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.

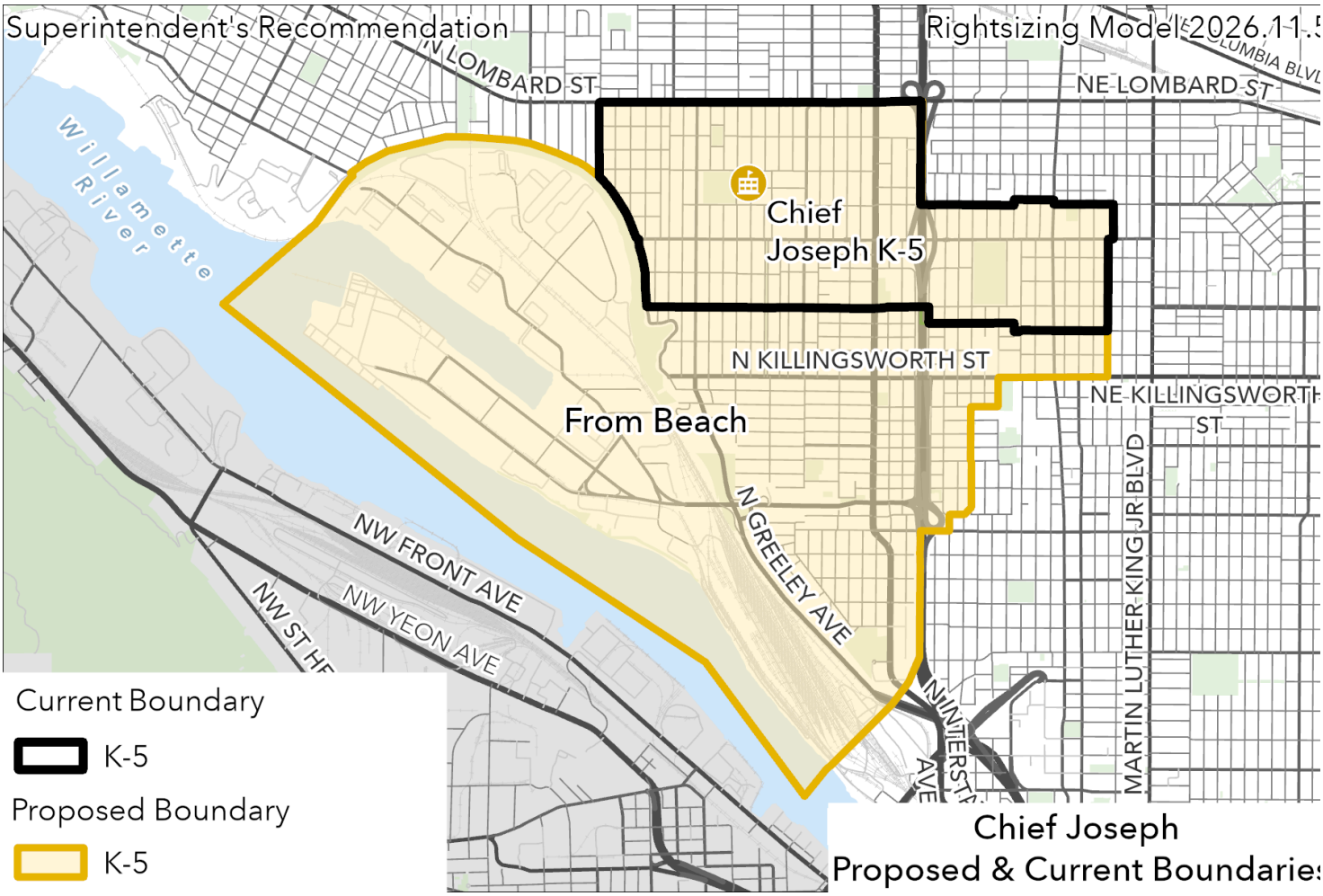
**Subject to change*

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.

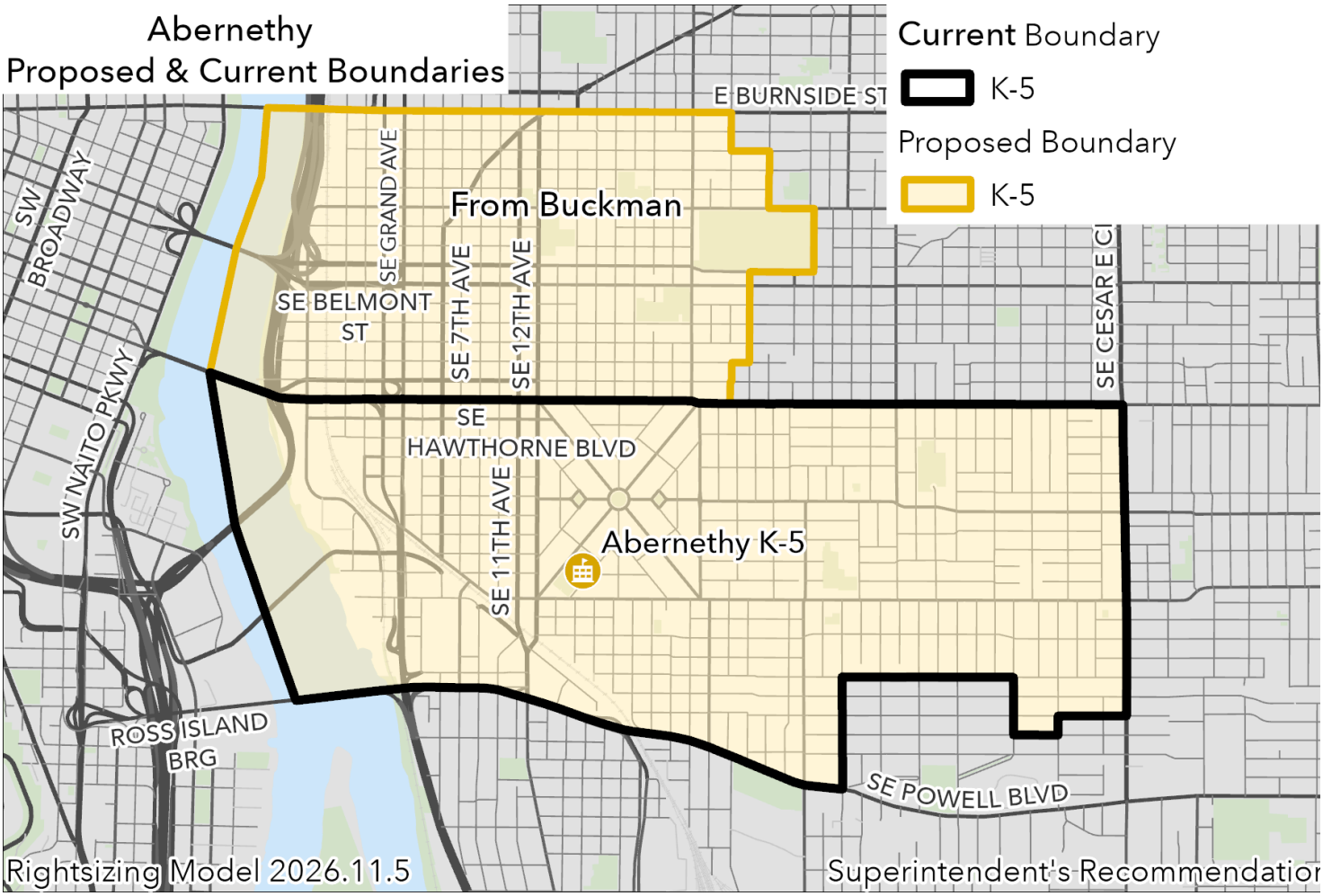
**Subject to change*

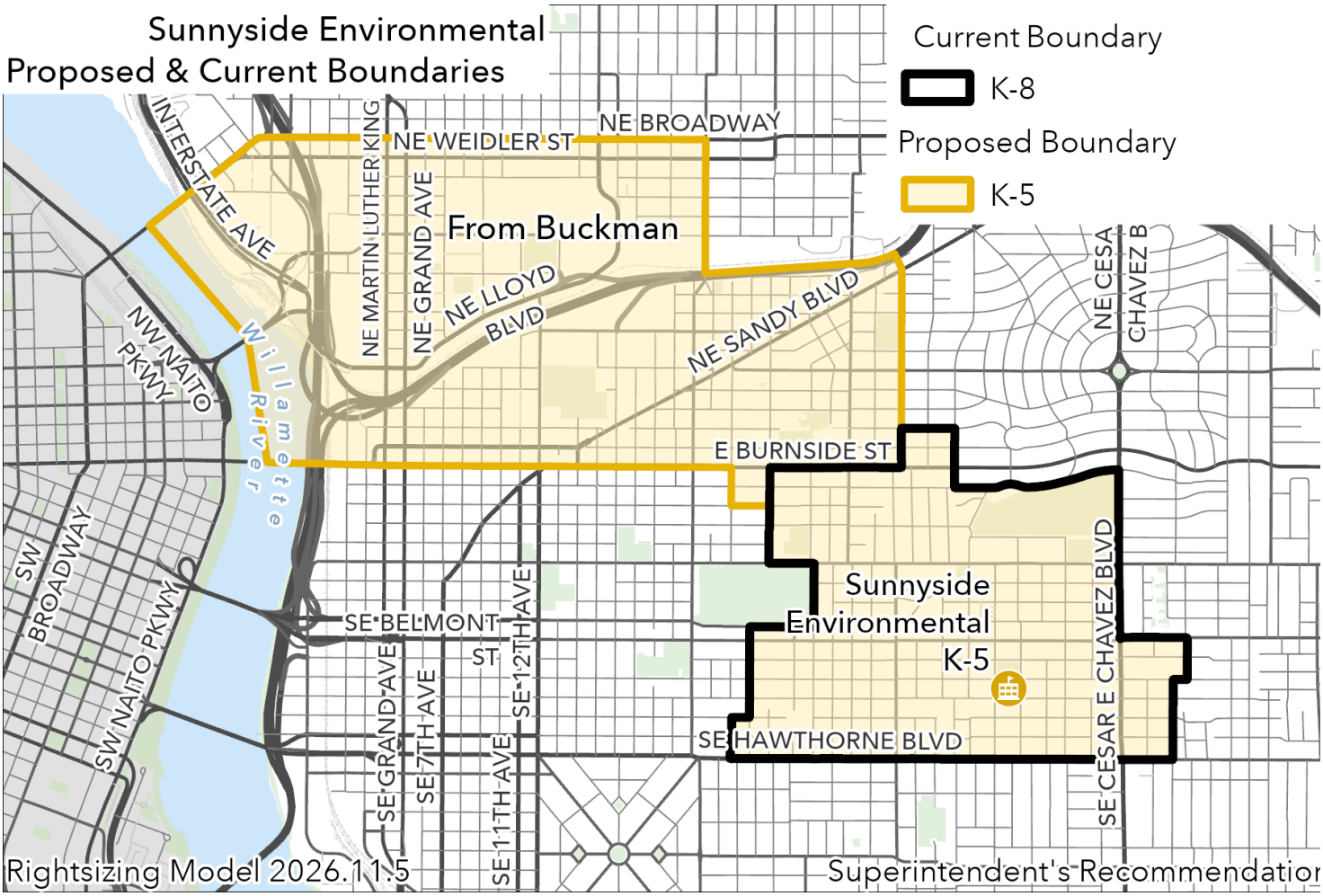
Review and Approval

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.

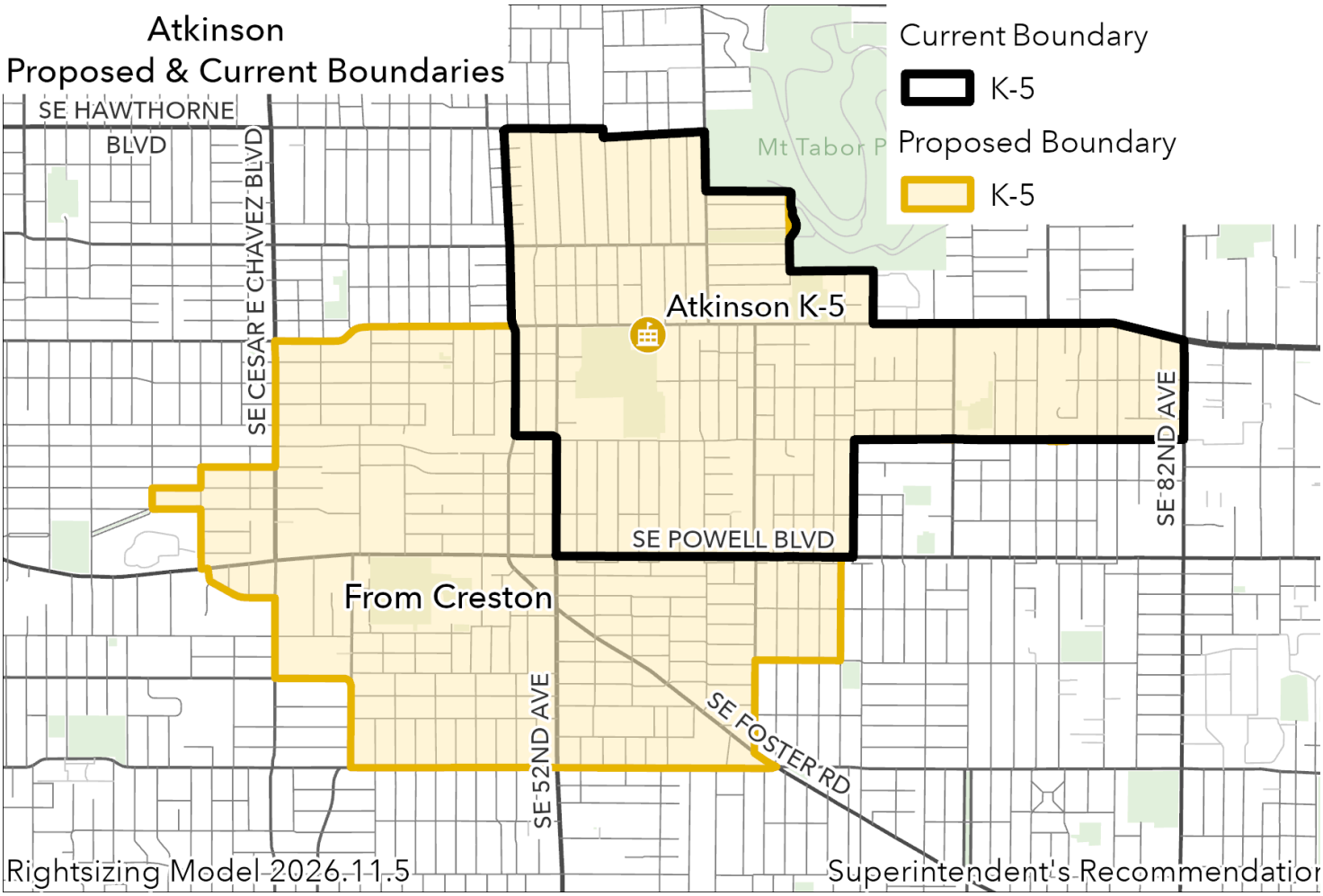
**Subject to change*

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.

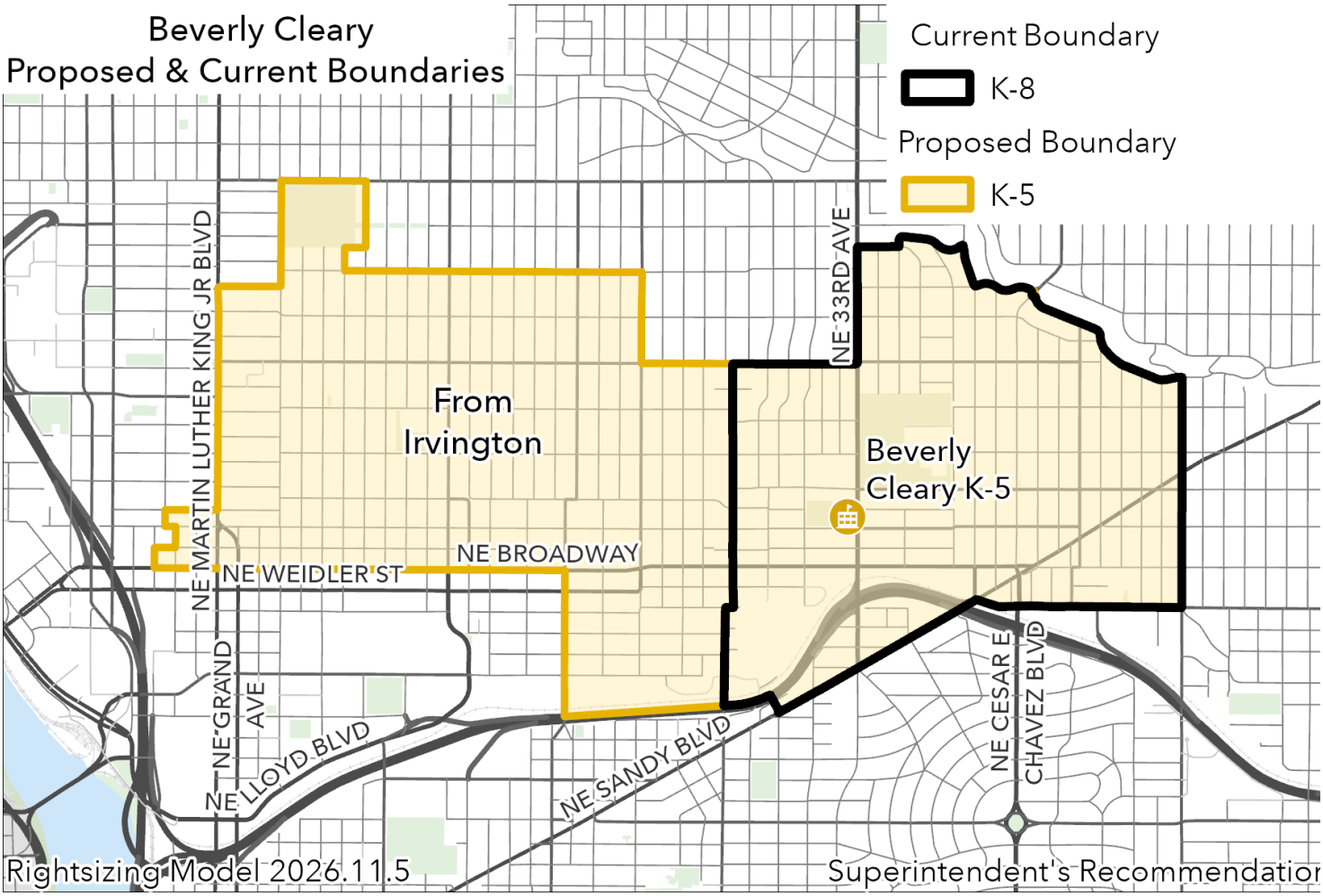
**Subject to change*

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.

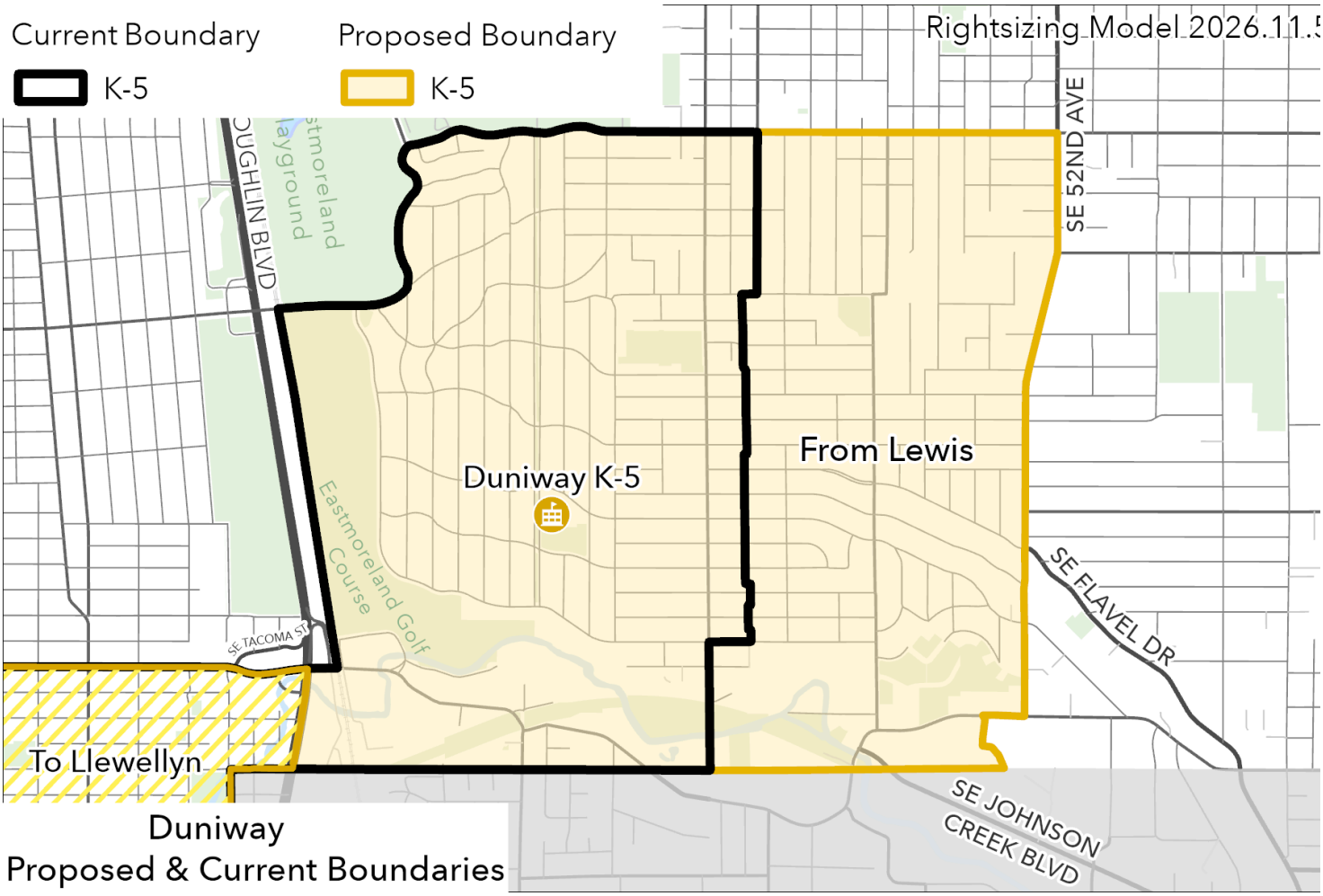
**Subject to change*

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.

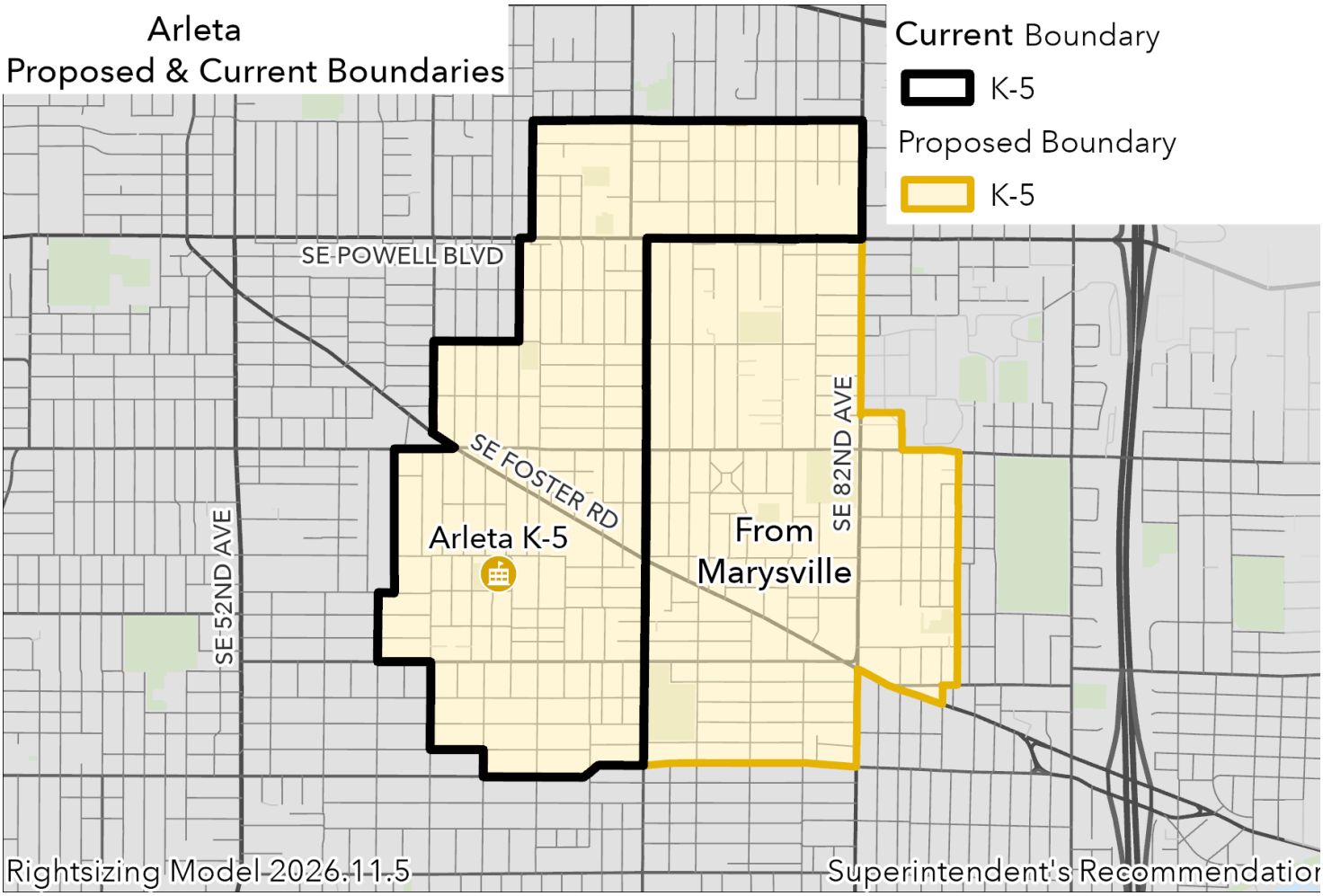
**Subject to change*

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.

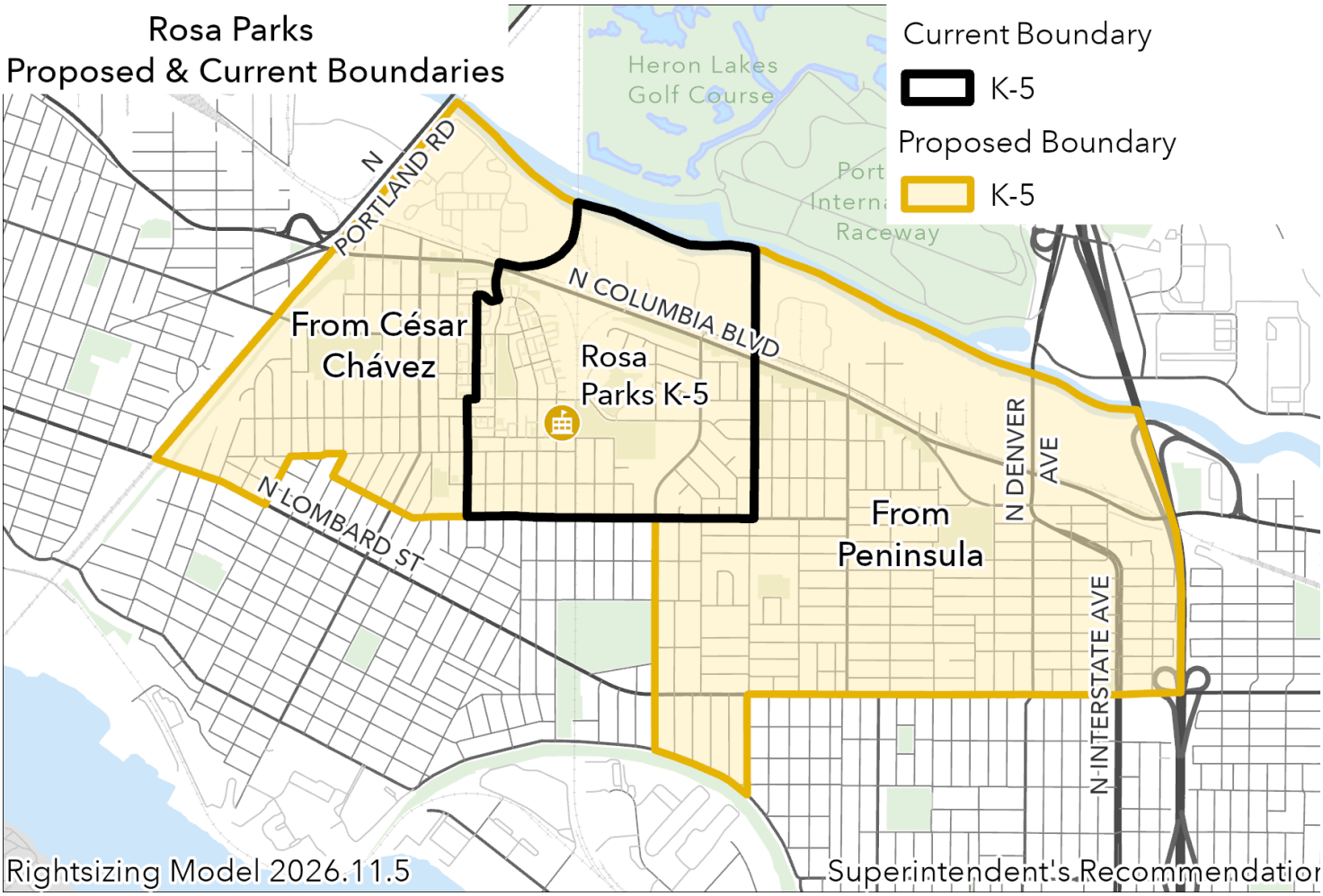
**Subject to change*

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.

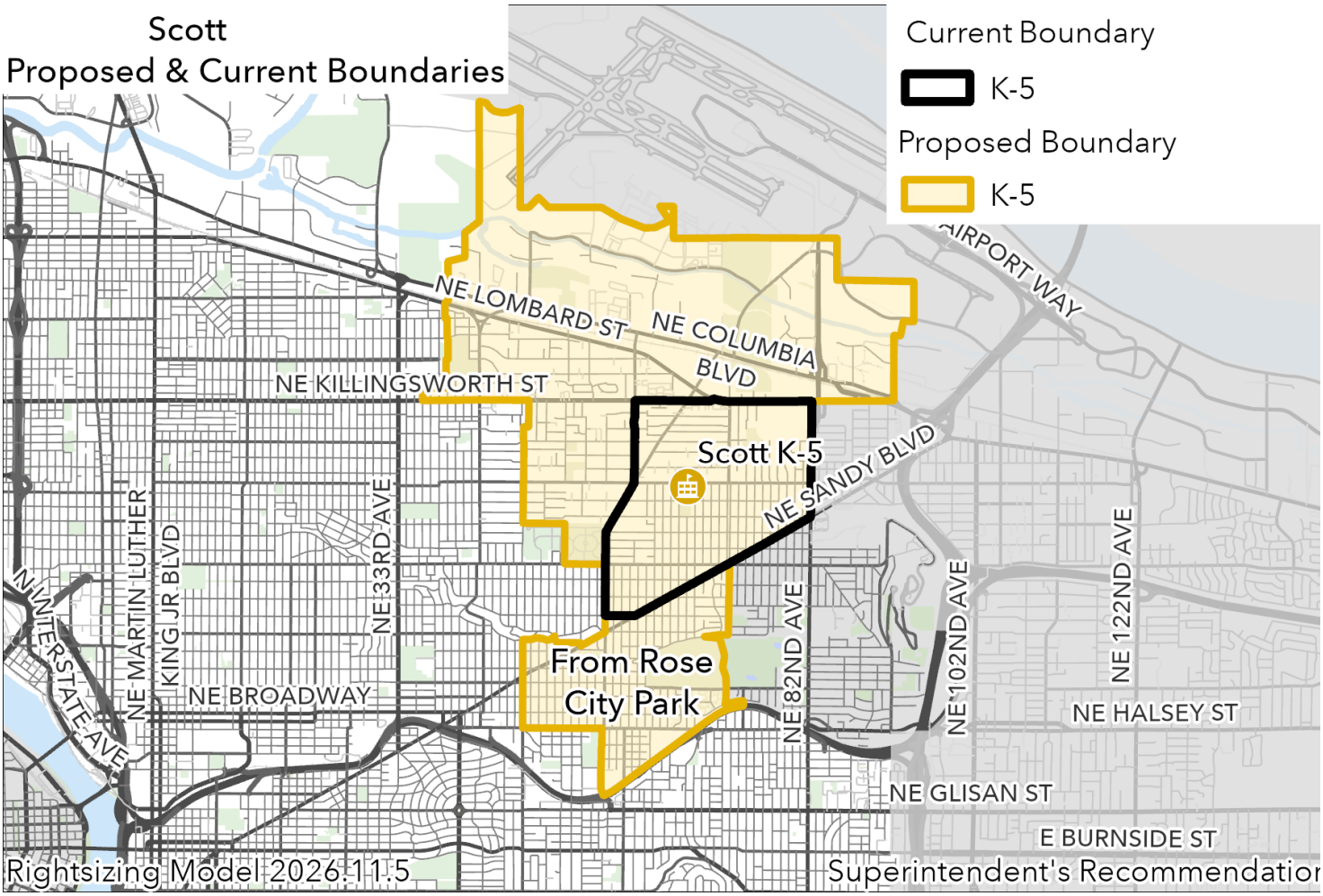
**Subject to change*

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.

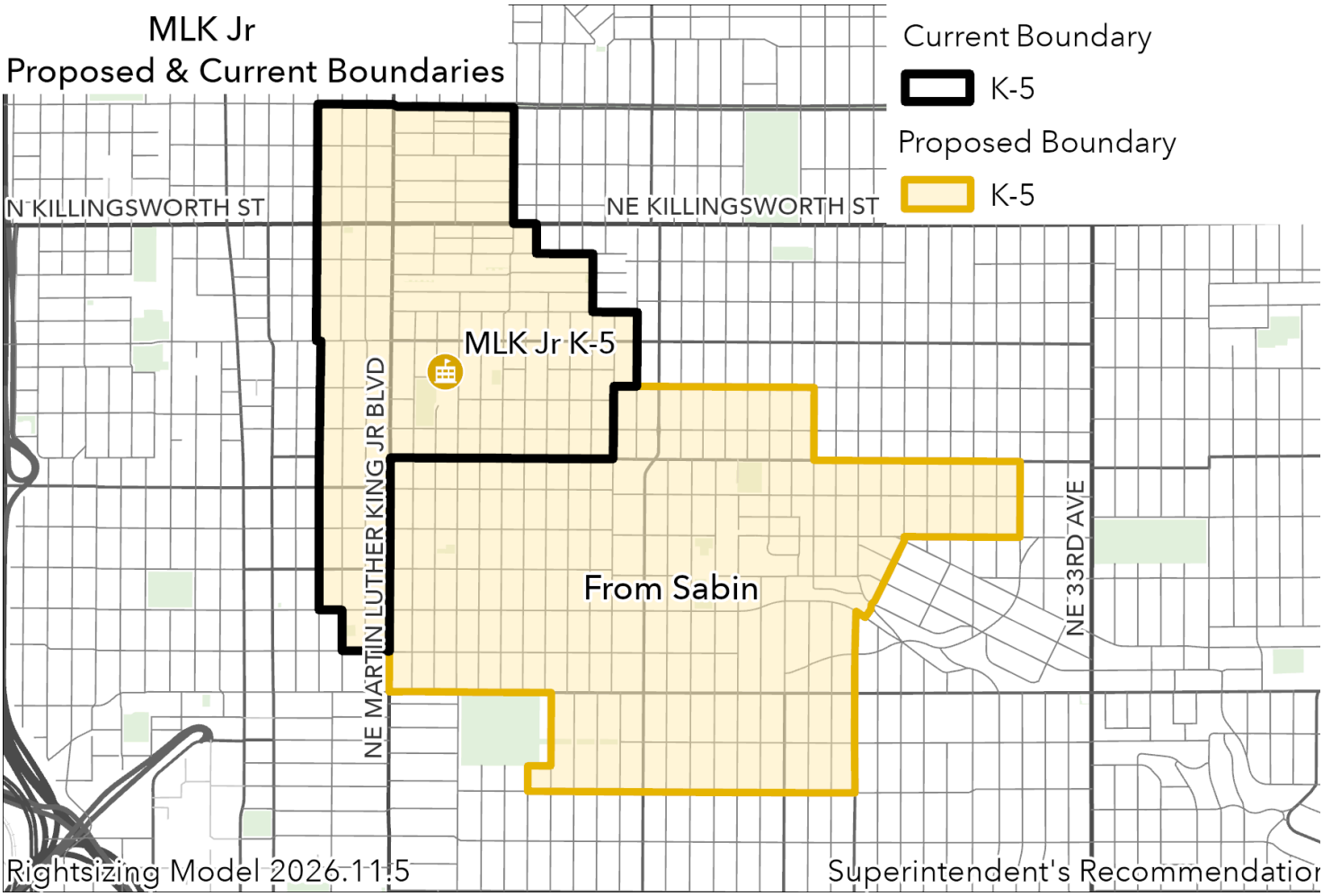
**Subject to change*

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.

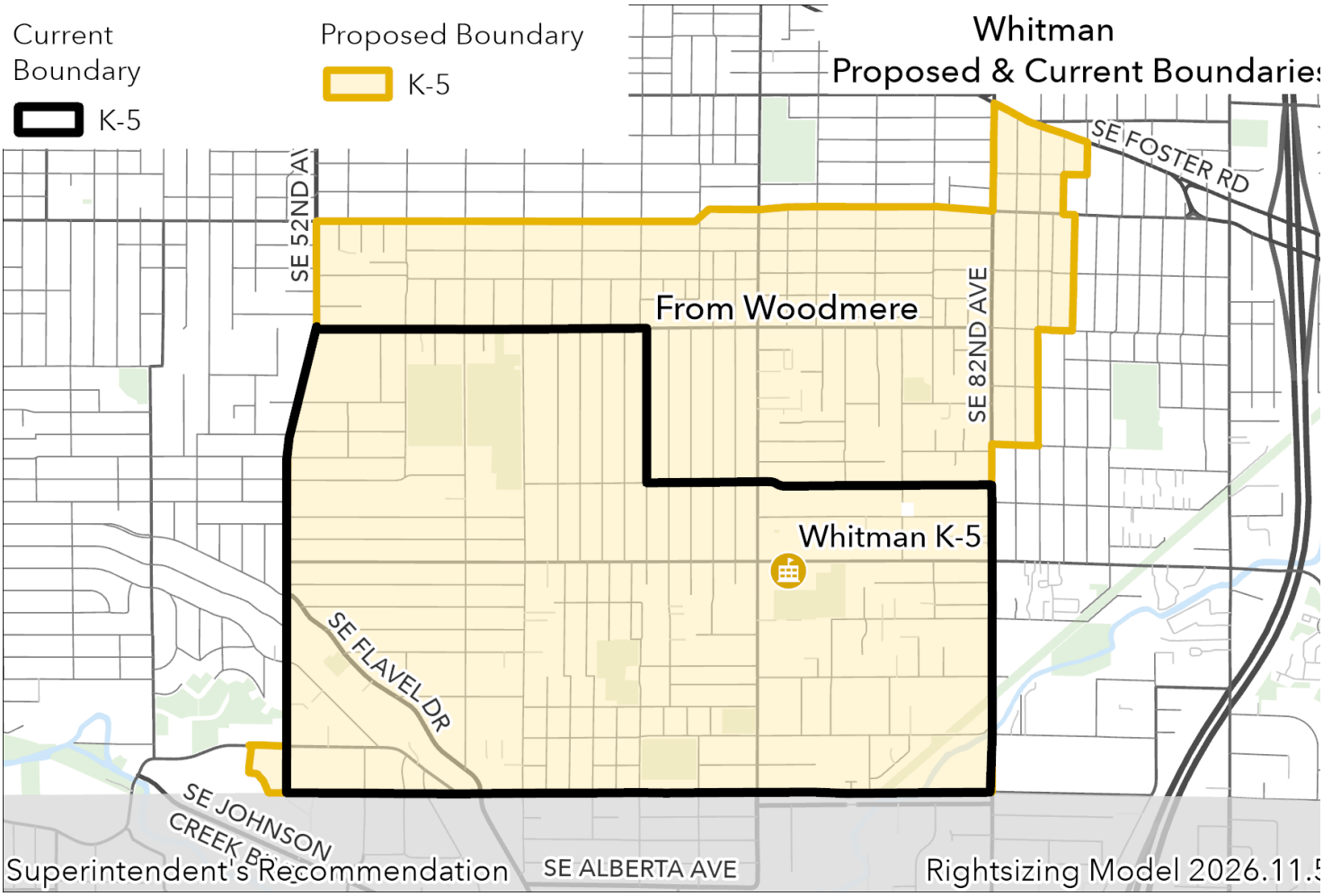
**Subject to change*

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