program changes, or reduced ability to sustain comprehensive support.
Stressed	The school remains committed to students but is overextended and showing significant strain.	Schools described high change load, staffing instability, large classes, unclear guidance, emotional strain, and stretched support systems.
Fragile	Change load may be exceeding the school's capacity to absorb,	Some schools approached fragile indicators, but the current data do not support labeling any school as fully

	implement, and recover without substantial support.	fragile without additional outcome and implementation data.

Implications for Future PPS Reconfiguration Decisions

Future PPS reconfiguration decisions should include an implementation burden assessment before final decisions are made. This assessment could ask what each school has already absorbed, what type of change is being proposed, how much relational or identity disruption the change may create, what staff and leadership capacity currently exists, what student needs must be supported, and what transition infrastructure the district will provide.

The strongest cross-school finding is not that SEGC affected every school in the same way. It did not. Some schools experienced SEGC-related changes as a pathway to stronger coherence,[43] better facilities, more developmentally appropriate grade configurations, or more culturally affirming programs. Other schools experienced the changes as loss, instability, staffing strain, inequity, weakened trust, and diminished neighborhood connection. In several schools, both were true at once.

Overall, SEGC is best understood as challenging district change filtered through local school capacity, history, identity, leadership, staffing, and community politics. Future PPS decisions should therefore avoid assuming that a district-level policy will land evenly across schools. The same decision can create different experiences depending on the conditions into which it is introduced.

[43] Forman, M. L., Stosich, E. L., & Bocala, C. (2021). The internal coherence framework: Creating the conditions for continuous improvement in schools. Harvard Education Press.

Section 2A: Lessons Learned and Recommendations

Lessons Learned

The findings above point to several lessons for PPS as it considers future enrollment balancing, rightsizing, boundary, program relocation, or school reconfiguration decisions. These lessons are not intended to relitigate SEGC, but to help the district learn from how SEGC-related changes were planned, implemented, experienced, and absorbed across schools. We share a few lessons learned and, in doing so, offer some recommendations for PPS.

SEGC changes did improve enrollment balancing at the middle school level. However, overall, SEGC schools continued to experience declining enrollment.
These changes did not *reverse* enrollment declines but more so *redistributed* it. SEGC changes made some middle schools more balanced in their enrollment, but it arguably did so by moving students around within a context of continued overall decline in SE Portland and across the district. In that sense, SEGC functioned more as a redistribution strategy than as an enrollment recovery strategy.

PPS should be cautious and honest about making promises and providing support it might not actually deliver, and it must publicly track follow-through.
Broken promises or even the perceptions of them were among the most trust-damaging elements in the preliminary findings. Participants repeatedly described promised staffing, small class sizes, transition support, and follow-up structures that were later reduced, delayed, or denied. This turned SEGC implementation strain into a trust problem. A major lesson is that PPS should not make promises during contentious transitions unless they are budgeted, operationalized, feasible and protected. In addition, several SEGC schools were below the anticipated enrollment projections for 2025–26.

SEGC type changes require staff support and culture-building in impacted schools, not just student and program reassignment.
Where schools were merged, reconfigured, or asked to absorb new communities, our findings suggest that the hardest work was often cultural, relational, and instructional. Staff had to navigate different norms, expectations, reputations, and community assumptions. Without explicit support, these tensions could linger for years. In some places, they did. Thus, for future closures and/or consolidations, PPS might consider providing supports for staff such as co-planning time for new staff to get to know each other, work discuss student supports, shared norm-setting convenings, conflict mediation, community-building activities and routines, orientation for incoming families and students, deliberate identity work for newly configured schools.

Anchored directly in the data from this analysis, participants identified nine different categorical types of supports they need or what benefited from during SEGC changes. However, we realize

that given the budget challenges that PPS is experiencing that they will not be able to provide all of these. Nonetheless, participants discussed having the following supports:

Communication and Transparency: Participants said they needed clearer, earlier, and more consistent communication throughout the transition process. This included timely explanations of decisions, honest descriptions of trade-offs, and direct acknowledgment of potential negative impacts rather than only emphasizing the benefits. For example, people wanted principals and staff to receive information early enough to plan, and they wanted families and community members to have real two-way channels to ask questions, give feedback, and understand how their input would be used.

Staffing and Workload: Many participants emphasized the need for additional staffing support during transitions (as perceived to be promised), rather than reductions in staff. This included more teachers, paraprofessionals, specialists, counselors, social workers, behavior support staff, restorative justice staff, special education staff, and multilingual learner staff. For example, participants described the need for stable staff assignments to reduce churn and turnover, protected mental health and behavior roles, and additional adults in buildings to help schools manage the increased workload that comes with mergers, boundary changes, and program shifts.

Class Size and Time: Participants also identified smaller class sizes and more time as critical supports. They wanted class sizes to be capped or reduced, especially in schools serving students with greater needs. They also called for additional planning and collaboration time, including release time, stipends, substitutes, or temporary staffing. For example, staff needed time to redesign schedules, align instruction, prepare for new grade configurations, and work through the practical demands of transition without adding more unpaid labor.

Mental Health, Social-Emotional Learning (SEL), and Trauma-Informed Support: Participants said schools needed concrete mental health, social-emotional, and trauma-informed supports, not just promises that such supports would be available. This included counselors, social workers, SEL programs, trauma-informed training for staff, and intentional community-building spaces. For example, participants named the need for healing circles, school events, rituals, and other practices that would help students, families, and staff process loss, uncertainty, and change.

Equity, Language, and Program Supports: Participants emphasized that equity-focused supports were essential, particularly for students and families most likely to be affected by school changes. This included protecting and properly resourcing DLI programs, providing translation and interpretation for meetings and written materials, and offering family navigators or liaisons to help families understand their options. For example, participants wanted schools receiving more students or students with greater needs to receive additional resources, not simply be expected to absorb those changes with the same staffing and budget.

Support for SEGC Members and the Process: SEGC members said they needed stronger support to participate meaningfully in the process. This included clear orientation and training on their role, scope, and equity lens. As well, they needed access to complete and understandable data and transparent facilitation and decision-making processes. For example, members wanted clear information about enrollment, building capacity, demographics, and program impacts, as well as honesty about which decisions they could actually influence, and which decisions may have already been made.

Leadership and Culture: Participants wanted visible and responsive district leadership throughout the transition process. This meant leaders showing up in schools, listening to concerns, helping solve problems, and supporting school culture and safety, not only managing logistics. For example, principals wanted earlier involvement and real decision-making power, while staff wanted district leaders to help with behavior systems, culture-building, and the relational work needed to bring school communities together.

Collaboration and Relationship and Culture-Building Time: Participants said merged or reconfigured school communities needed dedicated time to build relationships and align around shared expectations. This included time for staff to co-create school vision, develop common routines, align instructional practices, and build trust across teams. For example, participants wanted structured processes for staff from different schools to come together before the transition, rather than being expected to form a shared culture after the school year had already begun.

Operational and Logistical Supports: Participants also named practical logistical supports needed to make transitions work. These included long-term transportation solutions for new boundaries and program locations, updated curriculum and materials for new grade configurations and languages, and central transition-planning tools such as templates, checklists, and communication plans. For example, schools needed clear systems to manage transportation changes, staffing shifts, family communication, and instructional adjustments in a coordinated way.

To make sense of the support needs identified by participants, we created Figure 2.12 to map those needs onto an organizational change stress concept that we created in Domain 5. The figure shows that the supports participants requested were not only about easing the immediate “change load” of SEGC, such as clearer communication, transition planning, and logistical support. Many of the requested supports were also about rebuilding the organizational capacity that schools needed to absorb change well, including staffing stability, leadership support, manageable class sizes, student mental health supports, stronger school climate, collaboration, and shared identity. In this way, the chart illustrates a central lesson from the findings: when districtwide changes

increase the amount, intensity, and simultaneity of change, PPS must also invest in the organizational capacity of schools so that change does not become strain.

Figure 2.12 Participant Recommendations Mapped to the Change Stress Framework
Change Stress = Change Load ÷ Organizational Capacity

EASE THE CHANGE LOAD	REBUILD ORGANIZATIONAL CAPACITY	
Communication and Transparency Eases intensity and needs to be clear, early, honest framing of decisions and trade-offs	**Staffing and Workload** Staff stability and role mix (different, needed positions)	**Class Size and Time** Smaller class size and planning time
Support for SEGC Members and the Process Strengthens the decision process: orientation, real data, honest scope of influence	**Mental Health, SEL, and Trauma-Informed Support** Counselors, social workers, etc.	**Equity, Language, and Program Supports** Resources to support students equitably
Operational and Logistical Supports Eases simultaneity when coordinated with transportation, materials, and planning tools	**Leadership and Culture** Effective and consistent principal leadership, which influences school climate	**Collaboration and Culture Building Time** Building of shared identity and morale
Six of the nine themes target **organizational capacity**. Participants asked most for the capacity that strained schools most lacked.		

Note. Each theme reflects participant recommendations. Themes on the left ease the change load and the process that introduces it. Themes on the right rebuild the organizational capacity dimensions named in the change stress framework.

The type of change matters (intensity) as much as, and sometimes more than, the number of changes (quantity).

One of the clearest findings was that not all changes were experienced equally. Program relocation, feeder loss, whole-school conversion (e.g., into a whole school DLI), and grade reconfiguration often produced deeper disruption than a boundary shift alone, especially when they altered school identity, belonging, or access to key programs. At the same time, the number of changes still mattered because schools facing multiple and simultaneous changes often described cumulative disruption and difficulty regaining a sense of equilibrium. The lesson is that PPS might consider the nature, intensity, and interaction of those changes in schools.

In addition, our findings suggest that the same type of change can have different meanings depending on school level. For example, elementary participants often described feeder or boundary changes in terms of continuity and family relationships. Middle school participants more often described them in terms of enrollment viability, class offerings, elective access,

staffing, and whether a school could remain robust. PPS should consider avoiding "one-size-fits-all transition planning" and instead tailor support by school level. For example, elementary schools may need stronger family orientation, pathway support, and continuity-building and middle schools may need protection for electives, counseling, staffing, and program breadth.

Schools are not starting from the same place (organizational capacity for change), so the district should not assume they can absorb the same amount or type of change.
Our preliminary findings repeatedly suggest that schools entered SEGC with different levels of stability, staffing, leadership continuity, enrollment strength, school culture, program coherence, and community trust. Some schools were already fragile or carrying accumulated strain. Other schools had stronger internal systems and could buffer disruption more effectively. A major lesson, then, is that PPS should not apply the same change logic uniformly across schools. Before any future closure or reassignment process, the district might assess each school's readiness and capacity to absorb change.

Trust-(re)building is shaped by (perceptions of the) process, not just the outcome(s)
Across our findings, a repeated lesson that emerged was that people judged PPS not only by what decision was made, but by whether the process felt transparent, honest, responsive, and equitable, especially since all schools in SE were not part of SEGC. Additionally, long meetings, inaccessible materials, shifting rationales, late data, and decisions that appeared predetermined all undermined trust. In some cases, participants felt that community voice was invited mainly to legitimate decisions that had already narrowed.

Leaving some Southeast schools out of the rebalancing process undermined trust and made it harder to achieve more fully balanced and equitable rebalancing
This preliminary finding suggests that because declining enrollment was a SE-wide challenge (even districtwide), future rebalancing, consolidation, or closure efforts should also be districtwide in scope, rather than concentrating the hardest decisions in only some parts of SE. Across the findings, participants repeatedly described the exclusion of more inner SE schools, often described as whiter, more affluent, and more politically protected, as a major reason they lost trust in the process and doubted the district's application of its racial equity and social justice lens.

Recommendations

We have organized our recommendations around pre, during, post, and ongoing rightsizing district supports.

Pre-Rightsizing Decision(s)

Be explicit about tradeoffs and equity tensions

PPS should name tradeoffs directly and transparently, acknowledging that the same decision can produce meaningful gains while also creating real burdens. For instance, a consolidation may strengthen programming and staffing while increasing transportation demands for families. A DLI relocation may improve program coherence and staffing stability but reduce neighborhood access or shift who can participate. A boundary adjustment may balance enrollment in one building but reduce racial or socioeconomic diversity or destabilize enrollment patterns in another. A closure may reduce facility costs yet disrupt trusted relationships and student belonging. Our findings repeatedly show that the same change(s) can generate benefits *and* harms within the same school community, which is why explicitly naming tradeoffs is essential for equity-centered decision making.

Create a simple equity impact summary for every school closure or consolidation scenario

Our findings suggests that SEGC-impacted schools ended up serving higher shares of students of color and multilingual learners (i.e., emergent bilingual students), and students receiving special education services than projected, and participants strongly questioned whether the benefits and burdens that SEGC changed brought about were distributed equitably.

Specifically, for each proposed closure, consolidation, program move, or boundary change option, PPS should provide a clear impact summary that shows the number and percentage of students affected, disaggregated by race and ethnicity, multilingual learner status, special education status, and poverty indicators such as FRPL, where available. PPS should also identify which students are participating in key programs, so the district can transparently show how proposed changes may shift access to specialized offerings and supports across student groups. This can honestly be a dashboard. Additionally, as the district develops criteria for well-resourced schools, those criteria should be used as a filter through which all scenarios might be assessed.

Build scenarios with principals before the public rollout

Building scenarios with principals before a public rollout might strengthen both the quality and legitimacy of district decision-making. During our qualitative data collection, principals often suggested that they understand building-level consequences and community dynamics in ways that broad, centralized processes can miss. At the same time, PPS should acknowledge openly that principals may have competing interests, including understandable protectiveness over their

school's enrollment, staffing, reputation, and the possibility of closure or consolidation. That territoriality does not undermine the entire process, but it does create a predictable incentive structure and an emotional reality when people are responsible for a community they love. Perhaps, the district can address this by setting clear norms and guardrails up front and ground scenario work in shared equity goals and transparent criteria, and pair principal input with trusted community partners and equity accountability checks so that scenario-building does not become something that is viewed as "behind-the-scenes" by community and district stakeholders.

Define "well-resourced schools" through a concrete, funded, and feasible staffing model

PPS should clearly define what it means by a "well-resourced school" before using that phrase to justify boundary changes, consolidation, closure, or other rightsizing decisions. While the definition can be aspirational,[44] it should also specify the staffing, services, programs, and learning conditions that students and families should be able to expect at each grade level. At minimum, this should include expectations for classroom staffing, specialists, intervention supports, counseling and mental health supports, special education services, multilingual learner supports, enrichment and electives, planning time, leadership capacity, and family/community engagement supports (we discuss this in greater detail in section 6).

The well-resourced schools definition should also be tied to a realistic staffing and resource model that PPS can fund and sustain for multiple school years (e.g., five-year window). Given the district's declining enrollment, PPS should be cautious defining "well-resourced schools" in ways that depend on one-time adjustments, temporary funds, or enrollment assumptions that may not hold over time. Instead, the district should identify what it can realistically deliver, what enrollment levels are needed to sustain those resources, and what additional supports will be provided if schools fall below those levels because of continued enrollment decline.

If a proposed closure, consolidation, or boundary change is intended to create well-resourced schools, PPS should be able to demonstrate not only that enrollment numbers improve on paper, but that students will experience more stable staffing, stronger supports, broader programming, and more equitable access to high-quality learning environments over time, and specifically which groups of students might experience this.

Use projection ranges instead of single enrollment estimates

Our preliminary findings indicate that in SEGC-impacted schools' enrollment projections were overestimated at several SEGC schools. Several schools were more than 50 students below projections, and several other schools were more than 20 students above projections. That

[44] This recommendation should not preclude PPS from developing both aspirational models and feasible implementation models for well-resourced schools. Aspirational models can clarify the district's long-term vision for what all students deserve, while feasible models should specify what PPS can realistically fund and sustain within current and projected fiscal and enrollment conditions. Where gaps exist between the two, PPS should name those gaps transparently, identify what would be required to close them, and explain how the district will make progress over time.

matters because schools' staff, schedule, and plan programs around projected numbers. Therefore, PPS should show scenarios such as expected enrollment, lower-than-expected enrollment, higher-than-expected enrollment, higher student-need enrollment, and identify what happens under each scenario. Put simply, given ongoing state underfunding and broader macro-level factors outside the district's control, such as declining birth rates, rising housing costs, and shifting family migration patterns, the district should use enrollment projection ranges rather than a single projected number for each school. A range-based approach would better reflect uncertainty, avoid creating a false sense of precision, and support more responsible planning under changing demographic and fiscal conditions.

Conduct a cumulative equity burden analysis

The preliminary findings from our report are very clear that schools did not experience SEGC as a single event. They experienced it as layered disruption (including, for example, school mergers, program relocations, feeder loss, boundary shifts, grade reconfiguration, construction, pandemic disruption, labor actions, budget cuts, and leadership turnover). Therefore, before deciding which school communities absorb more change and which school communities have experienced the most burdens of change, PPS should identify which schools have already experienced disruptions such as prior boundary changes, program relocations, grade reconfigurations, leadership turnover, staff reductions, feeder pattern loss, high staff turnover, etc. This could also be a map or dashboard.

Pre and Post Rightsizing Decision(s)

Develop a robust, funded transition plan prior to any Board vote that spells out what implementation and multi-year supports will look like in practice

Our preliminary findings suggest that PPS could create a transition plan that includes time and space for new leadership, staff to build community and instructional and planning routines. In addition, the plan might include student transition activities, family orientation and navigation support, multilingual communications, transportation planning, continuity of special education services, support for multilingual learners, staffing and scheduling plans, culture, belonging, and community-building strategies. Again, our preliminary findings suggest that many schools felt left to invent transition supports on their own, and this support is designed to make sure that does not happen again.

Ongoing per Rightsizing Decision(s)

Support learning environments with staffing reviews and rapid adjustments

PPS should conduct a recurring enrollment, staffing, and class size review cycle at key intervals after implementation of rightsizing, including before school starts, after the first 30 school days, after the first quarter, and at midyear. Each review should assess staff and school needs as well

as compare actual enrollment and student need to projections and to clearly defined thresholds, and it should trigger real time adjustments when conditions exceed planned capacity. If class sizes, special education caseloads, multilingual learner needs, intervention access, or behavior and climate needs exceed planned thresholds, additional staffing, coaching, student supports, or schedule changes should be provided in whatever capacities PPS can. This is important because it can help the district create a critical internal feedback loop that supports staff and learning environments in the period when they are most fragile.

Visit schools, implement monitoring and feedback loops to build trust and public accountability

This recommendation comes directly from our preliminary finding that trust was weakened not only by the decisions themselves, but by how communities experienced the process over time. Across our data collection, participants described broken promises, weak follow-through, inconsistent communication, and limited visibility into whether concerns raised by schools and communities were ever acted upon. The evidence suggests that these weak feedback loops made the process feel less fair, less transparent, and less responsive, which in turn intensified mistrust and made implementation harder. In this sense, we view monitoring and feedback loops as a core trust-building strategy. This could be progress and feedback loops on measures that are important to schools, the district, and families.

Section 3:

Findings of Community Engagement, Voice, and Decision-Making: The Perspectives of SEGC Members and Families and Caregivers of Students in SEGC Impacted Schools

Perspectives of Families and Caregivers of Students in SEGC Impacted Schools

Family Perspectives Across SEGC-Impacted School Communities

This section draws on cross-school focus groups with families to better understand how they experienced SEGC-related changes. Our data includes 11 family focus group conversations, including approximately 35 parent and caregiver participants whose children were currently or formerly enrolled in schools affected by SEGC or related Southeast school changes.

The conversations included families whose native languages are English, Chinese, Vietnamese, and Spanish-language or bilingual Spanish-English. Families represented a wide range of school experiences, including children who remained in their schools, children who moved schools as SEGC changes were implemented, children who participated in Spanish or Mandarin Dual Language Immersion pathways, children receiving special education services, and children whose elementary, middle, or high school pathways crossed multiple schools before, during, and after SEGC-related shifts.

The schools represented through caregivers' direct student experiences or school pathways included Lent, Bridger/Creative Science, Kellogg, Harrison Park, Woodstock, Creston, Hosford, Franklin, Cleveland, Glencoe, Lewis, Arleta, Sellwood, Roseway Heights, Winterhaven, Vestal, and one unspecified PPS K–8 to K–5 transition. Families also discussed Atkinson, Marysville, Grout, Whitman, Lane, Mount Tabor, McDaniel (high school), and other schools as consequential to SEGC-related boundaries, feeder patterns, program pathways, transportation, special education placement, or future enrollment decisions. Because several caregivers described children's movement across multiple schools, these school connections should be understood as overlapping rather than mutually exclusive.

Overall, families described SEGC not only as a boundary or program process, but as a set of changes that affected daily routines, transportation, class size, peer relationships, school identity, after-school access, sports participation, special education access, DLI pathways, and long-term feeder patterns. Families also described some real gains, especially where schools built stronger DLI communities or more welcoming middle school environments. However, those gains often existed alongside frustration with the process, unresolved pathway issues, transportation burdens, class size instability, and perceived inequities in whose communities were asked to absorb the most change.

Families Described Learning Environments as More Crowded, Less Stable, and Less Supported

Across school communities, families described learning environments as affected by class size increases, staffing instability, reduced services, and inconsistent access to supports. In some schools, families described a pattern of small classes one year and much larger classes the next,

or stable staffing one year and significant reductions the next. Families connected these fluctuations to enrollment shifts, budget pressures, and boundary decisions that they believed left some schools under-enrolled and vulnerable to cuts.

Several families described reduced access to trusted adults, specialists, counselors, library services, intervention support, after-school offerings, or special education-related supports. These reductions were especially concerning when students had IEPs, sensory needs, language needs, or other support needs that required predictable adult relationships and smaller learning environments. In these accounts, learning environment quality was not defined only by curriculum. It was also defined by whether students could access consistent adults, reasonable class sizes, supports, electives, and stable routines.

Families also described a self-reinforcing cycle in some schools: boundaries or enrollment shifts reduced enrollment, reduced enrollment led to staffing cuts, staffing cuts made the school appear less attractive or less stable, and that instability risked further enrollment loss. This concern was especially pronounced in family accounts related to Creston and other smaller neighborhood schools, where families worried that enrollment loss, staffing reductions, and declining program access could make future closure or consolidation seem inevitable. Parents stated:

"There was a reduction in available services at the school…and an increase in class sizes."

"There might be a single third grade at Creston next year…my kid's kindergarten was 15 kids, first grade was like 16 kids…and then moving to a 35 kid third grade class feels unnecessary."

Families Described DLI as Both a Source of Belonging and a Fragile Commitment

Families across Spanish and Mandarin DLI pathways described dual language immersion as a major source of belonging, cultural affirmation, academic value, and long-term commitment. Several families described DLI as the reason they chose a school, stayed through disruption, accepted longer commutes, or remained committed to PPS. Families connected DLI not only to language learning, but also to multicultural communities, cross-cultural relationships, and the kind of city they hoped their children would help build.

Several families described Lent's whole-school Spanish DLI model as a meaningful gain, especially because Spanish was more visible and central throughout the school, multicultural programming was stronger, bilingual support staff were present, and families could see a clearer schoolwide identity around Spanish language and culture. At the same time, those families described the process of getting to that model as confusing, inequitable, and under-supported. Families raised concerns about long bus rides, late transportation decisions, crowded classrooms, unclear registration, leadership instability, insufficient transition staffing, and promises that were not fully honored.

Mandarin DLI families raised related but distinct concerns. They described Woodstock as a school where the Mandarin program and neighborhood program had coexisted in a culturally meaningful way. Families described the shift to Harrison Park as creating a long commute, fragmenting relationships, and leading some Mandarin-speaking families to leave the program. Some families felt PPS described the move as serving Chinese-speaking families without sufficiently understanding distinctions among Chinese language communities or listening to the families most affected.

Across DLI communities, families described a gap between the commitment PPS asks families to make and the commitment families felt PPS made in return. Families are often told that DLI is a long-term K–12 commitment. Yet some experienced SEGC as a disruption of that very commitment. Parents said:

"It just feels like you asked us to commit to something that you're not committed to."

"The whole school DLI is great…but the process…was a little convoluted."

"Whole school DLI is great. It needs to be funded, and it needs to be prioritized."

Families Described Transportation, Geography, and After-School Access as Core Equity Issues

Families described students spending significant time on buses or in cars, children getting up much earlier than siblings, long commutes replacing walkable neighborhood routines, and students being assigned to schools farther from home even when another school was much closer. Families also described safety concerns connected to major roads, long walking distances to bus stops, traffic conditions near schools, and students traveling home in the dark during winter months.

Transportation also affected access to the full school experience. Families described after-care, sports, and electives as harder to access when students attended schools far from home or when middle school sports were tied to high school clusters rather than the middle school students actually attended. Several families described the current sports and feeder arrangements as especially difficult for Creston, Hosford, Franklin, Cleveland, Woodstock, Harrison Park, and other pathway-affected students. In these accounts, SEGC-related changes did not only determine where students went during the school day. They shaped whether students could participate in after-school activities, maintain friendships, and fully belong to the school community. Participants commented:

"My children get on the bus at 7:06 a.m.…they are on the bus for a very, very long time."

"The split feeder pattern at the middle school has made middle school sports almost impossible for many kids to participate in."

"Kids are missing out on sports because this boundary issue was never resolved."

Families Described Loss of Cohort, Friendship, and Community Continuity as a Major Harm

Families repeatedly emphasized that school transitions affected children's friendships, peer groups, parent networks, and sense of community. Several caregivers described children leaving elementary school cohorts, entering middle school with only one or a few familiar peers, or having to choose between friends assigned to different high schools. Families often described these impacts as emotionally significant, particularly for middle school students, for whom peer belonging was viewed as central to well-being.

Families described some students having to rebuild friendships after years of community formation, while others were separated again at the high school level because earlier feeder questions were not resolved. Families also described parent community disruption, including the loss of walkable relationships, weaker parent networks, and difficulty accessing directories or communication tools needed to rebuild community. Parents stated:

"The hardest part for our family was losing our community. My son basically lost all of his friendships. We lost our parent group."

"We just want our kids to stay with their friends. And I think that's pretty reasonable to ask."

"It felt like we almost moved to a new place."

Families Perceived Inequitable Burdens Across Schools and Communities

Across language groups and school communities, families perceived that SEGC-related disruption was not distributed equitably. Families repeatedly described Title I schools, schools in the outer Southeast, DLI families, immigrant families, families with fewer resources, and students receiving special education services as carrying greater burdens. By contrast, they perceived some more affluent or politically powerful communities as being more protected from major changes.

Families described this not only as an outcome issue, but as a process issue. Several participants believed that families with more time, legal resources, English fluency, political connections, or ability to attend multiple meetings had more influence over final decisions. Families also noted that the communities most affected by change are often the least able to attend evening meetings,

track multiple scenarios, interpret technical documents, or advocate repeatedly across a long process. Participants described their perceptions:

"The people who can afford the time and the resources to be there are the ones who are heard."

"An interpreter is just checking an equity and inclusion box if you don't do anything with what you're hearing."

"If you're going to do equity, you got to do it all."

Families Said Trust Depends on Clear Communication, Real Co-Design, Follow-Through, and Repair

Families described communication as confusing, circular, delayed, and often mediated through PTA networks or parent-to-parent communication rather than clear district systems. Some families said they had difficulty tracking which scenario was current, what had been decided, what remained open, and what the implications would be for transportation, staffing, high school pathways, or after-school access. Others said they did not hear about important issues until decisions had already been made.

Families also described mistrust when district promises or expectations did not materialize. This included concerns about transition staffing, transportation, community-building support, after-care, unresolved feeder patterns, and promised follow-up phases. Several families emphasized that the process does not end when the Board votes or when students are reassigned. The district must continue supporting the transition for multiple years and must track whether the intended benefits actually occur.

According to participants, PPS should not only communicate better but should create ongoing mechanisms for course correction. Families want clear criteria, transparent data, targeted outreach to affected communities, multilingual engagement, youth and family voice, and evidence that input changes decisions. They also want district leaders to account for cumulative disruption, asking not only whether a proposed change makes sense on paper, but how much change a given school community has already absorbed. Parents said:

"It felt like they weren't listening."

"We only found out late about possible changes. We want more time and real options, not just being told what's already decided."

"They need to know that the process isn't over once they make the change."

"The process isn't over once they make the change… they can't walk away and not support the transition for the subsequent years."

Summary of Cross-School Family Findings

Taken together, the family data show that SEGC-related changes were experienced not only through where students were assigned, but through whether they could remain with peers, access after-school activities, receive services, participate in sports, maintain language pathways, and trust that the district would finish the work it started. Families described some real gains, especially at Lent and Harrison Park, where several caregivers praised school staff, school community, DLI programming, and middle school opportunities. However, these gains existed alongside frustration with the process, unresolved pathway issues, transportation burdens, class size instability, and perceived inequities in whose communities were asked to absorb the most change.

Overall, the cross-school family findings are less about a narrow story about boundaries and programs and more of a broader story about the lived infrastructure of school change: transportation, staffing, class size, cohort continuity, language pathways, after-school access, special education support, family communication, and trust. Families' central message was that future district changes must be evaluated not only by whether enrollment looks more balanced on paper, but by whether students and families experience the change as stable, supported, fair, and humanizing.

School-Specific Family Perspectives

The school-specific family perspectives below summarize the schools and student pathways that were discussed most directly across the family focus groups and interviews. These summaries are not intended to provide a comprehensive family analysis of every SEGC-impacted school. Rather, they highlight the schools that were named by participating parents and caregivers, represented through their children's current or former enrollment, or discussed because they were directly connected to families' SEGC-related experiences, including school moves, DLI pathways, transportation, feeder patterns, special education placement, or access to programs and supports. Since family participation was not evenly distributed across all schools, the depth of discussion varies by school. For this reason, these school-specific summaries should be read as illustrative family perspectives from the 11 family focus groups, not as representative findings for every family or every school community. Finally, our findings here do not include all 20 SECG-impacted schools but, again, only the schools that were discussed during our data collection.[45]

Arleta

Families described Arleta as a school that had lost significant resources and staff after SEGC-related changes. They pointed to reductions in counselor time, support roles, and building-level leadership capacity as examples of how the school's support had been weakened. Families also described a loss of racial diversity and community strength, connecting enrollment drops and resource cuts to disproportionate impacts on historically marginalized communities.

Arleta was also discussed through the lens of possible future closure. Families expressed fear that the school was being allowed to wither, which reinforced perceptions of inequity. In these accounts, Arleta was not described as simply experiencing normal enrollment change. Rather, families saw the school as part of a broader pattern in which schools serving more historically underserved communities lose resources, become less stable, and then are treated as candidates for additional disruption.

Atkinson

Families discussed Atkinson as a consequential school in the SEGC process, particularly in relation to Spanish DLI, neighborhood boundaries, and perceptions that some school communities had more influence over final decisions than others. Some families described Atkinson as a school that retained a Spanish DLI strand while other schools were moved toward whole-school DLI models or experienced more substantial program and boundary changes. Families perceived this as inconsistent with the district's stated rationale that immersion strands should be consolidated or that similar program rules should apply across schools.

[45] In this section, we discuss some schools that were not part of our school-by-school analysis in forthcoming sections. As well, here we discuss some schools that were not part of our in-person data collection.

Families also discussed Atkinson as an example of how more privileged or politically organized school communities may have had greater influence in the process. Some participants perceived that Atkinson families were able to resist changes more effectively than communities with fewer resources, less time, or less access to district decision-making. These comments should be framed as family perceptions, but they are important because they shaped how families interpreted whether SEGC was implemented equitably.

Atkinson also came up in family accounts when caregivers discussed how special education placement decisions shaped where their children could attend school. One caregiver described living near Atkinson but having a child placed elsewhere because the appropriate classroom was full or unavailable, which raised broader concerns about how neighborhood assignment, special education services, building accessibility, and program availability intersected for families at the school.

Lent

Families connected to Lent described one of the most nuanced sets of experiences in the family data. On one hand, several caregivers described Lent's whole-school Spanish DLI model as a meaningful gain. Families spoke positively about hearing more Spanish throughout the school, stronger multicultural programming, bilingual support staff, culturally affirming events, and a growing sense that Lent had become a more coherent Spanish immersion school community. Some families described their children as happy, well-supported, and thriving at Lent, and several praised the school's current direction, staff, and community-building efforts.

At the same time, families described the process of getting to that model as confusing, inequitable, and under-supported. Families who moved from Bridger to Lent described losing walkable access to school, longer commutes, early bus times, transportation uncertainty, and a loss of neighborhood connection. Some caregivers described students riding buses for long periods or families spending substantial time driving children to and from school. Families also described concerns about larger class sizes after the move, including classrooms that became difficult to physically navigate and students with IEPs or sensory needs receiving less individualized attention in larger settings.

Families raised concerns about promised supports that did not fully materialize. Several caregivers described additional transition staffing or funding as something that had been promised or expected but then reduced, delayed, or pulled back because of budget constraints. Families also described early implementation challenges, including unclear registration, late confirmation of enrollment, lack of a permanent teacher at the start of kindergarten, leadership instability, and limited district promotion of Lent as a Spanish DLI option. In these accounts, Lent was both a place where families saw authentic programmatic and cultural strengths and a

place where families felt PPS did not provide the level of transition support needed to make the change as successful and equitable as it could have been. Parents stated:

> "Whole school DLI is great. It needs to be funded, and it needs to be prioritized."

Marysville

Marysville was discussed by families as a school affected by SEGC-related displacement and receiving-school dynamics, particularly in relation to Lent neighborhood students who did not enroll in Lent's Spanish DLI program. Some families described neighborhood students who were reassigned away from Lent and into Marysville or other schools, emphasizing that those students and families experienced major disruption even if they were not always the most visible voices in the process.

Families also raised concerns about whether Marysville families and Lent neighborhood families were adequately heard before decisions were finalized. Several participants described a perception that Spanish-speaking families, emergent bilingual families, and families from lower-income communities were not fully informed or centered in decision-making. During one family focus group, Marysville was named in connection with students and families who had to cross major roads or adjust routines after being reassigned.

Marysville also surfaced through secondhand family accounts about receiving students from Lent and concerns that some existing families interpreted the arrival of new students through deficit-based or stigmatizing narratives. While these are not direct testimony from Marysville's students or staff, they point to a broader implementation lesson. The lesson is that schools need intentional support for community-building, anti-bias and antiracism work, and shared identity formation when new student groups arrive.

Lewis

Families described Lewis as a strong academic and community environment that supports students well, yet they felt it was undervalued and under-resourced by the district. Parents praised the school's academic quality and sense of community but argued that district decisions that impacted the school through SEGC changes did not adequately recognize or protect what was working.

Post-SEGC changes, families also raised concerns about large class sizes and the loss of staff and services, including supports for students receiving special education services. They pointed to inequities in class size caps between focus schools and neighborhood schools, arguing that Lewis and similar schools should not be punished or neglected because they are doing well. In their view, Lewis reflected a larger concern that high-performing neighborhood schools serving

racially, socially, and culturally diverse communities can still be weakened by boundary changes, staffing reductions, and inequitable resource allocation. One parent noted:

"Lewis is a great school with strong academics and community, but the district's decisions don't reflect that. It feels like they don't value what's working."

Woodstock

Families connected to Woodstock described the school as a place where the Mandarin DLI program and neighborhood program had historically coexisted in a meaningful way. Some caregivers described Woodstock as a school community where families valued both language learning and broader intercultural connection. For these families, the school was not only a program site, but a community where DLI and neighborhood students interacted and where families had built long-standing relationships.

Families described the shift caused by SEGC changes of the Mandarin DLI middle school pathway away from Hosford and toward Harrison Park as highly disruptive. Some caregivers described Mandarin-speaking families leaving the program after the change, either because they did not feel heard or because the new pathway did not match what they had committed to when they entered the program. Families also described large class sizes and reduced sections in the elementary Mandarin program after enrollment declined, with one account describing a shift from two smaller sections to one much larger class and fewer dedicated language and English teaching supports.

Families raised concerns that PPS framed the move as beneficial for Chinese-speaking families without fully understanding distinctions among Chinese language communities or listening carefully to affected families. In these accounts, Woodstock became a key example of how a district may intend to strengthen DLI access, but still produce harm if it misreads community geography, language identity, school culture, and families' reasons for choosing a pathway.

Harrison Park

Families discussed Harrison Park in several different ways. For some families, Harrison Park became a receiving middle school for Mandarin DLI students or students reassigned through boundary and feeder changes. Some caregivers described the transition to Harrison Park as difficult because it involved a longer commute, fewer familiar peers, and challenges building parent networks. Families described students entering middle school with only a small group from their prior school or without a strong connection to the new school community.

At the same time, several families spoke positively about Harrison Park as a school. Caregivers praised the school's teachers, staff, remodeled facility, welcoming student-led transition activities, and the middle school opportunities students eventually experienced. Some families

said their children came to like Harrison Park more than expected and found strong support there. These positive accounts are important because they show that families could simultaneously critique the district process and appreciate the school that received their children.

Still, families identified unresolved implementation challenges. These included long bus rides, late or inefficient transportation routes, difficulty accessing parent directories or family contact information, limited support for rebuilding community, and sports or activity barriers tied to high school feeder clusters. Families also described Harrison Park as managing multiple high school feeder patterns, which made communication, athletics, and future transitions more complex for small cohorts.

Kellogg

Families discussed Kellogg primarily through Spanish DLI, middle school pathway, and feeder pattern experiences. Some parents described Kellogg as the middle school serving students from Lent or other Spanish DLI pathways, and some families raised concerns about the school's earlier climate and behavioral history. At the same time, families also noted that the school climate had improved over time and that leadership and staff were working to build a stronger sense of community.

Kellogg also appeared in relation to neighborhood assignment and proximity. Some families living near Kellogg described frustration that their assigned neighborhood middle school was farther away, which required their students to pass a closer school to attend another one. These comments point to a broader family concern about the relationship between program pathways, neighborhood boundaries, school proximity, and daily family logistics.

Families also raised concerns about access to full DLI programming at the middle school level. Some caregivers expressed that the DLI pathway needs to be treated as a full K–12 program, with stronger articulation from elementary to middle school and from middle school to high school. In these accounts, Kellogg was not only a school destination, but part of a larger program pipeline that families believed PPS needed to support more coherently.

Creston

Families described Creston as a small neighborhood school that, through SEGC changes, had been affected by unresolved feeder patterns, enrollment imbalance, and staffing reductions. Some caregivers described Creston as a strong and beloved school that nevertheless felt like it was being weakened over time by boundary decisions and declining enrollment brought about by SEGC changes.

Families raised concerns that Creston students were moved from a K–8 structure into new middle school pathways, but that the district did not fully complete the follow-up work needed to

resolve high school pathways, athletics participation, or cohort continuity. Some caregivers described Creston students moving together to Hosford for middle school but then facing splits between Franklin and Cleveland for high school. Families experienced this as disruptive because students built friendships in middle school and then faced separation again when moving to high school.

Families also connected Creston's enrollment decline to staffing cuts. They described the loss of beloved educators, reductions in services, and the possibility of much larger class sizes in future years. Some caregivers worried that enrollment decline, and staffing cuts could become a self-fulfilling cycle, making the school appear less stable and then increasing the risk of future closure or consolidation.

"There might be a single third grade at Creston next year… my kid's kindergarten was 15 kids, first grade was like 16 kids… and then moving to a 35 kid third grade class feels unnecessary."

"Invest in Creston Elementary rather than defunding it."

Together, these comments show that families were not only concerned about Creston's current staffing levels, but also about the long-term consequences of repeated reductions. In their view, protecting Creston requires interrupting the cycle in which declining enrollment leads to fewer resources, fewer resources weaken the school's appeal, and weakened appeal further threatens enrollment.

Hosford

Families discussed Hosford mainly through the lens of Creston students' middle school and high school pathway. Some caregivers described Hosford itself as prepared to receive students and generally positive as a middle school experience. They emphasized that the school staff did what they could within the structure they were given.

The concerns about Hosford centered less on the school's internal quality and more on the policy environment around it. Families described confusion and frustration that Creston students attending Hosford were still assigned to Franklin for high school, while many of their Hosford peers were assigned to Cleveland. This created uncertainty and emotional stress for students who had built friendships in middle school but faced future separation at the high school transition.

Families also described middle school sports and athletics access as a major issue. Because some sports were organized around high school clusters rather than the middle school students attended, caregivers said students could not easily participate with their Hosford peers. Families described this as especially harmful for students whose social belonging depended on participating with friends. As one parent noted:

"We just want our kids to stay with their friends. And I think that's pretty reasonable to ask."

This quote underscores that families viewed athletics not simply as an extracurricular issue, but as part of students' belonging, continuity, and emotional adjustment during already difficult school transitions.

Bridger Creative Science School

Families connected to Bridger Creative Science described multiple layers of change. Some Spanish DLI families described moving from Bridger to Lent and experiencing a significant loss of proximity, walkability, and community continuity. Some described children who had attended Bridger, then Lent, and later Kellogg, creating a sequence of transitions during and after COVID-19. Families emphasized that students had already experienced pandemic disruption, and SEGC added another layer of instability.

Families also described Bridger and Creative Science as sites where school identity and program purpose shifted. Some caregivers described concerns that Creative Science's constructivist or K–8 culture was changed or diluted as buildings and programs were reconfigured. In earlier family accounts, some caregivers described their middle school students feeling less centered or less valued after the school's structure changed, especially when schoolwide support and activities seemed oriented more toward younger students.

Families also discussed the use of portables and mixed messages about whether buildings could support K–8 models. Some noted that portables were described as temporary or as part of the rationale for changing configurations yet later continued to be used. In these accounts, Bridger Creative Science became an example of how families experienced district communication as inconsistent or difficult to trust.

Clark Building

The Clark building appeared in family accounts primarily through its connection to Creative Science and Harrison Park-related reconfiguration. Families described changes to a constructivist K–8 program and expressed concern that a previously restorative, creative, and developmentally supportive middle grades culture had been weakened or displaced. Some caregivers described middle school students as feeling marginalized, especially when the school culture or programming became more oriented toward K–5 students.

Families also described climate concerns, including a perception that the environment became more punitive or compliance oriented. These concerns were especially salient for neurodivergent students and students who benefited from restorative or relationship-based approaches. The Clark building accounts therefore highlight that school reconfiguration is not only about where

students attend school. It can also change the culture, identity, and developmental fit of the learning environment. One parent stated:

"The middle schoolers feel like they're in a prison now, everything is about control, and the restorative, creative culture we had is gone."

Again, accounts like this underscore why future reconfiguration efforts should attend not only to enrollment assignments and building use, but also to the school culture, disciplinary approach, and developmental conditions students experience after a change.

Glencoe

The Glencoe focus group was mainly represented through families whose children moved from Glencoe to Harrison Park for middle school, even though Mount Tabor was the closer neighborhood middle school. The families described the hardest part of the transition as the loss of community, friendships, and parent networks. Some students entered Harrison Park with very few familiar peers, which made the transition feel almost like moving to a new place.

At the same time, the family described Harrison Park itself as a positive surprise, noting that teachers and staff were supportive and that the student eventually liked the school and program. This account reinforces one of the most important nuances in the family data, which is that a receiving school can be strong and caring, while the transition into that school can still be experienced as disruptive and emotionally difficult.

Glencoe families also discussed concerns about transportation and access. The family described long bus times, walking to bus stops, and missed transition opportunities, including not receiving the same type of tour or elective sign-up experience that students attending the closer middle school received.

"The hardest part for our family was losing our community. My son basically lost all of his friendships. We lost our parent group."

"It felt like we almost moved to a new place."

Importantly, these comments suggest that the transition was not experienced only as a change in school assignment, but as a rupture in the social networks, routines, and sense of belonging that had anchored the family's school experience.

Mount Tabor

Mount Tabor was discussed by families mostly as a school that some students lived near but did not attend because of boundary or program assignments. For some families, Mount Tabor

represented a closer school that would have reduced commute time or allowed students to remain more connected to their immediate neighborhood. These accounts raised questions about proximity, transportation, and whether boundary decisions aligned with daily family life.

Mount Tabor also appeared in broader family perceptions of how SEGC affected different middle schools differently. Some families saw Mount Tabor, Harrison Park, Kellogg, Hosford, and other middle schools as interconnected through feeder patterns, program movement, and enrollment balancing decisions. The family accounts suggest that future planning should examine middle schools not only one at a time, but as part of a linked regional ecosystem where changes in one pathway have consequences for several others.

Vestal

Vestal was discussed by families in relation to special education placement, building access, program co-location, and school stability. One caregiver described a child attending Vestal even though another school was closer, because of special education placement and classroom availability. Families also discussed building accessibility, including the absence of a working elevator and how that shaped where students receiving certain services could be placed.

Families also described Vestal as a school that became more stable after another program moved out of the building, allowing the neighborhood school to use more of its full space. In these accounts, Vestal was experienced as a strong and stable school community, with limited staff turnover except where budget cuts affected positions. The Vestal example shows how co-location, building access, special education placement, and program decisions can affect both daily school functioning and families' sense of belonging.

Roseway Heights

Roseway Heights appeared in family accounts connected to student transition, support networks, and emotional strain. Families who moved to Southeast Portland or whose children changed schools described how SEGC-related changes and school transitions could disrupt peer relationships and support systems. These accounts suggest that even when a school is not the central focus of a boundary or program decision, students may still experience the effects of districtwide restructuring through changes in their peer group, commute, or school community.

Roseway Heights also appeared as part of a broader pattern in which families described students adjusting to new settings without enough scaffolding. The core concern was not only school assignment, but whether students had the relational and emotional support needed to rebuild belonging after a transition.

Lane

Lane appeared in family accounts mainly as a middle school connected to boundary shifts, Woodstock pathways, and family decisions about whether to stay, move, or seek alternatives. Some families described Lane as part of the broader restructuring that altered where students would go after elementary school. Others discussed concerns about split feeder patterns and how middle school assignments affected peer continuity and family planning.

Lane also appeared as a receiving or alternative site in conversations about middle school pathways and DLI or neighborhood program changes. The key implication is that middle school assignment decisions can shape not only enrollment numbers, but also families' sense of stability, school quality, transportation feasibility, and long-term trust in district planning.

Summary of School-Specific Family Perspectives

Across these school-specific accounts, families described SEGC-related changes as varied, layered, and highly consequential for daily life. Some schools and programs were experienced as real gains, particularly where families saw stronger DLI identity, welcoming staff, improved middle school opportunities, or more cohesive school cultures. At the same time, families repeatedly described unresolved harms, including transportation burdens, loss of peer cohorts, class size instability, staffing reductions, unclear communication, special education access barriers, and a sense that some school communities were protected while others were expected to absorb repeated disruption.

Altogether, and again, the school-specific family perspectives show that future enrollment and program decisions should not be evaluated only by whether the district creates more balanced numbers on paper. Families want PPS to examine how changes actually land in specific school communities and student pathways. That means attending to transportation, class size, staffing, DLI continuity, special education placement, after-school access, sports participation, peer continuity, language access, and the amount of prior disruption each school community has already experienced. Future district processes will need to pair technical enrollment planning with school-specific implementation supports and visible accountability for whether students and families experience the changes as stable, fair, and humane.

Family and Community Voice, Engagement, and Decision-Making of SEGC Members

Building trust with families and community members during SEGC was a complex and consequential task. SEGC members were asked to participate in a process connected to balancing enrollment in the southeast part of the district.

Family and community voices are not peripheral to equitable district decision-making. They are foundational to whether district decisions are experienced as legitimate, responsive, and worthy of trust. Family engagement research frames families as full partners in their children's education, not simply recipients of information or audiences for decisions that have already been made (Ishimaru, 2019; Mapp & Bergman, 2019).[46] [47] This is especially important for families and communities that have been historically excluded from district decisions, including those families who have experienced limited access to timely information, language access barriers, racial marginalization, economic exclusion, or prior harm in school systems.

As such, equitable engagement requires more than outreach, public comment, or compliance with required processes (Ishimaru, 2019). It requires relationship-building, transparent communication, attention to power imbalances, and meaningful opportunities for families and trusted community advocates to shape the decisions that affect their children, schools, and neighborhoods (Ishimaru, 2019; Ed Trust, 2024).[48]

In this section, we draw on data gathered through SEGC member interviews, focus groups, surveys, meeting materials, and related documents (e.g., board documents, notes from prior consulting firms, etc.) to better understand how members experienced voice, engagement, and decision-making throughout the process.

In this chapter, we specifically address the following questions:

1) In what ways did SEGC members feel their input was heard, valued, and reflected in final decisions, if any?

2) How can future district efforts, especially those related to enrollment and program changes, better build trust and support meaningful engagement with families and communities?

[46] Ishimaru, A. M. (2019). Just Schools: Building Equitable Collaborations with Families and Communities. Teachers College Press.
[47] Mapp, K. L., & Bergman, E. (2019). Dual Capacity Building Framework for Family School Partnerships, Version 2.
[48] The Education Trust. (2024). Family Engagement: State Policy Recommendations.

The aim of this section is to illuminate SEGC members' perceptions of engagement and influence, while also identifying lessons for future PPS decision making. This is especially important for future district efforts related to enrollment shifts, program changes, school configuration, and other decisions that directly affect families and communities. The findings in this section are intended to help PPS better understand how future processes can build trust, communicate more clearly, engage families earlier, honor community knowledge, and create stronger evidence that public participation has meaningfully shaped district decisions.

We conducted two focus groups and one interview with members of the SEGC, which included eight participants. In addition, we draw on survey responses from 22 SEGC members. These participants represented a mix of neighborhood and option schools serving grades K–8. Collectively, they spoke from the perspectives of elementary communities, including Atkinson, Creston, and a K–5 neighborhood school in outer Southeast, middle schools, including Harrison Park, Hosford, Kellogg, and Lane, and a K–8 focus and option program, Creative Science School at Bridger (see Table 4.1). The findings in this section are based mainly on these qualitative conversations, along with survey responses from SEGC members.

Table 3.1. SEGC Study Focus Group Participants by School Represented

ID	School Represented	School Level	School Type
P-01	Atkinson Elementary	Elementary	Neighborhood
P-02	Harrison Park Middle School	Middle School	Neighborhood
P-03	Creston Elementary	Elementary	Neighborhood
P-04	Hosford Middle School	Middle School	Neighborhood
P-05	Creative Science School at Bridger	K–8	Focus Option
P-06	Arleta Elementary	Elementary	Neighborhood
P-07	Kellogg Middle School	Middle School	Neighborhood
P-08	Lane Middle School	Middle School	Neighborhood

SEGC members largely felt that their input was *not* meaningfully heard, valued, or reflected in final district decisions.

Given this overall finding, it is important to note that a small number of participants felt the process clearly benefited their *own* school, but even they emphasized that many other members and communities came away frustrated and disappointed. As such, across the interview, SEGC members described a strong sense that their input was not meaningfully heard, valued, or reflected in final district decisions. One member summarized this bluntly:

"I think we didn't feel heard, I think at all."

Participants repeatedly characterized the experience as one where substantial time and effort did not translate into real influence. One member, who has volunteered in many capacities in district and community settings, called this *"by far the worst experience"* they had taken part in and said their work *"feels like wasted time,"* because they did not feel they made a difference or that their participation affected outcomes.

In our conversations with SEGC members, participants described a sharp distinction between how much influence they believed they had at the outset of the process and how little influence they felt they ultimately exercised over final decisions. Most joined SEGC believing they were being asked to help shape major enrollment and program choices for SE PPS schools, with some expecting a meaningful role in decision-making and others expecting at least strong advisory influence. However, it is important to note that some members admitted that it was made clear that their role was advisory from the beginning. However, over time, many participants came to believe that key decisions were predetermined, that their votes and scenario preferences were largely symbolic, and that their labor served to legitimize plans developed elsewhere.

SEGC members who responded to the survey reflected on their experiences when asked what PPS should do to communicate more clearly and more meaningfully with families if the district goes through major changes again:

> *"Do not ask parents to volunteer countless hours of time and pay multiple millions of dollars to consultants if the district has already predetermined the outcomes."*

> *"Be honest. If you already know you're going to do something, just say it. Don't lead people on and waste everyone's time with workgroups and processes when in the end you're just going to force what you wanted to do in the first place. It just destroys your credibility and erodes trust even further."*

Several participants described how they initially understood themselves as representatives of specific schools and the broader southeast community, accountable first to their local

communities and then to the district as a whole. They recalled being told they would help rebalance enrollment and advance equity as Kellogg opened, and they expected that their recommendations would carry real weight. One member summarized the shift in understanding this way:

"We really started voting, we started giving a lot of recommendations. And then it did seem like we were actually directing the staff… And in the end, for both Part One and Part Two, it became very clear that our recommendations were just that… they would then decide what they needed to take to the board… It felt like they were asking us to agree to something that we were wholeheartedly not in agreement with."

Members repeatedly described a pattern in which they would vote on top balancing and program relocation scenarios, only to see district staff put forward something different as the apparent outcome of SEGC deliberations. This contributed strongly to a sense that their influence over decisions was minimal. As another member put it:

"We would vote for the top three scenarios, and then someone would pick the one that they liked… our votes did not count for anything. I wish they just picked a scenario at the beginning and saved everybody two years worth of volunteer time."

Additional participants echoed this perception but added more detail about how the formal location of SEGC in the governance structure shifted over time. Early in the process, members believed they were advising the board directly then later they were told they were advising a specific central-office leader instead. One member reported, according to their perception, that this change was framed as a way to navigate public-meeting law, but it also deepened the sense that their role was advisory at best, without clear lines of accountability. Another member expressed frustration that the district continued to label the current configuration "the SEGC setup," despite the fact that SEGC's recommendations had not been followed:

"We were a guiding coalition… I did not believe that we had decision-making power, but it felt like our recommendation was going to carry more weight than it ultimately did. The fact that the district continues to refer to this current setup as the SEGC setup actually angers me… They did not do what we recommended."

The perception that key outcomes were predetermined was especially strong around three areas:

- the relocation and configuration of certain focus and immersion programs,
- the decision to maintain two comprehensive middle schools at Kellogg and Harrison Park
- the narrowing of scope to exclude inner SE and high schools

Participants described specific program siting decisions as "absolutes" that limited any real flexibility. One member argued that two early program decisions largely "dominoed" everything else:

"The two big factors that felt like dominoed the rest of the decision making was [a focus option] at one school and Spanish Immersion at another. That left little to no room for decision-making. Anytime we suggested alternatives… we were told, 'No, it'll be fine.'"

Other SEGC members described a similar sense of pre-set boundaries. Participants recalled that Phase 1 began with the expectation that "everything was on the table." By Phase 2, however, they felt the process had narrowed considerably after inner Southeast schools and high schools were placed off-limits through a Board decision that participants understood to be influenced by district staff recommendations. This narrowing of scope was experienced as a major reduction in SEGC's influence and as a direct contradiction of the district's stated equity lens. One participant stated:

"As soon as the inner southeast schools were off the table, I was like, well, this is not an equitable process. Every meeting paid homage to the racial equity and social justice lens, but once those schools were off, it just felt like this bizarre ritual."

A survey respondent had similar perceptions:

"Don't ask for parent feedback if you're not taking it seriously. Do not leave out the high-income white schools from the process while focusing on "equity" it was a total gaslighting experience."

Control over data and modeling also shaped perceptions of influence. Members consistently emphasized that while they received large volumes of data, they lacked timely, responsive, and equitable access to the specific analyses needed to test ideas and influence proposals. Participants described what several referred to as a "wall" between SEGC and the contracted analytics team. Participants stated that district-preferred ideas were modeled quickly, whereas member-requested variations took weeks or never materialized. For example, members recalled requesting scenarios to run and either never seeing the results or receiving them minutes before a vote. One member concluded:

"We would ask for different data scenarios, and we wouldn't get the data until 20 minutes before the meeting that we were supposed to vote on it… It felt like a shell game… It felt like the dialog we were having in the meetings was completely pointless, because they had a plan, and they were going to figure out how to make it work, and we were just there to check the boxes."

Some participants described a critical turning point when more than half the coalition abstained from the final vote, refusing to endorse a single option they considered deeply flawed. Only then did the district agree to convene a special session with the contracted analytics team to model an alternative scenario to members had been requesting. Even in that moment, the alternative was presented rapidly and with little time to refine it. For some, this experience confirmed that routine participation and respectful questioning did not confer real influence. They felt like only near-breakdown resistance forced limited responsiveness. As one member put it:

"We literally had more than half of the coalition say we're not going to vote. We abstained from the final vote. That's when that special meeting came to be… I wish we would have done a lot more of that earlier."

Importantly, perceptions of influence were not entirely uniform. One participant, representing a middle school whose enrollment, according to their perception, was significantly strengthened by boundary changes, felt that the district's goals for that part of the system were clear and that SEGC's work helped achieve them. The participant reported that her school moved from chronically low enrollment toward a stable, sustainable size, and they credited both district demographers and SEGC discussions with making this possible. At the same time, the person acknowledged that her experience was unusual:

"I'm one of the few people that benefited almost entirely from it. My school is what got all the benefits of all the agony that everybody else went through… [School name] is around 450 now and pretty stable. We really did get what we hoped for. I know I'm a real minority voice, because I'm one of the few people who pretty much got just what they hoped for."

That same participant also emphasized that disappointment and anger were "inevitable" for other members, given that the process necessarily involved painful tradeoffs and could not possibly give every community what it most wanted. This participant's account underscores that perceptions of influence were shaped not only by process design and transparency, but also by whether one's own community experienced clear benefits or clear harms.

Across all of our conversations with SEGC members, participants agreed that they felt heard and respected by one another inside SEGC. They described strong relationships, mutual listening, and emotional support among participants. However, they distinguished sharply between this internal experience and their sense of how PPS leadership and the board engaged with SEGC input. For many, the overall conclusion was that the coalition provided labor, legitimacy, and local expertise, but very limited real influence over final district decisions.

Analytic Note on Lived Experience, Observation, and Participant Perception

In our analysis, we distinguished between participants direct lived experiences and observations, such as what they saw, did, heard, experienced, or recalled from the SEGC process, and their broader perceptions or interpretations of what those experiences meant. This distinction matters because perceptions are often grounded in lived experience, but they may also reflect participants' efforts to make sense of patterns, motives, decisions, and power dynamics that extend beyond any single moment or meeting.

The claims in this section that describe specific emotions, moments, actions, or process details are grounded in the direct accounts shared by SEGC members that we were able to speak to during the focus groups and interview. These include members describing not feeling heard, feeling that their time had been wasted, recounting voting experiences, receiving data shortly before decisions were made, abstaining from the final vote, believing that some schools were positioned for closure, or naming ways their own school communities were affected by enrollment changes. These accounts draw on participants' own words and detailed recollections of meetings, votes, letters of dissent, data requests, communication challenges, and school community impacts.

At the same time, some findings in this section reflect participants' broader interpretations of the SEGC process, not only discrete events that can be confirmed through administrative records or formal documentation. For example, when members described their influence as limited, characterized certain outcomes as feeling predetermined, named barriers between SEGC members and district decision makers, or described responsiveness as occurring only after significant resistance, we understand these accounts as meaningful evidence of how participants experienced and made sense of the process. These characterizations synthesize patterns across data collection sessions and should not be read as claims that every SEGC member had the same experience. Rather, they illuminate how participants interpreted district motives, Board dynamics, decision-making patterns, and the overall credibility of the process.

Actionable Recommendations Based on SEGC Members' Experiences to (Re)Build Trust and Support Meaningful Engagement with Families and Communities?

Drawing on the experiences of SEGC members, participants' experiences (both directly and indirectly) offered a set of concrete recommendations for how future district efforts, especially enrollment and program changes, might build trust and support meaningful, equitable engagement.

Clearly define the purpose, scope, and tradeoffs before launching future district change processes and groups

First, participants stressed the importance of clear, stable goals and scope, and of honoring those commitments throughout the process. Members believed one of the fundamental problems early on in SEGC was that the overarching goal was never fully clarified or was set incorrectly. Some participants argued that, given widespread under-enrollment, consolidation should have been an explicit target, but instead the work devolved into, what one participant described as "mitigating the impact of an already flawed plan." As one survey respondent framed it:

"In the previous SEGC process, when district level administrators were asked if they had a goal, mission, or desired outcome for the SEGC process the initial response was that they wanted to hear from families. Although that sounds good in public venues, it also displays a lack of direction, leadership, and compass (moral and logistical)."

Participants noted that when high schools and inner SE schools were removed from consideration, it directly contradicted the stated aim of addressing district-wide equity. For future efforts, they argued that the district should explicitly define its goals (for example, consolidation versus boundary change or boundary fine-tuning), commit to considering all schools, and avoid closing off parts of the city midstream in the process. When constraints or changes are unavoidable, the district should provide a transparent rationale rather than simply announcing a narrowed scope.

Relatedly, members urged the district to be transparent with communities about the real trade-offs and be honest about pros and cons of future decisions. Participants described their own attempts, within SEGC, to generate alternative scenarios that each prioritized different values (such as balanced enrollment, proximity, or stability, etc.) and to compare outcomes. One member argued that the district should adopt a similar approach with the broader public:

"Trust people to understand tradeoffs. When you provide options, give a real accounting of the pros and cons. Show one scenario that prioritizes balanced enrollment, another that prioritizes

proximity, and so on. Then people can see the tradeoffs and understand why a certain path was chosen, even if it's not their ideal."

"Find ways to meaningfully include family input and then name how that input is included in decisions."

Participants felt that this kind of candid comparison would help families see that there is no "perfect" option, and that the chosen path reflects a reasoned judgment rather than hidden agendas.

Use clear, direct communication and consistent data to strengthen public trust

A second major recommendation concerned communication style and consistency. Participants described district communications as overly long, abstract, and lacking in concrete information. They criticized what one participant called "gobbledygook" which includes dense messages that used many words but offered little clarity. This problem, they noted, was already repeating itself in communications about new right-sizing work. One member summarized:

"The statements say so many words and say so little. Families are supposed to sit down and read a wall of words with almost no actual information. Say what you mean, be honest with people. They can handle it. They just want information. Give them the truth."

Participants also highlighted the damage done when district representatives presented enrollment and capacity figures in public that did not match the numbers SEGC members had been working with. This inconsistency, participants said, undermined credibility for both school representatives and the district. The recommendation here is that the district must make sure its data is internally aligned before it is shared in public and must correct any discrepancies openly and quickly.

Design engagement so committees and families can access, understand, and influence the process from the beginning

Third, SEGC members who participated in this research emphasized that engagement for committees and families must be accessible, equitable, and genuinely influential. They pointed out that while the district did eventually provide direct access to data consultants and sophisticated tools, this happened far too late in the process and only under heavy pressure. For future processes, they recommended making such tools and expertise available from the beginning, alongside support that helps non-technical participants understand and apply the information. This implies offering training, clear explanations, and interactive opportunities to see how proposed changes would affect different schools and communities, rather than simply delivering static spreadsheets or dense reports.

Participants also called for reducing the barriers that kept many families from engaging meaningfully. They noted that the volume and complexity of materials required substantial free time, literacy, and technology access, which effectively excluded many caregivers who worked multiple jobs, had younger children, or lacked relevant professional experience. Important to note, a large portion of the SEGC work took place during COVID-19, which required many meetings to be held online. However, participants suggested providing shorter, multilingual explainers, visual maps, and summaries, as well as offering stipends (might not be possible with the district's current fiscal conditions) or supports such as childcare, and using varied engagement formats, including small-group sessions and more informal settings. The goal, they argued, is to design processes that do not only elevate the voices of people with the most time and confidence. One survey respondent suggested:

"Necesitan tener representantes presente en la escuela, tener juntas en Español, mandar folletos a casa con mucho tiempo en anticipación de cambios." (They need to have representatives present in schools, to have meetings in Spanish, to send pamphlets home with plenty of time before anticipated changes.)

Similarly, another recurring recommendation was to hold more, and earlier, listening sessions that focus on open-ended input rather than reaction to pre-baked plans. Members recalled that prior community sessions often came after the district had already developed a preferred scenario, so families were essentially being asked, "Do you have thoughts about this plan?" rather than, "What are your priorities before we draft anything?" One participant reflected:

"It felt like community sessions only happened once there was already something being worked with. It wasn't, 'Come and give us your feedback' at the start. It was, 'Here's the plan. What do you think of it?'"

To build trust, they argued, the district should engage communities early in defining problems and values and then return with drafts that explicitly show how initial feedback has been incorporated, or, where it has not, why that is the case.

Apply the racial equity and social justice lens through concrete decisions, not symbolic language

A fourth set of recommendations revolved around applying the equity lens substantively, not symbolically. Many participants were clear that the district's equity language alone did not build trust. In fact, repeating an equity statement at every meeting while excluding inner southeast schools and focusing changes on outer southeast made the lens feel hollow. One member captured this dynamic:

"They kept reading the racial equity and social justice lens at the beginning of each meeting, but once those inner southeast schools were off the table, it just felt like a ritual. We kept saying the words, even though what we were doing was just shuffling the most under-resourced students and schools."

Other participants said that they warned about equity language being used selectively to protect specific programs or communities, rather than to center the needs of students who have been historically marginalized. They recommended that future efforts tie the equity lens concretely to which schools and student groups are included in the conversation, and that the district publish clear equity impact analyses for each scenario. They also urged the district to prioritize direct voices from affected communities over interpretations by more advantaged advocates "speaking for" them.

Honor promised supports and create public accountability for follow-through

Fifth, participants underscored the need for PPS to follow through on promises and maintain continuity of responsibility. They pointed to specific commitments that, in their perception, were not honored, most notably additional staffing for schools negatively impacted by SEGC changes. One participant described working at a school that had been promised a set amount of extra staffing as part of the SEGC plan, only to find that leaders had to apply annually for a portion of those positions and were repeatedly denied:

"They promised additional staffing to impacted schools and then backtracked. Our principal had to apply to be allowed to request what we were supposedly guaranteed. Year after year she was denied most of it. If you promise that support as part of a plan, schools should just get it."

Participants also linked unfulfilled promises to leadership transitions. They noted that a key central office leader was retiring at the end of the process, and they felt that promises made under that leader were not carried forward with the same level of ownership. This left them with the impression that certain assurances had been used to secure their cooperation on the final plan, without strong mechanisms to ensure delivery afterward. Overall, participants' recommendation is that the district should only promise supports that are budgeted and structurally embedded, and should create institutional accountability, through board resolutions, policy, and public tracking, so commitments can survive changes in personnel.

Make courageous, student-centered decisions that prioritize equity over political comfort

Sixth, several participants spoke about the importance of PPS making courageous, student-centered decisions, even when it angers more privileged, white, affluent, and vocal groups. Participants observed that previous boards and administrators seemed especially reluctant to make decisions that would upset affluent communities, and that this avoidance contributed to the

district revisiting the same issues years later. One member suggested that the district must accept that some families will be unhappy and that this is not, in itself, a sign of failure:

"Maybe they could let people be mad at them. I've never seen an entity so afraid of people being mad at them. Some people are going to be mad. The question is whether you're doing the right thing for students."

Another participant added that failing to make hard choices during the SEGC process had real consequences for both equity and stability across many southeast schools. This recommendation suggests that building trust is not only about designing a more robust engagement process and communication, but also about the district demonstrating that, when it must choose between competing interests, it consistently centers students and long-term equity rather than short-term political comfort. As one survey respondent stated:

"Deberían tomar en cuenta, que para los estudiantes es difícil el cambio de escuelas frecuenté y también para los padres. Es difícil retomar confianza en el personal, los maestros y compañeros." (They should take into consideration that changing schools frequently is difficult for students and also for parents. It is difficult to regain trust in staff, teachers, and classmates.)

Support affected schools before, during, and after major enrollment or program changes

Seventh, another recommendation that comes from our conversation with SEGC members is that major enrollment or program change (including school closures and consolidations) should be paired with a robust implementation and support plan for affected schools. Participants highlighted ongoing harms from unbalanced enrollment, staffing instability, transportation problems, and the erosion of school identities and programs. Future efforts should include concrete commitments to support transitions before, during, and after the changes. For example, this might include preserving key program elements where possible, making sure that merged or relocated schools have real access to libraries and electives, and designing transportation that supports participation in the full school day and after-school activities. The district should also plan for emotional and community support (this might include counseling, community-building events, and targeted family engagement) for students and families whose schools close or are substantially reconfigured. Eve Ewing, a leading scholar on school closures, refers to this as *institutional mourning* to describe the grief, loss, and emotional aftermath communities experience when a shared institution, such as a neighborhood school, is closed (Ewing, 2018).

Begin future processes by acknowledging past harms and establishing clear community guardrails

Finally, given the history of repeated disruptive processes and the trust that has already been lost, future efforts should begin with acknowledgement and visible guardrails. Participants described decades of shifting configurations and boundary changes in the southeast area of the district and

said this most recent process deeply damaged whatever trust remained. Before moving forward with school closures or consolidations, the district should publicly acknowledge specific past harms and missteps (such as, according to some participants, ignored dissent in SEGC, unbalanced outcomes, and perceived inequities in which communities were included), and articulate how new processes will be different. Co-designing guardrails with community members (for example, independent facilitation, data transparency measures etc.) can create visible structures that people can monitor and hold the district accountable to, rather than being asked simply to trust that the process will be better.

In sum, these recommendations do not guarantee trust or satisfaction, but they respond directly to the failures and harms that SEGC participants described. Implemented together, they would represent a concrete shift toward more honest, supported, and collaborative engagement with families and communities, with the hope of mending areas of broken trust.

Section 4:

Broader Research Context: Enrollment Balancing, School Closures, Consolidations, Rightsizing and Equity

Broader Research Context: Enrollment Balancing, School Closures, Consolidations, Rightsizing and Equity

SEGC was not designed or implemented as a school closure initiative. However, it belongs in conversation with the school closure, consolidation, rightsizing, and district reconfiguration literature because it involves many of the same core mechanisms through which closure and consolidation processes affect students, families, staff, and communities. SEGC changed attendance boundaries, relocated programs, altered feeder patterns, shifted grade configurations, and redistributed students, staff, programs, and resources across southeast schools. These kinds of decisions can produce many of the same equity concerns documented in the school closure literature, including displacement, loss of school community, disproportionate burdens across racial and socioeconomic groups, changes in access to programs and supports, transportation challenges, and questions about whether receiving schools are prepared and resourced to serve students well. For that reason, in this section, we draw on broader national research on school closures, consolidations, rightsizing, boundary changes, program relocation, and school reconfiguration to help clarify the equity questions PPS should consider when making future districtwide changes.

As such, the purpose of this section is twofold.

First, we review research beyond Portland in which districts are responding to declining enrollment, budget pressure, underutilized buildings, aging facilities, and varied access to equitable educational opportunities.

Second, this research will provide an interpretive lens that this report will return to when analyzing the SEGC findings. In later sections, we will situate the PPS findings in conversation with this research to examine where SEGC reflects broader national patterns, where PPS's experience differs, and what lessons could inform future enrollment balancing, rightsizing, boundary, program relocation, or school reconfiguration decisions.

Finally, in this section, we use the research literature to address several key questions that can help PPS situate what is happening in the district within a national context and make equitable future decisions about rightsizing, enrollment balancing, boundary changes, program relocation, and school reconfiguration. Specifically, we ask:

1. Why do districts typically close, consolidate, or reconfigure schools?
2. Do school closures or major reconfigurations improve student outcomes?
3. Do districts typically save money when they close or consolidate schools?
4. Who typically bears the burden of school closures and related reconfiguration decisions?
5. What conditions are essential for making school closure, consolidation, rightsizing, boundary-change, or program-relocation processes as equitable as possible?

6. What does this body of research imply for PPS as we interpret the SEGC findings and consider future districtwide changes?

Within each part of this section, we summarize what the research says and then briefly consider what that evidence means for PPS.

Why Districts Typically Close, Consolidate, or Reconfigure Schools

Across districts in the United States, especially urban districts, school closures and related rightsizing decisions are typically justified through several overlapping rationales, including (a) declining enrollment, (b) budget deficits, (c) underused facilities, (d) aging or deteriorating building conditions, (e) low academic performance, (f) school choice pressures and charter school growth, and (g) efforts to create stronger or more comprehensive learning environments.[49] [50] [51] These rationales often appear together, but not always. For example, a district may be losing students and revenue while also operating more buildings than it can afford, maintaining aging facilities, and trying to provide a broader (and even more robust) set of academic, enrichment, intervention, and specialized programs.

However, the empirical literature suggests that these decisions are rarely about enrollment alone. For example, in districts like Chicago, Philadelphia, New York City, Detroit, and other districts, closures and reconfiguration efforts have been tied to a combination of underutilization, fiscal stress, academic accountability, facilities conditions, and broader governance reforms.[52] [53] [54] Each rationale carries different implications. Closing or reconfiguring a school because it is under-enrolled is not the same as doing so because the building is unsafe, academically low-performing, or because the district is trying to expand access to stronger or more resourced programs. When these rationales are collapsed into a single "rightsizing" frame, communities may experience the process as unclear, overly technical, or predetermined.

For PPS, this means conversations about school size, utilization, and consolidation should clearly distinguish among the different reasons a school may be considered for reconfiguration (e.g., from a K–8 to K–5), consolidation and/or closure. In other words, PPS should avoid treating enrollment or utilization as a single diagnosis. Those numbers may point to a concern, but they do not explain what is causing the concern (or even what historically created the concern) or what kind of response would best serve students and families. For example, a school may be

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[49] Syeed, E. (2019). "It just doesn't add up": Disrupting official arguments for urban school closures with counter-frames. Education Policy Analysis Archives, 27, 110-110.

[50] Lipman, P. (2013). The new political economy of urban education: Neoliberalism, race, and the right to the city. Routledge.

[51] Bierbaum, A. (2018). School closures and the contested unmaking of Philadelphia's neighborhoods. Journal of Planning Education and Research

[52] de la Torre, M., & Gwynne, J. (2009). When schools close: Effects on displaced students in Chicago Public Schools. Consortium on Chicago School Research.

[53] Brummet, Q. (2014). The effect of school closings on student achievement. Journal of Public Economics, 119, 108–124.

[54] Steinberg, M. P., & MacDonald, J. M. (2019). The effects of closing urban schools on students' academic and behavioral outcomes: Evidence from Philadelphia. Economics of Education Review, 69, 25–60.

under-enrolled but beloved and relationship-rich. Another school building may be efficiently utilized but still lack sufficient interventions, counseling, enrichment, special education, or multilingual learner support. Then, another school may have declining enrollment because of broader housing, demographic, transportation, programmatic, or neighborhood conditions beyond the school's control. Treating these conditions as equivalent can lead to decisions that appear technically rational but remain educationally or racially inequitable.

In sum, the research suggests that future PPS decisions should begin with a clear diagnosis of the problem, not simply a utilization number, and should evaluate whether the proposed response actually improves students' access to stable, well-resourced, and equitable learning environments.

Do School Closures or Major Reconfigurations Improve Student Outcomes?

The empirical research on school closures and consolidations is mixed, but it consistently shows that improved student outcomes are not automatic. This happens in part because student outcomes depend heavily on the quality of the receiving school, the strength of the transition process, the continuity of student relationships, the level of disruption students experience, and the capacity of the receiving school to serve both incoming and currently enrolled students (this last point is really important and something that came up in our SEGC findings).[55] [56] [57] [58]

Across studies of school closures in urban districts in the nation, a consistent pattern emerges, which is that students who are displaced because of closures are more likely to benefit when they attend schools that are substantially stronger than the schools they leave. However, when students instead move to schools that are similar in performance, under-resourced, or organizationally strained, the hoped-for academic benefits often do not materialize.[59] [60] [61] [62] This is one of the most important lessons for PPS. A closure, consolidation, boundary change, or program relocation should not be judged only by whether students are reassigned somewhere else that improves building capacity and utilization. It should be judged by whether students are reassigned to schools with demonstrably stronger learning conditions, resources, and the capacity to serve them well.

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[55] de la Torre, M., & Gwynne, J. (2009). When schools close: Effects on displaced students in Chicago Public Schools. Consortium on Chicago School Research.
[56] Brummet, Q. (2014). The effect of school closings on student achievement. Journal of Public Economics, 119, 108–124.
[57] Steinberg, M. P., & MacDonald, J. M. (2019). The effects of closing urban schools on students' academic and behavioral outcomes: Evidence from Philadelphia. Economics of Education Review, 69, 25–60.
[58] Gordon, M. F., de la Torre, M., Cowhy, J. R., Moore, P., Sartain, L., & Knight, D. (2018). School closings in Chicago: Staff and student experiences and academic outcomes. University of Chicago Consortium on School Research.
[59] de la Torre, M., & Gwynne, J. (2009). When schools close: Effects on displaced students in Chicago Public Schools. Consortium on Chicago School Research.
[60] Brummet, Q. (2014). The effect of school closings on student achievement. Journal of Public Economics, 119, 108–124.
[61] Steinberg, M. P., & MacDonald, J. M. (2019). The effects of closing urban schools on students' academic and behavioral outcomes: Evidence from Philadelphia. Economics of Education Review, 69, 25–60.
[62] Gordon, M. F., de la Torre, M., Cowhy, J. R., Moore, P., Sartain, L., & Knight, D. (2018). School closings in Chicago: Staff and student experiences and academic outcomes. University of Chicago Consortium on School Research.

Chicago Public Schools' (CPS) school closure history is especially instructive. Earlier research on CPS closures found that many displaced students moved from one low-performing school to another (while improving utilization rates in buildings), limiting the possibility that closure would improve achievement.[63] The later University of Chicago Consortium study of the 2013 CPS closures adds an even deeper caution. That study found that students from closed schools experienced negative academic effects in the year closures were announced, with reading and math scores lower than expected. Reading effects rebounded after one year, but math (negative) effects persisted for multiple years. Students in welcoming schools also experienced lower reading scores in the first year after the merger (which is known in the literature as spillover effects, which we discuss below), though those effects later rebounded for students in receiving schools. The same study found that staff and students often described the process as emotionally difficult, socially disruptive, and insufficiently planned.[64]

This body of evidence suggests that closures and major reconfigurations can often create multiple layers of disruption. They may disrupt academic progress, attendance routines, peer networks, relationships with trusted adults, school identity, family-school connections, and receiving-school stability. Even when some outcomes rebound, the rebound does not erase the disruption itself. For students and staff, the transition period can still carry deep educational and emotional costs.[65] [66]

At the same time, there is research that shows that school closure can produce academic benefits under specific conditions. Evidence from New York City, for example, suggests that when low-performing high schools were phased out as part of a broader strategy that included creating or expanding access to stronger school options, students who otherwise would have attended those closed schools experienced improved outcomes.[67] [68] It is important to note that this does not mean that closure itself was the sole driver of improvement. Rather, it suggests that closure is more likely to produce benefits when it is part of a broader strategy to expand access to stronger schools, not when it simply redistributes students across an already strained system.

The implication for PPS is that any future rightsizing, boundary, consolidation, or program relocation proposal should identify the educational benefit students are expected to receive, not only the enrollment or facilities problem the district is trying to solve. PPS should be able to

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[63] Gordon, M. F., de la Torre, M., Cowhy, J. R., Moore, P., Sartain, L., & Knight, D. (2018). School closings in Chicago: Staff and student experiences and academic outcomes. University of Chicago Consortium on School Research.
[64] Gordon, M. F., de la Torre, M., Cowhy, J. R., Moore, P., Sartain, L., & Knight, D. (2018). School closings in Chicago: Staff and student experiences and academic outcomes. University of Chicago Consortium on School Research.
[65] de la Torre, M., & Gwynne, J. (2009). When schools close: Effects on displaced students in Chicago Public Schools. Consortium on Chicago School Research at the University of Chicago.
[66] Engberg, J., Gill, B., Zamarro, G., & Zimmer, R. (2012). Closing schools in a shrinking district: Do student outcomes depend on which schools are closed? Journal of Urban Economics, 71(2), 189–203.
[67] Kemple, J. J. (2015). High school closures in New York City: Impacts on students' academic outcomes, attendance, and mobility. Research Alliance for New York City Schools.
[68] Bifulco, R., & Schwegman, D. J. (2020). Who benefits from accountability-driven school closure? Evidence from New York City. Journal of Policy Analysis and Management, 39(1), 96–130.

show that receiving schools are stronger, better-resourced, culturally affirming, and ready to serve additional students. Without that evidence, school reconfiguration risks becoming a technical solution that produces limited educational improvement and significant human and relational cost.

Do Districts Typically Save Money When They Close or Consolidate Schools?

School closures are often presented as a fiscal strategy, especially when districts face declining enrollment and budget deficits, which are very significant realities. However, the limited literature in this area suggests that districts typically do not save as much money as they may expect, at least not in the short term. Savings are possible, but they are often smaller, slower, more dependent on labor reductions, and more complicated than closure narratives suggest.[69] [70]

This is often the reality because the majority of school operating spending is tied to personnel, not buildings. Nationally, salaries and benefits account for approximately 80% of current public school expenditures (and in some districts is higher), which means that consolidation does not automatically generate large savings unless it also changes staffing, programming, transportation, or facility costs.[71] In other words, closing a building may reduce some costs related to utilities, maintenance, administration, and operations, but the largest savings usually come from staffing changes. Edunomics Lab, which is a Georgetown University research center that explores and models complex education finance decisions to inform policy and practice, summarizes this fiscal reality with a useful rule of thumb. They suggest that when a district has under-enrolled schools, closing 1 of every 15 schools may save about 4% of a district's budget, mostly through labor costs. More specifically, these savings may come through layoffs, attrition, vacancy reductions, reassignment, or reduced future hiring. Facilities savings may occur, but they are usually much smaller because personnel represent the overwhelming share of district spending. For this reason, districts should be transparent about whether projected savings depend on reducing staff positions and whether any savings will be reinvested into instruction and student-facing supports. Additionally, facilities savings may occur, but they are usually much smaller because, again, personnel is often the largest portion of district spending.[72]

This means that closure savings depend on whether the district can actually reduce ongoing costs. If students move to receiving schools that require additional teachers, counselors, administrators, paraprofessionals, transportation, renovations, safety supports, or transition staff, the savings may be reduced or delayed. If closed buildings still require maintenance, security, insurance, or eventual reuse planning, the savings may be smaller than anticipated. If families

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[69] Pew Charitable Trusts. (2011). Closing public schools in Philadelphia: Lessons from six urban districts. Pew Charitable Trusts.
[70] Roza, M., & Dhammani, A. (2024, March 3). Closing schools: How much money does it save, and is it worth it? Edunomics Lab.
[71] National Center for Education Statistics. (2024). Public school expenditures. In The Condition of Education 2024. U.S. Department of Education, Institute of Education Sciences.
[72] Roza, M., & Dhammani, A. (2024, March 3). Closing schools: How much money does it save, and is it worth it? Edunomics Lab.

leave the district because of the closure or reconfiguration, the district may also lose enrollment-driven revenue.[73]

For PPS, the most responsible approach is not to assume that closures, consolidations, or reconfigurations will automatically solve fiscal problems (see later sections about what closure and consolidations can actually address). Therefore, any future proposal should include a transparent estimate of realistic net savings in relation to the feasibility of what they can offer in well-resourced schools. That estimate should distinguish among several areas such as projected staffing savings, facilities savings, transportation costs, transition costs, receiving-school investment costs, vacant-building costs, and the timeline over which savings are expected to materialize.

The equity question is also not only whether money is saved, which is important. Again, it is whether any savings are redirected toward instruction and student-facing supports rather than simply absorbed into general operations, maintenance, or deficit reduction. If a consolidation reduces the number of buildings but does not improve staffing, intervention, counseling, special education services, multilingual learner supports, electives, enrichment, or school climate, then the district may achieve technical efficiency without creating a more equitable educational experience.[74] [75]

For this reason, PPS should clearly name how much it realistically expects to save from any future closure, consolidation, or major reconfiguration, how that estimate was calculated, what costs were included or excluded, and how savings would be reinvested. A fiscally honest process should be able to answer not only, "What will be saved, if anything?" but also, "What will students receive that they do not currently receive?"

Who Typically Bears the Burden of School Closures and Related Reconfiguration Decisions?

One of the most consistent findings in the school closure literature is that closure burdens are not evenly distributed by race, social class, and geography. School closures have disproportionately affected Black students, low-income students, and communities already shaped by public disinvestment, housing instability, racial segregation, and school instability.[76] [77] [78] This pattern is important because districts often use criteria that appear neutral on the surface (while important), such as utilization rates, test scores, building condition, or enrollment trends. Yet those indicators

[73] Pew Charitable Trusts. (2011). Closing public schools in Philadelphia: Lessons from six urban districts. Pew Charitable Trusts.
[74] Hahnel, C. (2023). Centering equity in the school-closure process in California. Policy Analysis for California Education.
[75] Eddins, M., Pehrson, M., & Burgess, K. (2024). Revisiting research on school closings: Key learnings for district and community leaders. Research for Action.
[76] Eddins, M., Pehrson, M., & Burgess, K. (2024). Revisiting research on school closings: Key learnings for district and community leaders. Research for Action.
[77] Ewing, E. L., & Green, T. L. (2022). Beyond the headlines: Trends and future directions in the school closure literature. Educational Researcher, 51(1), 58–65.
[78] Hahnel, C., & Pearman, F. A., II. (2023). Declining enrollment, school closures, and equity considerations. Policy Analysis for California Education.

are themselves shaped by historical and contemporary inequities in housing, racialized neighborhood investment, school funding, school choice, and political power.

Recent national evidence shows that majority-Black schools are far more likely to close than non-majority-Black schools, even after accounting for factors commonly used to justify closure, including achievement, enrollment, and socioeconomic conditions in surrounding communities.[79] This finding is not simply about contemporary district decision-making. It connects to a longer historical arc in which Black schools were closed during and after school desegregation efforts (e.g., *Brown v. Board I* (1954) *and Brown v. Board II* (1955)), often displacing Black educators, weakening Black institutional life, and redistributing educational control away from Black communities.[80] [81] In this sense, school closure is not only a local facilities decision, it is connected to a broader history of racialized educational displacement.

The literature also shows that closures can shape neighborhoods, not only schools. Research on school closures and gentrification finds that closures can weaken the neighborhood-school connection in ways that increase the likelihood of gentrification in highly segregated Black neighborhoods, while producing no comparable effect in White or Latino/a/x neighborhoods.[82] [83] This suggests that closure can become part of a broader spatial reorganization of cities even if it is not intentionally designed to do so.[84] [85] When a public school closes, the consequences may extend beyond students who are reassigned. The closure can affect neighborhood identity, housing dynamics, public investment, and community stability.

Qualitative research helps explain why affected communities often experience closure as a profound loss. Eve Ewing describes school closure as producing "institutional mourning," a form of collective grief tied to the loss of a public institution that holds memory, identity, safety, and belonging.[86] Green's work (the lead author's prior school closure work) similarly shows that communities may experience closure as the removal of the "heart" of the community, particularly when schools function as neighborhood anchors and symbols of public commitment.[87] Green, Sánchez, and Castro's geospatial work on Detroit further shows that

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[79] Greene-Bell, D. M., & Pearman, F. A., II. (2024). Racialized closures and the shuttering of Black schools: Evidence from national data. Harvard Educational Review, 94(2), 187–210.
[80] Greene-Bell, D. M., & Pearman, F. A., II. (2024). Racialized closures and the shuttering of Black schools: Evidence from national data. Harvard Educational Review, 94(2), 187–210.
[81] Tillman, L. C. (2004). (Un) intended consequences? The impact of the Brown v. Board of Education decision on the employment status of Black educators. Education and urban society, 36(3), 280-303.
[82] Pearman, F. A., II, & Greene, D. M. (2022). School closures and the gentrification of the Black metropolis. Sociology of Education, 95(3), 233–253.
[83] Green, T. L., Latham-Sikes, C., Horne, J., Castro, A., & Germain, E. (2022). Making waves: Districts as policy mediators in the flow of school gentrification. Educational Policy, 36(4), 849-878.
[84] Lipman, P. (2013). The new political economy of urban education: Neoliberalism, race, and the right to the city. Routledge.
[85] Pedroni, T. C. (2011). Urban shrinkage as a performance of whiteness: Neoliberal urban restructuring, education, and racial containment in the post-industrial, global niche city. Discourse: Studies in the Cultural Politics of Education, 32(2), 203-215.
[86] Ewing, E. L. (2018). Ghosts in the schoolyard: Racism and school closings on Chicago's South Side. University of Chicago Press.
[87]Green, T. L. (2017). "We felt they took the heart out of the community": Examining a community-based response to urban school closure. Education Policy Analysis Archives, 25(21), 1–30.

closures and charter openings can be spatially patterned within racialized and marketized education landscapes, which underscores the importance of examining closure geographically and historically rather than only treating each school as an isolated building.[88]

This matters for PPS because future rightsizing conversations may be framed around enrollment, utilization, or cost, but communities will experience them through histories of trust, belonging, neighborhood change, racial equity, and prior district decisions. The district should therefore ask not only which schools are under-enrolled, but also which communities have already borne previous burdens of displacement, boundary change, program relocation, underinvestment, housing instability, transportation barriers, and school instability.

What Is Essential for Making the Process as Equitable as Possible?

The research suggests that humanizing and equitable closure, consolidation, rightsizing, boundary-change, or program-relocation processes require much more than public meetings. They require clear criteria, upfront analysis of race, geography, and class, honest tradeoff analysis, meaningful community influence, receiving-school readiness, funded transition plans, and long-term monitoring.[89] [90]

In this section, we summarize what the literature suggests is essential.

First, equity-centered processes should begin with clear public-facing criteria before any school list is developed. These criteria should include more than utilization and enrollment. They should include components such as student need, facility condition, program access, transportation burden, receiving-school quality, special education capacity, multilingual learner supports, staff stability, neighborhood impact, racial equity, and the history of prior disruption, to name a few.[91] [92] If a district begins with a list of schools before communities understand the criteria, the process is more likely to be experienced as predetermined (which was something that emerged during our SEGC analysis, more on that later in the report).

Second, as much as possible, students should be moved only to schools that are demonstrably stronger, better resourced, and prepared to receive them (unless they move to an equally resourced school). Across the empirical literature, receiving-school quality is one of the strongest conditions shaping whether closure produces benefits or harms. A new assignment is not enough. The receiving school must have the staffing, space, leadership stability, intervention systems, student support services, school climate, and family engagement capacity to serve additional

[88] Green, T. L., Sánchez, J. D., & Castro, A. J. (2019). Closed schools, open markets: A hot spot spatial analysis of school closures and charter openings in Detroit. AERA Open, 5(2), 1–14.
[89] Eddins, M., Pehrson, M., & Burgess, K. (2024). Revisiting research on school closings: Key learnings for district and community leaders. Research for Action.
[90] Ewing, E. L., & Green, T. L. (2022). Beyond the headlines: Trends and future directions in the school closure literature. Educational Researcher, 51(1), 58–65.
[91] Eddins, M., Pehrson, M., & Burgess, K. (2024). Revisiting research on school closings: Key learnings for district and community leaders. Research for Action.
[92] Hahnel, C. (2023). Centering equity in the school-closure process in California. Policy Analysis for California Education.

students well.[93] [94] However, because school quality[95] and resources are often unevenly distributed across neighborhoods, especially along racial and socioeconomic lines, assigning students to stronger or better-resourced schools may require long travel distances that create new burdens for students and families.

Third, receiving-school capacity must be assessed and funded before implementation. Closure and consolidation decisions affect not only displaced students, but also students already enrolled in receiving schools. Research shows that receiving schools can experience strain or negative spillover effects when they absorb displaced students without sufficient preparation.[96] Therefore, districts should treat receiving-school readiness as an equity requirement, not an implementation detail.

Fourth, districts should create multi-year transition plans rather than one-time implementation plans of support. Transition support should begin before a final decision and continue after students and staff move. This includes academic support, social-emotional support, student orientation, staff integration, family navigation, transportation assistance, multilingual communication, school culture-building, and explicit attention to grief, loss, and institutional mourning. A closure or major reconfiguration can be technically planned and still emotionally and organizationally underprepared.[97] [98]

Fifth, staff stability should be treated as central to student stability. Closures, consolidations, and program relocations affect teachers, administrators, office staff, counselors, paraprofessionals, specialists, and other adults who hold relationships with students and families. Staff displacement can weaken institutional memory and disrupt trusted relationships, particularly for students and families who rely on school-based adults to navigate change. Equity-centered processes should include staff placement plans, staff retention strategies, support for receiving-school teams, and specific attention to retaining staff of color, multilingual staff, and staff with deep community ties.[99] [100]

Sixth, transportation and access burdens must be analyzed as equity issues. Longer travel times, unsafe routes, limited bus service, disability-related transportation needs, and reduced access to

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[93] Steinberg, M. P., & MacDonald, J. M. (2019). The effects of closing urban schools on students' academic and behavioral outcomes: Evidence from Philadelphia. Economics of Education Review, 69, 25–60.
[94] Gordon, M. F., de la Torre, M., Cowhy, J. R., Moore, P., Sartain, L., & Knight, D. (2018). School closings in Chicago: Staff and student experiences and academic outcomes. University of Chicago Consortium on School Research.
[95] School quality as determined by traditional markers such as test scores, students' grades, attendance, etc.
[96] Brummet, Q. (2014). The effect of school closings on student achievement. Journal of Public Economics, 119, 108–124.
[97] Ewing, E. L. (2018). Ghosts in the schoolyard: Racism and school closings on Chicago's South Side. University of Chicago Press.
[98] Green, T. L. (2017). "We felt they took the heart out of the community": Examining a community-based response to urban school closure. Education Policy Analysis Archives, 25(21), 1–30.
[99] Eddins, M., Pehrson, M., & Burgess, K. (2024). Revisiting research on school closings: Key learnings for district and community leaders. Research for Action.
[100] Gordon, M. F., de la Torre, M., Cowhy, J. R., Moore, P., Sartain, L., & Knight, D. (2018). School closings in Chicago: Staff and student experiences and academic outcomes. University of Chicago Consortium on School Research.

after-school activities can affect attendance, family engagement, belonging, and participation in enrichment. In Philadelphia, displaced students experienced increased absences after closure, making transportation and school access central to the equity analysis.[101] [102]

Seventh, community engagement must occur early enough to shape, or at least, inform, options, not merely react to final proposals. Research on mass school closure shows that affected communities may mobilize powerfully to defend their schools, but low responsiveness from decision-makers can undermine trust and democratic participation.[103] Engagement is not meaningful simply because people are invited to speak. It becomes meaningful when communities know what is open for influence, what constraints are fixed, what data is being used, how input will be weighed, and how final decisions changed because of public participation.

Eighth, districts should examine neighborhood impacts. Schools are not only instructional sites. They are public institutions embedded in neighborhood histories, racialized geographies, and community networks. Closure and reconfiguration decisions should therefore include a facilities reuse strategy, community benefit analysis, and safeguards against accelerating neighborhood disinvestment, displacement, or loss of public infrastructure.[104] [105] [106]

Ninth, districts should monitor outcomes for several years after implementation. Closure, consolidation, boundary, and program relocation decisions should not end with a board vote or the first day of school in a new configuration. Districts should publicly track achievement, attendance, discipline, mobility, special education supports, multilingual learner services, transportation burden, staff retention, family experience, school climate, and whether promised resources actually materialized. Without longitudinal monitoring, districts may not know whether a major change reduced inequity, redistributed inequity, or created new harms.

Taken together, the literature suggests that the most equitable rightsizing process is one that does not begin with a closure list. It begins with an educational equity and adequacy question: what conditions are necessary for students to thrive, what resources are required to create those conditions, which schools currently lack those conditions, and what set of changes would

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[101] Steinberg, M. P., & MacDonald, J. M. (2019). The effects of closing urban schools on students' academic and behavioral outcomes: Evidence from Philadelphia. Economics of Education Review, 69, 25–60.
[102] Hahnel, C. (2023). Centering equity in the school-closure process in California. Policy Analysis for California Education.
[103] Nuamah, S. A. (2022). Closed for democracy: How mass school closure undermines the citizenship of Black Americans. Cambridge University Press.
[104] Greene-Bell, D. M., & Pearman, F. A., II. (2024). Racialized closures and the shuttering of Black schools: Evidence from national data. Harvard Educational Review, 94(2), 187–210.
[105] Pearman, F. A., II, & Greene, D. M. (2022). School closures and the gentrification of the Black metropolis. Sociology of Education, 95(3), 233–253.
[106] Green, T. L., Sánchez, J. D., & Castro, A. J. (2019). Closed schools, open markets: A hot spot spatial analysis of school closures and charter openings in Detroit. AERA Open, 5(2), 1–14.

improve those conditions while minimizing harm? For PPS, the district should take heed and strong considerations in implementing the nine suggestions listed above.

Conclusion

In sum, the broader research provides a clear caution. Future rightsizing, closure, consolidation, boundary, or program relocation decisions should not be driven by utilization rates or enrollment numbers alone. Enrollment matters, especially in an enrollment-driven finance system, but enrollment is not the same as educational quality or equity (even though there is a relationship between the two). Again, a school can be under-enrolled and still be deeply important to students, families, staff, and surrounding neighborhoods. A school can be efficiently utilized and still lack adequate staffing, intervention, enrichment, counseling, special education services, multilingual learner supports, or school climate capacity.

A central question for PPS should therefore be whether any proposed change will create more equitable, stable, well-resourced, accessible, culturally affirming, and academically strong learning environments for students. Before any final decision, PPS should be able to show why the change is necessary, what alternatives were considered, how racial equity was weighed, whether affected students will move to stronger and better-resourced schools, whether receiving schools are ready, what transition supports will be funded, how transportation and access burdens will be reduced, how staff stability will be protected, how community input changed the proposal, how much the district realistically expects to save, and how outcomes will be monitored over time.

Put simply, the lesson from the research is not that districts should avoid all difficult decisions. The lesson is that closures, consolidations, boundary changes, and program relocations are more defensible when they are part of a credible plan to improve educational opportunity, not merely redistribute students or reduce the number of buildings.

Section 5:

Situating SEGC Findings Within the Broader Research on Enrollment Balancing, School Closures, Consolidations, Rightsizing and Equity

What SEGC Findings Confirms, Complicates, and Adds to the Research

At PPS's request, this section places the SEGC findings in conversation with the broader research literature reviewed earlier in this report on school closures, rightsizing, boundary changes, program relocation, and district reconfiguration. This is a common practice in peer-reviewed empirical research. Typically, after presenting findings, researchers often return to the prior literature to explain what the study confirms, what it complicates, and what it adds to the field's understanding of a problem. That is our aim for this section.

Specifically, in this section, we revisit the research discussed earlier in the report and ask:

1. What does SEGC findings confirm from the broader literature?
2. What do SEGC findings complicate from the broader research?
3. What does SEGC findings add to our understanding of equity-centered district change within the context of boundary changes, enrollment balancing and school closures and consolidations?

Across the literature, as noted earlier, school closures and related forms of district reconfiguration are rarely only technical decisions. Districts often frame these decisions through rationales such as enrollment decline, fiscal pressure, building utilization, academic performance, and program efficiency, but their consequences are educational, relational, racialized, spatial, and organizational.[107] The SEGC findings strongly affirm this broader point. Even without closing schools, PPS's boundary changes, program relocations, grade reconfigurations, feeder shifts, and enrollment balancing efforts raised many of the same equity questions that appear in the school closure and rightsizing literature such as:

- who benefits, who bears the burden
- whether receiving schools are ready
- whether students gain access to stronger learning environments,
- whether staff stability is protected
- whether families experience the process as equitable
- whether district promises are matched by implementation capacity

What SEGC Findings Confirms

SEGC findings confirm that technical enrollment balance does not automatically produce schools having what they need to serve students and families well.

One of the clearest lessons SEGC findings confirm is that technical improvement does not automatically translate into equitable educational improvement. The school closure and

[107] Eddins et al., 2024; Ewing & Green, 2022; Pew Charitable Trusts, 2011

rightsizing literature repeatedly shows that closing, consolidating, or reassigning students does not improve outcomes unless students move into schools that are substantially stronger, better resourced, and prepared to receive them (Brummet, 2014; de la Torre & Gwynne, 2009; Gordon et al., 2018; Steinberg & MacDonald, 2019). Similarly, the SEGC findings show that enrollment became more balanced, especially at the middle school level, but that balance was complicated by broader enrollment decline, inaccurate projections, higher-than-anticipated student need, staffing strain, and uneven perceptions of learning environments.

More specifically, this finding matters because it challenges the assumption that enrollment balance, by itself, is a sufficient equity outcome. In PPS, enrollment distribution became more even across SEGC schools, but many schools were also smaller than projected and served higher shares of students of color, multilingual learners, and students receiving special education services than anticipated. The central equity question, then, is not simply whether schools became more balanced numerically. The deeper question is whether schools had the staffing, intervention systems, enrichment opportunities, special education services, multilingual supports, and adult capacity needed to serve their actual students well.

SEGC findings, therefore, confirm a core lesson from the broader literature, which is that districts should not confuse technical rationality with educational sufficiency (i.e., schools having what they need to serve students and families well). A technically balanced system can still be under-resourced. In other words, a school can be more efficiently configured and still lack the conditions students and staff need to thrive. For PPS, future rightsizing or enrollment balancing efforts should treat enrollment balance as one indicator within a broader educational equity and adequacy framework, not as proof that equity has been achieved.

SEGC Findings Confirm That Receiving-school Readiness and Implementation Capacity Matter.

The broader literature consistently shows that student outcomes depend heavily on the capacity and quality of receiving schools. In other districts, the benefits or harms of school closure were shaped less by closure itself and more by where students went, what conditions awaited them, and whether receiving schools could absorb additional students without destabilizing their own learning environments (Bifulco & Schwegman, 2020; Brummet, 2014; de la Torre & Gwynne, 2009; Gordon et al., 2018; Kemple, 2015; Steinberg & MacDonald, 2019).

SEGC findings thus confirm this lesson, but in the context of boundary changes, program relocation, feeder shifts, and grade reconfiguration rather than formal school closure. In our study of SEGC, staff repeatedly described having to manage complex changes with insufficient guidance, late or incomplete information, and limited district transition infrastructure. Some schools relied heavily on local leadership, school culture, internal support teams, translation work, and staff improvisation to support students and families.

This pattern broadens the concept of receiving-school readiness. In SEGC, readiness was not only about whether schools had physical space for students. It was about whether schools had the staffing, leadership stability, family communication systems, intervention capacity, special education supports, multilingual supports, and cultural as well as emotional infrastructure to absorb change. SEGC confirms that district reconfiguration is also an implementation challenge, not only a planning challenge. A district can design a technically coherent boundary or program plan, but if school communities are left to absorb the emotional, logistical, and instructional burden without sufficient support, the change can feel destabilizing even when some other goals are met.

SEGC Confirms That Reconfiguration Burdens Are Not Evenly Distributed.

The school closure literature consistently shows that closure burdens are racially and economically uneven. Majority-Black schools have been disproportionately likely to close, and closures have often affected communities already shaped by disinvestment, housing instability, school instability, and racial segregation (Eddins et al., 2024; Ewing & Green, 2022; Greene-Bell & Pearman, 2024; Hahnel & Pearman, 2023). Ewing's concept of institutional mourning and Green's work on community responses to closure also show that schools function as neighborhood anchors, not merely service-delivery sites (Ewing, 2018; Green, 2017).

SEGC findings confirm this broader lesson, even though SEGC did not close schools. Staff and SEGC members perceived that low-income communities and communities of color bore disproportionate disruption. SEGC members who participated in the process reported extremely low confidence in procedural fairness and believed that the benefits and burdens of the changes were not distributed equitably. This concern is further strengthened by our finding that SEGC schools served substantially higher shares of students from low-income backgrounds than SE Portland schools that were not included in the process.

SEGC therefore shows that the equity questions raised by school closure research also apply to boundary changes, program relocation, and school reconfiguration. A district does not have to close a school for communities to experience inequitable burden, loss of access, racialized displacement, weakened trust, or the perception that some communities were protected while others absorbed change. This is one of the most important interpretive lessons for PPS, which is that racial equity analysis should not begin only when closure is on the table. It should guide every major decision that redistributes students, programs, staff, and resources.

SEGC Confirms That Staff Stability Is Central to Student Stability.

The broader literature increasingly emphasizes that closures and major reconfigurations affect staff as well as students and families. Staff displacement, morale decline, professional uncertainty, and the loss of trusted adults can weaken the relational infrastructure that students

and families depend on (Eddins et al., 2024; Gordon et al., 2018). SEGC strongly confirms this point.

The SEGC implementation year produced a significant staffing disruption. According to our quantitative analysis, staff of color experienced especially sharp effects, including higher rates of school departure and district exit compared with staff of color in non-SEGC schools. Latino/a/x staff departure patterns were shaped in part by DLI program relocation, while Black staff experienced persistently elevated turnover and higher involuntary termination rates. Our findings also show that staff morale was most negatively affected where SEGC-related change overlapped with repeated staffing loss, role instability, annual cuts, and leadership turnover.

This finding matters because future rightsizing conversations often focus heavily on students and buildings, while treating staff movement as a secondary operational issue. The SEGC findings suggest that this would be a mistake. Staff are part of the student support infrastructure. They carry relationships, language access, family trust, institutional memory, cultural knowledge, and daily implementation capacity. If reconfiguration disrupts staff of color, bilingual staff, trusted support staff, or stable school leadership, the district may weaken the very conditions needed for students to experience the new configuration as supportive.

SEGC Confirms That Participation Without Power Can Deepen Distrust.

The school closure and rightsizing literature consistently shows that community and family engagement can become a site of distrust when communities believe decisions are predetermined or when participation does not meaningfully shape outcomes (Eddins et al., 2024; Nuamah, 2022; Syeed, 2019). SEGC strongly confirms this lesson. SEGC members often described the coalition itself as collaborative and respectful but distinguished that internal experience from their sense that PPS leadership and the board did not meaningfully act on SEGC input. They also reported limited confidence in decision rules, low trust in rightsizing, and strong disagreement that benefits and burdens were distributed equitably.

This finding is especially important because SEGC was designed as an engagement-centered process. The findings suggest that participation alone is not the same as shared power. Community members may feel heard by one another while still feeling unheard by decision-makers. They may invest time, expertise, and emotional labor into a process and still conclude that the final decisions were constrained, symbolic, or predetermined.

For PPS, the implication is direct, which is that future engagement processes should define what is open for influence, what is not, what constraints are real, how data will be used, how alternatives will be modeled, and how community input will shape final decisions. Otherwise, community engagement can produce the appearance of inclusion while deepening mistrust.

What SEGC Complicates

SEGC Complicates the Research Because It Did Not Produce Broad Measurable Academic Harm.

One important way SEGC findings complicate the school closure literature is that it did not produce the kind of broad academic disruption often documented in large-scale school closure contexts. Research on Chicago's 2013 closures found negative academic effects for students from closed schools, including reading and math effects that emerged around the closure announcement and persisted longer in math (Gordon et al., 2018). By contrast, the SEGC matched analyses found that students attending SEGC schools had broadly similar academic and behavioral outcomes to matched peers in non-SEGC schools, with some positive associations for Black students, elementary students, multilingual learners, DLI students, and students in schools with higher free or reduced-price lunch eligibility.

This complicates the broader literature in useful ways. To be clear, it does not mean SEGC was experienced as easy, equitable, or well-supported. Rather, it means the measured academic and behavioral outcomes did not show broad harm relative to matched peers. The SEGC findings, therefore, reveal a gap between measured outcomes and lived experience. Middle school families reported fewer positive perceptions of learning environments than elementary families, and staff described many learning environments as caring but structurally strained. Thus, SEGC complicates some closure findings in its quantitative outcome pattern, but it confirms the broader literature's point that academic outcomes alone do not capture the full cost of major reconfiguration.

SEGC Complicates the Research Because DLI Relocation Did Not Produce Widespread District Exit but Still Produced Program-level Sorting.

Another way SEGC complicates the literature is that SEGC-related DLI relocation did not appear to produce widespread district exit among DLI students. DLI students whose programs moved largely stayed in PPS, and DLI students left PPS at lower rates than non-DLI students. This pattern suggests that DLI participation may have functioned as a retention factor for some students and families, even during program relocation.

However, this should not be read as evidence that relocation was harmless. The findings show that relocation still mattered for who followed the program, who left the program, who absorbed transportation burdens, and how program composition changed. Students who left relocated DLI programs more often spoke a language other than English at home, suggesting that families with different levels of program attachment, transportation flexibility, and schooling alternatives responded differently to relocation.

This finding complicates the broader literature because it shows that district exit is not the only way to understand displacement. In many closure contexts, researchers ask whether students leave the district or transfer to lower or higher-performing schools. SEGC shows that program relocation can produce a more subtle form of sorting, which is not necessarily district exit, but program-level sorting shaped by race, language, family capacity, program attachment, and transportation.

SEGC Complicates Simple Success or Harm Narratives.

SEGC also complicates any simple narrative that district reconfiguration either worked or failed. The findings show that the same change could produce gains and harms in the same school site. Some schools experienced stronger program coherence, more developmentally appropriate configurations, or greater cultural affirmation for particular student groups. At the same time, those same changes sometimes reduced neighborhood access, disrupted school identity, weakened diversity, created transportation burdens, or damaged trust.

This complication is important for PPS because rightsizing conversations are likely to generate polarized narratives, which is very common in districts across the nation. Some stakeholders may point to efficiencies, new programs, or enrollment balance as evidence of success. Others may point to displacement, weakened trust, or staffing disruption as evidence of harm. The SEGC findings suggest that both can be true. The more important analytic task is to identify the distribution of benefits and burdens across students, families, staff, programs, and neighborhoods.

What SEGC Adds to the Research

SEGC Adds Evidence That Racialized Displacement Can Occur Through Program Relocation and Reconfiguration, Not Only Through School Closure.

One of the most important contributions of the SEGC findings is that they show racialized displacement can occur through program relocation and school reconfiguration, not only through formal school closure. The conversion of one school to whole-school Spanish DLI coincided with substantial student movement, including the near disappearance of Black students from the school and a large increase in Latino/a/x enrollment. At the same time, some participants described the full-school Spanish DLI model as more intentional, coherent, and culturally affirming for Latino/a/x families.

This is not a simple harm story or a simple benefit story. It is an equity tradeoff. The same change that strengthened linguistic and cultural affirmation for one racially minoritized and historically underserved community also displaced another racially minoritized and historically underserved group and reduced neighborhood access for non-DLI families. This adds to the

closure and rightsizing literature by showing that programmatic equity and racial equity must be analyzed together. Put simply, a change can advance one equity goal while undermining another.

For PPS, this is a critical finding. Future program relocation decisions should not assume that expanding or consolidating a specialized program automatically advances equity. The district should ask questions like:

- Which students gain access?
- Which students lose access?
- Which students must travel farther?
- Which students lose neighborhood continuity?
- Which families have the resources to follow the program?
- Which groups become more concentrated, more isolated, or less visible in the new configuration?

SEGC Adds Evidence That Schools Can Experience Cultural Affirmation and Institutional Loss at the Same Time.

The SEGC findings also add to the literature by showing that the same school can be experienced simultaneously as a site of loss and a site of affirmation. Closure literature often emphasizes institutional mourning, neighborhood loss, and community displacement (Ewing, 2018; Green, 2017). SEGC findings affirm these concepts but adds complexity in that some schools experienced loss of neighborhood identity, walkability, diversity, or prior community structure while also becoming more coherent, affirming, or developmentally appropriate for specific student groups.

This is especially visible in the DLI findings. Some participants described stronger program coherence, cultural affirmation, and linguistic identity after consolidation. Others described loss of neighborhood access, reduced diversity, diminished elective access, or weakened school-community ties. These findings suggest that major district reconfiguration should not be evaluated as simply harmful or beneficial. The analytic task is to identify the distribution of gains and losses across groups.

This adds to the literature by emphasizing simultaneous equity effects. Future PPS decisions should therefore avoid one-dimensional equity claims. A decision may be good for multilingual program coherence and harmful for neighborhood access. It may create a stronger middle school model and reduce racial or socioeconomic diversity. It may improve facility access and still damage trust. A more mature equity analysis must hold these tensions together rather than choosing one story.

SEGC Adds Evidence That Cumulative Change Load May Matter as Much as the Formal Policy Change.

The broader implementation literature argues that schools interpret and enact reforms through existing organizational conditions, including leadership capacity, staff culture, staffing stability, school climate, and district-school alignment (Aldridge & McLure, 2024; Bryk et al., 2010; Honig & Hatch, 2004; McLure & Aldridge, 2022; Spillane et al., 2002). SEGC findings add to this literature by showing that the effects of district reconfiguration depend not only on the formal change itself, but also on the cumulative change load schools are already carrying.

Across schools, participants described SEGC as layered on top of other disruptions such as pandemic recovery, construction, budget cuts, labor actions, leadership turnover, school mergers, grade reconfiguration, feeder changes, and prior program shifts. Participants described this not as a single transition, but as a dense web of transitions or multi-year erosion. This finding is important because districts often evaluate each change separately, while school communities experience changes cumulatively.

For PPS, the implication is that future rightsizing or reconfiguration processes should include an implementation burden assessment (as mentioned previously). Before asking a school to absorb another major change, the district should examine what that school has already experienced, including leadership turnover, staff loss, enrollment decline, prior boundary changes, construction disruption, program relocation, student need, family trust, and internal capacity. A change that appears reasonable in isolation may become destabilizing when layered onto accumulated strain.

SEGC Adds Evidence That Local Leadership and School Culture Can Buffer Harm but Cannot Substitute for District Support.

SEGC also adds to the broader literature by showing how school-level leadership and internal culture mediate the impact of district reconfiguration. In several schools, stable leadership, strong staff culture, relational trust, and trauma-informed routines helped staff and families navigate change. These schools were not unaffected but rather they had stronger internal capacity to absorb strain.

At the same time, we caution against romanticizing local resilience. Strong school cultures often buffered harm that district systems did not adequately prevent. Staff repeatedly described district support as late, partial, unclear, or mismatched to school realities. In this sense, school-level leadership functioned as a compensatory mechanism. It helped schools survive the change, but it did not erase the need for stronger district planning, communication, staffing, or transition infrastructure.

This adds to the literature by clarifying that "school capacity" should not become an excuse to shift implementation burden downward. Future PPS processes should identify where local leadership is strong but also ask what the central office must provide so schools are not required to carry district change through local improvisation alone.

SEGC Findings Add Evidence That Procedural Equity May Matter Even When Student Experiences Remain Relatively Positive.

A striking SEGC finding is that SEGC members reported deep dissatisfaction with the process and equity outcomes, while also reporting student experiences that were comparable to other families. This adds to the literature by showing that dissatisfaction with reconfiguration does not always reflect narrow self-interest or direct personal harm. In PPS, some of the people closest to the process judged it harshly precisely because they had inside knowledge of how decisions were made, what data were available, how alternatives were constrained, and how burdens were distributed.

This finding matters for future engagement. Districts sometimes interpret community criticism as resistance to change or dissatisfaction with individual assignments. The SEGC findings suggest a different possibility in which participants may support the need for change while objecting to how the process defines problems, controls data, narrows options, distributes burdens, or fails to act on equity commitments. This aligns with research showing that low responsiveness in closure processes can undermine democratic trust and civic participation (Nuamah, 2022).

For PPS, procedural fairness should be treated as an equity outcome in its own right. A process can produce some student-level stability and still damage trust if participants experience it as opaque, constrained, or inequitable. Future processes should therefore assess not only whether students are doing well after implementation, but also whether communities believe the district acted transparently, consistently, accountably, and equitably.

Overall Interpretation

Together, the SEGC findings confirm, complicate, and add to the broader research on school closures, rightsizing, boundary changes, and district reconfiguration. SEGC findings confirm the literature's central caution that technical solutions do not automatically produce educational equity. It also confirms the importance of receiving-school readiness, staff stability, meaningful community engagement, racial equity analysis, transportation burden, and implementation support.

At the same time, SEGC complicates the literature because it did not produce broad measurable academic harm, because DLI relocation did not produce widespread district exit, and because several changes produced gains and harms simultaneously. These complications are important because they prevent the report from reducing SEGC to a simple success or failure story.

Finally, SEGC adds to the research because it shows that many equity concerns associated with school closure can emerge even when no school is formally closed. Boundary changes, program relocation, grade-span reconfiguration, feeder shifts, and enrollment balancing can still produce displacement, loss, staff disruption, unequal burden, weakened trust, and institutional mourning. They can also produce gains, including stronger program coherence, more developmentally appropriate configurations, and more culturally affirming environments for some students. The core equity task is to examine the distribution of those gains and burdens.

Again, one of the most important lessons for PPS is that future rightsizing, boundary, consolidation, or program relocation decisions should be evaluated through an educational equity, sufficiency and implementation-readiness lens. The district should not ask only whether a building is underutilized or whether enrollment is balanced. It should ask whether the proposed change will create stronger and more equitable learning environments, whether receiving schools are prepared, whether historically underserved communities are protected from disproportionate burden, whether staff stability is preserved, whether transportation and access barriers are addressed, whether families have meaningful influence, and whether the district has the capacity and resources to keep its promises.

A Brief Note on Focus Options and Equity

Focus options were not a primary focus of this evaluation. However, they emerged during data collection as an important issue that PPS will likely need to address in current rightsizing conversations and decisions. We briefly discuss focus options here because they are connected to several broader questions at the center of rightsizing such as:

- how students and programs are distributed across the district
- how enrollment patterns affect school stability
- how family choice shapes access to opportunity, and whether future decisions will advance or undermine the district's commitment to well-resourced, racially equitable and socially just schools

In this sense, focus options are not treated as a separate topic, but as part of the larger equity context in which PPS must make decisions about boundaries, consolidations, program locations, and school consolidations and/or closures. Below, we briefly discuss our understanding of the history of focus options in PPS, how they intersect with race, equity, enrollment, and access to opportunity, and offer considerations for how the district might attend to these issues in future rightsizing decisions.

As such, PPS's rightsizing work must be understood against the district's longer history of student assignment, desegregation, transfer, and focus option policies dating back to the 1970s.

Historical accounts of PPS's desegregation efforts show that the district relied heavily on voluntary transfer and one-way busing approaches that placed the burden of integration primarily on Black students and other students of color, rather than requiring shared responsibility across the district.[108] By the early 1970s, PPS's Schools for the Seventies plan sent Black students to schools across the district while allowing white students to voluntarily attend majority Black schools, which was a design shaped in part by fears that mandatory reassignment of white students would produce backlash and accelerate white and middle-class flight from the district.[109] In this way, PPS's enrollment policies often attempted to manage racial equity concerns while also protecting the preferences of often white, middle-class, and more privileged families.

This history did not end with busing. As PPS moved through later desegregation, transfer, magnet, and focus option policies, in-district choice became a central mechanism through which families could navigate the district. These policies created meaningful opportunities for some students, but they also allowed families with greater information, mobility, and social capital to access preferred schools and programs while neighborhood schools serving historically underserved communities were often left more vulnerable to enrollment loss, instability, and reduced program offerings.[110] PPS's own enrollment and transfer policy now states that the district seeks to provide "equal access to educational options" and promote "equity and diversity" in student transfers and admissions, which underscores that choice systems must be actively governed to prevent unequal access and unequal consequences (Portland Public Schools, 2015).

That history matters for current and future rightsizing decisions. If PPS is not careful, school closures, consolidations, boundary changes, and program relocations could reproduce the same pattern under a new name, which is protecting the preferences of families most likely to mobilize, opt out, or leave, while asking Black, Latino/a/x, Indigenous, immigrant, low-income, and other historically underserved communities to carry the heaviest burden of system change.

Equity-centered rightsizing cannot be held captive by the anticipated departure, resistance, or "exit" of privileged families. To be clear, this does not mean dismissing their concerns or excluding them from the process. It means refusing to let their preferences function as an informal veto over decisions intended to create a more coherent, stable, well-resourced, and racially equitable and socially just school system.

Therefore, the central question for PPS should not be, "What plan will least disrupt the families most likely to leave?" (not that anyone is asking that in PPS but that is a question that has emerged nationally). The central question should be, "What plan best advances equitable access

[108] U.S. Commission on Civil Rights, 1977; Serbulo, 2019
[109] (Serbulo, 2019).
[110] (Serbulo, 2019; Portland Public Schools, 2016).

to high-quality, well-resourced schools for the students and communities PPS has historically underserved?" Given the district's history, future rightsizing must be guided by transparent equity criteria, not by the fear of losing the families with the most social, political, and economic power.

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Section 6:

Enrollment and the Conditions for "Well-Resourced"[111] Schools

[111] The phrase "well-resourced schools" is placed in quotation marks to signal that it is not a fixed, neutral, or self-evident category. What counts as "well-resourced" depends on student need, school level, staffing models, program expectations, community context, funding conditions, and the district's equity commitments. For that reason, the term requires definition and critical interrogation rather than being treated as a common-sense label. In this report, "well-resourced schools" refers to schools that have the enrollment, staffing, supports, program breadth, class size conditions, and relational infrastructure necessary to provide students with a complete, stable, and equitable educational experience.

Enrollment and the Conditions for "Well-Resourced Schools"

We included this section in response to questions raised by PPS central office leaders about enrollment, school size, and the conditions necessary to create "well-resourced schools."

This section is not intended to function as a formal school finance study. Such a study would require a more extensive fiscal analysis, including detailed examination of staffing formulas, school-level budgets, facilities costs, transportation costs, projected enrollment, and the specific resource model PPS intends to use to define a well-resourced school (which was not the purpose of this evaluation).

While this report does not offer a formal school finance analysis, it draws on relevant research, available district and state documents, and our equity-centered interpretation of the SEGC findings to identify key considerations PPS should weigh when connecting enrollment, staffing, resources, and school quality.

Additionally, it is important that this section should not be read as determining which schools PPS should close, consolidate, reconfigure, or maintain based on the enrollment numbers and school sizes discussed below. If PPS and the Board consider closures or consolidations, those decisions must be made through a local process that includes extensive community engagement, Board deliberation, school-level analysis, and other factors.

The purpose of this section is to support PPS in making locally grounded and equity-centered decisions about enrollment, school size, and resource allocation. It clarifies the enrollment, staffing, funding, and program conditions PPS should consider before any future closure or consolidation decision is made.

The central argument of this section is straightforward, which is enrollment matters because Oregon's school finance system is largely enrollment driven. Through the State School Fund, Oregon distributes operating revenue using an equalization formula based heavily on weighted average daily membership, or ADMw. As a result, enrollment changes directly shape the resources available to PPS to staff schools, sustain programs, and provide students with a complete educational experience. Given this reality, this section addresses five guiding questions:

1. Why should PPS derive its own enrollment standards rather than importing school-size numbers from other districts?
2. How might PPS determine enrollment ranges for well-resourced schools in a way that begins with equity, staffing supports, and equitable student experience rather than building utilization alone?

3. What does the research on school size suggest, especially for students who have been historically underserved and what are the implications for PPS?
4. What enrollment ranges might make well-resourced elementary, middle, and K–8 schools financially possible in Portland under Oregon's current funding conditions?
5. What can school consolidations and closures realistically accomplish?

Before you proceed, it is important to note that some parts of this report, including this section, may feel somewhat repetitive by design. Given the length of the report, readers may enter at different points rather than reading it straight through from beginning to end. For that reason, we occasionally restate key context, findings, and framing so that each major section can be understood on its own.

Question 1: Why should PPS derive its own enrollment standards rather than importing school-size numbers from other districts?

This section begins by clarifying why enrollment standards for "well-resourced schools" should be locally derived rather than borrowed from other districts or only reduced to building utilization rates. As such, we want to caution PPS from simply borrowing an enrollment number or school size from another district for the purposes of achieving well-resourced schools. We make this caution for several reasons.

First, this matters because enrollment thresholds are shaped by local funding formulas, labor costs, staffing models, facilities conditions, student need, and enrollment trajectories. Therefore, a number that appears reasonable in, for example, Seattle, Denver, San Francisco, or San Antonio may not be fiscally or educationally practical in Portland. While peer districts can help PPS understand how other systems have approached enrollment decline, school consolidation, and "well-resourced school" planning, their numbers should inform PPS's approach rather than determine Portland's threshold.

This is especially important in Oregon because, as stated earlier, the State School Fund distributes revenue to districts through a weighted enrollment formula. Oregon uses ADMw, or weighted average daily membership, to account for additional costs associated with serving particular student populations and district conditions. In this context, enrollment is not only a demographic measure. It is also a revenue base that determines what schools can staff and sustain.[112]

Oregon distributes the majority of school operating revenue on a per student basis. For PPS, sustained enrollment decline is not simply a facilities problem caused by empty seats. It is a

[112] Oregon Department of Education. (n.d.). State School Fund. Oregon Department of Education. Oregon's State School Fund is distributed through an equalization formula, and weighted average daily membership is used in the funding formula to account for student and district characteristics.

resource problem that reduces the revenue available to staff schools, sustain programs, and support students. This is why utilization rates, while useful, provide only a partial picture. Utilization typically measures the relationship between current enrollment and building capacity, often based on square footage. This number can tell PPS how full or empty a building is. However, it does not, on its own, show whether students have access to a complete educational program or to the academic, social-emotional, enrichment, and staffing supports necessary for a well-resourced school.

It is therefore plausible that a school can have a relatively high utilization rate and still lack a rich, rigorous, and culturally responsive and equitable learning environment, core educational supports and program components that students need, including adequate counseling, library services, arts, music, physical education, intervention support, and stable grade-level teams.

Conversely, a school with low utilization may have strong adult-student relationships, deep community trust, strong family connection, and a school culture that is especially important for students experiencing inequity, displacement, or marginalization. It is important to note that utilization rates tell districts something about facilities. They do not fully tell districts enough about educational equity and adequacy.

For this reason, PPS should distinguish among three kinds of enrollment numbers that are often collapsed into one debate: (1) peer district thresholds, (2) adequacy prototypes, and (3) locally derived planning ranges.

As such, we draw on the Oregon's Quality Education Model (QEM) and the Odden-Picus Evidence-Based Model as examples of adequacy prototypes because they use model school sizes and staffing assumptions to estimate the resources needed for educational adequacy. Specifically, the QEM uses prototypical school sizes to estimate the resources needed to meet Oregon's education goals. The Odden-Picus Evidence-Based Model similarly uses school prototypes to estimate staffing and program resources associated with educational adequacy.[113] By educational adequacy, we draw on the work of Picus and Odden, to mean "providing a level of resources to schools that will enable them to make substantial improvements in student performance over the next 4 to 6 years, as progress toward ensuring that all, or almost all, students meet their state's performance standards in the longer term."[114]

[113] Oregon Quality Education Commission. (2024). Quality Education Model report. Oregon Department of Education. The QEM uses prototypical schools, including a 360-student elementary school and a 500-student middle school, to estimate the resources needed to meet Oregon's education goals. Picus Odden & Associates. (n.d.). The evidence-based model. The Evidence-Based Model uses prototypical schools and evidence-based staffing assumptions to estimate adequate school resources.
[114] Picus Odden & Associates. (n.d.). The Evidence-Based Model. Picus Odden & Associates.

However, adequacy models should not be confused with practical planning floors under current funding conditions and realities. Oregon has not consistently funded schools at the level its own adequacy model identifies as necessary.[115]

Given this reality, peer district numbers for enrollment standards and school size require caution. For example, Denver identified low-enrollment thresholds by examining when schools require subsidy to maintain minimally required programming.[116] Seattle's well-resourced schools work connected enrollment, building capacity, and program access in its consolidation planning. These examples are useful because they show that other districts have had to connect enrollment, staffing, facilities, and educational program design. However, their specific thresholds are not transferable to PPS because, again, Oregon's funding system, labor costs, and local enrollment conditions differ from those districts.

Therefore, we suggest that the most defensible and useful approach is for PPS to derive its own planning ranges from Oregon's actual funding system, PPS's staffing costs, PPS's school-level allocation model, the ADMw profile of each school, and projected enrollment decline.

Question 2: How might PPS determine enrollment ranges for well-resourced schools in a way that begins with equity, staffing supports, and equitable student experiences rather than building utilization alone?

Again, we want to make clear that determining the appropriate enrollment range for a well-resourced school is a decision PPS should generate through a transparent local planning process and not impose through a single numerical threshold. School size should be treated as an equity question instead of only as a technical one. In other words, the central question is not only, "How many students should a school have?" but rather, "What teaching conditions, staffing resources, student supports, and equitable learning opportunities should every PPS student be able to count on in every school?"

Given this, we suggest that PPS take three steps to identify enrollment ranges for elementary, K–8, middle schools.

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[115] Legislative Fiscal Office. (2025). 2025-27 budget review: State School Fund and Common School Fund. Oregon Legislative Assembly. The Legislative Fiscal Office notes that the 2023-25 State School Fund appropriation of $10.2 billion was approximately $1.5 billion, or 11.5%, below what the QEM generated as the amount required to meet the educational goals assumed in the model. Oregon Department of Education. (n.d.). Quality Education Commission reports

[116] Denver Public Schools. (2022). Declining enrollment: Considerations for moving forward. Denver Public Schools Board of Education. Denver identified schools under 215 students as receiving a small-school subsidy to maintain minimally required programming, and later school closure criteria included schools under 215 students as well as schools under 275 students with projected decline. Seattle Public Schools. (2021). Facilities master plan update. Seattle Public Schools. Seattle Public Schools. (2024). Well-resourced schools update.

Step One: Define What Constitutes a Well-Resourced School and Its Staffing Model
The starting point for determining school size should be a values and equity decision that is tested against fiscal reality. Given PPS's structural deficit and sustained enrollment decline, the district cannot define well-resourced schools without asking both what students deserve and what the system can reliably and feasibly sustain.

Thus, this step is especially important because a well-resourced school cannot be defined only by building utilization, enrollment efficiency, or the number of students assigned to a campus. It must be defined by the actual teaching conditions, student supports, staff roles, and learning opportunities that make a school educationally equitable and robust. This is also where PPS's racial equity and social justice commitments must become truly operational. Therefore, a well-resourced school should be designed to help pay down what Gloria Ladson Billings calls the "education debt," meaning the accumulated historical, economic, sociopolitical, and moral debts owed to students and communities who have been systematically underserved by public institutions.[117]

Moreover, based on Oregon's Quality Education Model (QEM), the Odden and Picus Evidence Based Model, and professional association standards reviewed for this report (e.g., school counselors, etc.), the staffing support model for a PPS elementary school might include, at minimum, classroom teachers at class sizes that meet or approach Oregon's QEM targets, a full time school counselor, a certified school librarian with dedicated technical support, a full time nurse, specialist teachers in art, music, and physical education, instructional coaching, and access to social workers and school psychologists.[118] [119] [120] [121] [122]

For elementary schools, this means PPS should clarify whether every school is expected to provide class sizes that meet or approach QEM's elementary class size target of approximately 20 students per class (which actually may be more students per class in reality, see below for details), or whether PPS will adopt a phased local standard such as smaller class sizes in

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[117] Ladson Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. Educational Researcher, 35(7), 3 to 12.
[118] Oregon Department of Education. (2025). Oregon class size report for the 2024 to 2025 school year. The report notes that the 2022 QEM adjusted class size targets to 20 students per class for elementary schools and 20.8 students per class for middle and high schools, and that the 2024 QEM maintained those targets.
[119] Picus Odden and Associates. (2025). An update of the Evidence Based Model developed for Wyoming and comparison to the 2025 to 2026 Wyoming funding model. The report describes the EB Model as a school finance adequacy model that includes core teachers, specialist teachers, instructional coaches, tutors, counselors, nurses, librarians, and other school-based resources.
[120] American School Counselor Association. (n.d.). School counselor roles and ratios. ASCA recommends a student to school counselor ratio of 250 to 1.
[121] American Association of School Librarians. (2019). Appropriate staffing for school libraries. AASL states that every learner should have access to an updated school library with a full time certified school librarian and dedicated technical or clerical support.
[122] National Association of School Nurses. (2020). School nursing role in student health and academic outcomes: Position statement. NASN states that access to a registered professional nurse all day, every day can improve student health, safety, and educational achievement.

kindergarten through grade 3 and somewhat larger class sizes in grades 4 and 5.[123] This decision matters because class size is not only a staffing variable. It is also an equity variable, particularly in schools serving students who have experienced accumulated educational debt.

PPS should also define whether every elementary school should have a full-time counselor rather than a counselor shared across multiple buildings. The American School Counselor Association recommends a student-to-counselor ratio of 250 to 1, which means that a well-resourced school model should treat counseling access as a core student support rather than an optional add-on.[124]

Similarly, PPS should define whether every school should have a certified school librarian present throughout the school day, supported by technical or clerical staff. The American Association of School Librarians identifies full-time certified school librarians, supported by dedicated technical and clerical staff, as central to an effective school library program.

Additionally, the same logic applies to health, social-emotional, and mental health supports. The National Association of School Nurses has argued that students benefit from access to a registered school nurse all day, every day, and that nurse staffing should reflect student need rather than rely only on simple ratios.

Similarly, the National Association of School Psychologists recommends a ratio of one school psychologist for every 500 students, while the School Social Work Association of America recommends one school social worker for every 250 students.[125] [126] These ratios should not be treated as automatic formulas for PPS, but they help clarify the level of support that professional associations consider necessary for responsive and equitable student care.

It is important to note that some of these positions may not be generated automatically through Oregon's current funding formulas. Therefore, defining them as part of the staffing support model also requires PPS to name which positions are district investment commitments. For example, if PPS's financial analysis shows that the state funding model does not generate a full-time nurse until a much larger enrollment level, then PPS should be explicit that nurse staffing is not merely a formula-funded position. It is a district investment decision.

For middle schools, it is essential that the staffing support model include all of the above, but it must also reflect the developmental and programmatic needs of early adolescents. This includes departmentalized subject area teachers, a meaningful elective structure, intervention and

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[123] Oregon Department of Education. (2025). Oregon class size report for the 2024 to 2025 school year. The report notes that the 2022 QEM adjusted class size targets to 20 students per class for elementary schools and 20.8 students per class for middle and high schools, and that the 2024 QEM maintained those targets.
[124] American School Counselor Association. (n.d.). School counselor roles and ratios. ASCA recommends a student to school counselor ratio of 250 to 1.
[125] National Association of School Psychologists. (2020). Professional standards.
[126] School Social Work Association of America. (n.d.). National census of school social workers.

enrichment opportunities, expanded counseling capacity, special education and multilingual learner supports, and a teaming or advisory structure that allows adults to know students well and belong to an inclusive and equitable community. A well-resourced middle school cannot be defined only by having enough students to fill a building. It must have enough students and staff to provide a coherent, equitable, socially and emotionally robust, and intellectually stimulating middle-grade experience. These are all equity commitments.

Without a clearly defined and publicly committed staffing and support model, the phrase "well-resourced school" risks becoming too vague to guide difficult decisions. It must function not only as an aspiration, but also as an operational and, most important, feasible, standard for how PPS allocates staff, programs, supports, and resources across schools.

Step Two: Translate the Staffing Support Model into Classrooms or Sections per Grade
After PPS defines what constitutes a well-resourced school and the staffing support model of a well-resourced school, the district should translate that vision into the number of classrooms or sections needed at each grade level. This is a critical step because the practical unit of school design is not the total enrollment number by itself. It is also the grade level cohort.

For elementary schools, PPS should consider how many classrooms per grade are needed to provide manageable class sizes, stable staffing, collaboration among teachers, student support, and flexibility when enrollment fluctuates. For example, an elementary school with too few students per grade may not be able to sustain multiple classrooms at each grade level without either increasing costs or combining classrooms in ways that can reduce instructional coherence.

Conversely, a school with enough students to sustain multiple classrooms per grade can more easily support teacher collaboration, student grouping, intervention, and schedule flexibility. For middle schools, the question might shift from classrooms per grade to sections per grade because of the departmentalization in middle schools. Thus, PPS should consider how many sections are needed in each grade to support a full academic schedule, electives, intervention, enrichment, counseling, special education services, multilingual learner supports, and teacher teaming. The Evidence-Based Model emphasizes that adequate school staffing includes not only core teachers, but also specialist teachers, instructional coaches, counselors, nurses, librarians, tutors, and other student support roles.[127] This means that middle school enrollment ranges should be tied to the schedule and staffing model required to offer a full middle-grade program.

Given the work of SEGC, PPS might be looking to phase out K–8 schools. However, we address them here since the district still has K–8 schools. For K–8 schools, PPS should consider both dimensions at once. In other words, K–8 schools must sustain elementary classrooms and middle

[127] Picus Odden and Associates. (2025). An update of the Evidence Based Model developed for Wyoming and comparison to the 2025 to 2026 Wyoming funding model.

grade programming in the same building. This means PPS should not assume that a K–8 school can be evaluated using only the elementary school logic or only the middle school logic. A K–8 school may have enough students overall but still have small grade level cohorts in grades 6 through 8 that limit electives, intervention groups, advisory structures, and staffing flexibility.

Only after PPS identifies the desired number of classrooms or sections per grade should it translate that design into a total school enrollment range. This sequence matters. If PPS begins with a total school size number, the district may miss whether that number actually produces the grade-level staffing supports and program conditions students need. But if PPS begins with the desired learning environment (which includes the needed staffing model) and then identifies the number of classrooms or sections required to sustain it, the resulting enrollment range will be tied to educational adequacy and equity rather than only to efficiency or facility use.

Step Three: Test the Number Against Oregon Funding Reality and PPS Enrollment Attrition

Everything that we said in steps one and two must be understood within the context of step three. As such, PPS should then test the resulting enrollment range (gathered from above) against Oregon's funding reality and PPS's own enrollment history. This is the feasibility test, which will more than likely be an iterative process. Oregon's QEM provides an important adequacy benchmark because it was developed as a research and data-driven tool to estimate the level of state school funding required to meet Oregon's educational goals.[128] The QEM uses prototype schools, including an elementary prototype and a middle school prototype, to estimate statewide school costs and identify the resources needed to support effective schools.[129]

However, PPS should not treat the QEM number as a complete local planning model for several important reasons. First, the QEM was first published in 1999 and has been updated over time, but its prototype approach remains a statewide model rather than a Portland-specific school design process.

In addition, the 2024 QEM report states that if the fully implemented QEM is not funded, Oregon districts will not have sufficient funds to implement the best practices needed to meet Oregon's education goals.[130] For the 2025 to 2027 biennium, the QEM estimated that full implementation would require $13.526 billion, which was about $2.252 billion above the projected current service level. [131]

This funding reality matters for PPS. If QEM represents an adequate benchmark and Oregon has not fully funded that benchmark, then PPS should treat QEM as a starting floor, not as the final

[128] Oregon Department of Education. (2025). Oregon class size report for the 2024 to 2025 school year.
[129] Oregon Department of Education. (2025). Oregon's Quality Education Model.
[130] Oregon Department of Education. (2025). Oregon class size report for the 2024 to 2025 school year.
[131] Quality Education Commission. (2024). Quality Education Model executive summary.

definition of a well-resourced school, which we cannot be overstated. The district should also avoid setting enrollment targets so close to the QEM prototype that predictable enrollment decline immediately pushes schools below the level needed to sustain staffing, programming, and student support.

For that reason, PPS should add a local enrollment decline buffer based on its own historical enrollment patterns (see below for more details). This is critical because PPS's own enrollment history is the best available predictor of what PPS might expect in the district. Again, the district should not rely primarily on what happened in other districts to estimate future attrition in PPS schools. Again, while those cases may offer useful lessons about process, implementation, community engagement, and equity risks, they should not drive the numerical enrollment assumptions for Portland. PPS's own year-to-year enrollment data should be used to estimate how much enrollment cushion schools need so they do not fall below the staffing and program levels needed to remain well-resourced over time.

With that said, the following section (below in question 4) offers preliminary planning numbers that illustrate what this logic could look like if PPS begins with QEM as an adequacy floor, adds a PPS-specific attrition buffer, and considers the number of classrooms or sections needed per grade level to sustain a high-quality and equitable school experience. Importantly, these numbers should not be understood as automatic closure thresholds. Rather, they should be understood as planning floors that help PPS assess whether schools are likely to remain large enough over time to sustain the staffing, programming, relationships, and student supports associated with well-resourced schools.

Question 3: What does the research on school size suggest, especially for students who have been historically underserved and what are the implications for PPS?

The research on school size does not support a simple conclusion that smaller schools are always better or that larger schools are always more efficient. Instead, the literature points to a set of tradeoffs (regarding school size) that PPS must hold together. The research suggests that smaller schools often provide stronger relationships, greater student visibility, easier family connection, and more intimate school climates.[132] [133] Larger schools often provide more staffing flexibility, more program breadth, stronger grade-level or subject-area teams, and greater capacity to offer specialists, electives, and intervention support.[134] However, it is important to note that neither size produces educational quality by itself. Size matters because of what it enables or constrains.

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[132] Luyten, H., Hendriks, M., & Scheerens, J. (2014). School size effects revisited: A qualitative and quantitative review of the research evidence in primary and secondary education. Springer.
[133] Leithwood, K., & Jantzi, D. (2009). A review of empirical evidence about school size effects: A policy perspective. Review of Educational Research, 79(1), 464–490.
[134] Andrews, M., Duncombe, W., & Yinger, J. (2002). Revisiting economies of size in American education: Are we any closer to a consensus? Economics of Education Review, 21(3), 245–262.

Several studies suggest that smaller schools can be especially beneficial for students from low-income backgrounds and other historically underserved groups. Leithwood and Jantzi's foundational review of 57 empirical studies concluded that the weight of evidence favors smaller schools, especially for students from low-income backgrounds.[135] Other research similarly found that school size can intensify or reduce the relationship between poverty and achievement, suggesting that larger school settings may amplify inequity when they weaken relationships, visibility, and responsiveness. Lee and Loeb's study of Chicago elementary schools found that schools enrolling fewer than 400 students were associated with stronger teacher collective responsibility and stronger student achievement than larger schools.[136]

At the same time, the research cautions against treating smallness itself as the intervention. More recent reviews have found that school size effects on academic achievement are mixed, modest, and highly dependent on context. For example, Luyten, Hendriks, and Scheerens' synthesis found that the clearest advantages of smaller schools often appear in non-cognitive outcomes, including belonging, safety, student participation, school climate, and relationships.[137] Egalite and Kisida's longitudinal study of more than one million students (across 4 states) found that achievement tended to decline as school size increased, particularly in higher grades, but also emphasized that the effects varied by context and were not mechanically determined by enrollment alone.[138]

The key lesson for PPS is that school size operates through mechanisms. Smaller schools may make it easier for adults to know students well, notice when students are struggling, communicate with families, and build shared responsibility among staff. These conditions are especially important for students who have experienced marginalization in schools, displacement, poverty, racialized exclusion, and/or inconsistent access to institutional support. However, larger schools may make it easier to provide and staff a broader educational program. Larger schools can often support more stable grade-level teams, full-time specialists, stronger intervention systems, elective offerings, arts, music, physical education, counseling, and other academic, social-emotional, enrichment, and staffing supports that students also need.

For PPS, the research suggests that the sole goal should not be to maximize or minimize school size. The goal should be to identify an enrollment range where schools are large enough to sustain a complete and equitable educational program yet connected enough to preserve the

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[135] Leithwood, K., & Jantzi, D. (2009). A review of empirical evidence about school size effects: A policy perspective. Review of Educational Research, 79(1), 464–490.
[136] Lee, V. E., & Loeb, S. (2000). School size in Chicago elementary schools: Effects on teachers' attitudes and students' achievement. American Educational Research Journal, 37(1), 3–31.
[137] Luyten, H., Hendriks, M., & Scheerens, J. (2014). School size effects revisited: A qualitative and quantitative review of the research evidence in primary and secondary education. Springer.
[138] Egalite, A. J., & Kisida, B. (2016). School size and student achievement: A longitudinal analysis. School Effectiveness and School Improvement, 27(3), 406–417.

relational conditions that matter most for students and adults. This means PPS should avoid two oversimplifications.

First, we suggest that PPS distinguish between educational value and fiscal/programmatic viability. A small school may be relationship-rich and important to its community while still requiring a transparent analysis of what it would cost to provide students with a full program.

Second and conversely, a larger school may be more fiscally viable while still failing to provide the relationships, supports, and staffing conditions students need. The more defensible approach is therefore to ask what level of enrollment, staffing, program design, and investment is necessary for students to experience a complete, stable, equitable, and relationship-rich school.

Overall, the research suggests that PPS should treat school size as a design question, which is, again, a question related to what enrollment level allows a school to provide the equitable learning environments, relationships students need, support, and the full educational program they deserve? Thus, enrollment levels should be evaluated in relation to the educational program students experience, the staffing model a school can sustain, the relational conditions students need, and the equity commitments PPS has made to communities that have historically received less.

Question 4: What enrollment estimate ranges (not exact number) might make equitable and well-resourced elementary, middle, and K–8 schools financially possible in Portland under Oregon's current funding conditions?

As stated previously in this section, PPS should consider Oregon's QEM as an adequacy benchmark, but not as a final enrollment target. The QEM is useful because it identifies a prototypical elementary school of 360 students and a prototypical middle school of 500 students, with average class sizes of approximately 20 students in elementary schools and 20.8 students in middle schools.[139] However, again, the QEM's prototype school structure was developed as a statewide funding model using composite schools, not as a precise enrollment standard for every PPS school. Again, the Oregon Department of Education notes that the Quality Education Commission was appointed in 1999 to validate and refine the Oregon QEM and that the model helps lawmakers estimate the cost of providing the education programs necessary for Oregon students to meet state goals. For this reason, PPS should treat QEM as a minimum adequacy floor rather than a complete contemporary model of what every well-resourced school requires.

This caution is especially important because, as stated above, Oregon has not funded schools at the level required to fully implement the QEM. As noted above, the 2024 QEM report estimates that full implementation for the 2025 to 2027 biennium would require $13.526 billion, which is

[139] Oregon Department of Education. (2025). Oregon class size report for the 2024 to 2025 school year.

$2.252 billion more than the projected investment needed to maintain the current service level. Research indicates that the historical appropriations below current service level has led to cuts in the level and quality of educational services schools are able to deliver. In practical terms, this means PPS should not interpret the QEM prototype numbers as sufficient by themselves. They should be used as adequacy benchmarks that must be adjusted for local enrollment decline, state funding constraints, and the staffing conditions PPS ultimately defines as necessary for well-resourced schools.

Therefore, the suggested ranges that we put forth below should also be understood in context. At the time of this writing (early June 2026), PPS has not yet publicly defined the full staffing support model, program expectations, student support model, or classroom and section structure that will constitute a well-resourced school in Portland. Thus, the numbers below should be understood as preliminary planning estimates. They are intended to show what enrollment ranges become reasonable when PPS begins with QEM, accounts for Oregon's funding conditions, and adds a local attrition buffer based on PPS's own enrollment history. They should be refined once PPS defines what every well-resourced elementary, K–8, and middle school should actually provide.

Since PPS has experienced sustained enrollment decline (and is expected to do so at least until the 2033–34 school year), the district should add a local attrition buffer to the QEM numbers. Based on districtwide enrollment data, the typical net declining school (between 2020–21 and 2024–25) lost about 16 students per year, while individual year to year dips were often larger. For elementary schools specifically, the median annualized loss among net declining schools was approximately 16.5 students per year, or about 82.5 students over five years. We suggest rounding up for planning purposes, this then supports an elementary attrition buffer of approximately 85 students (on the more conservative end). For middle schools, the median annualized loss among net declining schools was approximately 15.25 students per year, or about 76 students over five years. Again, we suggest rounding up for planning purposes, this thus supports a middle school attrition buffer of approximately 75 to 80 students (on the more conservative end). Since middle schools are more sensitive to enrollment loss in scheduling, electives, teaming, and student supports, PPS may want to stress test the middle school number closer to 100 students over five years.

Using this logic that we stated above, PPS might consider 450 students as a practical elementary planning floor. An elementary school serves six grade levels, kindergarten through grade 5. At the QEM elementary prototype of 360 students, that equals approximately 60 students per grade, or three classrooms per grade at about 20 students per class. If PPS begins instead with 450 students, the school would have approximately 75 students per grade. That could support three classrooms per grade at about 25 students per class, or provide enough enrollment cushion so that, after expected decline, the school remains closer to the QEM prototype of three classrooms

per grade at approximately 20 students per class. In other words, 450 is not the ideal school size target but rather a PPS planning floor that adds a five-year attrition buffer to the QEM adequacy benchmark.

Even with this buffer (or whatever buffer the district decides), PPS should plan for how schools will be resourced if enrollment continues to decline. Over time, a school that begins with three classrooms per grade could fall to two classrooms per grade, which may increase class sizes, reduce staffing flexibility, and make it harder to sustain the full range of supports associated with a well-resourced elementary school.

Similarly, for middle schools, PPS should consider 600 students as a practical planning floor. In a grades 6–8 middle school configuration, enrollment is spread across three grade levels. At the QEM middle school prototype of 500 students, that equals approximately 167 students per grade. At QEM class size assumptions, this supports roughly eight core sections per grade. A 600-student middle school would begin with approximately 200 students per grade, which could support about eight sections per grade at 25 students per section, or more sections if PPS aims to move closer to QEM class size assumptions. This creates a five-year buffer against expected enrollment loss while preserving the staffing and scheduling scale needed for a fuller middle grade program, including electives, intervention, enrichment, counseling, special education services, multilingual learner supports, and team-based structures for early adolescents.

For K–8 schools, because QEM does not provide a separate K–8 prototype, PPS should consider a local planning estimate of approximately 650 students. A K–8 school serves nine grade levels, kindergarten through grade 8th. At 650 students, the school would average approximately 72 students per grade, enough to sustain roughly three classrooms or sections per grade at about 24 students per class or section. If the school declined to approximately 600 students over time, it would still average about 67 students per grade, or roughly three classrooms or sections per grade at about 22 students per class or section. However, PPS should be clear that a 650 student K–8 school is not equivalent to a 600-student dedicated middle school. A dedicated 600 student middle school has about 200 students per grade in grades 6 through 8, while a 650 student K to 8 has only about 72 students per grade across all nine grade levels. This means K–8 schools may be able to sustain three sections per grade, but they may still have less flexibility for electives, intervention groups, advisory structures, and specialized middle grade programming.

Again, **we importantly state that these numbers should be considered in light of the research that we discussed on school size in the prior section** (research question 3).

Moreover, we cannot state enough that these numbers should not be used as automatic closure thresholds. They should be used as planning ranges to assess whether schools are likely to remain large enough over the next five or so years to sustain the staffing, programming, class

size, and student support conditions associated with however PPS describes well-resourced schools. Schools below these ranges **may still be necessary**, valued, and educationally strong, but they may require additional district investment, a specialized program model, or an explicit equity rationale. Schools above these ranges may be more financially efficient, but PPS should still examine whether they remain relationship rich, developmentally appropriate, and responsive to student and family needs.

Figure 6.1 Deriving Planning Floors for Well Resourced Schools

Each planning floor begins with the Oregon Quality Education Model adequacy benchmark, EB Model prototypes, and adds a five-year local attrition buffer.



School type	QEM prototype	Five-year buffer	Planning floor range estimate	What the floor is built to sustain
Elementary	360	+ about 85	**Approximately 450+**	6 grades, about 75 per grade. Three classrooms per grade at about 25, with cushion to stay near the QEM target of three classrooms at about 20 after expected decline.
Middle	500	+ about 100	**Approximately 600+**	3 grades, about 200 per grade. About eight sections per grade at 25, preserving electives, intervention, counseling, special education, multilingual supports, and team structures.
K–8	*no QEM prototype*	*local estimate*	**Approximately 650+**	9 grades, about 72 per grade. About three sections per grade at about 24, but less flexibility than a dedicated middle school for electives and middle grade programming.

Note. QEM is the Oregon Quality Education Model adequacy benchmark (elementary prototype 360, middle prototype 500) and EB Models prototype schools. Buffers reflect the five-year median enrollment loss among net declining PPS schools, about 85 for elementary and 75 to 100 for middle. The elementary floor rounds 360 plus 85 up to 450. QEM provides no K–8 prototype, so 650 is a local planning estimate. Figures are preliminary planning estimates, to be refined once PPS defines its well-resourced school model.

Question 5: What can school consolidations and closures realistically accomplish?

In theory, school consolidations and closures can increase the probability that enrollment conditions under which "well-resourced schools" become financially and feasibly possible. The logic is that PPS may be able to use existing resources more efficiently by reducing some duplication across under-enrolled buildings, concentrate staff and programs in fewer school sites, and spread some fixed administrative, operational, and facility costs across a larger number of students.[140] However, this is a theory of resource efficiency, not a guarantee of equitable educational improvement.

Importantly, school consolidations and closures cannot solve the larger macro conditions that are producing, and even intensifying, enrollment and fiscal pressure in the district. PPS's enrollment challenges are largely shaped by forces that extend beyond the district's direct control, including declining birth rates, lower kindergarten and early-grade capture rates, family migration patterns, housing costs, housing production patterns, and the share of age-eligible families who choose PPS rather than other public, charter, private, or homeschool options.[141] Portland's broader housing context also matters. The city's housing reports continue to identify affordability as a major challenge for Portland residents with rents and home prices outpacing incomes and creating conditions that affect whether families with children can remain in the city.[142] These are not problems a school district can solve through fiscal cuts, consolidations, or closures.

Additionally, school consolidations and closures cannot resolve the broader state funding conditions in which PPS operates. Oregon's QEM identifies the resources needed to support a quality education and is explicit that districts need sufficient funding to implement the best practices associated with the state's education goals. Even if PPS uses its existing resources more efficiently, consolidations and closures do not automatically make the state funding system more adequate, reduce housing costs, increase birth rates, reverse family displacement, or eliminate competition through school choice mechanisms. These forces arrive at the district's front door and shape the realities of school enrollment, staffing, and budgeting, but again, they cannot be solved by closing buildings.

This distinction matters because research suggests (which we reviewed earlier in this study) that districts often overestimate the savings produced by school closures and underestimate the costs that remain after students leave a building, which plays into a district's ability to deliver on its promises of well-resourced schools. The reality is that relatively little research has accurately evaluated long-term district savings from closures and that savings are often substantial only

[140] Andrews, M., Duncombe, W., & Yinger, J. (2002). Revisiting economies of size in American education: Are we any closer to a consensus? Economics of Education Review, 21(3), 245–262.
[141] Portland State University Population Research Center. (2025). Portland Public Schools enrollment forecasts, 2025–26 to 2034-35.
[142] Portland Housing Bureau. (2025). 2024 State of Housing in Portland report.

when closures are paired with personnel reductions.[143] The same review notes that districts often underestimate additional costs, including transportation for displaced students, preparing receiving schools to accommodate students from closed buildings, transition costs, and the ongoing costs of vacant buildings. The National Education Policy Center similarly notes that closures often fail to produce the expected fiscal benefits because personnel costs make up the majority of district expenses, buildings can be difficult to sell, and closed schools may continue to require maintenance.[144]

The building-disposition problem is especially important. Closing a school does not immediately eliminate the cost of owning the school building. Districts may continue to pay for maintenance, security, insurance, utilities, surveillance, repairs, vandalism response, environmental review, demolition, broker fees, legal work, and staff time associated with managing, marketing, leasing, or selling the property.[145] The Pew Charitable Trusts' study of shuttered public school buildings in Atlanta, Chicago, Cincinnati, Cleveland, Detroit, Kansas City, Missouri, Milwaukee, Pittsburgh, St. Louis, Tulsa, and Washington, D.C. found that districts must often pay for maintenance, security, and insurance while they search for new occupants, which helps to explain why the net operating savings from closing a building are often less than expected.

Given this, PPS should not assume that closed school buildings can be sold quickly or for the revenue originally projected. The research does not provide a single reliable national average for how long it takes districts to sell closed schools, because the timeline depends on a number of variables such as the local real estate market, building condition, zoning, neighborhood context, deed restrictions, political priorities, and whether the district wants to sell, lease, repurpose, or hold the property. However, the available evidence suggests that disposition of school buildings can often take years, and in some cases have taken a decade or more. Therefore, PPS should treat building sale revenue as uncertain, delayed, and context-dependent, not as an immediate or guaranteed offset to closure costs. In addition, another lesson for PPS is that a closure plan should include a building disposition plan, a maintenance and security cost estimate, a community reuse process, and a realistic timeline for sale, lease, reuse, or even demolition before closure decisions are finalized.

To this end, for consolidations and closures to benefit students, PPS should be able to answer about their expectations (not exact answers) about the following questions before any final decision:

- What specific resources will students gain in the receiving school?

[143] Eddins, M., Pehrson, M., & Burgess, K. (2024). Revisiting research on school closings: Key learnings for district and community leaders.
[144] National Education Policy Center. (2025). Answering the important questions about closing schools.
[145] The Pew Charitable Trusts. (2013). Shuttered public schools: The struggle to bring old buildings new life.

- Will class sizes get larger, smaller, or remain the same?
- Will students gain access to additional specialists, electives, intervention staff, counselors, library services, arts, music, physical education, or enrichment opportunities?
- What transition support will be provided to students, families, and staff?
- What transportation costs, travel-time burdens, and safety considerations will be created by the change of potential consolidations or closures?
- What investments will receiving/welcoming schools need before students arrive?
- How will PPS protect student belonging, cultural identity, and school-community relationships, especially for racially minoritized students?
- What will PPS do if projected savings do not translate into school-level improvements?
- What ongoing costs might remain for closed buildings, including maintenance, security, insurance, utilities, surveillance, repairs, broker fees, legal work, demolition, or environmental remediation?
- What is the realistic timeline for selling, leasing, repurposing, or otherwise disposing of closed buildings?
- How will PPS communicate which problems consolidations and closures can reasonably address and which broader structural conditions remain unresolved?
- How will PPS monitor whether students who are displaced actually experience better educational conditions in well-resourced schools?

A school consolidation or closure process that does not answer these questions risks spending significant political capital and causing real community harm in exchange for a budget adjustment rather than an equitable educational improvement. It also risks placing too much explanatory weight on school-level decisions while leaving the larger drivers of enrollment decline and fiscal stress underexamined. The enrollment question and the resources question are inseparable. PPS should treat them that way. Enrollment can help create the conditions for “well-resourced schools,” and consolidations and closures may help PPS use existing resources more efficiently. But resource efficiency should not be treated as the end goal. The central question is whether students, families, and educators experience the result as more stable, more supported, and more equitable.

Conclusion and Final Thoughts

This evaluation shows that SEGC was not experienced as a single, uniform district initiative. It was experienced differently across schools depending on the type and intensity of change, each school's prior history, leadership stability, staffing capacity, program identity, family trust, and the level of district support available before, during, and after implementation. Across the findings, one overarching lesson is clear: technical changes to boundaries, programs, feeder patterns, and enrollment distribution do not automatically produce equitable or well-resourced schools. Equity depends on how decisions are made, how burdens and benefits are distributed (and dare we say eliminated), how schools are supported to absorb change, and whether students, families, and staff experience the process as transparent, responsive, and fair.

The SEGC findings point to both caution and possibility. In some places, SEGC-related changes were associated with greater enrollment balance, stronger program coherence, more culturally affirming environments, or more developmentally appropriate school configurations. In other places, school communities experienced loss, staffing instability, reduced trust, transportation burdens, weakened neighborhood connection, and implementation strain. In several schools, both realities were true at once.

Future districtwide change efforts should therefore begin with clearer goals, transparent decision rules, meaningful community engagement and influence, strong implementation planning, receiving-school readiness, and explicit attention to racial equity. PPS should also assess the amount of change each school has already absorbed before asking it to absorb more. If the district uses the lessons from SEGC to strengthen planning, communication, staffing, transition support, and accountability, future enrollment balancing and rightsizing efforts can move beyond technical reconfiguration toward a more coherent and equitable vision of well-resourced schools for all students.

Our team is deeply grateful for the opportunity to conduct this evaluation and to learn from the many PPS students, families, educators, staff, school leaders, district leaders, and community members who contributed their time, insight, and lived experience to this work. We recognize that SEGC touched deeply held questions about school identity, racial equity, neighborhood belonging, language access, staff stability, and public trust. We do not take lightly the responsibility of documenting those experiences with care, honesty, and dignity.

As PPS moves forward, our hope is that this report serves not only as a record of what happened, but as a resource for what can be learned. The work ahead will require courage, transparency, humility, and sustained commitment. It will also require the district to hold complexity well: to acknowledge harm where harm occurred, to preserve what communities value, to build on what worked, and to make future decisions in ways that are more inclusive, better supported, and more clearly connected to the educational experiences students deserve. The ultimate measure of future districtwide change should not be whether plans look coherent on paper, but whether

students, families, and staff experience schools as places of racial equity, social justice, belonging, stability, opportunity, and care.

Dr. Green's Overall Takeaways on the Use and Interpretation of This Report

As the lead researcher for this SEGC Equity Audit Evaluation, I want to be clear about how this report should and should not be used. This report should not be read as a justification for school closures, consolidation, or any predetermined future rightsizing decision in Portland Public Schools. Decisions about school closure, consolidation, boundary changes, program relocation, or school reconfiguration are local decisions that should be made with the people most directly affected by the consequences, including students, families, educators, school staff, school leaders, and communities. This report is intended to help PPS understand what can be learned from SEGC, not to authorize or validate any specific future action.

I also recognize that in climates where school closures, consolidations, or rightsizing decisions are being considered, reports like this can be interpreted in many different ways. Some readers may look for findings that support a position they already hold, whether in favor of or against future school changes. I ask readers not to read into this report any interpretation beyond what is actually written. We wrote what we mean in the report. Where the evidence supports a claim, we tried our best to name that claim. Where the evidence is limited, mixed, or based on participant perceptions, we state that as clearly as possible. If clarification is needed about any finding, interpretation, limitation, or recommendation, I encourage readers to contact me directly before attributing meanings to the report that are not stated in the text.

Again, for this report, the purpose is to help PPS understand how SEGC-related changes were experienced by students, families, staff, school leaders, and SEGC members, and what those experiences suggest for future districtwide decision-making.

In short, this report should be used as a learning document. It offers evidence about what SEGC participants, school communities, and families experienced. It identifies patterns of trust, disruption, support, and inequity, and it raises questions PPS should address before undertaking future districtwide changes. If PPS moves forward with future rightsizing or reconfiguration efforts, the findings in this report suggest that the district must do so with greater clarity, stronger implementation support, deeper community partnership, and visible accountability to the students, families, and educators most affected.

Finally, the future of PPS should not be guided by enrollment numbers, facility utilization, budget pressure, or program efficiency alone. Those considerations matter, but they should be held accountable to the district's stated commitments to racial equity and social justice. If racial equity and social justice are truly the ideals PPS espouses, then they must function as the heartbeat, guiding force, and arbiter of district decision-making. They should shape how

problems are defined, whose experiences are centered, how tradeoffs are evaluated, how burdens are distributed, and whether proposed solutions actually and equitably improve the daily educational lives of students, families, and educators. Again, the central question for PPS is not only whether future decisions are technically defensible, but whether they are experienced as just, transparent, humanizing, and worthy of public trust.

Research Team Bios

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Dr. Terrance L. Green is a tenured Associate Professor of Educational Leadership and Policy at The University of Texas at Austin. He is a nationally recognized expert on urban school closures, equity audits, and racial justice in schools. His scholarship on school closures has appeared in leading peer-reviewed journals and has been featured in widely read public outlets beyond academia. Dr. Green is the creator of the Rightsizing Equity Audit and has extensive experience building district and school-leader capacity to conduct rigorous, equity-centered audits. Over the course of his faculty career, he has taught more than 100 district and school leaders how to conduct school and community equity audits. In addition, he has conducted equity audits and supported decision-making processes for districts across the country. He also previously served as a Visiting Assistant Professor at Teachers College, Columbia University. Dr. Green earned his Ph.D. in Educational Leadership and Policy Analysis from the University of Wisconsin–Madison. He is a former high school science teacher.

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Dr. Havala Hanson has over 15 years of experience as an education researcher, helping school leaders understand how programs and policies impact opportunities, experiences, and outcomes. She specializes in combining qualitative insights and quantitative analysis to understand not just if an initiative works, but why and for whom. Dr. Hanson has led evaluations and community-engaged research in districts facing complex change, and is deeply committed to elevating educator, staff, and family voices. She started her career as a teacher in Milwaukee, WI, and has lived and worked in Portland since 2012. These experiences and her training in culturally responsive and inclusive evaluation shape her approach to designing evaluations that respect local realities and support district planning with transparency, empathy, and equity. She holds a Ph.D. in Statistics, Policy, and Education from the University of Alaska Fairbanks, a master's degree in Urban Education Policy from Brown University, and a bachelor's degree in English and Spanish Education from the University of Wisconsin Whitewater.

Lydia Hamilton, PMP (she/her) (Project Manager)
Lydia Hamilton is a corporate-trained operations leader and entrepreneurial consultant whose work centers on enterprise execution, organizational performance, and strategic implementation. She draws on more than 20 years of experience managing complex, high-value initiatives to bring structure, clarity, and accountability to mission-driven and growth-oriented organizations. Over the course of her career, Lydia has managed portfolios with budgets of up to $30 million

and directed cross-functional teams of more than 65 professionals. Her work is grounded in Waterfall methodology and informed by Six Sigma principles, ensuring disciplined delivery across all phases of the project lifecycle. Lydia's professional background includes leadership roles with organizations such as General Electric, Wikipedia, The Philadelphia Inquirer, and Northwestern Mutual, where she developed a foundation in operational rigor across corporate, media, financial services, and global nonprofit environments. She is the Founder and Principal of Lyd on tha Go, LLC, where she partners with executive leaders to translate strategy into measurable results. She holds a Bachelor of Business Administration from Loyola University Chicago and is a certified Project Management Professional (PMP).

Katelin Trautmann, Ph.D. (she/her) (Quantitative Researcher)
Dr. Katelin Trautmann is a former classroom teacher and instructional coach whose work focuses on the intersection of educational policy, equity, and institutional change. She draws on this experience to inform her approach to research and engagement, grounding her work in the practical realities of teaching, leadership, and implementation. She is currently a postdoctoral scholar at Penn State University, where she works with the Research Translation Platform supporting research processes related to policy translation and institutional change. She earned her Ph.D. in Educational Leadership from the University of Texas at Austin, and her research broadly examines equity-oriented initiatives and the sociopolitical dynamics that shape their implementation.

Shannon Davidson, Ph.D. (she/her) (Quantitative Researcher)
Dr. Shannon Davidson is a mixed-methods researcher based in Portland, Oregon who has collaborated extensively with school districts, state education agencies, and community-based organizations. Since earning her Ph.D. from Stanford University's Graduate School of Education, Dr. Davidson has led applied research and evaluation projects with partners in the Pacific Northwest and beyond. Regional partners include Astoria School District, Wenatchee School District, the Oregon Department of Education, the Association of Alaska School Boards, Alaska's Educational Resource Center (SERRC), and Washington's Office of Superintendent of Public Instruction. Dr. Davidson is dedicated to supporting data- and story-informed decision-making that fosters positive, lasting outcomes for youth, families, and communities. As the author of "Trauma- and Resilience-informed Practices for Postsecondary Education. Davidson has presented widely on trauma, resilience, inclusion, and belonging at postsecondary institutions, school counselor associations, and the National Academies of Sciences, Engineering, and Medicine.

Kimberly Clarida, Ph.D. (she/her) (Quantitative Researcher)
Dr. Kimberly Clarida is a mixed-methods and policy researcher whose work examines K–12 leadership, education policy, and organizational practices. Informed by her experience working in schools and collaboration with districts, nonprofits, and policymakers, her research explores

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Heather N. Bennett, PhD., JD. (she/her) (Quantitative Researcher)
Dr. Heather N. Bennett is an educational equity strategist, attorney, and leadership scholar with more than 15 years of experience advancing transformative equity initiatives across K–12, higher education, and international education systems. She currently serves as the Southeastern Pennsylvania Coordinator for the Pennsylvania Educator Diversity Consortium and as a Senior Policy Consultant and Publishing Editor for the National Institute for Customizing Education (NICE), where she facilitates equity certification programs for K–12 school districts nationwide. Dr. Bennett is also an adjunct professor at Penn State University, teaching Education Law and Leadership. Dr. Bennett previously served as the inaugural Director of Equity Services at the Pennsylvania School Boards Association (PSBA), where she supported public school boards and districts in developing equity-centered governance tools, policy frameworks, and strategic programming. Internationally, she served as a Trustee of the International School of Bangkok and as Senior DEIA Director for the USAID Regional Development Mission for Asia in Bangkok, Thailand. Dr. Bennett began her career as a Teach for America corps member, teaching high school social studies in Fulton County, Georgia.

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Dr. Ozen Guven is a senior researcher with over a decade of experience leading implementation research and evaluations of K–12 curricula, professional development, and instructional services across U.S. and global contexts. Her work focuses on advancing equity and improving outcomes for historically underserved populations, with particular focus on literacy development, multilingual learners, refugees, and newcomer immigrants. She has extensive experience partnering with school districts, nonprofits, and community-based organizations to produce evidence that informs practice, program improvement, and decision-making.
Dr. Guven brings deep expertise in qualitative and mixed-methods research, including interviews, focus groups, surveys, ethnographic observations, and document analysis. She has served as Principal Investigator or qualitative lead on multiple mixed-methods studies integrating qualitative and quantitative approaches. Her research portfolio includes leadership on several studies focused on refugees, newcomer immigrants, and multilingual learners across U.S. and international contexts. This work has examined access to education, language of instruction policies, instructional quality, and student and educator experiences in diverse settings. Dr. Guven earned a Ph.D. in International Education from New York University and a B.A. in Teaching English as a Second Language from Bogazici University in Turkey. She is certified in Culturally Responsive and Equitable Evaluation. She has worked with research institutions,

nonprofits, and government agencies including American Institutes for Research, Education Northwest, USAID, FCDO, Save the Children, and Education Above All.

PORTLAND | Public Schools

RIGHTSIZE. RIGHT SUPPORTS. RIGHT FOR STUDENTS.

Methodology

How Portland Public Schools developed the proposed changes: the data behind the model, the criteria the district weighed, and how those criteria were applied region by region.

Overview

The proposed changes were developed by district leaders and district planning staff, guided by a set of criteria that reflect what the district is trying to achieve: schools large enough to offer stable, adequately resourced programming, buildings used well, and school communities kept together through change as much as possible.

These criteria often pull in different directions. Keeping a school community together may require a larger boundary change. Consolidating a small immersion program may lengthen some students' trips. For that reason, the criteria were weighed against one another rather than applied as a fixed ranking, and the balance struck differs from one part of the city to another, because conditions differ.

Two scenarios were developed, which differ mainly in how many schools they close. A scenario that closes fewer schools affects fewer families and changes fewer boundaries, but leaves more schools below the enrollment at which a school can offer stable, fully resourced programming. A scenario that closes more schools does the reverse.

Data Sets and Structure

The model uses the following data sets structured into four primary inputs and a unified output.

DATA SOURCE	ORIGIN / FORMAT	DESCRIPTION & OPERATIONAL PURPOSE
1. Base Projections	Portland State University Population Research Center	10-year official enrollment projections broken down by school, group (program type/residency), grade (PK–12), and year Base line year: 2025-26 (actual enrollment) Projections through 2031-32
2. Scenario Configuration	Portland Public School Central Office Administration	User-defined policy moves (e.g., "Merge School A into School B" or "Transition School C to K-5") specifying percentage moves, grade ranges, implementation year, and phased vs. immediate timing
3. Historical Proportions	PPS 3-Year Historical Averages	Granular matrix mapping how students enrolled in specific schools and programs naturally distribute back across home neighborhood boundaries, supporting 1-to-many closures
4. Facility Capacity Data	PPS Facility Operations	Standardized building capacity numbers, classroom counts, square footage, and baseline utilization rates from the District Utilization model.
5. Unified Output	Result Table	Centralized storage location feeding Power BI dashboards for real-time visualization and comparative scenario analysis. All outputs originate from the same source ensuring accuracy of reporting.

Methodology

Portland Public Schools (PPS) is addressing prolonged declining enrollment which has led to varied educational experiences for students through this rightsizing process. The goal is to create schools that are able to weather enrollment fluctuations and consistently provide more equitable learning environments for students. These decisions include:

- **Closing schools**
- **Transitioning K8 schools to K5 schools and assigning middle grades students to existing middle schools**
- **Consolidating Dual Language Immersion (DLI) programs**
- **Redrawing neighborhood boundaries**
- **Closing focus programs**
- **Moving programs to co-locate with other programs**

To understand the scale of change required, we modeled two scenarios, one in which half of our schools reach sustainable enrollment levels, and one in which seventy percent do by 2031-32

PORTLAND | Public Schools

Criteria Framework

To identify which schools would be affected, PPS weighed multiple factors. While the criteria considered were held across regions, different priorities emerged depending on location. They are listed below.

CRITERIA	GOAL
Consolidate Dual Language Immersion Programs *so that each language pathway is sustainable*	No more than one same-language DLI program per region
Sustainable Enrollment Threshold *so that every school can offer stable and comparable learning experiences*	**By the 2031-32 school year** Elementary Schools: **360 students** Middle schools and K8 schools: **500 students** High schools: **1,100 students**
Minimize the Number of Receiving Schools from a Closure *to keep school communities together*	If a school site is closed, try to keep the students moving together to one new site where possible and do not move them to more than two new sites.
Minimize Boundary Changes *to smallest number of students possible*	Support maintaining cohorts of students moving through the system together and minimizing local neighborhood disruptions
Account for Facility Improvements *so that students are learning in the highest quality physical environment*	Use school buildings that have received recent improvements or have improvements planned as much as possible

PORTLAND | Public Schools

Criteria Framework

CRITERIA	GOAL
Compact Boundaries *so that students can access schools close to where they live*	To promote safer routes to schools and minimize distance between students and their schools, identify percent of students living within 1.0 miles of an elementary and 1.5 miles of a middle school.
Optimize Use of Existing Facilities *so buildings can accommodate future growth and academic programming*	Use buildings efficiently that support academic programming and long-term operational viability **Between 70% and 100%**
Review School Demographics *to describe who benefits and is burdened by the changes*	Are the students experiencing the changes reflective of our district demographics overall
Minimize Split Feeders *so that cohorts of students can move through the*	Increase the number of groups of students who move together from one grade level to the next, for example all students at one middle school moving to the same high school

Applying Criteria

The data and modeling team included all schools and programs across the district. As changes were modeled they were considered by region. Each region was formed based on two adjacent high school attendance areas. The four regions include Ida B. Wells and Lincoln on the west side, Jefferson and Roosevelt in the north, Grant and MacDaniel in the northeast, and Cleveland and Franklin in the southeast. The primary drivers of scenario development were to stabilize elementaries and middle schools, establish clear dual language immersion pathways, and reduce the number of split feeder patterns. Each of those schools was then compared with other schools in the same region using the criteria above. The result is a set of recommendations shaped not only by how a school's current enrollment compares to its sustainable threshold, but by the full set of priorities the district committed to weighing.

> **HELD CONSTANT IN THE MODEL**
>
> **Factors that remained the same throughout the modeling:** number of kindergarten seats available for dual language immersion, languages offered in dual language immersion programs, seats available at ACCESS, Benson, da Vinci, and Winterhaven, and schools or programs with specific entrance requirements are not included such as DART.

Scenario Enrollment Assumptions

In each scenario the implementation begins with the 2027-2028 school year and ends with all changes being completed by the beginning of the 2028-2029 school year. The scenarios assume the PSU projection of students will be enrolled in PPS during all years.

Board Policy 2.10.010-P

Racial Educational Equity Policy

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet their highest potential.

In light of this mission and our beliefs, PPS's historic, persistent achievement gap between white students and students of color is unacceptable. While efforts have been made to address the inequities between white students and students of color, these efforts have been largely unsuccessful. Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between white students and students of color. Closing this achievement gap while raising achievement for all students is the top priority of the Board, the Superintendent, and all PPS staff. Race must cease to be a predictor of student achievement and success.[1]

In PPS, for every year that we have data, white students have clearly outperformed Black, Latino/a/e and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than white students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races will graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

[1] For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook.* (2007).

A. PPS will provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.

B. PPS will create multiple pathways to success in order to meet the needs of our diverse students, and will actively encourage, support and expect high academic achievement for students from all racial groups.

C. PPS will recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and will provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Educators Equity Act, PPS will actively strive to have our teacher and administrator workforce reflect the diversity of our student body.

D. PPS will remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as Talented and Gifted and Advanced Placement.

E. All staff and students will be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.

F. PPS will welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and PPS decision-making. PPS will create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, PPS will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every PPS employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans will identify specific staff leads on all key work and include clear procedures for PPS schools and staff. The Superintendent's updates and reports to the Board on student achievement will include achievement data disaggregated by race and measures to address racial disparities in student experience and outcomes.

Legal References: ORS 342.433.

History: Adopted 6/11, Amended 8/2026

	Board Policy **Student Assignment to Neighborhood Schools**	**4.10.045-P**

I. Introduction

A. The purpose of the Student Assignment to Neighborhood Schools Policy is to:

1. Establish a process for assigning students to neighborhood schools
2. Provide consistent guidelines for changes to school boundaries

B. The Board acknowledges and values neighborhood school stability; however, it also recognizes the need to maintain flexibility to adjust neighborhood school boundaries in response to changes in the broader community.

II. Definitions

A. "Neighborhood school" means a school serving a designated attendance area.

B. "Supervising adult" means an adult in a parental relationship as that term is defined in ORS Chapter 339.

C. "Emancipated minor" means A person who has been so declared by the courts pursuant to ORS Chapter 419B or a similar out-of-state statute.

D. "School boundary" means the physical border that defines a designated attendance area for a neighborhood school.

E. "Feeder pattern" means the designated path for students to advance from one school grade grouping to another.

F. "Siblings" means children with the same parent or supervising adult living together at the same address.

III. Guidelines for Student Assignment to Neighborhood School

A. All students in grades K-12 are assigned to a neighborhood school based on the address:

1. Where the student resides with a parent or supervising adult
2. Where an emancipated minor resides

B. Students have the right to attend their neighborhood schools through the highest grade, except as provided in section III.D of this policy.

C. Students who have chosen to attend a school other than their neighborhood school through an approved transfer retain the right to return to their neighborhood school, as provided in the Student Enrollment and Transfers Policy (4.10.051-P).

D. Student assignment for special program services, including but not limited to Special Education, English as a Second Language and Alternative Education (Education Options), may supersede neighborhood school assignments.

IV. Student Assignment Review and Boundary Change Process

A. The Superintendent or designee shall regularly monitor enrollment, program demand and demographic trends to anticipate the need for school boundary changes and consider other viable options.

B. If the Superintendent or designee determines that conditions exist to warrant a school boundary change, the Superintendent shall develop recommendations to the Board that:

1. Incorporate input from families, students, staff and community members

2. Consider factors that contribute to optimal school boundaries, to the extent reasonable. The Board recognizes that such factors may conflict with one another, and include, but are not limited to, the following non-prioritized list:

a) A feeder pattern that allows as many students as possible to continue together from one school level to the next

b) Student body demographics

c) Compact boundaries that promote safer routes to schools and a sense of community as well as recognize and address natural and human-made barriers

d) Optimal use of existing facilities

e) Program and enrollment stability in the surrounding schools

f) Limiting the impact of boundary changes to the smallest number of students possible

C. The Board shall have final approval of school boundary changes, with the intention that all changes be approved no later than January of the calendar year for the following school year.

V. Student Assignment Following Boundary Change

A. To promote continuity and stability for students and their families and except as provided in Section V.B.:

1. Students living in the neighborhood approved for a boundary change may remain at their current school through the highest grade
2. Younger siblings living in a neighborhood approved for a boundary change have a guarantee through the transfer process to attend the former neighborhood school if an older brother or sister currently attends and will be attending the former neighborhood school the following school year
3. Transfer students attending a school subject to a boundary change may remain at their current school through the highest grade

B. In cases of school boundary changes to relieve overcrowding or for the purpose of establishing a boundary for a new school, the Superintendent or Board may recommend an exception to Section V.A. Such exceptions must be approved by the Board.

VI. Exceptions and Implementation

A. This policy does not apply to:

1. The temporary closure of any school for renovation or remodeling when students are temporarily relocated to another facility
2. The closure or change of use of any building or other facility owned by the District not currently used for instructional purposes
3. The closure of any school for up to one year in response to emergencies, including major facility or environmentally related problems

B. The Superintendent shall develop administrative directives and procedures for implementing this policy as needed.

Legal References: ORS 339.133; ORS Chapter 419B; 4.10.051-P; 6.10.022-P

History: Adopted 6/23/08

Board Policy 4.10.051-P

Student Enrollment and Transfers

I. Policy Purpose

The purpose of this policy is to provide equal access to educational options for all resident students through an open, fair and accessible process and to promote equity and diversity in student transfers and admissions through alignment with the Educational Options Policy (6.10.022-P). The policy furthers the Student Achievement Policy (6.10.010-P), the district's Racial Educational Equity Policy (2.10.010-P), and other district policies and state and federal requirements.

II. General Policy Statement

All Portland Public School students have the right to attend their neighborhood school, except in extraordinary circumstances as described in Section IV. All Portland Public School students have the right to request a transfer to attend any grade- appropriate school or program in the district. The Board is committed to families and students having equitable access to a broad portfolio of educational options. The district has the responsibility, through its centralized coordination of information, outreach, and support services, to provide families and students with information and advice that will enable families and students to make informed decisions about their choice of educational options.

III. Definitions

(1) School and student terms

(a) Neighborhood school. A school serving a designated attendance area and as defined in 6.10.022-P .

(b) Focus option. A separate school or program structured around a unique curriculum or particular theme and as defined in 6.10.022-P.

(c) Transfer school. The school to which a student has transferred.

(d) Transfer student. A district student attending a school other than his/her neighborhood school.

(e) Resident student. A student who is a resident of the Portland Public School district.

(f) Nonresident. A student from another district attending a PPS district school on inter-district transfer.

(g) Sibling. Children with the same parent or supervising adult living together at the same address.

(2) Admission and transfer terms

(a) Transfer: A formal request by a district family for a student to attend a school other than their neighborhood school or to return to their neighborhood school. There are two types of transfers:

(A) Lottery transfers: a request to transfer to a focus option. Lottery transfers are based on space availability and preferences.

(B) Petition transfers: a request to transfer to a different neighborhood school.

(b) Enrollment: The process for accounting for students in schools.

(c) Feeder pattern: A designated path for students to advance from one school grade grouping to another.

IV. Policy Scope

This policy does not apply to nonresident students, alternative education placements, pre-kindergarten admissions, or charter school admissions. In order to meet the educational needs of students with disabilities, those students may be assigned to specialized program services outside of their neighborhood school. The district also shall be in compliance with all federal and state laws and regulations regarding student enrollment and transfers.

V. Admission

(1) By area of residence. Students have a right to attend the neighborhood school where they reside with their parent or supervising adult, except as provided in Section IV. This right extends to students returning to their neighborhood school with a petition transfer request and to families with students new to the district.

(2) By transfer. All students have the right to request a transfer to a school or program other than their own assigned neighborhood school.

(a) Transfers to a different neighborhood school: requests to transfer to a different neighborhood school will be considered through the petition process. Petitions will be considered on an individual basis based on a standard set of criteria, taking into consideration available space at the requested school.

(b) Transfers to a focus option: requests to transfer to a focus option shall be considered through a lottery process and an open enrollment process after the lottery transfer process has closed. A transfer request to a focus option is granted based on an on-time transfer request, space availability, admission criteria if any and preferences.

(3) Admission criteria for focus option schools or programs

(a) Admission criteria to any District school or program shall be the same for neighborhood and transfer students.

(b) Admission criteria shall be clear, objective and directly related to the educational goals of the focus option and the district. A school or program may require the family and student to indicate an understanding of program expectations prior to enrollment.

(c) Middle and high school focus options may have admission criteria as specified in the operations plan required in 6.10.022-P.

(d) Elementary focus options shall have no admission criteria except for language criteria for dual language immersion and late entry for language immersion options.

VI. Enrollment

(1) Students are expected and encouraged to remain in the same program or school in which they are enrolled for the school year, except in cases of extraordinary circumstances. Schools shall collaborate with families, students and staff to meet the needs of students for that school year.

(2) Students enrolled in a transfer school do not have to reapply until completion of all grades in that school.

(3) Upon completion of a school grade grouping, students are enrolled in their neighborhood feeder pattern school, except as

provided in (4) and (5) below. Students who want to attend a school other than their neighborhood school shall follow the admission procedures in Section V.

(4) Students admitted to a focus option that continues from one school grade grouping to another do not need to reapply for admission during these transitions except as provided in the focus option plan of operations.

(5) Students enrolled in a curriculum that includes different school grade groupings may enroll in the school with the higher grade grouping after completion of the previous grade grouping.

VII. Preferences

(1) For focus option schools and programs, if lottery transfer requests exceed available spaces and the student meets admission criteria, if any, the following preferences determine priority placement in the following order:

(a) Students continuing from their previous school grade grouping if required by the focus option plan of operations.

(b) Students required by state or federal law or other district policy to receive priority.

(c) A student whose sibling is enrolled at the same time in the student's first choice elementary, middle school or high school or program that includes other school grade groupings.

(d) Students who qualify to receive free and reduced-price meals, or qualify for enrollment in a Head Start Program, in a proportion corresponding to a district-wide average. The preference will occur at schools where the rate of enrolled students who qualify for free and reduced-price meals is lower than the district-wide average.

(e) Resident students who have submitted an on-time lottery transfer request.

(2) If, after the lottery, staff identifies that there were applicants eligible for free and reduced meals, up to the district average, not approved due to the number of sibling applicants, the Board will review the order of preferences.

(3) A focus option may make special provision in its Board-approved plan of operations for admitting students from particular attendance areas.

VIII. Student Transfer Process

(1) Student transfer decisions shall be facilitated by the administrator assigned to coordinate student transfers.

(2) The superintendent shall establish protocols and procedures, including deadlines and an appeals process, for lottery and petition transfers and for inter district transfers.

(3) The superintendent shall establish a process for determining if space is available in a particular school or program.

(4) For focus options, the superintendent shall establish a process for admitting students by a centrally administered lottery for students who submit an on-time lottery transfer request and meet admission criteria, if any, and there are more applicants than available space.

(5) For transfers to a different neighborhood school, the petition transfer process will provide review of applications on an individualized basis. The superintendent shall establish clear, flexible, culturally relevant protocols and standards to the petition transfer process. In addition, the superintendent shall establish a process to collect and monitor data from petition transfer requests to ensure equitable processes and decision-making and to identify areas of improvement in neighborhood schools.

(6) To support overall district goals and equal educational opportunities for all students, the transfer process also shall include factors as needed to promote equity and diversity in student admissions. The factors shall be based on the district's Racial Educational Equity Policy (2.10.010-P) and the Student Achievement Policy (6.10.010-P). The factors and process for how they shall be weighted in the lottery process shall be approved by the Board.

(7) The wait list established for a focus option school or program shall be randomly determined by the lottery, incorporating preferences and weighting as provided in this policy.

IX. Non-Discrimination

(1) All schools and programs offered by the district shall be open to all students without discrimination based on any factors provided for by state and federal laws and regulations and as provided in 1.80.020-P.

History: Approved 5/12/03; Amended 1/24/2005; 1/2015; Amd 1/2024

BOARD POLICY

6.10.022-P Educational Options Policy

A central component of the mission of Portland Public Schools is to *"support all students in achieving their very highest educational and personal potential*. …" The district's Strategic Plan presents a framework of core values, strategic objectives and strategies to guide the district's efforts in fulfilling its mission.

Through the Student Achievement Policy (6.10.010-P) the Board states its commitment and support for increasing achievement for all students, and directs the superintendent to develop and implement the strategies and administrative directives necessary to carry out the district's core mission.

The Board is committed to providing a quality school near every student's home and an appropriate learning environment for all students, including those with special needs, within their home cluster. The Board also is committed to providing other educational options. The Board believes that all of these educational options contribute to the health of the district and the community.

The purpose of this policy is to implement goals included in the student achievement policy by offering Portland Public School District students and their families the support they need to make informed choices among a variety of educational options. This policy also is designed to provide consistent guidelines and procedures for educational options. The Board's intent is to provide an opportunity for all students to apply to educational options within the Portland Public School District, promote equity and diversity in the admission of students to educational options and minimize barriers to participation in educational options.

The Board encourages the purposeful development of a variety of educational options through the cooperative efforts of the district, educators, students, their families and the community.

I. Purpose of Educational Options

The purpose of educational options is to offer students and their families meaningful choices that meet the different learning needs and educational interests of all students. The Board values all options, a continuum of which complement each other in serving student and family needs within the Portland Public School District. Students and their families are the primary decision makers about their choice of options; the district may assist students and their families in making appropriate choices.

II. Definitions. These definitions apply to all district operations.

(1) *School.* An institution with a separate organizational structure that has an assigned administrator and a site council. It has a teaching staff, budget, a curriculum that meets state content standards, educational programs that lead to students earning a CIM or CAM and a high school diploma, and a school improvement process. A school may share the facilities, personnel,

6.10.022-P Educational Options Policy

and support services of another school or program, or it may be located in more than one facility. A school meets all state standards and other district policies.

(2) *Program.* An educational component of a school offering specialized instruction, a focus on a particular theme or instructional approach or other ways to meet student needs. Students participating in the program are considered enrolled in the school with which the program is affiliated.

(3) *Neighborhood school.* A school serving a designated attendance area. In addition to providing high quality educational opportunities, neighborhood schools offer students and their families the opportunity to build lasting friendships and a sense of community within their neighborhood. As a center for many community activities, neighborhood schools are also important to the neighborhood as a whole.

(4) *Focus option.* A separate Board-recognized school or program structured around a unique curriculum or particular theme. Focus options may be part of or co-located in the same facility as a neighborhood school or other focus option. Focus options actively seek to create a sense of community in which racial, economic, and cultural isolation are reduced.

(5) *Alternative education option.* A school or separate or individualized program designed to meet the academic, social, and behavioral needs of an identified group of students. Alternative education options can be either public or private and are designated as such under Oregon Revised Statutes Chapter 336.

(6) *Public charter school.* An elementary or secondary school that offers a comprehensive instructional program, operating under a written agreement entered into between a sponsor and an applicant. The establishment and operation of charter schools are governed by Oregon Revised Statutes Chapter 338 and the Charter School policy (6.70.010-P).

III. Policy Scope

This policy does not address the establishment and operation of special education and English Language Learner (ELL) programs, which are governed by other district policies. However, the educational options within the scope of this policy are open to all students, including ELL and special education program participants, and are consistent with free and appropriate public education and IDEA requirements. The district shall be in compliance with all federal and state laws and regulations.

IV. Approval Process

(1)The Board shall have final approval of:

(a) All proposals for the establishment of new educational options

6.10.022-P Educational Options Policy

(b) The renewal or termination of and changes to the mission of an educational option.

(2)The approval process shall be consistent with the following criteria:

(a) Furthers the mission, core values, and strategic objectives of the district.

(b) Meets district identified budget priorities.

(c) Enhances the district's educational program and the Student Achievement Policy.

(d) Minimizes barriers to equal access to the option to meet the needs of all students in the district.

(e) Demonstrates an achievable program, including realistic space and staffing requirements and program needs with a budget appropriate to the proposed option, and the capability to implement the option.

(f) Demonstrates sustainable support by educators, students, their families and the community.

(g) Develops a written operations plan.

(3) Approval of educational options shall be contingent on funding availability.

V. District Administrative Support and Evaluation

(1) The district shall assist students and families to make appropriate choices with centralized coordination of accessible, comprehensive, and accurate outreach and information about educational options and for assistance with admissions and transfers.

(2) The district shall evaluate educational options on an established cycle, consistent with district objectives, other district policies, and statutory requirements.

(3) The district shall facilitate the siting of educational options to maximize the potential for cooperation and sharing of resources among different educational options and for distribution of options throughout the district.

(4) The district shall establish guidelines for governance of educational options, consistent with other district policies including the Citizen Involvement Process policy (7.10.010-P).

(5) The district shall minimize consolidated budget inequities among educational options with similar needs.

(6) The district shall collaborate with educational options to assess their ongoing assistance needs and determine their future status, including

6.10.022-P Educational Options Policy

renewal, modification, termination, replication, or transition from program to school.

(7) The Board shall have final approval whether an educational option is designated as a school. The district shall develop a process for making a recommendation to the Board.

(8) The district shall support focus options when staffing, recognizing the unique skills, preparation, and experience that staff may need for the characteristics of a particular option.

VI. Policy Implementation and Effective Dates

(1) The superintendent shall develop administrative directives to implement this policy.

(2) The superintendent shall develop a transition plan designed to accomplish the purpose and intent of this policy and consistent with other district policies. The transition plan shall include an analysis of family and student demand for options and a plan for achieving the long-range goal of equal access.

(3) This policy is effective immediately for any new educational option proposal submitted after adoption of this policy. The superintendent shall develop a process and timeline to transition existing educational options and district transfer, admission and other administrative support procedures into compliance with this policy.

(4) This policy shall be implemented and effective no later than the start of the 2004-2005 school year.

Legal References: ORS 327.006(8); ORS 329.485; ORS 336.615-665; ORS 338.005(2); 339.250(9); BA 2156.

History: Adpt 3/26/90; Amd 12/12/91; Amd 1/27/94; Amd 8/31/95; Amd 8/26/02, BA 2390; Amd 5/12/03, BA 2647.

Board

8.70.040

Preservation, Maintenance, and Disposition of District Real Property

A. Land Acknowledgment

The Portland Public Schools Board of Education acknowledges that the District's real property assets are on the traditional land of the Chinook, Clackamas, Kalapuya, Multnomah, Wasco, Kathlamet, Tualatin, and Molalla tribes. We also know that many other tribes made their homes along the Columbia and Willamette Rivers. We also recognize the robust present-day federally recognized tribes of this area: the Grande Ronde, Siletz and Cowlitz, and the Native American community, representing more than 380 tribes that have made the City of Portland one of the top 25 cities with the largest American Indian/Alaska Native populations. We honor their history and acknowledge the sacrifices they made.

We also acknowledge that federal, state, and local governments supported the invasion and dispossession of Native People's lands and the institutionalized practices of the removal and displacement of Native people from their lands. Additionally, PPS acknowledges that Portland institutions and citizens participated in redlining and structurally organized policies, zoning, and planning that restricted or prevented Black, Indigenous, and communities of color from land ownership and led to their disproportionate displacement through "urban renewal" or gentrification.

B. Duty to Maintain and Preserve Real Property

With the recognition of our role, we know that as current caretakers of this ancestral land, the District recognizes its fiduciary responsibility to preserve and maintain its real property assets in a manner that will serve current students and future generations, including keeping land in the public domain.

Only on rare occasions will the District sell a property without replacing that property with an equivalent or better property.

The Board of Education recognizes that the District's real property assets must be maintained in a sufficient physical condition to preserve their value and utility. The Board shall take necessary steps, taking into account budgetary constraints, to preserve and maintain the physical integrity of District real property.

Preservation, Maintenance, and Disposition of District Real Property

C. Objectives in Real Property Transactions

District properties that are not currently needed for District purposes will be managed to carry out the following objectives:

· Reflect the District's short-, intermediate-, and long-term educational and operational needs, considering long-term population and enrollment projections for the Portland area;

· Maintain flexibility in lease terms to allow for early termination to adjust to enrollment fluctuations or other District needs for the property; and

· Provide revenue and other support for District needs; in this case, the District must seek maximum long-term financial and other benefits. The District also recognizes that conveyance of real property rights-of-way or easements may be imposed as a condition of approval of District development projects without compensation or may occur for other good or valuable consideration.

D. Sale of Real Property

Under ORS 332.155, the District may lease, sell, and convey all property of the District that will not be required for the District's educational purposes in the long term. In the unlikely event that District property does not support and is not expected to support the District's mission now or in the future, the Superintendent shall recommend to the Board the disposal of such property, including a thorough analysis of the implications of any property sale on fulfillment of the District's educational mission over the long term.

Whenever possible, any long-term disposition of District property should take the form of a long-term lease rather than a sale. A "long-term lease" is defined as a lease of at least five years and shall provide the District termination rights in the event the property is needed for District use.

Sale of a District property without replacing it with an equivalent or better property is usually disfavored and shall be considered only after assessing alternatives and determining that the District's best long-term interests are served by a sale. Whenever possible, any District property sale should be to a public entity that intends to actively use the property for public purposes or that substantially advances the District's racial equity and social justice goals for public schools, including PPS charter schools provided that any transaction is structured to allow PPS to regain ownership of the real property if it is no longer going to be used for public or designated purposes.

Board 8.70.040

Preservation, Maintenance, and Disposition of District Real Property

1. **Recommendation and Sale Process**

   a. Sale of District Property Recommendation: The Superintendent shall make recommendations to the Board on the sale of any District property, including an analysis of implications for the District's ability to fulfill its responsibilities in the short-, medium-, and long-term; and a market analysis.

   b. Public Hearing: Any process to consider the sale of the property shall be a transparent and public process, and at least one public hearing shall be held by the Board prior to declaring any real property or portion thereof prudent and necessary for sale. In the unlikely event the Board determines that it is prudent or necessary to sell a District property, it shall pass a resolution identifying the property, how relinquishing property promotes both the District's mission and the public interest, and the terms and conditions under which it may be sold.

   c. Sale process: Once the Board declares that it is prudent or necessary to sell a District property, the Superintendent, or such persons as may be designated by the Superintendent, shall establish and conduct a process for sale or other conveyance of the property. The Superintendent will market and negotiate a proposed sale or other conveyance of the property and bring a recommended agreement to the Board for the Board's review and approval.

E. PPS Leases

1. **Presumption of Market Terms:**

When entering into leases involving real property, the District shall pursue maximum market value and other then-current market terms, unless the Board adopts a resolution that makes an express finding that the transaction involving District property for less than market terms (1) confers significant benefit to the District and the communities it serves, including, but not limited to whether the transaction advances the goals of the District's Racial Educational Equity policy; and (2) is with another party with an official connection to the District or its enrolled students or students expected to enroll in PPS (e.g., PPS charter school, an organization providing direct services to PPS students, or a prekindergarten or head start program). Any express finding justifying less than market terms shall also consider the factors or combination of factors below and be assessed through the PPS Racial Equity and Social Justice lens.

a. Extraordinary economic or other unusual circumstances beyond the control of all parties ("Extraordinary Circumstances"). Under this factor, the tenant must provide evidence of the impact of Extraordinary Circumstances on its financial status, prior prudent efforts to manage risks and impacts, and efforts made to explore options other than financial or other relief from the District.
b. Offering below-market terms confers significant benefit to the District or its students, and those benefits substantially outweigh the costs of below- market terms;
c. The communities being served by the other party include a substantial proportion of underserved students: students of color; students whose families qualify for free or reduced lunch, students with special needs, emerging bilingual students, or LBGTQ students.

To the extent any below-market terms under a lease are granted, the District shall define the time period under the lease during which the below-market terms are effective, after which market terms shall be restored for any remainder of the lease. The factors set out in this section do not override the presumption of maximum market value in every circumstance, but may be considered on a case-by-case basis.

F. Compliance with Grant Agreements.

Notwithstanding any other part of this policy, if District property in a contemplated real estate transaction was purchased with state, federal, or private grant funds, any transaction involving the property shall be made as required in the grant or by state or federal regulations.

G. Delegation of Authority for Certain Transactions

The Board delegates authority to the Superintendent or his/her designee to approve and execute real estate transactions in which the total value of the transaction is at or below applicable delegation thresholds for District expenditure and revenue contracts, as set forth in PPS Public Contracting Rule 45-0200 (Authority to Approve and Execute District Contracts); in which conveyance of real property rights-of-way or easements is imposed as a condition of approval of District development and maintenance projects; or in which the transaction can be terminated by the District within 90 days or less. All other real estate transactions shall require Board approval. The Superintendent will provide a quarterly report to the

Board

8.70.040

Preservation, Maintenance, and Disposition of District Real Property

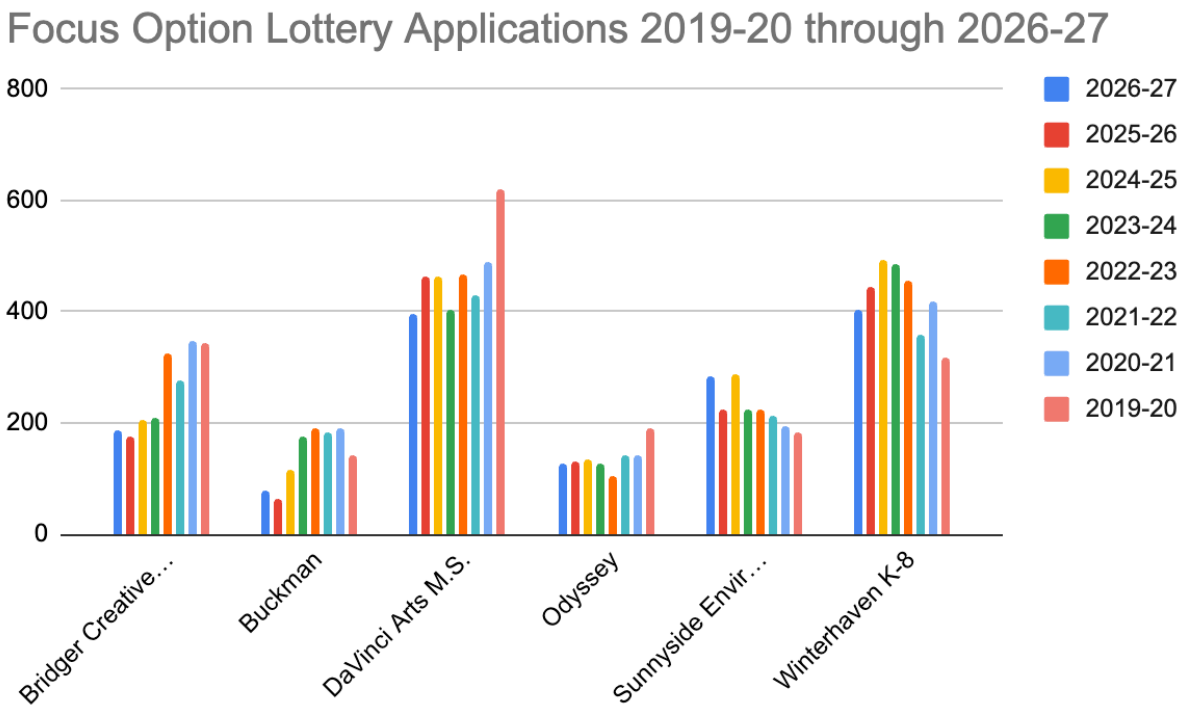
Board regarding leases signed below the delegation threshold.

Legal References: ORS 271.330 ORS 332.155

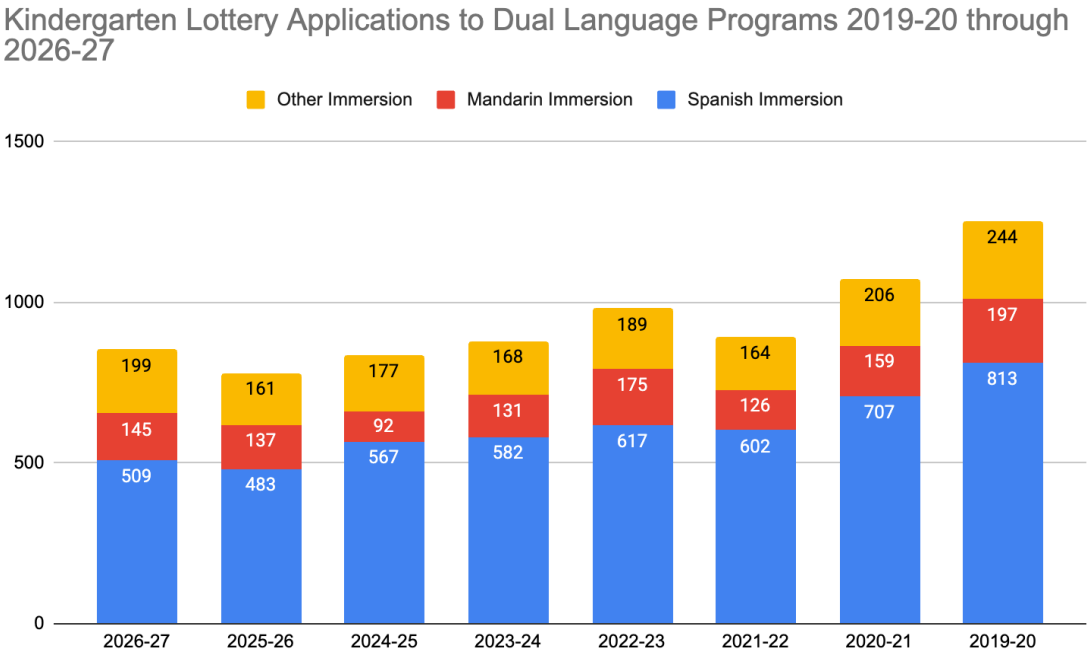
History: Adopted 6/71; Amended 12/13/76; Amd. 8/28/78; Amd. 10/13/83; Amd. 8/31/95; Amd. 10/28/02 BA2463; Amd. 1/12/09 BA 4019; Amd. 11/13/18; Amd.3/9/2021

Focus Option and Dual Language Immersion Lottery Demand

Lottery requests for elementary and middle school focus options declined 17.8%, from 1796 to 1477 students between 2019-20 and 2026-27. Applicant changes were most notable for Bridger Creative Science K-8, Buckman Arts E.S. and DaVinci Arts M.S. The data shown reflects all applicants to all grades that were open in the lottery.



Kindergarten lottery demand for Dual Language Immersion students has also dropped from pre-pandemic levels, with the greatest declines at Spanish Immersion programs. In 2026-27 there were 37% fewer applicants to nine Spanish DLI programs than in 2019-20



The tables below show application data by school and grade level. DLI programs admit students through the lottery for kindergarten only, as language assessments are generally required at all other grade levels. The counts shown include applicants who listed the program as one of three lottery choices. Lottery rules, including language categories for DLI programs are posted at pps.net/schoolchoice.

	School Year							
Dual Language Immersion Kindergarten Lottery Applications	**2026-27**	**2025-26**	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21**	**2019-20**
Spanish Immersion Total	**509**	**483**	**567**	**582**	**617**	**602**	**707**	**813**
Ainsworth E.S. Spanish Immersion	110	106	139	150	146	148	127	175
Atkinson E.S. Spanish Immersion	125	113	114	127	124	124	144	167
Beach E.S. Spanish Immersion	87	86	90	116	103	107	109	147
Cesar Chavez K-8 Spanish Immersino	55	55	55	55	64	47	57	64
James John E.S. Spanish Immersion	26	17	47	19	27	21	29	28
Lent E.S. Spanish Immersion	49	41	33	30	29	35	43	42
Bridger E.S. Spanish Immersion (combined with Lent in 2023-2024)					65	77	143	117
Scott E.S. Spanish Immersion	30	38	58	70	35	24	37	43
Sitton E.S. Spanish Immersion	27	27	31	15	24	19	18	30
Mandarin Immersion Total	**145**	**137**	**92**	**131**	**175**	**126**	**159**	**197**
Clark E.S. Mandarin Immersion (Harrison Park prior to 2023-2024)	16	20	19	12	28	16	11	11
Dr. Martin Luther King Jr. E.S. Mandarin Immersion	64	68	37	47	74	47	64	58
Woodstock E.S. Mandarin Immersion	65	49	36	72	73	63	84	128
Other Languages Total	**199**	**161**	**177**	**168**	**189**	**164**	**206**	**244**
Richmond E.S. Japanese Immersion	160	127	137	123	145	126	149	190
Rose City Park E.S. Vietnamese Immersion	33	26	31	39	37	29	48	37
Kelly E.S. Russian Immersion	6	8	9	6	7	9	9	17
GRAND TOTAL	853	781	836	881	981	892	1072	1254

		School Year							
Focus Option Lottery Applicants	**Grade**	**2026-27**	**2025-26**	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21**	**2019-20**
Bridger Creative Science	**Total**	**188**	**174**	**204**	**208**	**326**	**278**	**349**	**344**
Creative Science School Prior to 2023-2024	K	85	83	97	112	161	132	191	168
	1	12	5	19	22	19	22	24	46
	2	5	3	15	7	17	21	27	19
	3	6	11	13	6	21	23	20	20
	4	8	4	9	13	17	9	19	19
	5	10	8	9	6	10	14	9	11
	6	53	54	36	38	61	49	56	49
	7	6	5	5	3	14	8	3	12
	8	3	1	1	1	6			
Buckman Arts E.S.	**Total**	**80**	**65**	**116**	**177**	**190**	**183**	**192**	**141**
	K	63	61	75	129	129	117	143	104
	1	4		9	20	25	20	25	26
	2	1		10	8	10	13		10
	3	6		8	11	10	12	18	1
	4	2	3	7	3	12	16	6	
	5	4	1	7	6	4	5		
DaVinci Arts M.S.	**Total**	**397**	**464**	**462**	**404**	**467**	**430**	**490**	**621**
	6	353	415	402	353	414	384	456	545
	7	33	38	38	40	53	46	34	76
	8	11	11	22	11	0			
Odyssey K-8	**Total**	**126**	**132**	**134**	**128**	**105**	**143**	**143**	**189**
	K	43	50	53	59	37	57	67	90
	1	4	6	9	10	6	14	17	13
	2	7	7	9	9	5	14	2	5
	3	8	13	4	14	9	12	7	12
	4	10	8	12	5	10	15	11	12

	5	10	8	6	6	3	14	2	10
	6	40	34	35	22	31	17	29	38
	7	4	2	2	3	4		8	9
	8		4	4					
Sunnyside Environmental K-8	**Total**	**283**	**226**	**289**	**223**	**225**	**213**	**193**	**184**
	K	125	50	97	71	113	102	91	80
	1	16	13	11	20	23	17	20	24
	2	11	6	21	6	9	17	16	
	3	18	20	16	11	6	20		
	4	11	14	12	12				
	5	14	12	17	12				
	6	79	101	102	86	74	57	60	68
	7	7	8	8	5	0		6	12
	8	2	2	5		0			
Winterhaven K-8	**Total**	**403**	**446**	**494**	**487**	**457**	**358**	**417**	**317**
	K	143	149	155	159	159	143	147	154
	1	27	24	29	31	38	32	30	
	2	14	16	31	35	28		29	
	3	28	31	32	31		25	28	
	4	19	21	30	37	21		17	
	5	29	27	46	31			15	
	6	128	165	160	152	195	143	139	163
	7	13	8	6	11	16	15	12	
	8	2	5	5					
Focus Option Grand Total		**1477**	**1507**	**1699**	**1627**	**1770**	**1605**	**1784**	**1796**

Transportation Rightsizing

Readiness for Additional Students

- Review the process of route modeling
- Explain the accuracy of the data modeling
- Review proposed Spanish DLI regional routes
- Review proposed DLI language sites
- Total route numbers and estimated costs

Spanish ES DLI Routes & Hub Stops

Ainsworth	**Northwest/Southwest** **3 ROUTES: 8 total stops**	Average route time: 29 Minutes Longest route time: 39 Minutes
César Chávez	**North** **5 ROUTES: 16 total stops**	Average route time: 17 Minutes Longest route time: 21 Minutes
Lent	**Southeast** **6 ROUTES: 26 total stops**	Average route time: 25 Minutes Longest route time: 33 Minutes
Rigler	**Northeast** **5 ROUTES: 17 total stops**	Average route time: 16 Minutes Longest route time: 23 Minutes

Regional Spanish DLI

Ainsworth

Transportation Readiness

Ready/Minor Adjustments

Ridership at a Glance

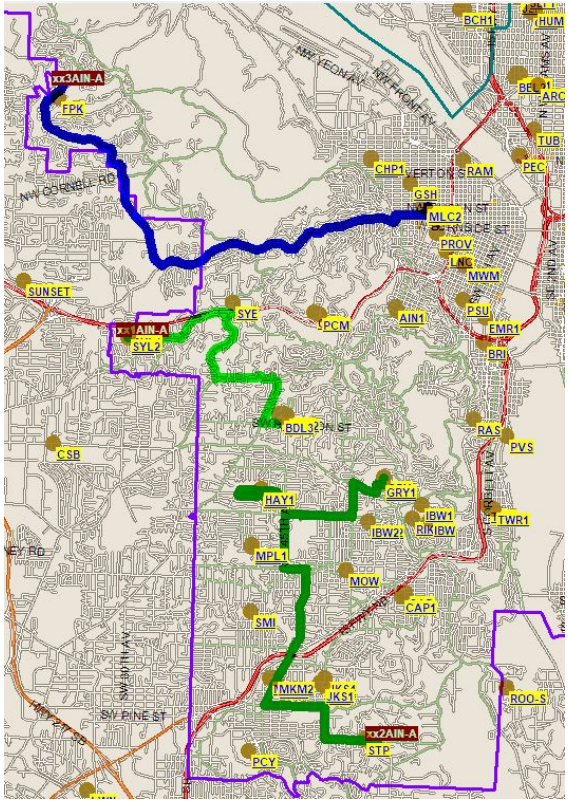
PEAK ENROLLMENT
555 students

STUDENTS OUTSIDE WALKING BOUNDARY
students

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3 DLI (7 NEIGHBORHOOD)
8 hub stops
29 minute average

TRANSPORTATION SCHOOL READINESS
Space available. No notable issues.



Regional Spanish DLI

César Chávez

Transportation Readiness: Ready/Minor Adjustments

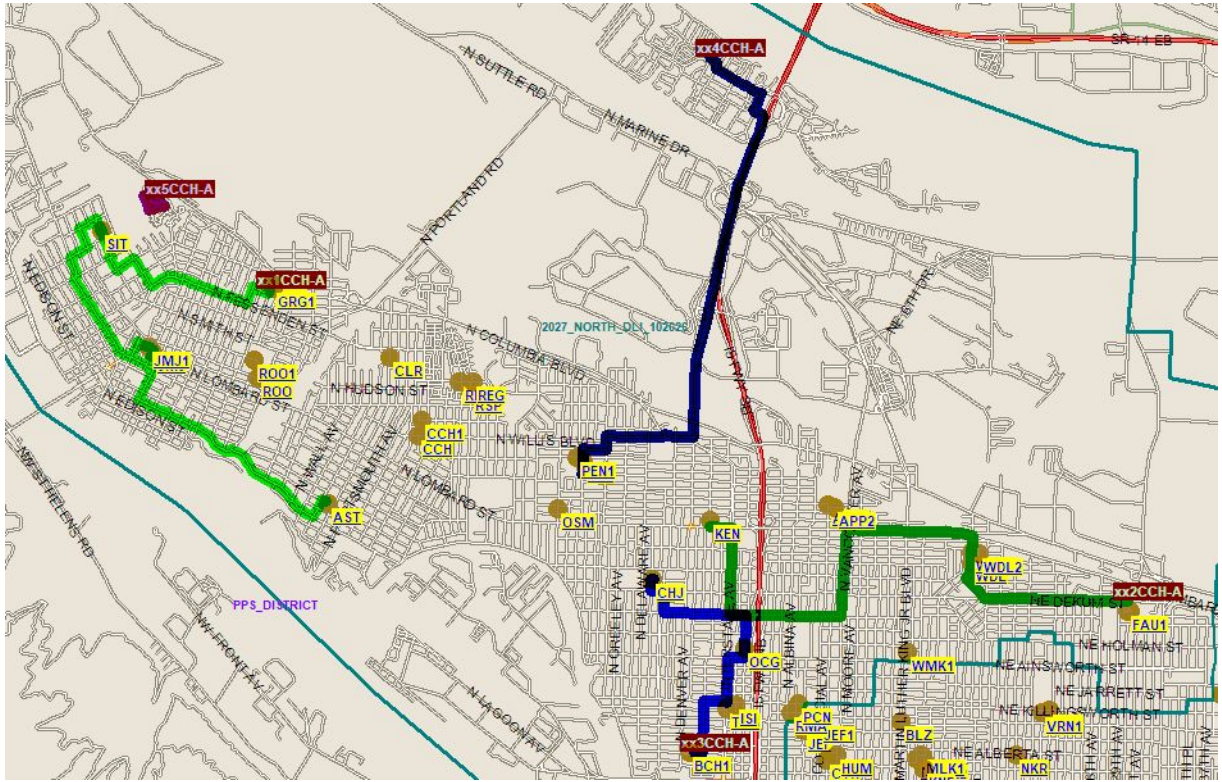
Ridership at a Glance

PEAK ENROLLMENT
409 students

STUDENTS OUTSIDE WALKING BOUNDARY
students

5 DLI ROUTES
16 hub stops
17 minute average

TRANSPORTATION SCHOOL READINESS
City review and expansion required. Space available. No notable issues.



Regional Spanish DLI

Lent

Transportation Readiness

Ready/Minor Adjustments

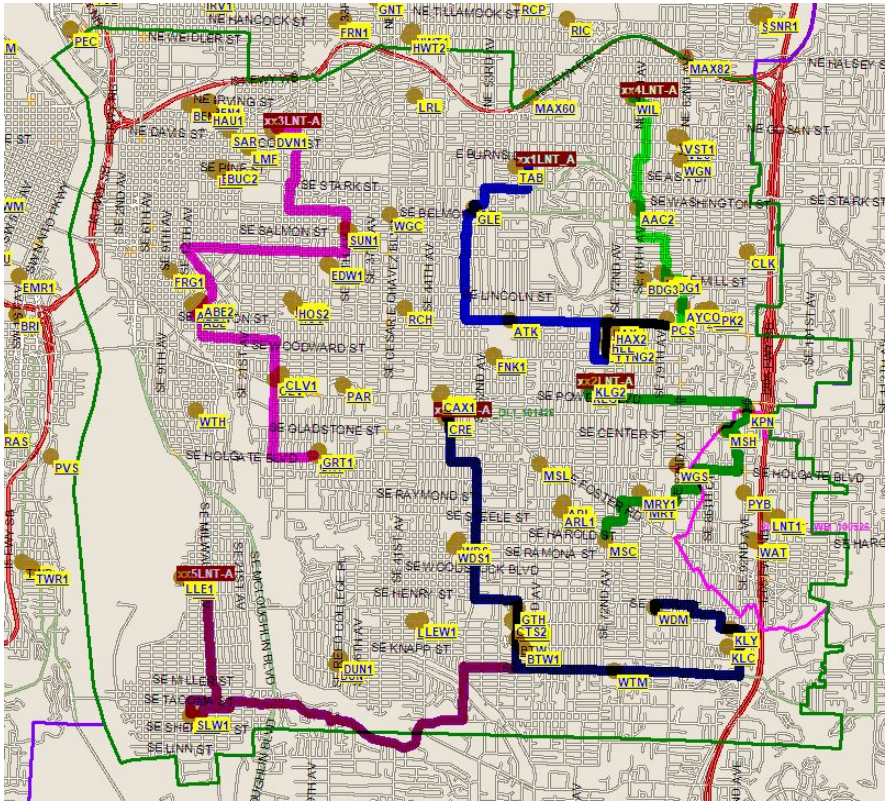
Ridership at a Glance

PEAK ENROLLMENT
329 students

STUDENTS OUTSIDE WALKING BOUNDARY
students

6 DLI ROUTES
26 hub stops
26 minute average

TRANSPORTATION SCHOOL READINESS
City review and expansion required. Space available. No notable issues.



Regional Spanish DLI

Rigler

Transportation Readiness

Ready/Minor Adjustments

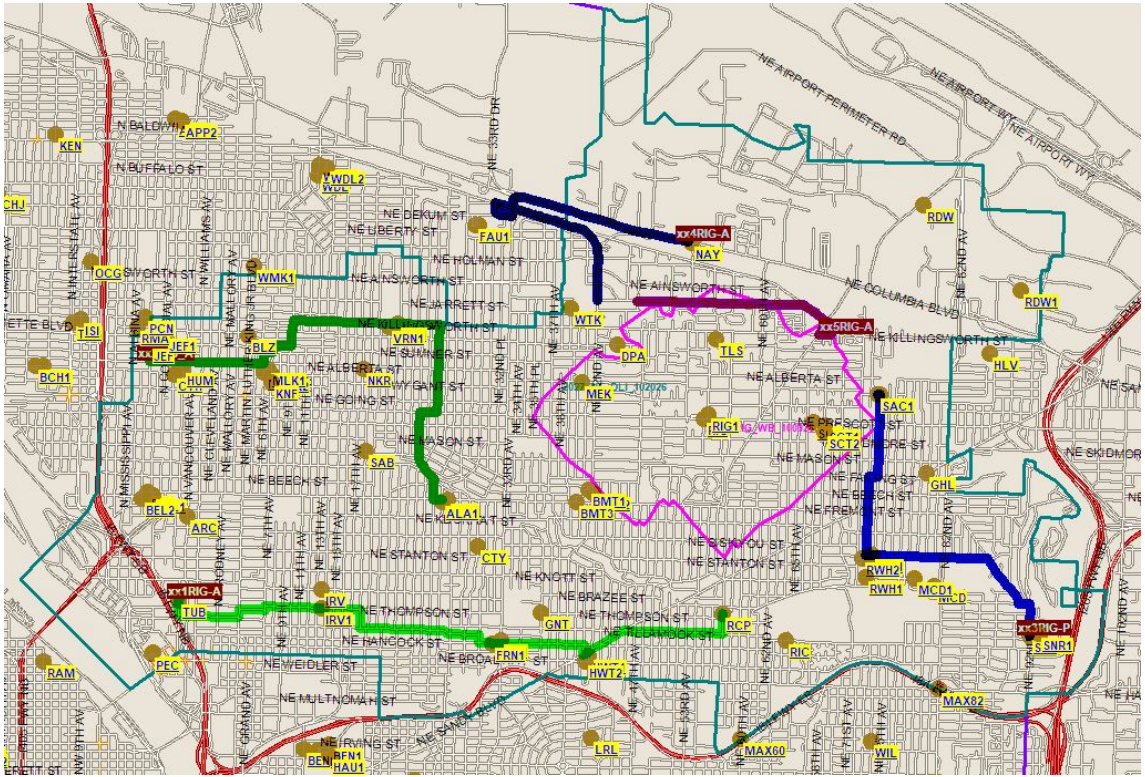
Ridership at a Glance

PEAK ENROLLMENT
484 students

STUDENTS OUTSIDE WALKING BOUNDARY
students

5 DLI ROUTES
17 hub stops
16 minute average

TRANSPORTATION SCHOOL READINESS
City review and expansion required. Space available. No notable issues.



Spanish MS DLI Routes & Hub Stops

West Sylvan	**Northwest/Southwest** **1 ROUTES: 4 total stops**	Average route time: 41 Minutes Longest route time: 41 Minutes
George	**North** **5 ROUTES: 11 total stops**	Average route time: 16 Minutes Longest route time: 21 Minutes
Kellogg	**Southeast** **4 ROUTES: 13 total stops**	Average route time: 22 Minutes Longest route time: 32 Minutes
Roseway Heights	**Northeast** **4 ROUTES: 13 total stops**	Average route time: 25 Minutes Longest route time: 30 Minutes

Regional Spanish DLI

West Sylvan

Transportation Readiness

Ready/Minor Adjustments

Ridership at a Glance

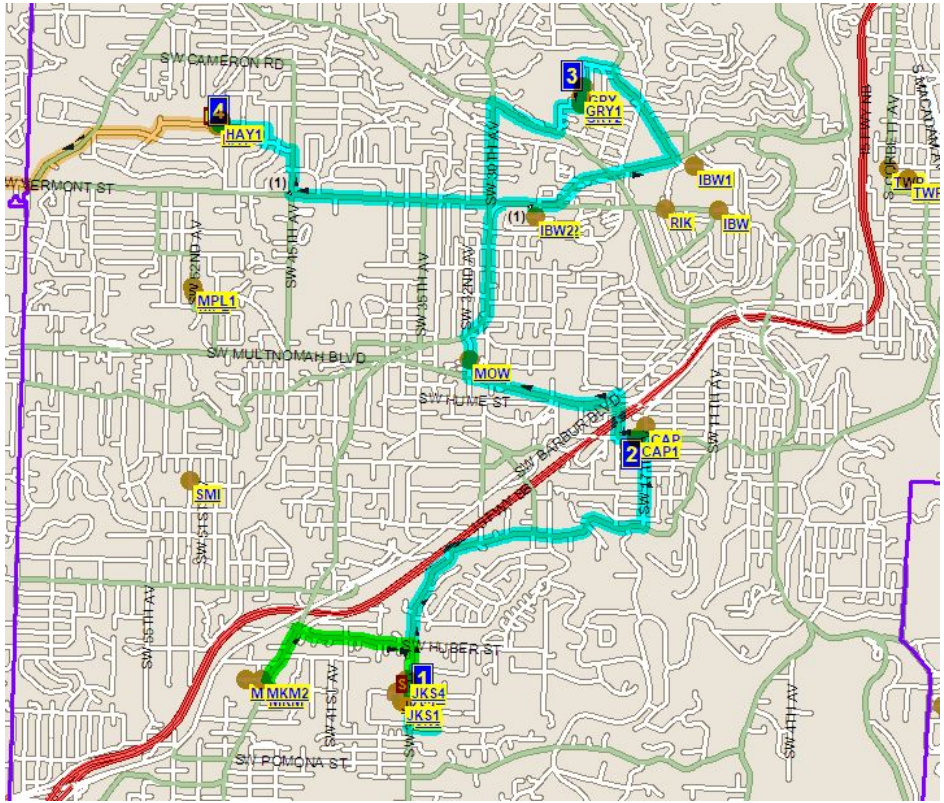
PEAK ENROLLMENT
688 students

STUDENTS OUTSIDE WALKING BOUNDARY
460 students

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1 DLI (17 NEIGHBORHOOD)
4 hub stops
41 minute average

TRANSPORTATION SCHOOL READINESS
Space available. No notable issues.



Regional Spanish DLI

George

Transportation Readiness

Ready/Minor Adjustments

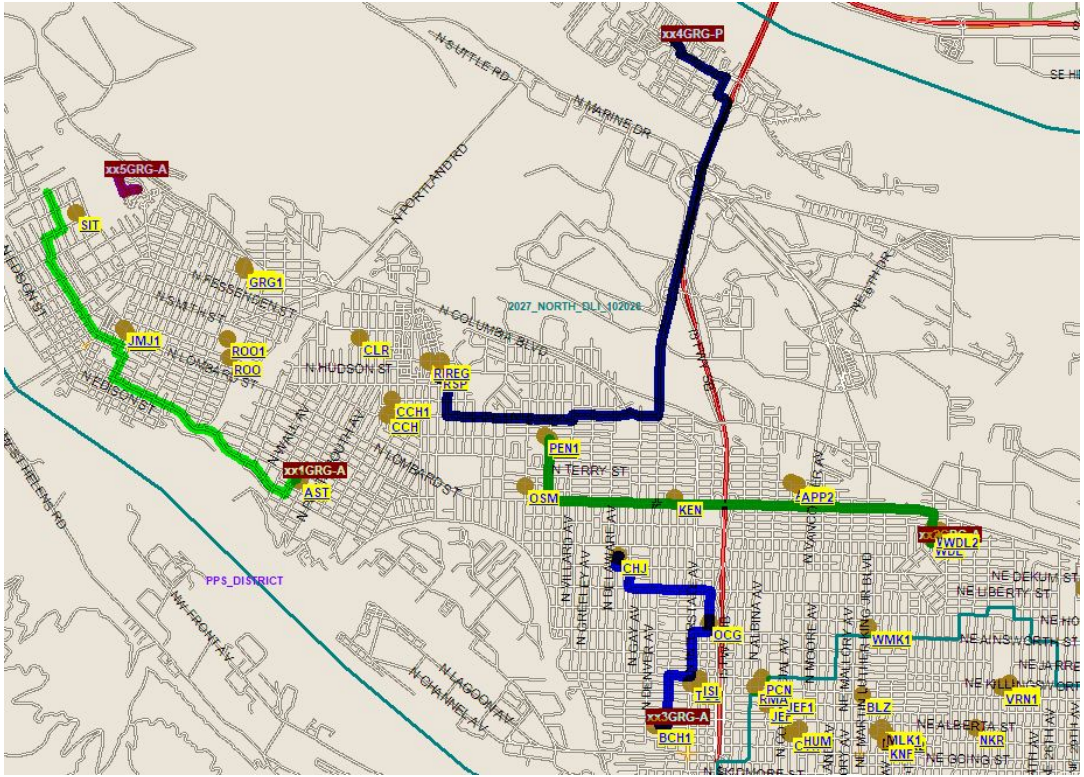
Ridership at a Glance

PEAK ENROLLMENT
535 students

STUDENTS OUTSIDE WALKING BOUNDARY
166 students

5 DLI (3 NEIGHBORHOOD)
11 hub stops
17 minute average

TRANSPORTATION SCHOOL READINESS
City review and expansion required. Space available. No notable issues.



Regional Spanish DLI

Kellogg

Transportation Readiness

Ready/Minor Adjustments

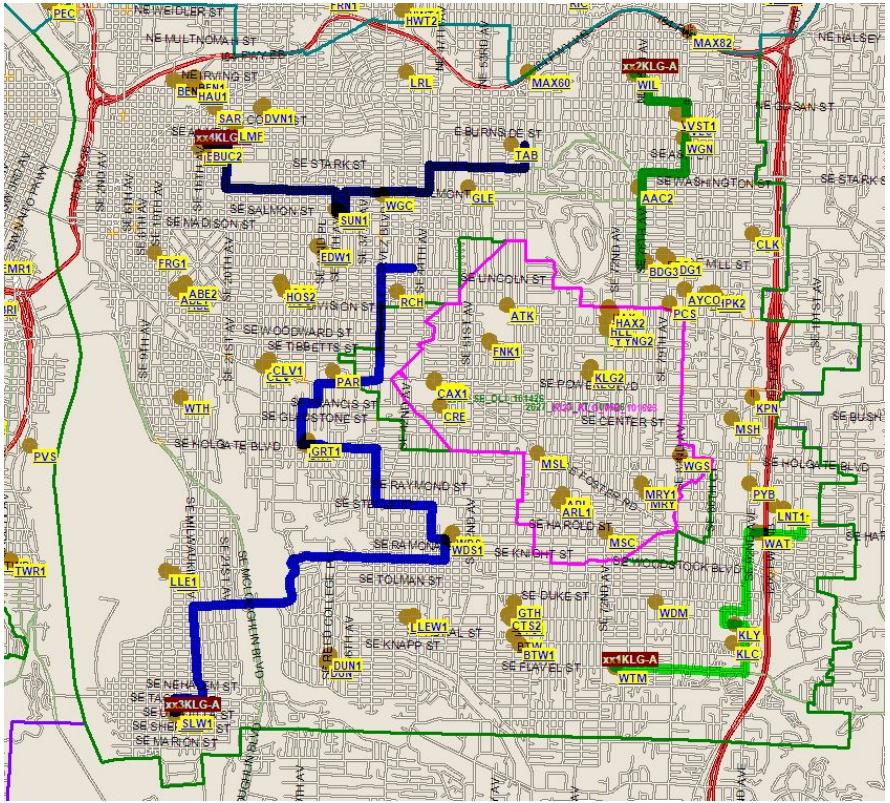
Ridership at a Glance

PEAK ENROLLMENT
572 students

STUDENTS OUTSIDE WALKING BOUNDARY
85 students

4 DLI (8 NEIGHBORHOOD)
13 hub stops
22 minute average

TRANSPORTATION SCHOOL READINESS
City review and expansion required. Space available. No notable issues.



Regional Spanish DLI

Roseway Heights

Transportation Readiness

Ready/Minor Adjustments

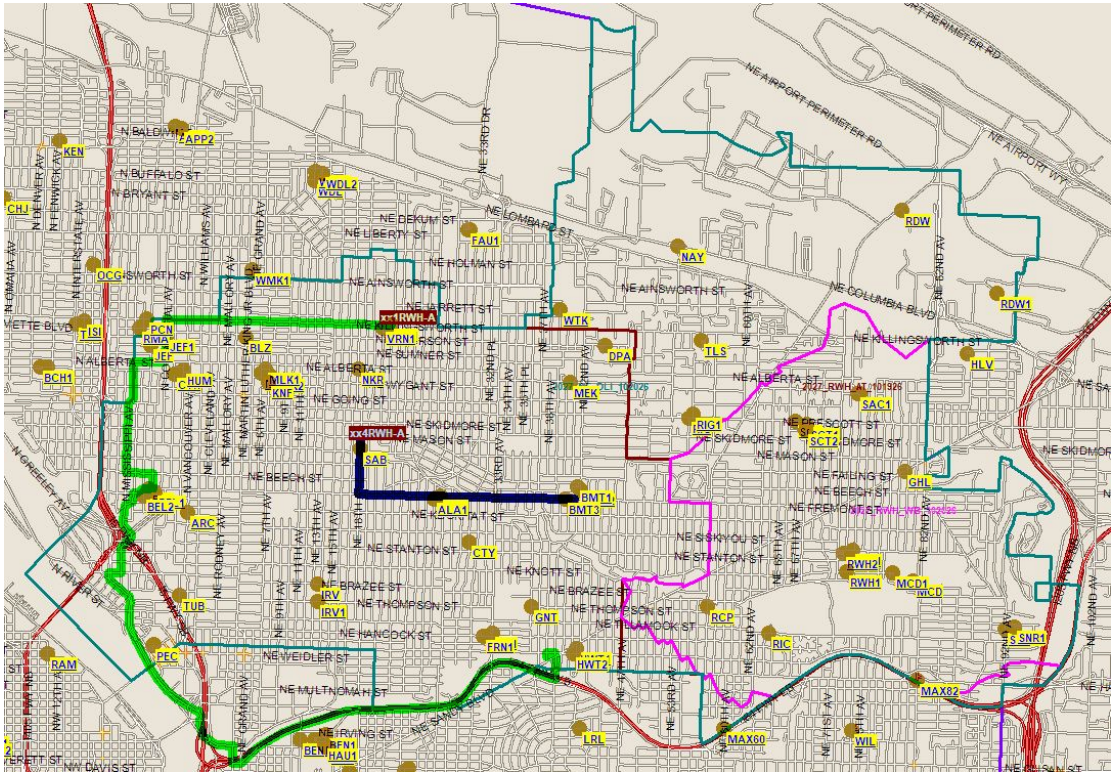
Ridership at a Glance

PEAK ENROLLMENT
664 students

STUDENTS OUTSIDE WALKING BOUNDARY
142 students

4 DLI (5 NEIGHBORHOOD)
13 hub stops
25 minute average

TRANSPORTATION SCHOOL READINESS
Space available. No notable issues.



Non-Spanish ES DLI Routes & Hub Stops

Japanese **Richmond**	**4 ROUTES: 23 total stops**	Average route time: 47 Minutes Longest route time: 58 Minutes
Mandarin **Woodstock & MLK Jr**	**7 ROUTES: 27 total stops**	Average route time: 26 Minutes Longest route time: 32 Minutes
Russian **Kelly**	**4 ROUTES: 9 total stops**	Average route time: 28 Minutes Longest route time: 43 Minutes
Vietnamese **Vestal**	**3 ROUTES: 8 total stops**	Average route time: 27 Minutes Longest route time: 36 Minutes

Japanese DLI

Richmond

Transportation Readiness

Ready/Minor Adjustments

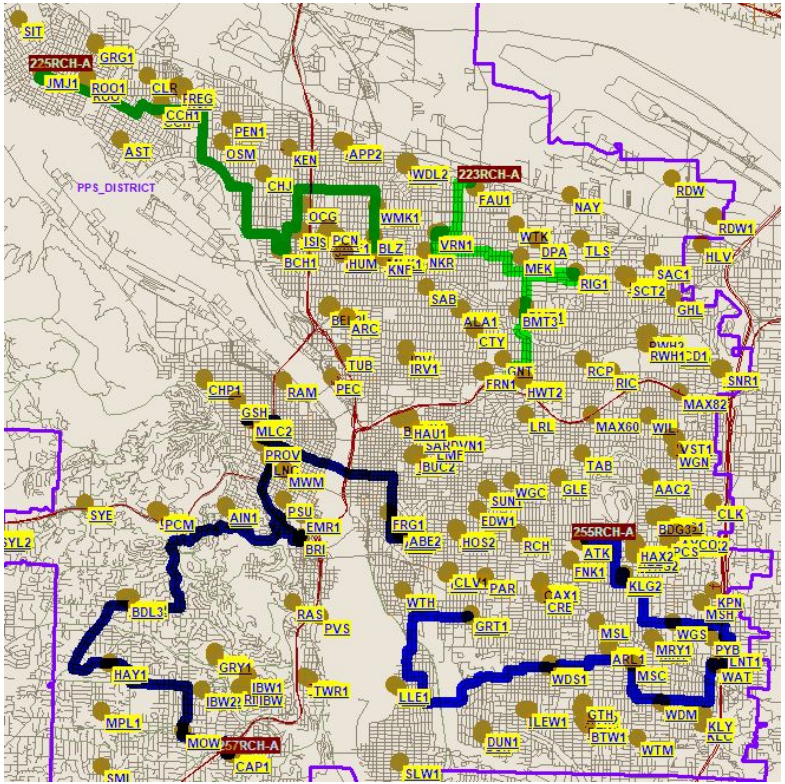
Ridership at a Glance

PEAK ENROLLMENT
504 students

STUDENTS OUTSIDE WALKING BOUNDARY
students

4 DLI
23 hub stops
47 minute average

TRANSPORTATION SCHOOL READINESS
Space available. No notable issues.



Mandarin DLI

Woodstock

Transportation Readiness

Ready/Minor Adjustments

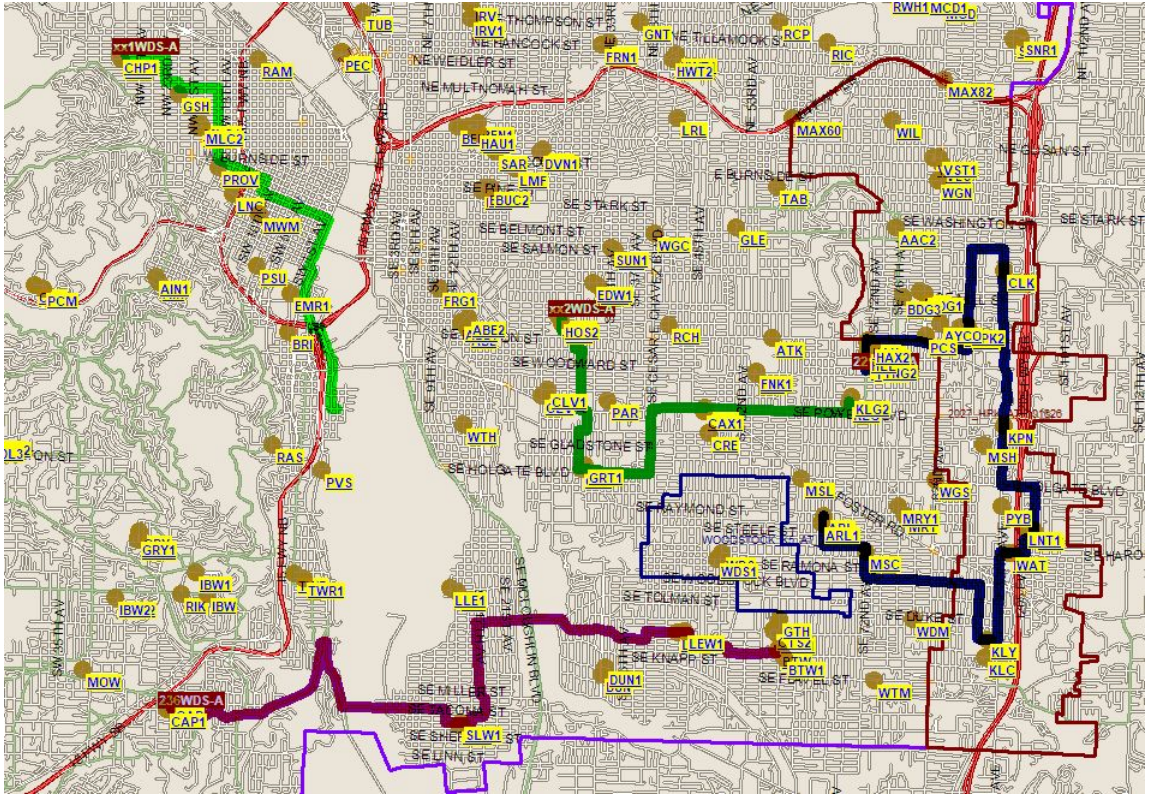
Ridership at a Glance

PEAK ENROLLMENT
346 students

STUDENTS OUTSIDE WALKING BOUNDARY
students

4 DLI (2 NEIGHBORHOOD)
15 hub stops
29 minute average

TRANSPORTATION SCHOOL READINESS
City review and expansion required. Space available. No notable issues.



Russian DLI

Kelly

Transportation Readiness — Ready/Minor Adjustments

Ridership at a Glance

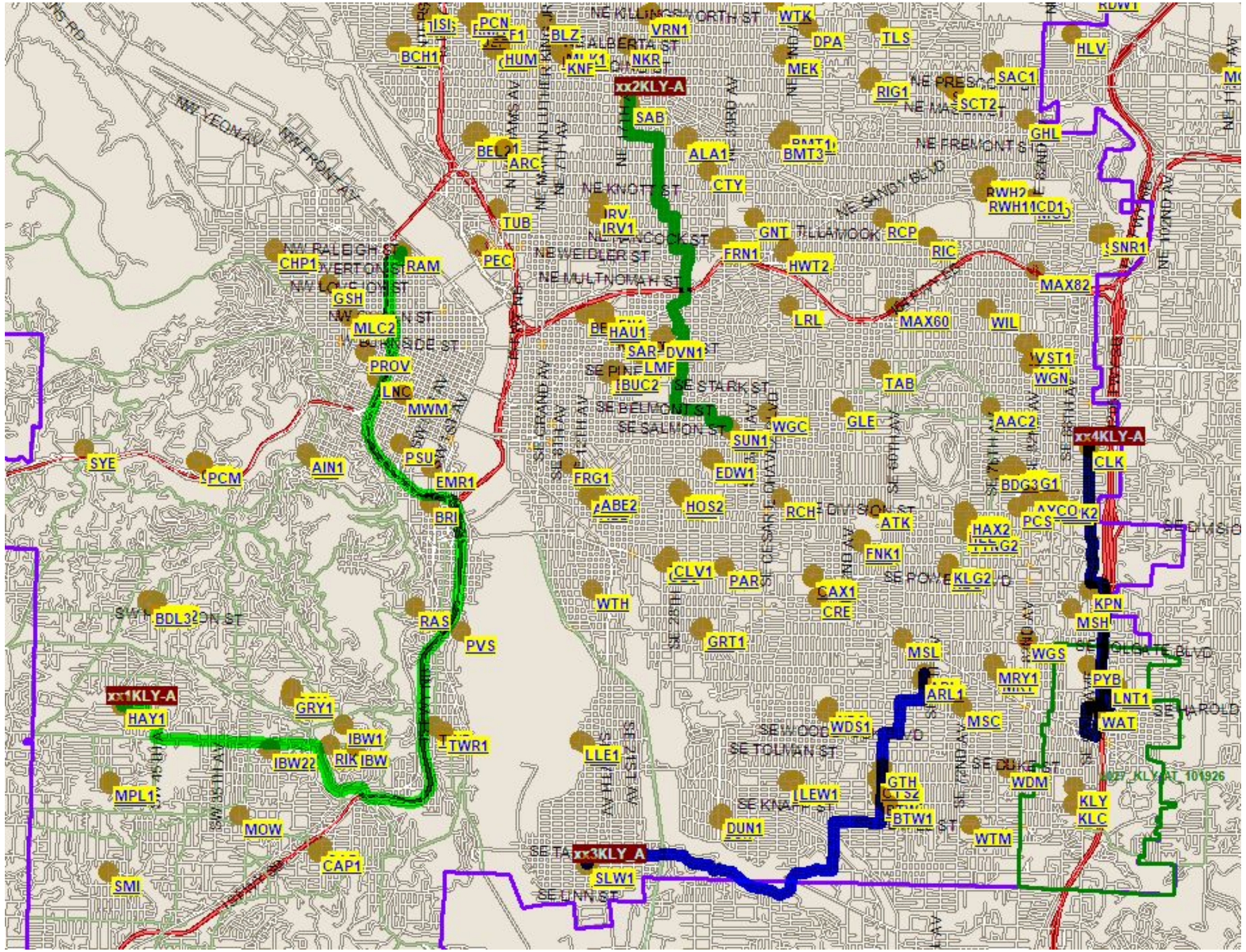
PEAK ENROLLMENT
405 students

STUDENTS OUTSIDE WALKING BOUNDARY
138 students

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4 DLI (2 NEIGHBORHOOD)
9 hub stops
28 minute average

TRANSPORTATION SCHOOL READINESS
Space available. No notable issues.



Vietnamese DLI

Vestal

Transportation Readiness — Ready/Minor Adjustments

Ridership at a Glance

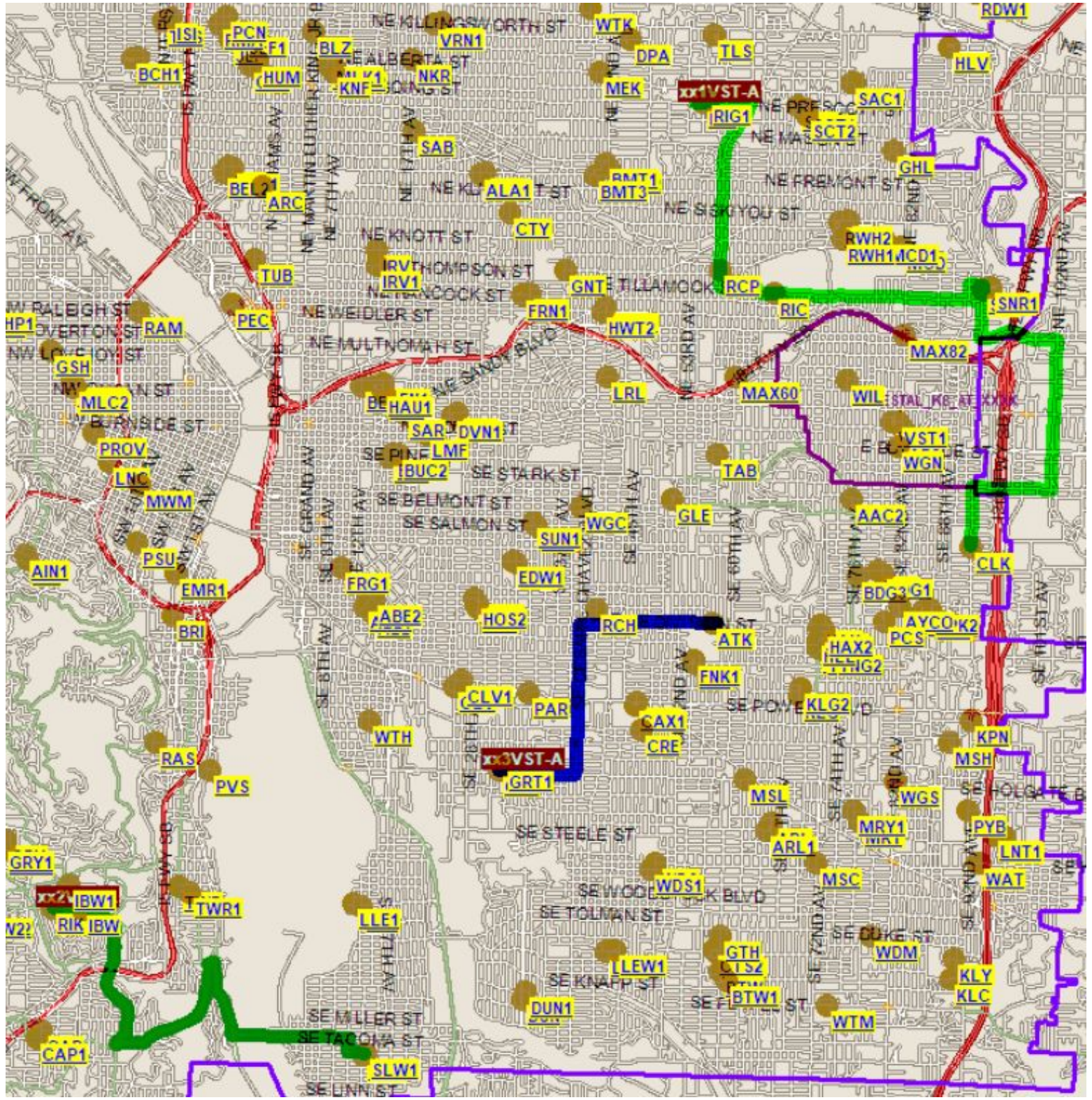
PEAK ENROLLMENT
302 students

STUDENTS OUTSIDE WALKING BOUNDARY
students

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3 DLI (1 NEIGHBORHOOD)
8 hub stops
27 minute average

TRANSPORTATION SCHOOL READINESS
City review and expansion required. Space available. No notable issues.



Non-Spanish MS DLI Routes & Hub Stops

Japanese **Mt Tabor**	**5 ROUTES: 21 total stops**	Average route time: 31 Minutes Longest route time: 50 Minutes
Mandarin **Tubman & Harrison Park**	**7 ROUTES: 23 total stops**	Average route time: 25 Minutes Longest route time: 32 Minutes
Russian **Brentwood**	**1 ROUTES: 2 total stops**	Average route time: 16 Minutes Longest route time: 16 Minutes
Vietnamese **Roseway Heights**	**2 ROUTES: 6 total stops**	Average route time: 27 Minutes Longest route time: 28 Minutes

Japanese DLI

Mt. Tabor

Transportation Readiness

Ready/Minor Adjustments

Ridership at a Glance

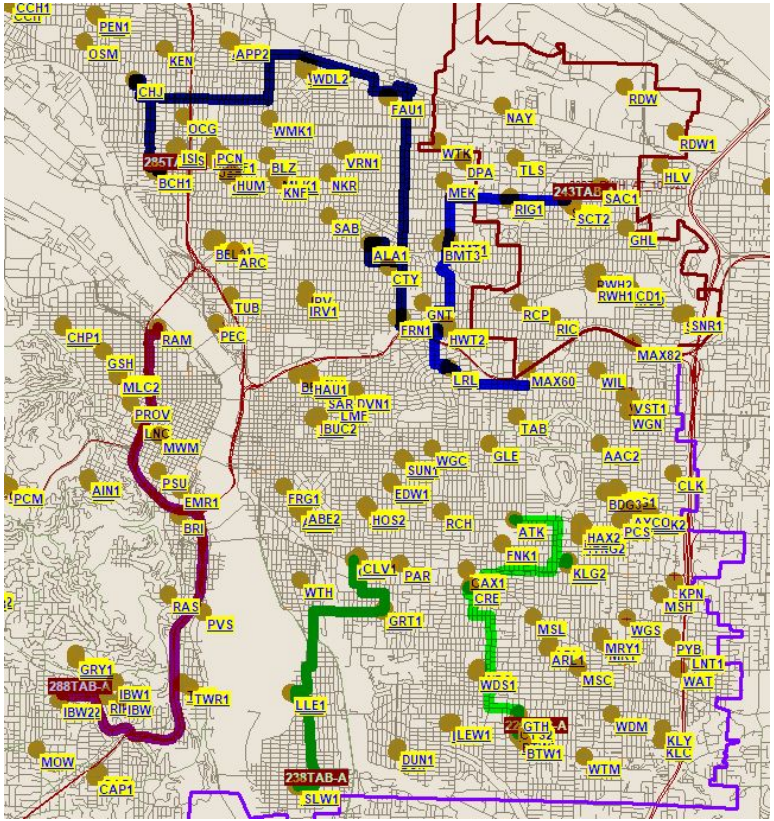
PEAK ENROLLMENT
411 students

STUDENTS OUTSIDE WALKING BOUNDARY
117 students

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5 DLI (9 NEIGHBORHOOD)
21 hub stops
31 minute average

TRANSPORTATION SCHOOL READINESS
Space available. No notable issues.



Mandarin DLI

Tubman

Transportation Readiness

Ready/Minor Adjustments

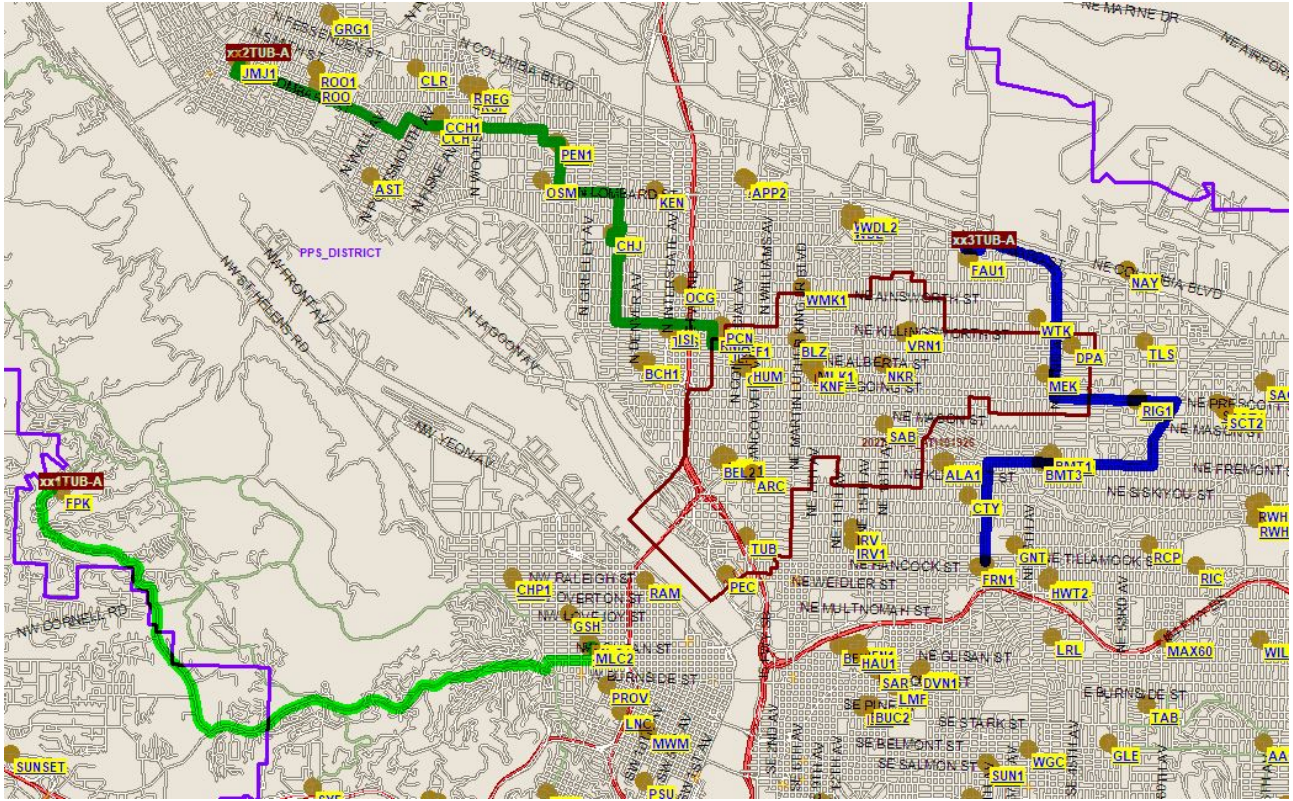
Ridership at a Glance

PEAK ENROLLMENT
602 students

STUDENTS OUTSIDE WALKING BOUNDARY
260 students

3 DLI (3 NEIGHBORHOOD)
10 hub stops
26 minute average

TRANSPORTATION SCHOOL READINESS
Space available. No notable issues.



Mandarin DLI

Harrison Park

Transportation Readiness ● Ready/Minor Adjustments

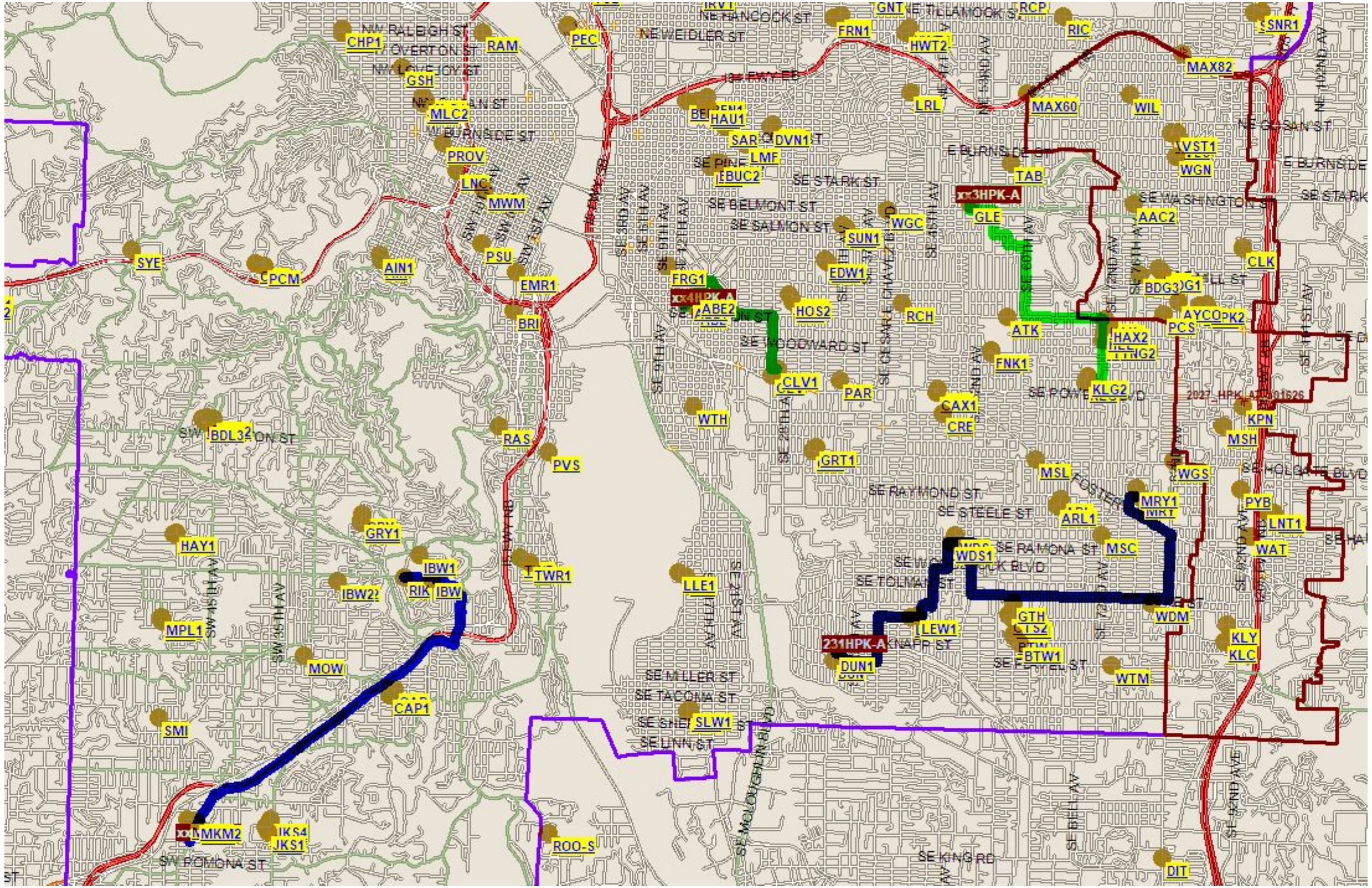
Ridership at a Glance

PEAK ENROLLMENT
406 students

STUDENTS OUTSIDE WALKING BOUNDARY
287 students

4 DLI (5 NEIGHBORHOOD)
13 hub stops
24 minute average

TRANSPORTATION SCHOOL READINESS
City review and expansion required. Space available. No notable issues.



Russian DLI

Brentwood

Transportation Readiness

Ready/Minor Adjustments

Ridership at a Glance

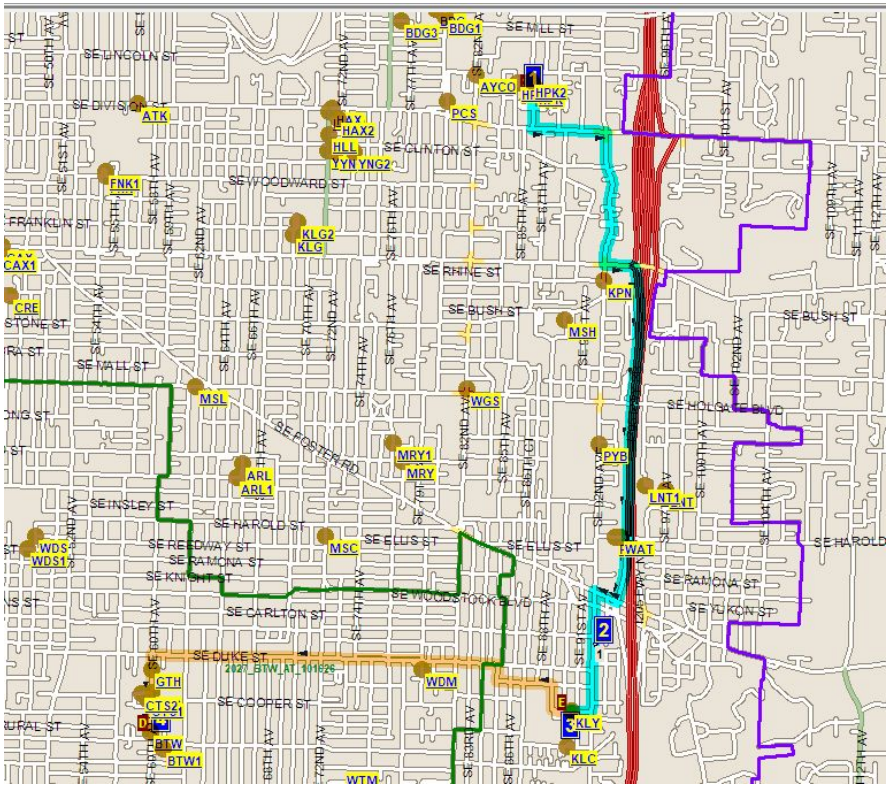
PEAK ENROLLMENT
422 students

STUDENTS OUTSIDE WALKING BOUNDARY
163 students

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1 DLI (4 NEIGHBORHOOD)
2 hub stops
16 minute average

TRANSPORTATION SCHOOL READINESS
Space available. No notable issues.



Vietnamese DLI

Roseway Heights

Transportation Readiness

Ready/Minor Adjustments

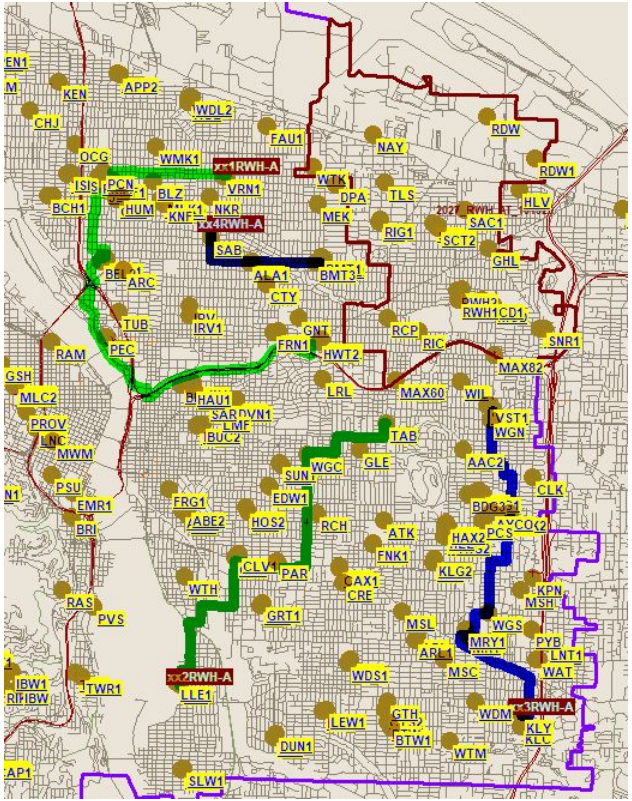
Ridership at a Glance

PEAK ENROLLMENT
664 students

STUDENTS OUTSIDE WALKING BOUNDARY
students

2 DLI (5 NEIGHBORHOOD)
6 hub stops
27 minute average

TRANSPORTATION SCHOOL READINESS
Space available. No notable issues.



Cost

Current General Transportation Route Counts

122 ROUTES
(Tiered with more ES than MS runs.)

$17.5M estimated cost

Estimated General Transportation Route Counts

153 ROUTES
(Tiered with more MS than ES runs.)

$20.2M estimated cost

31 added routes for ~$2.7M increased cost

PORTLAND | Public Schools

RIGHTSIZING

Key Performance Indicators

We use key performance indicators to measure how the proposed changes meet our stated goals and values.

Overview

These measures come from the guiding principles adopted by the school board in May of 2026 and factors outlined board policies.

We use these key performance indicators to compare scenarios to each other as well as to the current state if we make no changes. They will help surface tradeoffs between guiding principles and factors outlined in the policies.

PORTLAND | Public Schools

Board of Education Guiding Principles

Adopted May 26, 2026 Resolution 7307

Well-Resourced Schools
Sustainable, well-resourced schools that provide consistent access to strong academic programming across Portland Public Schools.

Safe and Healthy Learning Environments
Aligning school facilities and learning environments to support student safety, wellness and long-term sustainability.

Educational Options
Maintaining a strong network of neighborhood schools (while providing a balance of educational options) that are sustainable and well-resourced.

PPS Equity Lens
Using the PPS Equity lens to guide decision-making and center students most impacted by inequities.

Factors to Consider from Board Policy 4.10.045-P

Right Pathways
A feeder pattern that allows as many students as possible to continue together from one school level to the next

Right Mix of Students
Schools reflect and support the diverse identities of students including race, language and background (student body demographics)

Right Boundaries
Compact boundaries that promote safer routes to schools and a sense of community as well as recognize and address natural and human-made barriers

Right Use of Space
School buildings are used in ways that support strong programs, full classrooms and access to resources and opportunities for students (optimal use of existing facilities)

Right Balance
Program and enrollment stability in the surrounding schools

Right Impact
Limiting the impact of boundary changes to the smallest number of students possible

We have grouped them into three categories: **opportunity and stability indicators**, **physical environment and pathway indicators**, and **balance and impact indicators**. We will share these for the two scenarios as well as if there are no changes.

Opportunity and Stability Indicators

FACTOR/GUIDING PRINCIPLE	DESCRIPTION	ANALYSIS METRICS
GUIDING PRINCIPLE **Well-Resourced Schools** **BOARD POLICY FACTOR** **Right Balance** *(program and enrollment stability in surrounding schools)*	**Do students have access to stable, comparable learning environments across our district?** The difference in largest to smallest school size reflects the ability for schools to offer comparable academic programming. The range is an indicator of how variable the students' experiences may be. We are looking for progress toward increased parity in programming and this is one way to track our progress.	1. Percent of schools at a grade level with enrollment above threshold (e.g % of K5 schools with enrollment > 360) 2. Percent of focal students enrolled in schools above the threshold (e.g. % of students receiving special education services enrolled in K5, K8 and middle schools above the thresholds) 3. Range of enrollment (largest - smallest school) by grade configuration

PORTLAND | Public Schools

Physical Environment and Pathway Indicators

FACTOR/GUIDING PRINCIPLE	DESCRIPTION	ANALYSIS METRICS
GUIDING PRINCIPLE **Safe and Healthy schools** **BOARD POLICY FACTOR** **Right Use of Space**	Are we using school spaces to support academic programming and sustainability?	1. Percent of efficiently utilized schools in grade band with utilization between 70- 100%?
GUIDING PRINCIPLE **Safe and Healthy Schools** **BOARD POLICY FACTOR** **Right Boundaries**	Are school boundaries compact allowing students to have safe routes to school?	2. Percent of students living within 1.0 and 1.5 miles of school
BOARD POLICY FACTOR **Right Pathways**	Are students able to continue together from one grade level to the next?	3. Number of schools with split feeders 4. Percent of middle school students moving to the same high school

Balance and Impact Indicators for Scenarios

FACTOR/GUIDING PRINCIPLE	DESCRIPTION	ANALYSIS METRICS
GUIDING PRINCIPLE **PPS Equity Lens** **BOARD POLICY FACTOR** **Right Impact**	Who moves as a result of these changes? Are the impacts similar across student groups?	1. Percent of focal students who will experience the change
GUIDING PRINCIPLE **PPS Equity Lens**	Who is impacted by the changes? Which communities benefit and which are burdened?	2. Number of Title I and CSI/TSI schools impacted by the change
GUIDING PRINCIPLE **PPS Equity Lens** **BOARD POLICY** **Right Impact**	How many students are impacted by the changes? Who is impacted by the changes?	3. Number of students moving to a new school or site.

PORTLAND | Public Schools

FACILITY CONDITIONS

We also consider facility conditions when considering the Safe and Healthy School Guiding Principle.

Guiding Principle Description

PPS is committed to students learning in environments that support their physical safety, health, accessibility, well-being, and ability to learn.

As part of Rightsizing, PPS will assess multiple factors together to understand how each scenario affects students' access to safe and healthy learning environments. **The primary KPIs for this guiding principle are "Right Use of Space" and "Right Boundaries"**. "Right Use of Space" is measured by increasing the percentage of schools that are efficiently utilized, defined as operating between 70% and 100% total functional utilization capacity. "Right Boundaries" and walkability is measured by the percentage of students who live within a one and one-and-a-half mile radius of the school.

Building condition, accessibility, safety, and educational suitability data will serve as internal assessment factors that inform scenario development, identify trade-offs and highlight potential investments or mitigations, but they will not be the primary driver of scenario selection. No single facility indicator determines whether a school is "safe" or "unsafe," and no single facility measure will be the primary determining factor in a scenario.

CATEGORY	WHAT WE ARE ASSESSING	EXAMPLES OF DATA CONSIDERED
a. Learning Environment & Educational Suitability	Whether the facility and its spaces support high-quality instruction, student services, and the programs students need.	Classroom configuration; specialized instructional spaces; SPED and student-service spaces; counseling/health spaces; cafeteria, library, gym and outdoor spaces; alignment with educational specifications
b. Building Condition & Reliability	The overall physical condition of the facility and its ability to reliably support students over time.	Major building-system condition; system reliability, frequency/severity of service disruption, known critical deficiencies, and ability to maintain normal school operations.
c. Environmental Health	Conditions within the school that affect student and staff health and comfort.	Indoor air quality and ventilation; drinking water; radon; lead/asbestos management; moisture or water intrusion; thermal comfort and other identified environmental conditions
d. Life Safety & Security	The facility's ability to support safe operations during daily use and emergencies.	Fire/life-safety systems; emergency egress; secure entry/access control; emergency systems; site-specific safety conditions
e. Accessibility & Inclusive Access	The extent to which students, staff, and families can fully and equitably access the building and its programs.	ADA/accessibility needs; accessible entrances and routes; elevators/lifts; restrooms; accessibility of classrooms, common spaces, specialized programs, and outdoor areas
f. Safe Access to School	How a scenario affects students' ability to travel safely and reasonably to and from school.	Walking distance; safe routes; Hazard zones: High crash network; major arterial crossings; sidewalks and intersections; geographic barriers; transportation eligibility; changes in travel time; route length; route capacity.

PORTLAND | Public Schools

How We Will Use These Measures

For each Rightsizing scenario, PPS will examine multiple indicators collectively to determine whether the proposed configuration provides stronger, comparable, or more challenging conditions for students.

The analysis will consider:

- Utilization rates and functional capacity for a building;
- Existing conditions at both sending and receiving schools;
- The number of students affected by changes in those conditions;
- Trade-offs across indicators rather than relying on a single indicator or data point;
- Improvements or mitigation needed for a receiving school to successfully serve additional students; and
- Equity impacts across all indicators, including whether particular student groups experience disproportionate benefits or burdens.

PPS will consider current facility conditions, the extent to which those conditions affect safe and reliable school operations, and any investments or mitigations needed to ensure a receiving school can successfully support students. Immediate health, safety, or regulatory concerns will continue to be addressed through PPS's established maintenance, environmental health, risk management, and capital planning processes independent of Rightsizing decisions.

GUIDING QUESTION

"To what extent does this scenario improve students' access to educationally supportive, safe, healthy, and accessible learning environments?"

"…and what risks or investments would need to be addressed through implementation?"

RELEVANT BOARD POLICIES AND RESOLUTIONS:

- 4.10.045 - P Student Assignment to Neighborhood Schools
- 4.10.051 - P Student Enrollment and Transfers
- 6.10.022-P Educational Options Policy
- 6.10.030 -P School Initiation and Closure Policy
- Guiding principle resolution from the Board (May 26, 2026 Resolution 7307)

BOARD POLICY

6.10.030-P School Initiation and Closure

School Initiation and Closure Policy

The district will initiate and close schools in a manner that promotes equity, encourages access to a high quality neighborhood school and encourages an appropriate learning environment for all students, including those with special needs.

Efficient use of resources, fiscal responsibility and changing enrollment demand a process for analyzing which schools should be replicated, supported with innovative approaches, consolidated, or possibly closed based on a variety of factors. Those factors include financial impact, projected enrollment, quality of the facility, community impact, and expanded choice.

I. School Initiation Report

(1) The Board shall determine whether schools will be initiated.

(2) Board determination on school initiation shall be made only upon a recommendation by the Superintendent accompanied by a School Initiation Report which shall contain a full and adequate analysis of the following:

(a) How the proposed school enhances the district's overall educational program and student achievement policy, by addressing an unmet need or expanding a proven educational approach

(b) Financial impact

(A) Projected cost per student.

(B) Projected overall cost or savings to the district including impact on other schools

(c) Projected enrollment of the school over the next five years and how a school based on that projected enrollment does or does not meet the needs of the students in that community and/or the district.

(d) Facility in which the school will exist, including building capacity, current and potential use of available space, cost of operations, ADA accessibility, physical condition, environmental concerns, and capital needs.

(e) Community/cluster analysis:

6.10.030-P School Initiation and Closure

(A) how the proposed school location will provide students with greater equity of access to schools offering high quality educational choices

(B) how the initiation will affect other schools within the cluster, and, if applicable, schools outside the cluster, both in the quality of their educational programs and in the number of students attending them.

(C) support for the initiation, as indicated by demonstrated interest in attending the school and/or involvement in its development and commitment to its maintenance.

(D) proposed community partnerships.

(e) Operational plan for implementing the recommendation.

(3) The Superintendent shall create a public process for reviewing school initiation recommendations with the community.

II. School Closure Report

(1) The Board shall determine whether schools will be closed.

(2) Board determination on school closure shall be made only upon a recommendation by the Superintendent accompanied by a School Closure Report which shall contain a full and adequate analysis of the following:

(a) Financial impact

(A) Actual cost per student.

(B) Projected overall cost or savings to the district including impact on other schools and potential transportation costs.

(b) Projected enrollment of the school over the next five years and how a school based on that projected enrollment does or does not meet the needs of the students in that community.

(c) Facility in which the school exists, including building capacity, current and potential use of the facility, cost of operations, ADA accessibility, physical condition, environmental concerns, and capital needs.

(d) Community/cluster analysis:

6.10.030-P School Initiation and Closure

(A) how the proposed closure will maintain or improve equity of access to schools offering high quality educational choices

(B) how the school closure and redistribution of students will affect other schools within the cluster and, if applicable, schools outside the cluster, both in the quality of the cluster's educational programs and in the number of students attending each school. Analysis of the location of the school in relation to other schools, community resources, and transportation options and barriers.

(C) history of requested and actual transfers into the school or out of the school's attendance area to other schools.

(D) current community partnerships and possible community impact.

(E) Operational plan for implementing the recommendation, including a map showing the new boundaries.

(3) The Superintendent shall create a public process for the Board and Superintendent to review school closure recommendations with the community.

(4) The Superintendent has the authority to close a school for up to one year in response to emergencies, including major facility or environmentally related problems. The Superintendent will keep the Board informed of the rationale for and expected length of any emergency closure.

(5) The Superintendent shall develop administrative directives for implementing this policy, including the operation of a cluster based planning process, timelines that provide adequate notice to enable impacted parents and students to exercise choice, and management protocols for closing a school.

6.10.030-P School Initiation and Closure

BOARD POLICY

Legal References:

History: Adopted 6/16/2003

Related policies and implementing ADs: Educational Options 6.10.022-P; Student Enrollment and Transfers 4.10.051-P

PORTLAND | Public Schools

How PPS is communicating the Superintendent's final recommendation to the public.

Video

- Superintendent Dr. Armstrong recorded a video outlining the final recommendation and encouraging the community to go to the Rightsizing website to access more detail.
- The full video will be emailed to every contact in Parent's square, including parents and staff.
- The full video will also be captioned in English, Spanish, Russian, Mandarin Chinese, Somali, and Japanese.
- A link to the video (in all languages) will be shared on PPS social media platforms.
- The video will also be broken up into sections and shared over the next two weeks via PPS social media platforms.

Email

- The final recommendation will be shared with parents and staff via Parent's square with links to the video in all languages, and a link to the Rightsizing website for more detail.
- Each engagement opportunity will be communicated via Parent's Square leading up to the event.

Direct Mail

- A postcard was mailed to every address in the PPS district informing residents that their assigned school may have changed.
- The postcard includes the web address for the Rightsizing website, a QR code for the Rightsizing website, and QR codes for each language that will send the user to a summary of the final recommendation in their selected language.

5 languages

- Superintendent Dr. Armstrong's video outlining her final recommendation is captioned in all five languages.
- The direct mail postcard includes a QR code with directions that will link the user to a summary of the final recommendation in the selected language.
- A PDF summary of the final recommendation in each language will be shared with every principal. It can be printed and shared with students and parents.
- Future engagement opportunities will be emailed in all languages via Parent's Square.

Website

- The Rightsizing website includes videos, FAQs, future engagement opportunities, board presentations and a great deal of data for the community to review.
- There is also an interface for parents to search their address and determine where their children will be going to school following implementation of Rightsizing.

Social media

- The Superintendent's final recommendation video will be shared via PPS platforms with a link back to the Rightsizing website.
- Sections of the video will be shared via PPS platforms over the next two weeks with a link to the Rightsizing website.
- Notification of engagement opportunities will be shared as they get closer.

General media

- A press release outlining the final recommendation will be sent to local media.
- Richard Smith and Margaret Calvert will be available to meet with media and assist in understanding the data (not opinion) to ensure accuracy in reporting.

RESOLUTION No. 7398

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Portland Basketball Officials Association (PBOA)	11/18/2026 Through 6/30/2027	Personal Services PS 98558	Basketball officials for 2026-2027 season. Direct Negotiation – Unique Knowledge or Expertise PPS 46-0525(4)	$209,627	J. Franco Fund: General Dept: 5423	No

*A Certified Business is a for-profit business certified by the State of Oregon Certification Office of Business Inclusion and Diversity (COBID) as a Minority Business Enterprise (MBE), Women Business Enterprise (WBE), Veteran Business Enterprise (VBE), Oregon Small Business Enterprise (OSBE), and/or an Emerging Small Business (ESB)

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source
Organization for Educational Technology (OETC)	11/18/2026 Through 12/31/2028 Option to renew through 12/31/2029	Cooperative Agreement COA 98541 Pennsylvania Education Purchasing Program for Microcomputers (PEPPM)	Purchase Lightspeed systems internet security products.	$286,020	J. Franco Funding Source Varies

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business

RMC Research Corporation	11/18/2026 Through 12/31/2027	Personal Services PS 96797 Amendment 3	Analyses of Student Achievement Data. Amendment 3 adds funds to extend date and to include monthly meetings and feedback loop, to include travel to co-present at multiple conferences. Direct Negotiation – Unique Knowledge or Expertise PPS 46-0525(4)	$99,254 $214,433	K. Howard Fund: Grant Dept: 5467	No
Reading Results	11/18/2026 Through 7/30/2027	Personal Services PS 98203 Amendment 1	High Impact Tutoring at elementary and K-8 schools during the 26-27 school year. Amendment 1 adds funds to cover additional school sites and tutors. Direct Negotiation – Unique Knowledge or Expertise PPS 46-0525(4)	$145,600 $821,600	I. Cardona Fund: Grant Dept: 5467/1148	No

RESOLUTION No. 7399

Resolution Approving the Bylaws of the District Student Council

RECITALS

Student Representative and District Student Council Policy 1.20.012-P requires that District Student Council bylaws and amendments of them shall be approved by the Board of Education.

RESOLUTION

The Portland Public School Board of Education hereby approves the bylaws of the District Student Council as reflected in Exhibit A.

Exhibit A

District Student Council Bylaws

SCHOOLS REPRESENTED: 2
PURPOSE: 2
DSC REPRESENTATIVES: 2
ATTENDANCE: 2
SESSIONS & REPRESENTATIVE TERMS: 3
MEETINGS: 3
Meeting Types: 4
Meeting Etiquette: 5
SUBCOMITTEES: 5
VOTING: 5
Types of Votes: 6
Voting Procedure: 6
LEADERSHIP: 7
Leadership Roles: 8
ONBOARDING: 9
Onboarding the Chair Elect: 9
Onboarding new DSC members: 10
REMOVAL: 10
Purpose: 10
Process: 10
Petition the Board to Remove the Student Representative (Chair): 11
Process: 11
BYLAWS: 11
FURTHER AGREEMENTS: 12
PPS STUDENT SUMMIT: 12

SCHOOLS REPRESENTED:

Alliance, Benson, Cleveland, Franklin, Grant, Ida B. Wells-Barnett, Jefferson, Lincoln, Leodis V. McDaniel, Metropolitan Learning Center, and Roosevelt.

PURPOSE:

The mission of the DSC is to represent all students across PPS in an advocacy and action-oriented capacity.

DSC REPRESENTATIVES:

DSC Representatives are expected to:

1. Attend regularly scheduled DSC meetings to the best of their ability.
2. Establish a relationship and maintain regular communication with their school's affinity groups, clubs, school's ASB or equivalent governing body, if such a governing body exists.
3. Attend and support the planning of the PPS Student Summit.
4. Attend and/or watch at least one School Board meeting a year.
5. Ensure their school elects or appoints at least one representative for the succeeding year.

ATTENDANCE:

1. Regularly scheduled meetings occur biweekly. To maintain good standing, DSC representatives are expected to attend 80% (13/16) of these meetings in order to receive 1 elective credit and stoles for seniors.
2. If a representative cannot make a specific meeting, they are expected to communicate the reason for the absence to the staff liaison prior to the meeting. The staff liaison will ensure that the Chair is informed of absences.
3. Remember that as student representatives, you are representing your student body, and so attendance must be prioritized.

SESSIONS & REPRESENTATIVE TERMS:

1. Regular Sessions of the DSC shall last from most high school students' first day of school through the final day of the physical school year.
    a. The DSC shall also meet for a Summer Session between July 1st and most high schoolers' first day of school, during which time the DSC shall convene less frequently.
2. Representatives shall serve a term of one Regular Session and one Summer Session.
3. Newly elected or appointed representatives shall take office upon the end of their predecessor's term.
4. Schools are encouraged to hold DSC elections or appointments either in the fall or the spring, to allow for smooth transitions at the beginning of new DSC sessions.
5. Representatives may serve a maximum of three terms, so long as they are re-elected or re-appointed upon the end of each term.

MEETINGS:

1. It will be the responsibility of the Leadership team to schedule meetings.
2. A majority of DSC representatives can also schedule meetings.
3. Agreement of the Chair and Vice Chair is required to cancel a meeting.
4. Agendas will be created by the leadership team before meetings.
    a. If a DSC representative wants to add items to the agenda, the representative shall submit this request to the Leadership Team. A majority of the Leadership Team is required to approve this request.

Meeting Types:

1. Regularly scheduled meetings: These meetings are scheduled at least a month in advance, but will be scheduled at the beginning of each year and adjusted slightly, as necessary.

a. These will occur before School Board meetings or on a bi-weekly basis, as determined by the Leadership team.
b. All DSC representatives are expected to attend.
c. These meetings are the only meetings that will count for attendance towards receiving an elective credit.

2. Subcommittee meetings: These meetings will typically be recurring over a given period of time. Such meetings will focus on a specific topic important to the DSC at that time. These meetings will be for DSC representatives that are interested in that topic. Those who express interest and are appointed to that subcommittee will be expected to be in attendance. All DSC representatives will be invited to these meetings.
    a. Suggestions will be developed at these meetings and reported at the next regularly scheduled meeting. At the regularly scheduled meeting, the subcommittee will be given guidance on how to best proceed, and any vote proposed by the subcommittee is required to be on the agenda and thus be voted upon.
    b. No resolutions shall be passed at subcommittee meetings.
3. Executive session meetings: These meetings will occur when the DSC does not feel it appropriate for the staff liaison to be present. These meetings will not be recurring.
    a. An executive session can be called at any time by the Chair in a recurring meeting of any type.
    b. If the meeting is called in advance and is not during any other DSC related meeting, then it must be scheduled 24 hours in advance.
    c. The Chair can decide to go into an executive session meeting, or the majority of present DSC councilors can also do so.
    d. No decisions can be made in an executive session meeting.

Meeting Etiquette:

1. Regularly scheduled meetings may be recorded. If meetings are recorded, it will be the entire meeting.

    a. The Leadership Team shall ensure that all publicly available recordings and documents are provided to each High School's newspaper in a timely fashion, when requested.
2. During official meetings, the District Student Council should make efforts to follow, to a degree deemed appropriate by meeting context setting, Robert's Rules of Order.

SUBCOMITTEES:

1. Subcommittees will be composed of at least 3 representatives.
2. Subcommittees will be formed at the recommendation of the Chair or a DSC member, and approved through resolution by the DSC.
3. When voting on the resolution, at least 3 representatives shall volunteer to be on the subcommittee. They will be expected to attend all said subcommittee meetings.

VOTING:

1. If a vote is initiated, all representatives present at the meeting must cast their vote during the meeting or abstain from the vote.
2. Once a vote is cast and counted, representatives may not change their vote.
3. To pass anything (resolutions, positions, board matters, and all other matters) the motion must be approved by a majority of voting-eligible DSC representatives.
4. In the event of a tie, the Chair's vote will be cast as a tiebreaker.
5. All voting results will be recorded in the notes, including who voted for what, except for when voting on Leadership positions in the DSC.

Types of Votes:

1. Voting for Positions: There is no quorum needed to initiate this vote.
    a. Representatives may vote after the meeting has occurred, but only after listening to the candidate's proposed remarks.

    b. All DSC representatives are expected to vote on this matter.
    c. For the positions of Chair, Vice Chair, and Secretary, all votes shall be cast by anonymous ballots.
2. Voting on Board Matter: A quorum of 51% of DSC representatives is needed to initiate a vote.
    a. DSC representatives may submit their vote before the meeting, if they are unable to attend the meeting.
    b. These are public votes.
3. Resolution Passing: The quorum for this vote is 51%.
    a. DSC representatives may cast their vote before or after the meeting if they are unable to attend.
    b. DSC representatives must cast a vote.
    c. All votes must be cast prior to the start of the next regularly scheduled DSC meeting.
    d. These votes are public.

Voting Procedure:

1. The Chair of a meeting may bring an agenda item up for consideration by requesting a motion and receiving a second from the DSC.
2. Discussion is hence opened up, where the DSC is given due time to discuss the motion.
3. The Chair may then call for a vote on the matter.

LEADERSHIP:

1. The DSC shall elect a Chair, Vice Chair, Secretary, and Corresponding Secretary to serve for the duration of the regular session.
2. Elections for the Chair Position shall be held in early May of the previous year.

    a. The elected individual does not assume the title of Chair until the beginning of the next regular session.
    b. The Summer Session shall be used for Onboarding between the current Chair and the Chair Elect.
3. Elections for the Vice Chair, Secretary, and Corresponding Secretary positions shall take place at the second DSC meeting in October.
    a. In the event that most schools lack representation on the DSC by the second meeting in October, or the DSC feels there isn't adequate representation of the PPS student body on the DSC, this vote can be delayed until the second meeting in November.
4. DSC representatives must state their intent to run for positions at least one week prior to the election by informing the Chair and Staff Liaison.
    a. At the election meeting, candidates will give a speech.
    b. Candidates may also submit a video speech, which will be played during the meeting.
    c. Candidates will focus on why they would be a good fit for the position.
    d. A minimum of two questions from the DSC must be answered by the candidate regarding their platform.
    e. There shall not be any campaigning outside of prepared remarks.
5. Representatives cannot hold multiple roles on the leadership team.
6. All Leadership members are expected to show up to all leadership meetings; if they are unable to attend, they shall inform their leadership colleagues 24 hours in advance.

Leadership Roles:

1. <u>Student Representative to the Board of Education, Chair:</u>
   To qualify to run for the position of Chair, representatives must have one year of experience on the DSC.
   Their roles and responsibilities shall be to:

a. Attend Board of Education meetings and to represent the diverse voices of the district student body at such meetings.
b. Cast their unofficial vote on the Board in the best interest of students.
c. Set the DSC meeting agendas in collaboration with the rest of the Leadership Team.
d. Chair DSC meetings.
e. Provide the DSC with updates and seek feedback regarding board matters.

2. Vice Chair:

   Their roles and responsibilities shall be to:
   a. Chair meetings in the absence of the Student Representative.
   b. Attend School Board meetings when the Chair is unable to attend, and represent the voices of all of the student body at such meetings.
   c. Set DSC meeting agendas in conjunction with the rest of the Leadership Team.
   d. Serve as an advisor to the Chair.
   e. Assume all responsibilities of the Chair in their absence.
3. Secretary:

   Their roles and responsibilities shall be to:
   a. Take notes at DSC meetings.
   b. Set DSC meeting agendas in conjunction with the rest of the Leadership Team.
   c. Manage the shared DSC Google Drive, which shall contain all DSC materials.
   d. Distribute necessary meeting materials to the DSC.
4. Corresponding Secretary:

   Their roles and responsibilities shall be to:
   a. Manage the DSC's Instagram, Twitter, TikTok, and other social media accounts.
   b. Set DSC meeting agendas in conjunction with the rest of the Leadership Team.
5. Other roles:

Additional leadership roles can be proposed by the Leadership Team and must be voted on by the DSC.

Staff Liaison:

1. The Staff Liaison shall assist with council operations, communications and district coordinations, while assuring compliance with district policies and preserving student lead governance.
2. The Staff Liaison shall have no voting power and shall respect the governance and board delegated authority of the student representative of the District Student Council.
3. The Staff Liaison is responsible for ensuring food/snacks are available at regular meetings.

ONBOARDING:

Onboarding the Chair Elect:

1. Onboarding shall occur the remainder of the Regular Session as well as the Summer Session following the election of the new Chair.
2. The Chair Elect shall be invited to all leadership meetings for the remainder of the year if they are not in leadership before being elected.
3. The Chair Elect shall meet with the Manager of the Board and Staff Liaisons to support the transition of the Chair and DSC.
4. The Chair Elect is recommended to meet with Board members and the superintendent following their election
5. The Chair Elect is recommended to attend Board meetings and work sessions for their tenure as Chair Elect.

Onboarding new DSC members:

1. The DSC shall host an event with the School Board and Leadership Team with the goal of letting all DSC members grow familiar with the Board and the Leadership Team.

2. The Chair shall meet with all new DSC members individually.

REMOVAL:

Purpose:

This process should be carried out when the DSC feels that a representative should be removed from a leadership position. Any representative removed from a leadership position shall remain on the DSC as a representative but no longer in their leadership position. Impeachment can only be for abuse of power or refusal to follow Board policy or Bylaws.

Process:

1. In order for a member of The Leadership Team to be removed from office, articles of impeachment must first be brought forward by a simple majority of DSC representatives during a regularly scheduled meeting.
2. At the following regularly scheduled meeting, a debate shall be held between the representatives who brought forth the articles of impeachment and those who are opposed.
    a. The Chair shall proceed over the impeachment process.
    b. The Chair will not participate in any debate.
3. The impeachment will follow this basic structure:
    a. At the end of the meeting after the debate, a vote will be taken. Two-thirds (⅔) of the DSC must be in agreement to remove the individual, following which they will be removed immediately.
    b. Representatives may also vote by a simple majority to postpone the vote and continue the debate at the next regularly scheduled meeting.
    c. Every DSC Representative must vote.
    d. The only way that representatives can vote is to remove, postpone debate, or acquit.

    e. All votes will be public.
4. After a leadership position is impeached:
    a. Within four weeks of the removal of a leadership position, an election must be held for that position. The elected individual shall take office immediately after the election results are finalized.
    b. If any representative in a leadership position resigns from that role, the above shall also apply.

Petition the Board to Remove the Student Representative (Chair):

Process:

1. In order for the DSC to petition the Board to remove the Student Representative, two-thirds (⅔), of the DSC must vote yes to remove the Student Representative (Chair).
2. The DSC shall vote on a resolution to petition the School Board to remove the Student Representative (Chair) in a regularly scheduled meeting.
3. The School Board shall dictate the process of voting on the motion to remove a Student Representative (Chair).

BYLAWS:

1. Nothing in these bylaws shall be construed to conflict with legally given rights, responsibilities, duties, or privileges reserved by PPS or by state and federal law.
2. Bylaws may be amended after DSC decision.
3. Amendments shall be drafted by a DSC subcommittee, and the proposed edits will be voted upon.
4. Any changes to the bylaws shall be passed via a resolution.
5. Bylaws must be approved by the Board of Education

FURTHER AGREEMENTS:

1. The DSC welcomes the opportunity to hear other perspectives from the student body when requested. There may be times when non-representatives and/or subcommittees will be invited to provide outside perspectives.
2. The DSC shall take every reasonable effort to assist District staff and the Board on any initiatives by giving the perspective of the DSC. The DSC shall invite District staff and Board members to DSC meetings when the Leadership Team deems it necessary.
3. The DSC shall invite District Staff and members of the Board when the Leadership Team deems appropriate and beneficial.

PPS STUDENT SUMMIT:

The PPS Student Summit is strongly suggested by policy and must include:

1. Prioritizing outreach to affinity groups.
2. Accurate representation of the student body through a just and equitable lens.

Resolution No. 7401

Adoption of the Minutes

The Following Minutes are offered for Adoption:

- November 4, 2026