Regular Meeting
Wednesday, November 4, 2026 6:00 PM

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

Agenda

1. 6:00 pm - Call to Order / Opening
2. 6:05 pm - Superintendent's Report
3. 6:15 pm - Student Representative's Report
4. 6:20 pm - Student and Public Comment
5. 6:50 pm - Comments from our Union Partners
6. 7:00 pm - 2025-26 Oregon Statewide Assessment System (OSAS) Results
7. 7:30 pm - Rightsizing
8. 8:30 pm - GenAI Systems Inventory and Policy Update
9. 9:15 pm - Consent Agenda: Resolutions 7392 through 7396 Vote- Public Comment Accepted
   - 9.(a) Resolution 7392 - Expenditure Contracts
   - 9.(b) Resolution 7393 - Revenue Contracts
   - 9.(c) Resolution 7394 - Adoption of the Minutes
   - 9.(d) Resolution 7395 - Appointment of Community Budget Review Committee Members
   - 9.(e) Resolution 7396 - to Appoint Three Members to the 2026-2027 Climate Crisis Response Committee (CCRC)

10. 9:20 pm - Other Business, Committee Referrals, and Future Agenda Items
11. 9:25 pm - Adjourn
12. Board Committee and Conference Reports
    - Audit Committee
    - Facilities Improvement Oversight Committee
    - Policy Committee
    - Teaching, Learning, & Enrollment Committee
    - Intergovernmental Committee

PORTLAND PUBLIC SCHOOLS
BOARD OF EDUCATION MEMORANDUM

To: Portland Public Schools Board of Education

From: Dr. Kimberlee Armstrong, Superintendent and Dr. Kelli Charles, Interim Chief Accountability and Equity Officer

Date: November 4, 2026

Subject: Focal Student Outcomes and Educational Equity: Understanding Student Achievement, Opportunity, and District Accountability

Purpose

The purpose of this memorandum is to provide the Board of Education with an overview of the November 4, 2026, presentation, *Focal Student Outcomes and Educational Equity*. The presentation fulfills the district's Oregon Statewide Assessment System (OSAS) reporting responsibility while focusing intentionally on the educational experiences and academic outcomes of four focal student populations: Black students, Native American students, multilingual learners, and students with disabilities.

The presentation is intended to deepen the Board's understanding of the historical and educational contexts that have shaped opportunities for these students; examine current academic performance across Portland Public Schools (PPS); highlight district efforts to support student success; and identify areas requiring continued attention and improvement. I will be joined by district leaders representing each focal student population, who will share student strengths, successes, challenges, and the district's ongoing responses.

The Board received the 2025 Oregon Statewide Assessment System (OSAS) Results Memorandum in October 2026. Building upon this assessment reporting, the November 4 presentation moves beyond proficiency results to examine educational opportunity, instructional effectiveness, and the district's collective responsibility for improving student outcomes.

The central question guiding this presentation is:

To what extent are we delivering on the promise of public education for every student, and what must we do differently to ensure that all students experience meaningful academic success?

Background and Context

Public education has not historically provided equitable access, experiences, or opportunities to all students. Race, language, disability, and identity have shaped students' access to educational institutions, rigorous instruction, appropriate supports, and pathways to future opportunity. For Black students, the history of American education includes legal exclusion, segregation, and persistent disparities in educational opportunity. Native American students and communities have experienced educational policies intended to suppress Indigenous languages, cultures, and identities. Multilingual learners have encountered educational approaches that have not always recognized linguistic diversity as an asset, while students with disabilities have historically faced exclusion from general education and unequal access to rigorous academic instruction.

These histories are distinct and should not be treated as interchangeable. However, they provide essential context for understanding why educational equity requires intentional examination of institutional practices, access to opportunity, and student outcomes. PPS recognizes that historically underserved describes the experiences students have had within educational systems, not their abilities, potential, or aspirations. Our focal student populations bring significant cultural, linguistic, intellectual, and community strengths to our schools. This presentation approaches educational equity through both an asset-based understanding of students and a clear expectation of institutional accountability. The responsibility of the district is to create and sustain educational conditions in which every student can achieve.

Overview of Student Achievement

The presentation examines 2025–26 OSAS results in English language arts and mathematics, with attention to districtwide proficiency, selected grade-level benchmarks, statewide comparisons, and patterns over time. The findings reveal areas of progress, significant differences among student populations, and persistent challenges requiring focused instructional attention.

Black Students

In 2025–26, 19.7% of Black students in PPS in Grades 3–8 met the state proficiency standard in English language arts, compared with 26.3% of Black students statewide. In mathematics, 13.2% of Black students in PPS met proficiency, compared with 17.8% statewide. These results indicate that PPS trails the statewide performance of Black students in both subjects. The presentation also examines grade-level benchmarks, including third-grade literacy and mathematics performance, to better understand the consistency of academic progress. The findings reinforce the need to examine access to rigorous grade-level instruction, the effectiveness of academic interventions, and the consistency of educational experiences for Black students across schools and regions.

Native American Students

In 2025–26, 22.0% of Native American students in PPS in Grades 3–8 met proficiency in English language arts, compared with 26.3% statewide. In mathematics, 20.6% of Native American students in PPS met proficiency, exceeding the statewide rate of 17.6%. The mathematics results represent an area of relative strength that warrants further examination. At the same time, proficiency in both subjects demonstrates the need for continued improvement.

Because Native American student populations are relatively small in some grades and regions, proficiency percentages can fluctuate significantly from year to year. Interpretation must therefore consider the number of students tested, suppressed data, and multiyear patterns. The district's response must continue to emphasize rigorous academic instruction alongside culturally sustaining practices, meaningful family and Tribal community engagement, and recognition of Native American students' identities, languages, and histories.

Multilingual Learners

In 2025–26, 6.2% of PPS students identified as current English learners in Grades 3–8 met proficiency standards in English language arts, and 8.5% met proficiency standards in mathematics. These results reflect students currently receiving English language development services and should not be interpreted as representative of all multilingual students, including former English learners who have attained English proficiency. For context, statewide proficiency rates for current English learners were 6.1% in English language arts and 6.1% in mathematics. However, the statewide results include Grades 3–8 and 11,

while the PPS results reflect Grades 3–8 only. Because the grade spans differ, these figures should not be interpreted as directly equivalent comparisons.

The results underscore the importance of strengthening the connection between language development and academic achievement. English language development and rigorous academic instruction must occur together. Students should have meaningful opportunities to engage with grade-level content while receiving explicit language instruction and appropriate scaffolds. The district's ongoing work includes strengthening integrated English language development, collaborative instructional practices, and access to rigorous core instruction. Continued examination of English language development services, assessment practices, and targeted academic supports will be essential to accelerating student learning and achievement.

Students with Disabilities

In 2025–26, 34.0% of PPS students receiving special education services in Grades 3–8 met proficiency in English language arts, compared with 18.8% of students with disabilities statewide. In mathematics, 31.6% met proficiency, compared with 15.9% statewide. These results indicate substantially higher proficiency rates for PPS students with disabilities than the corresponding statewide student population. While these comparisons are encouraging, most PPS students receiving special education services are not yet meeting state proficiency standards.

Continued improvement requires attention to meaningful access to grade-level instruction, the effectiveness of specially designed instruction, individualized supports, and the alignment of services with measurable academic progress.

District Response: Successes, Challenges, and Priorities

Following the review of achievement data, district leaders will provide focused presentations addressing each of the four focal student populations. These presentations will highlight the distinct histories and strengths of students, the successes and challenges observed in their educational experiences, and the district's current work to strengthen academic achievement and access.

The presentations will address:

- **Black students:** Educational experiences, academic outcomes, and efforts to strengthen culturally responsive instruction, student belonging, and achievement.
- **Native American students:** Academic opportunities, cultural affirmation, engagement with Native families and communities, and culturally sustaining educational practices.
- **Multilingual learners:** English language development, access to grade-level academic instruction, and coordinated language and instructional supports.
- **Students with disabilities:** Inclusive educational opportunities, specially designed instruction, meaningful access to grade-level content, and improved student outcomes.

While the needs and experiences of these student populations are distinct, the district's collective responsibility is consistent: students must experience rigorous instruction, appropriate supports, high expectations, and learning environments that recognize and build upon their strengths.

From Investment to Instructional Impact

The presentation concludes by examining the relationship between district investments, instructional implementation, and student achievement. PPS has made investments in high-quality instructional materials, professional learning, assessment systems, and student supports. These investments establish important foundations for improving academic outcomes. However, the presence of instructional materials, professional development opportunities, or intervention systems does not independently demonstrate that students are experiencing improved learning. The district must increasingly examine how effectively these investments translate into classroom practice and measurable academic progress.

This requires attention to four interconnected priorities:

1. **Consistent access to high-quality, grade-level instruction.** Students must experience rigorous, evidence-based instruction supported by adopted instructional materials and effective teaching practices.
2. **Timely and effective academic supports.** Students requiring additional instruction or intervention must receive responsive supports without unnecessary removal from grade-level learning opportunities.

3. **Instruction responsive to student strengths and needs.** Educational practices must account for linguistic, cultural, disability-related, and individualized learning needs while maintaining high expectations.
4. **Evidence-based monitoring and continuous improvement.** Student learning evidence must inform instructional adjustments, professional learning, resource allocation, and decisions about the effectiveness of district initiatives.

The district's responsibility extends beyond documenting what has been implemented. It includes determining whether implementation is effective, whether students are benefiting, and what changes are necessary when intended results are not achieved.

Implications for District Accountability and Continuous Improvement

The findings presented on November 4 reinforce the importance of connecting educational equity to the district's ongoing improvement and accountability efforts. The Office of Accountability, Equity, and Continuous Improvement will continue working across departments to strengthen the use of student outcome data, support the examination of instructional conditions, and promote greater coherence between district priorities, investments, and results.

Particular attention must be given to identifying persistent patterns of underperformance, examining variation across schools and regions, and ensuring that improvement efforts are responsive to the experiences of focal student populations. The district must also recognize that student achievement cannot be understood through assessment results alone. Attendance, access to rigorous coursework, school climate, belonging, effective instructional supports, and other educational conditions contribute to students' opportunities to learn and succeed.

A meaningful approach to accountability requires the district to examine both student outcomes and the conditions that influence those outcomes. This work is central to ensuring that educational equity is reflected not only in district commitments, but also in the educational experiences and academic progress of students.

Looking Ahead

The November 4 presentation is intended to support continued Board and district discussion about the relationship between educational opportunity, student achievement, and

institutional responsibility. The findings underscore the need for sustained attention to the academic experiences of historically underserved students, a deeper understanding of variation across the district, and a disciplined approach to evaluating the effectiveness of instructional practices and investments.

The district's goal is not simply to improve proficiency percentages. It is to ensure that students leave Portland Public Schools prepared to pursue postsecondary education, meaningful careers, economic opportunity, and futures of their own choosing. Our responsibility is to create educational conditions that make those opportunities possible for every student.

Board Consideration

This presentation is provided for the Board's information, discussion, and continued oversight of district efforts to improve student outcomes and advance educational equity.

No Board action is requested at this time.

Appendices and Supporting Materials

- **Appendix A:** Focal Student Outcomes and Educational Equity Presentation, November

MEMORANDUM

TO: PPS Board of Education

FROM: Dr. Kimberlee Armstrong, Superintendent & Richard Smith, Senior Director, Data & Accountability

DATE: Fall 2026

RE: 2025–26 OSAS Achievement Results

Executive Summary & Narrative Overview

This memorandum outlines student performance on the 2025–26 Oregon Statewide Assessment System (OSAS) in English Language Arts (ELA) and Mathematics. Over the past three years, Portland Public Schools (PPS) has established a clear trajectory: systematic implementation of core instruction and High-Quality Instructional Materials (HQIM) is driving steady student achievement that continues to outpace statewide trends.

Key narrative takeaways include:

- **Sustained Multi-Year Achievement Growth:** PPS has demonstrated steady, multi-year gains in overall proficiency across both subjects. Over the last five years, ELA proficiency increased from 55.2% to 58.6%, while Mathematics proficiency rose substantially from 44.9% to 52.1%.
- **Expanding Lead Over Oregon Averages:** PPS students outperformed statewide proficiency levels in both ELA (by 15.1%) and Mathematics (by 17.9%), widening the gap in PPS's favor.
- **Core Instructional Strategy Working:** Strategic investments in adopted HQIM, grade-level alignment, and teacher observation/feedback loops underpin gains across most grade levels and student groups.
- **Persistent Equity Imperative:** Significant outcome gaps remain, specifically for Black students and Multi-Lingual Learners. Black student achievement in PPS continues to lag behind statewide Black student averages, reinforcing the urgent need for targeted classroom-level interventions.
- **Actionable Next Steps:** In 2026–27, PPS is transitioning to Ideal Student Learning Action 2, ensuring students directly engage with and persist through rigorous, grade-level tasks using newly adopted HQIM.

District Performance: Outpacing Statewide Trends

Districtwide ELA achievement showed steady, incremental growth, reaching 58.6% proficient in 2025–26 compared to 43.4% statewide (where trends have remained largely flat). In Mathematics, PPS proficiency reached 52.1% compared to 34.2% statewide, demonstrating consistent multi-year gains. In addition to grade level year-over-year gains, PPS longitudinal cohort tracking reveals that PPS students consistently outpace statewide cohort growth trajectories as they move through middle school, particularly in 7th-grade math and ELA.

- **Participation Note:** Elementary (Grades 3–5) participation rates remained well above 94%. Middle School (Grades 6–8) participation is around 94%. Grade 11 participation remained below the federal 90% threshold due to state opt-out provisions; thus, high school results are excluded from this analysis.

Figure 1. ELA Achievement for PPS and Statewide - All Students 3-8

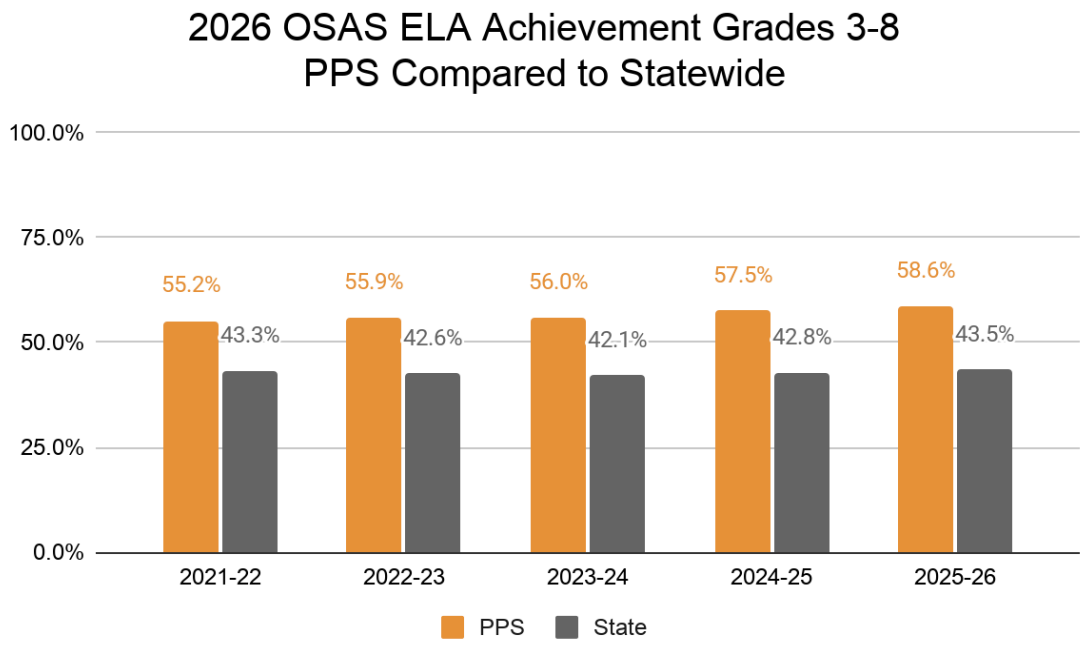
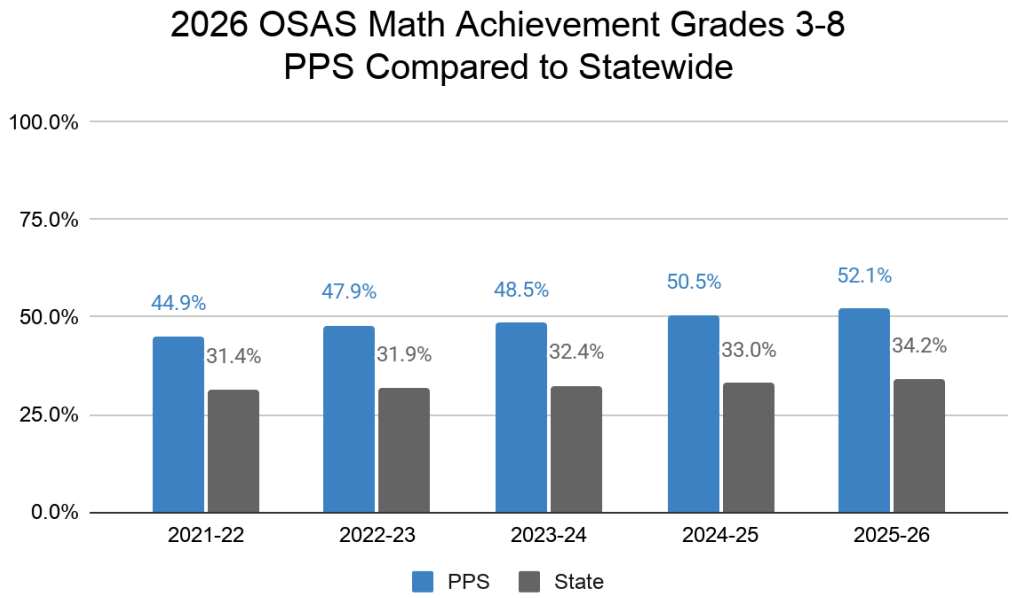


Figure 2. Math Achievement for PPS and Statewide - All Students 3-8



Disaggregated Achievement: Progress and Strategic Equity Focus

While multi-year gains are evident across Latinx, Multi-racial, White, and Special Education student groups, a disaggregated look highlights critical areas where PPS is not yet meeting its equity goals.

- **Black/African American Students:** Performance showed slight gains (19.7% ELA, 13.2% Math), but achievement remains well below district averages and below statewide averages for Black peers (26.3% ELA, 17.8% Math). Addressing this gap must remain one of the district's highest priorities.
- **Multi-Lingual Learners:** Achievement remains low and flat across both ELA (6.2%) and Math (8.5%), pointing to a critical need for language-embedded Tier-1 instruction within core content classrooms.
- **Students Eligible for Special Education Services:** PPS students with disabilities continue to outperform statewide peers nearly two-to-one, reaching 34.0% in ELA and 31.6% in Math.

Figure 3. PPS ELA Achievement by Race/Ethnicity

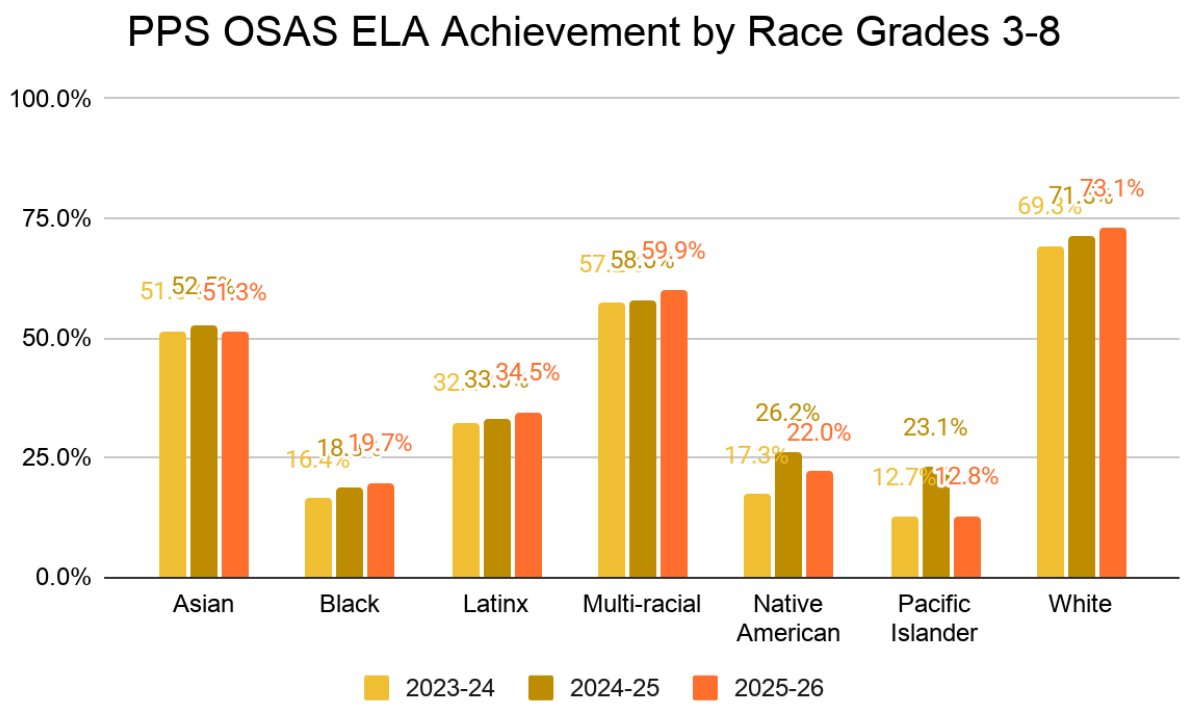


Figure 4. PPS Math Achievement by Race/Ethnicity

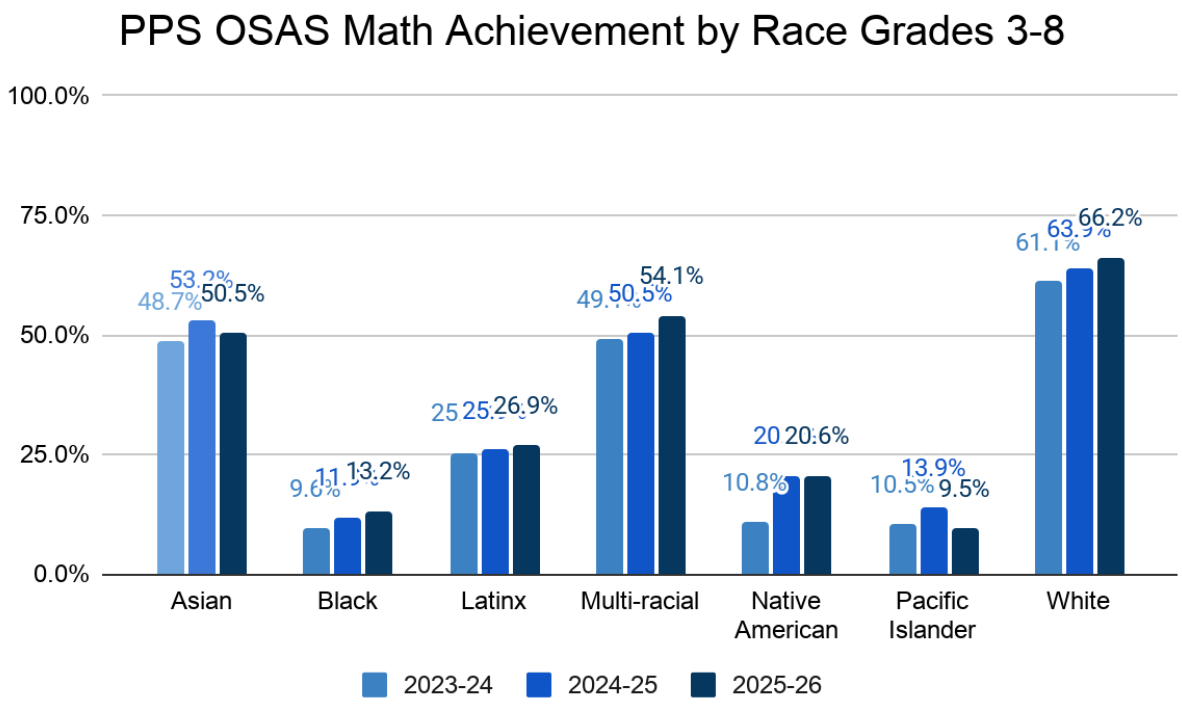


Figure 5. ELA Achievement for Black/African American Students, PPS Compared to Statewide

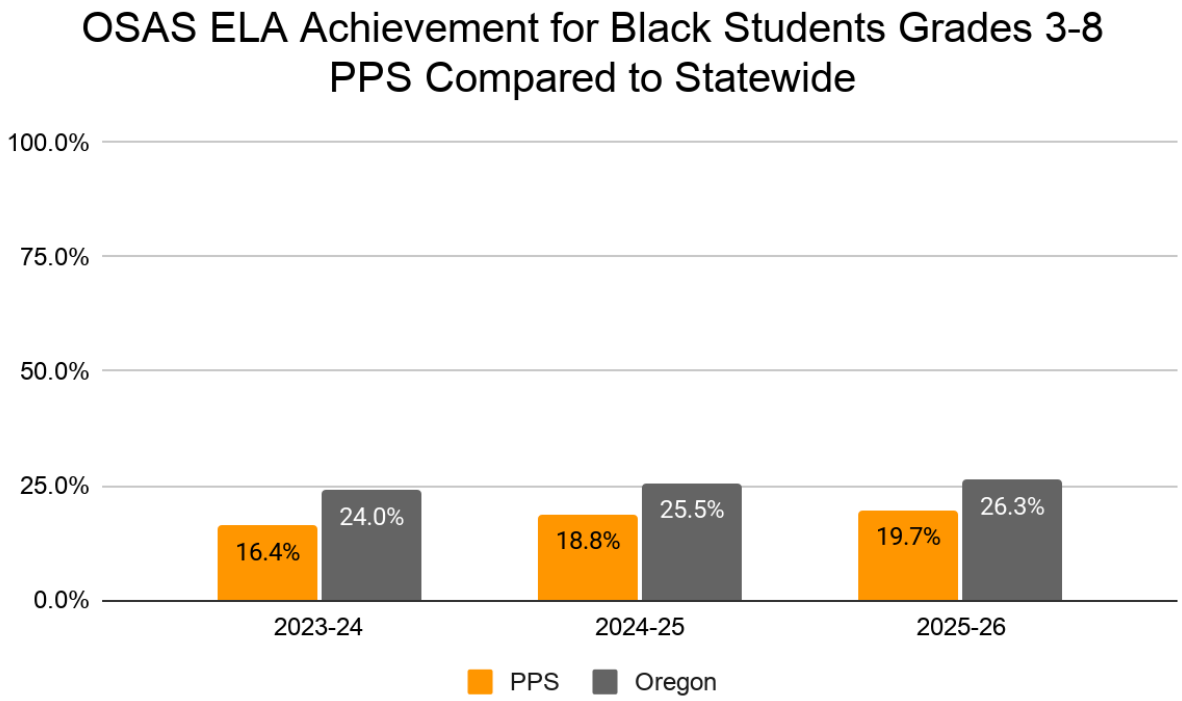
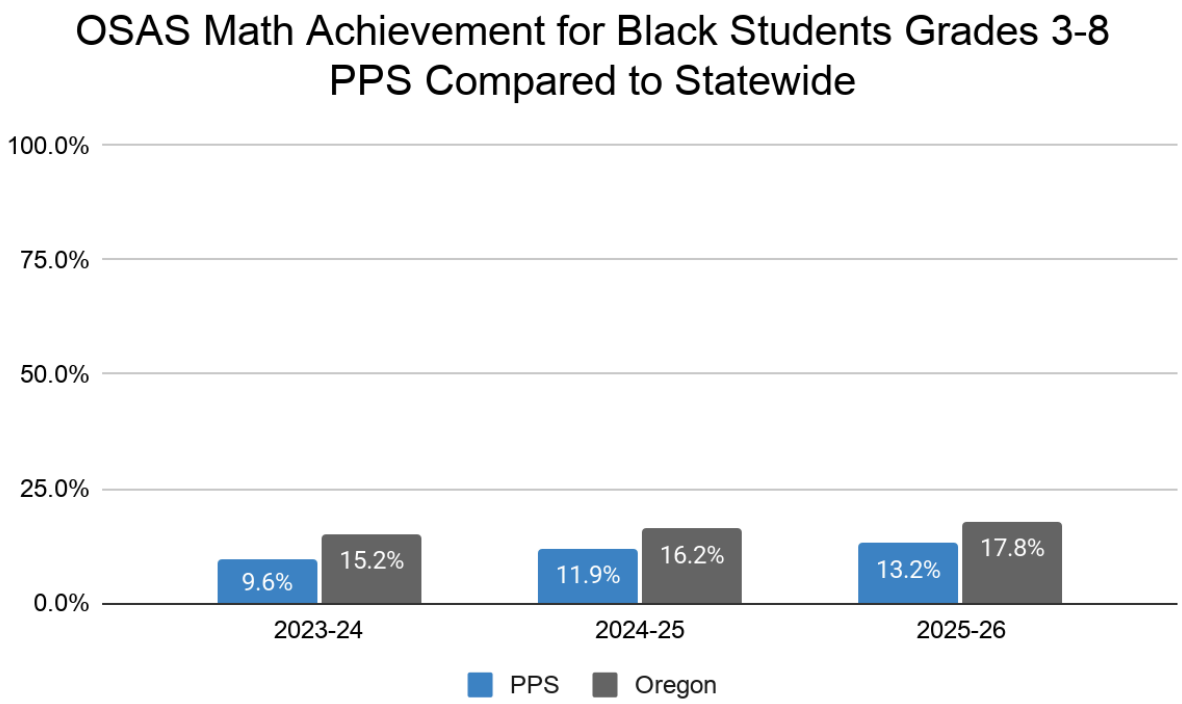


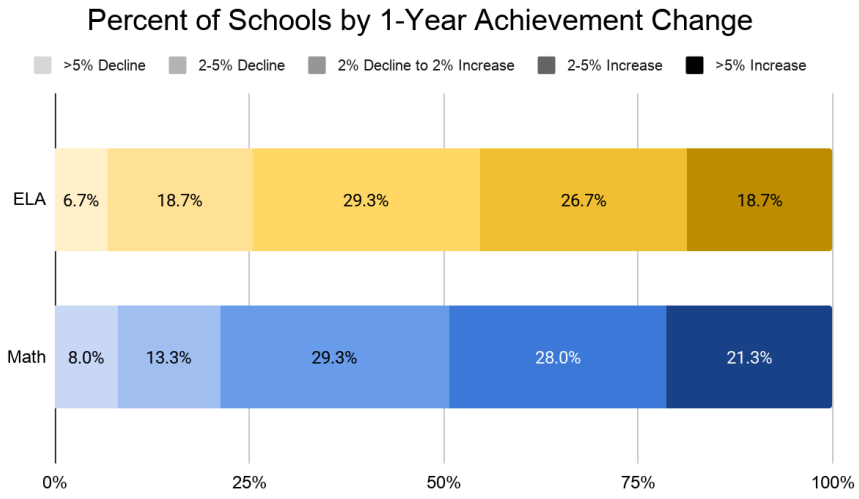
Figure 6.Math Achievement for Black/African American Students, PPS Compared to Statewide



School-Level Movement

Figure 7 highlights one-year proficiency changes across individual schools, showing that a significantly larger share of schools demonstrated gains of two or more percentage points than those experiencing declines.

Figure 7. Distribution of Schools by 1-Year Change in OSAS Proficiency



Board Goals & Benchmark Performance

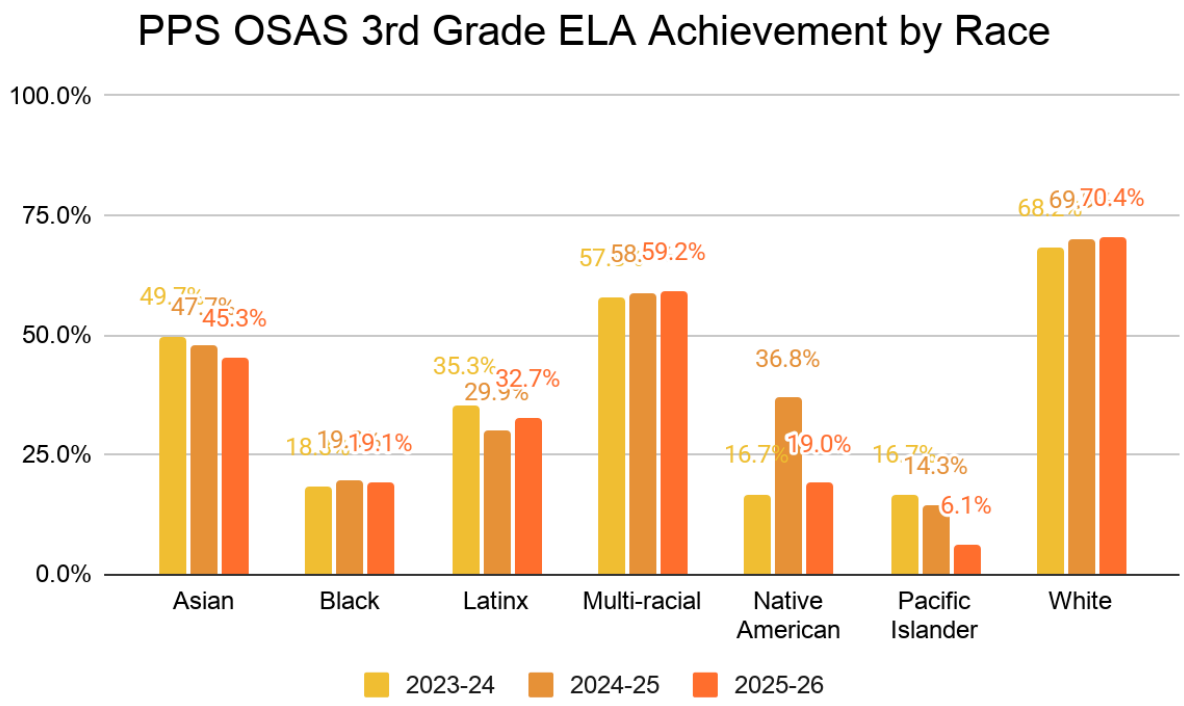
3rd Grade Reading.

The board goal for third grade reading "is to close the opportunity and outcome gaps in third grade reading between students of color and their white peers", by increasing achievement for:

- African American students by 5.5 percentage points per year
- Pacific Islanders by 5.0 percentage points per year
- Native American students by 6.1 percentage points per year
- Latino students by 3.9 percentage points per year
- Asian students by 2.6 percentage points per year

Of the student groups with board goals, only Latinx students showed one-year growth (2.8%). No student group met the board goal this year.

Figure 8. PPS OSAS 3rd Grade ELA Achievement by Race/Ethnicity



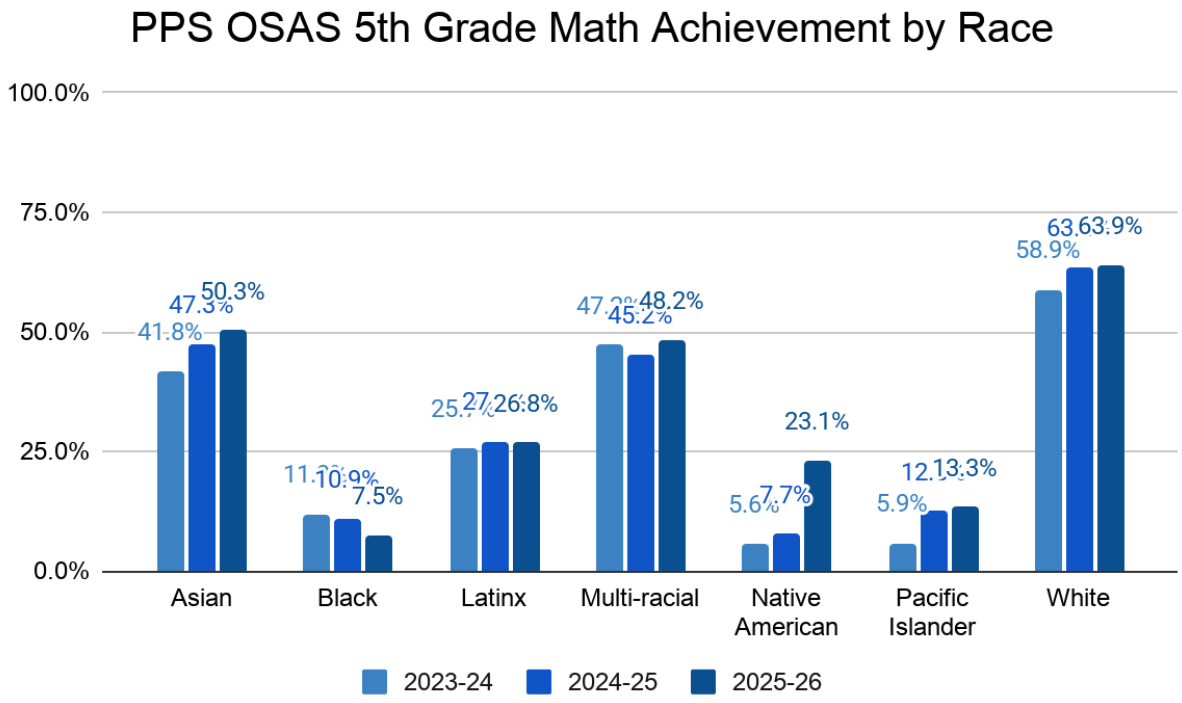
5th Grade Mathematics

The board goal for fifth grade mathematics "is to close the opportunity and outcome gaps in fifth grade mathematics between students of color and their white peers", by increasing achievement for:

- African American students by 4.4 percentage points per year
- Pacific Islanders by 4.1 percentage points per year
- Native American students by 3.5 percentage points per year
- Latino students by 3.2 percentage points per year
- Asian students by 1.2 percentage points per year

Of the student groups with board goals, Asian, Native American, and Pacific Islander students showed one-year growth (3%, 15.4% and 0.8% respectively). Asian and Native American students met the board goal this year.

Figure 9. PPS OSAS 5th Grade Math Achievement by Race/Ethnicity



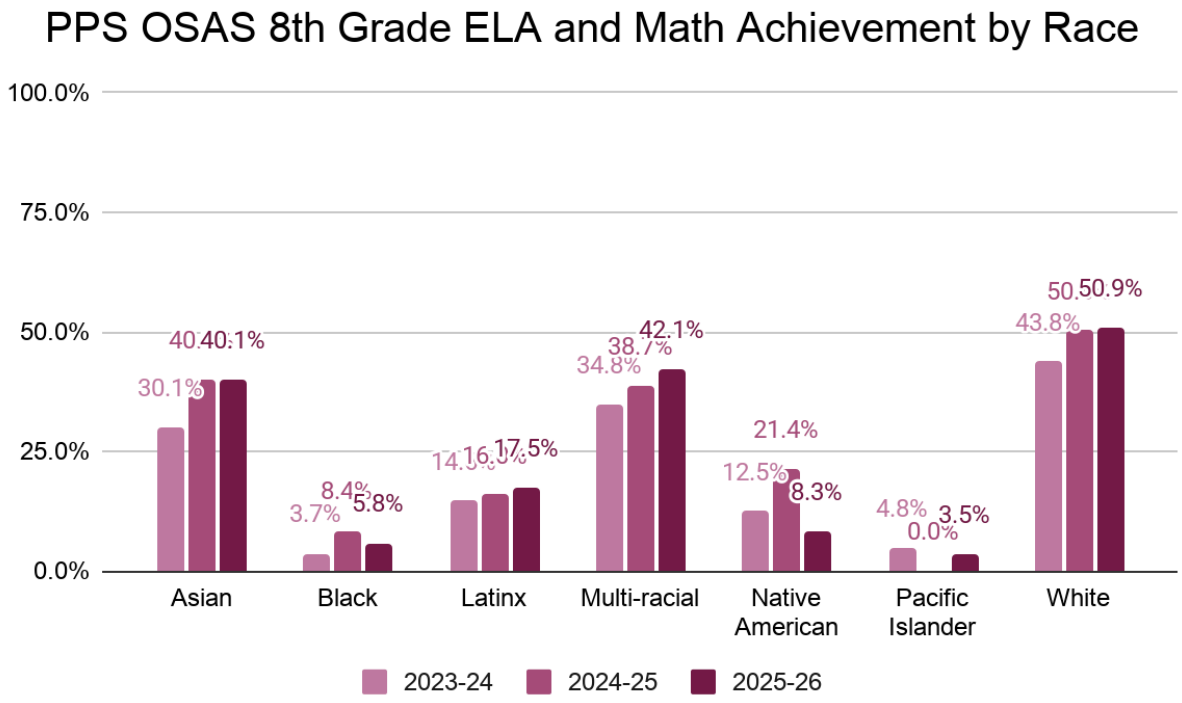
8th Grade Readiness (ELA and Math Achievement)

The board goal for eighth grade "is to close the opportunity and outcome gaps in eighth grade readiness between students of color and their white peers", by increasing the percent of students proficient in both ELA and mathematics for:

- African American students by 3.2 percentage points per year
- Pacific Islanders by 2.7 percentage points per year
- Native American students by 1.1 percentage points per year
- Latino students by 2.6 percentage points per year

Of the student groups with board goals, Latinx and Pacific Islander students showed one-year growth (1.5% and 3.5% respectively). Pacific Islander students met the board goal this year.

Figure 10. PPS OSAS 8th Grade ELA and Math Achievement by Race/Ethnicity



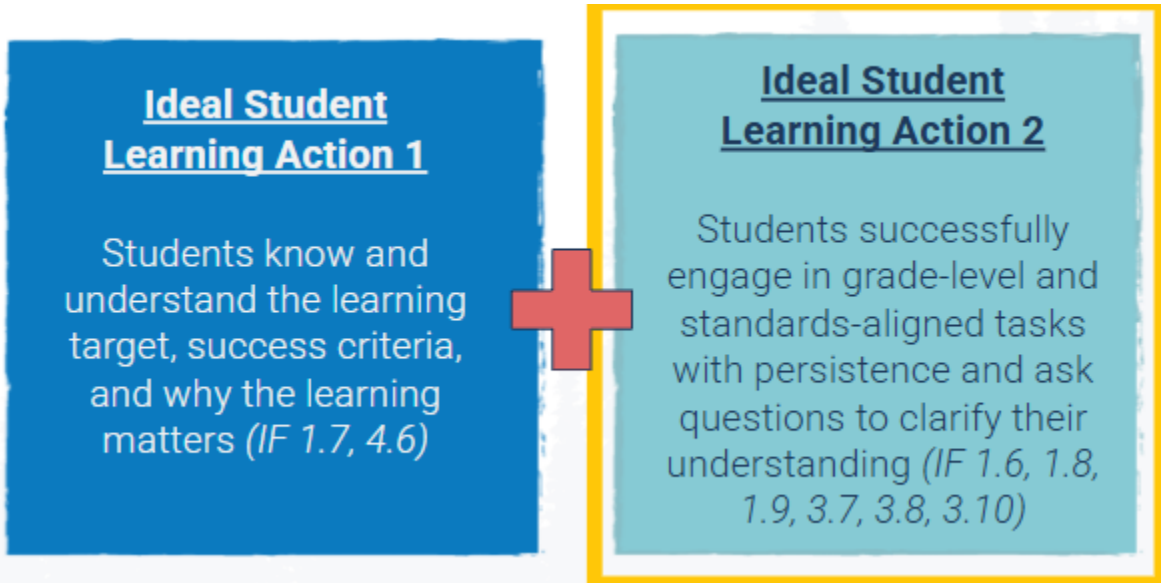
Board Goal Progress Summary (2025–26):

- **3rd Grade ELA:** Board goals were **Not Met** for Asian, Black, Latinx, Native American, and Pacific Islander groups. Only Latinx students demonstrated 1-year growth (+2.8%).
- **5th Grade Math:** Goals were **Met** by Asian (+3.0%) and Native American (+15.4%) students. Goals were **Not Met** for Black, Latinx, and Pacific Islander students.
- **8th Grade Readiness:** Goals were **Met** by Pacific Islander students (+3.5%). Latinx students showed growth (+1.5%), while Black and Native American readiness dropped year-over-year.

Action Plan: District Continuous Improvement Plan Year Two (2026–27)

The 2025–26 gains validate the foundational strategies set forth in the District Continuous Improvement Plan (DCIP). Year One established Ideal Student Learning Action 1 by ensuring students understood learning targets, success criteria, and why the learning mattered.

To close persistent equity gaps and accelerate growth for Black students and Multi-Lingual Learners, PPS is moving into Ideal Student Learning Action 2 for the 2026–27 school year.



Key Instructional Commitments for 2026–27:

1. **Grade-Level Rigor & HQIM:** Ensuring all students, especially historically underserved groups, are consistently given grade-level, standards-aligned tasks using newly adopted High-Quality Instructional Materials rather than remedial work.
2. **Student Persistence & Engagement:** Coaching and classroom feedback loops will directly measure student persistence through complex tasks and student questioning to clarify understanding.
3. **Culture in the Classroom:** Embedding strategies that cultivate a strong sense of belonging and cultural connections (IF 2.6–2.9, 3.9) to build the psychological safety required for students to risk mistake-making and persist through challenging academic content.

Data Transparency

- Public OSAS trends across Oregon schools and districts can be reviewed on the public PPS Data Dashboard.
- For 2025–26 disaggregated metrics and school-level breakdowns, an internal embargoed dashboard is accessible [here]. Detailed school-by-school performance tables are provided in the attached Appendix.

Appendixes: 2025–26 OSAS Detailed School & Subgroup Performance Data

These appendixes contain disaggregated student performance data and detailed school-by-school summary tables for the 2025–26 Oregon Statewide Assessment System (OSAS) in English Language Arts (ELA) and Mathematics.

Appendix A: Districtwide Participation & Multi-Year Trends

Table A1. OSAS Participation Rates (3-Year Trend)

Data Note: Per ODE guidance, groups with participation below 90% should be interpreted with caution. Grade 11 results are omitted from primary reporting due to low participation driven by state opt-out provisions.

	ELA			Mathematics		
Grade Level	**2023–24**	**2024–25**	**2025–26**	**2023–24**	**2024–25**	**2025–26**
Grades 3–5	96.4%	97.0%	96.5%	96.0%	96.2%	96.2%
Grades 6–8	92.2%	95.0%	94.5%	91.8%	94.2%	94.1%
Grade 11	70.1%	68.7%	71.7%	56.8%	57.3%	66.2%

Appendix B: Board Goal Targets & Detailed Trajectories

Table B1. 3rd Grade ELA Achievement by Race/Ethnicity vs. Board Target

Board Goal: Close opportunity and outcome gaps between students of color and their White peers.

Student Group	2023–24 % Prof.	2024–25 % Prof.	2025–26 % Prof.	1-Yr Delta	Annual Board Target	2025–26 Status
Asian	49.7%	47.7%	45.3%	-2.4%	2.6%	Not Met
Black / African American	18.3%	19.8%	19.1%	-0.7%	5.5%	Not Met
Latinx	35.3%	29.9%	32.7%	2.8%	3.9%	Not Met
Multi-Racial	57.8%	58.7%	59.2%	0.5%	N/A	N/A
Native American	16.7%	36.8%	19.0%	-17.8%	6.1%	Not Met
Pacific Islander	16.7%	14.3%	6.1%	-8.2%	5.0%	Not Met
White	68.2%	69.9%	70.4%	0.5%	N/A	N/A

Table B2. 5th Grade Math Achievement by Race/Ethnicity vs. Board Target

Board Goal: Close opportunity and outcome gaps between students of color and their White peers.

Student Group	2023–24 % Prof.	2024–25 % Prof.	2025–26 % Prof.	1-Yr Delta	Annual Board Target	2025–26 Status
Asian	41.8%	47.3%	50.3%	3.0%	1.2%	Met
Black / African American	11.9%	10.9%	7.5%	-3.4%	4.4%	Not Met
Latinx	25.7%	27.1%	26.8%	-0.3%	3.2%	Not Met
Multi-Racial	47.2%	45.2%	48.2%	3.0%	N/A	N/A
Native American	5.6%	7.7%	23.1%	15.40%	3.5%	Met
Pacific Islander	5.9%	12.5%	13.3%	0.008	4.1%	Not Met
White	58.9%	63.4%	63.9%	0.5%	N/A	N/A

Table B3. 8th Grade High School Readiness (Proficient in Both ELA & Math) vs. Board Target

Board Goal: Close opportunity and outcome gaps between students of color and their White peers.

Student Group	2023–24 % Prof.	2024–25 % Prof.	2025–26 % Prof.	1-Yr Delta	Annual Board Target	2025–26 Status
Asian	30.2%	40.1%	40.1%	0.00%	N/A	N/A
Black / African American	3.7%	8.4%	5.8%	-2.60%	3.2%	Not Met
Latinx	14.6%	16.0%	17.5%	1.5%	2.6%	Not Met
Multi-Racial	34.8%	38.7%	42.1%	34%	N/A	N/A
Native American	N<11	21.4%	8.3%	-13.10%	1.1%	Not Met
Pacific Islander	4.8%	<5%%	3.5%	>2.6%	2.7%	Met
White	43.8%	50.3%	50.9%	0.6%	N/A	N/A

Appendix C: School-Level Performance Summary Tables

Table C1. K–5 and K–8 Schools: 2-Year ELA and Math Growth Trends

School	ELA			Mathematics		
	2024-25	2025-26	Change	2024-25	2025-26	Change
Abernethy	81.6%	82.3%	0.7%	77.3%	72.3%	-5.0%
Ainsworth	78.5%	75.5%	-3.0%	76.4%	78.4%	1.9%
Alameda	84.0%	84.9%	0.9%	81.1%	80.3%	-0.8%
Arleta	47.4%	61.0%	13.6%	47.4%	56.4%	9.0%
Astor	54.3%	54.2%	-0.1%	46.3%	49.6%	3.3%
Atkinson	60.2%	57.2%	-3.0%	53.0%	55.8%	2.7%
Beach	54.9%	56.8%	1.9%	50.3%	48.9%	-1.4%
Beverly Cleary	78.0%	75.1%	-2.9%	70.9%	70.4%	-0.5%
Boise-Eliot	19.9%	25.0%	5.1%	14.8%	17.9%	3.2%
Bridger Creative Science	55.5%	57.3%	1.9%	42.9%	50.3%	7.5%
Bridlemile	76.1%	76.4%	0.3%	71.4%	75.1%	3.7%
Buckman	54.0%	52.1%	-1.9%	44.0%	40.1%	-3.9%
Capitol Hill	67.5%	62.0%	-5.5%	62.1%	62.7%	0.6%
César Chávez	20.6%	16.3%	-4.3%	12.7%	14.7%	2.0%
Chapman	45.5%	50.9%	5.4%	39.2%	44.4%	5.2%
Chief Joseph	63.0%	66.4%	3.4%	55.2%	61.3%	6.1%
Clark	22.9%	25.1%	2.2%	20.2%	22.5%	2.2%
Creston	65.3%	69.3%	4.0%	66.4%	64.9%	-1.5%
Dr. Martin Luther King Jr.	39.3%	47.9%	8.6%	34.5%	44.4%	9.9%
Duniway	70.1%	76.6%	6.5%	71.9%	75.4%	3.5%
Emerson	66.7%	83.3%	16.7%	54.8%	70.4%	15.5%
Faubion	22.9%	26.8%	3.9%	16.5%	17.5%	1.0%
Forest Park	83.7%	88.4%	4.7%	77.7%	81.9%	4.2%
Glencoe	78.6%	80.6%	2.0%	75.0%	75.8%	0.8%
Grout	56.2%	44.4%	-11.8%	51.7%	40.4%	-11.3%
Hayhurst	67.3%	71.4%	4.1%	61.6%	63.3%	1.7%
Irvington	66.4%	68.9%	2.5%	57.8%	61.5%	3.7%
James John	32.8%	35.5%	2.7%	23.4%	27.6%	4.2%
Kairos PDX	23.7%	22.1%	-1.6%	19.6%	27.9%	8.3%
Kelly	29.7%	28.8%	-1.0%	29.0%	29.9%	0.9%
Laurelhurst	79.3%	81.4%	2.0%	68.7%	80.3%	11.6%
Le Monde	86.3%	86.7%	0.4%	85.4%	80.4%	-5.0%

School	ELA			Mathematics		
	2024-25	2025-26	Change	2024-25	2025-26	Change
Lent	46.5%	51.1%	4.6%	35.9%	40.0%	4.1%
Lewis	66.4%	71.1%	4.7%	59.4%	63.8%	4.3%
Llewellyn	77.3%	73.6%	-3.7%	75.6%	68.5%	-7.1%
Maplewood	62.4%	64.0%	1.6%	60.1%	65.3%	5.2%
Markham	61.2%	65.8%	4.7%	53.4%	60.9%	7.4%
Marysville	35.9%	33.8%	-2.1%	25.9%	24.5%	-1.4%
Metropolitan Learning Ctr	58.4%	55.5%	-2.9%	44.7%	37.5%	-7.2%
Peninsula	50.9%	43.8%	-7.1%	36.4%	40.5%	4.1%
Portland Arthur Academy	69.4%	64.9%	-4.6%	54.2%	48.6%	-5.5%
Portland Village	49.6%	48.9%	-0.7%	43.6%	43.2%	-0.4%
Richmond	73.5%	72.1%	-1.4%	69.4%	71.3%	1.9%
Rieke	85.3%	80.5%	-4.7%	82.7%	76.5%	-6.2%
Rigler	35.8%	45.7%	9.9%	36.1%	42.2%	6.2%
Rosa Parks	17.3%	14.8%	-2.5%	11.1%	12.3%	1.2%
Rose City Park	52.9%	56.0%	3.1%	56.4%	54.3%	-2.1%
Sabin	64.7%	58.3%	-6.4%	57.2%	48.5%	-8.7%
Scott	41.3%	39.3%	-2.0%	36.9%	37.4%	0.5%
Sitton	40.1%	44.3%	4.2%	38.9%	36.9%	-1.9%
Skyline	74.7%	72.2%	-2.4%	63.0%	71.5%	8.5%
Stephenson	77.6%	74.8%	-2.7%	76.9%	74.8%	-2.0%
Sunnyside Environmental	60.8%	61.8%	1.0%	52.9%	52.0%	-0.9%
Sunrise	47.1%	43.7%	-3.4%	41.5%	38.7%	-2.8%
Vernon	56.1%	55.7%	-0.4%	53.5%	52.3%	-1.2%
Vestal	33.3%	44.6%	11.3%	29.1%	39.1%	10.0%
Whitman	31.4%	33.7%	2.3%	21.2%	26.1%	5.0%
Winterhaven	88.4%	86.5%	-1.9%	86.6%	88.2%	1.6%
Woodlawn	51.9%	53.3%	1.4%	52.6%	51.7%	-0.9%
Woodmere	27.7%	30.2%	2.5%	21.6%	28.3%	6.8%
Woodstock	63.9%	70.0%	6.1%	62.1%	62.6%	0.6%

Table C2. Middle Schools (6–8): 2-Year ELA and Math Growth Trends

School	ELA			Mathematics		
	2024-25	2025-26	Change	2024-25	2025-26	Change
Beaumont	64.4%	66.6%	2.2%	59.8%	58.6%	-1.2%
Brentwood	30.3%	36.9%	6.7%	22.5%	25.2%	2.6%
da Vinci	64.7%	67.9%	3.2%	33.4%	42.9%	9.5%
George	23.2%	24.8%	1.6%	13.0%	17.3%	4.3%
Harriet Tubman	46.8%	53.1%	6.3%	44.9%	47.2%	2.3%
Harrison Park	48.8%	50.2%	1.5%	40.5%	43.0%	2.5%
Hosford	65.4%	66.6%	1.2%	51.0%	54.8%	3.8%
Jackson	65.8%	65.0%	-0.8%	55.9%	60.2%	4.3%
Kellogg	46.3%	40.2%	-6.1%	34.7%	30.9%	-3.8%
Mt Tabor	67.1%	67.0%	-0.1%	62.3%	60.0%	-2.3%
Ockley Green	35.0%	45.3%	10.3%	30.8%	38.1%	7.3%
Robert Gray	70.7%	73.0%	2.4%	57.3%	61.6%	4.3%
Roseway Heights	38.8%	45.0%	6.2%	28.2%	36.6%	8.4%
Sellwood	71.3%	77.9%	6.6%	65.7%	71.2%	5.5%
West Sylvan	69.4%	73.8%	4.4%	63.3%	62.9%	-0.4%

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TOGETHER, WE RISE

Focal Student Outcomes & Educational Equity

Office of Accountability, Equity, and Continuous Improvement

November 4, 2026

Agenda

01 Our Commitment Who Are Our Focal Students?

02 The Data Story Student Achievement Trends and Opportunities

03 Our Focal Students Success, Challenges, & District Response

04 From Evidence to Action Equity and Accountability

05 Q&A Open Discussion & Feedback

CENTRAL QUESTION

"What have we learned about our focal students, their educational experiences, and the conditions necessary for their success, and what must we do differently as a district?"

Learning Target & Success Criteria

LEARNING TARGET

By the end of this presentation, we will:

1. **Deepen** understanding of our focal student populations, including the historical and systemic conditions that have shaped their educational experiences.

2. **Examine** current student achievement outcomes to identify patterns of progress and areas requiring improvement.

3. **Understand** our collective responsibility to create the conditions, instructional experiences, and systems of support necessary for every student to thrive.

SUCCESS CRITERIA

We can demonstrate success when we:

1. **Articulate** why understanding the histories, strengths, and educational experiences of our focal students is essential to advancing educational equity.

2. **Identify** key patterns in student achievement, including where progress is occurring and where outcomes indicate a need for greater attention.

3. **Connect** the evidence presented to questions about district practices, resource allocation, instructional supports, and accountability for improving student outcomes.

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The Promise of Education Was Not Shared Equally.



Young students in a classroom at the Tuskegee Normal and Industrial Institute. Library of Congress, Prints and Photographs Division.

HISTORICAL TIMELINE

1900

A nation confronting the meaning of educational opportunity.

Educational access and quality were deeply divided across demographic lines, establishing systemic gaps that communities and institutions have spent over a century working to overcome.

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Who Are Our Focal Students, and Why Are They Historically Underserved?

Oregon's educational equity framework calls attention to students who have historically experienced inequitable access, opportunities, and outcomes.

Black Students

Educational access, representation, and opportunity

Native American Students

Sovereignty, culture, language, and educational opportunity

Multilingual Learners

Language as an asset and equitable access to rigorous instruction

Students with Disabilities

Rightful inclusion, accessibility, and high expectations

"Historically underserved" describes how educational systems have served students, not what students are capable of achieving.

WHY THE FOCUS?

ODE's accountability and equity frameworks make disparities visible and guide educational systems toward more equitable opportunities and outcomes.

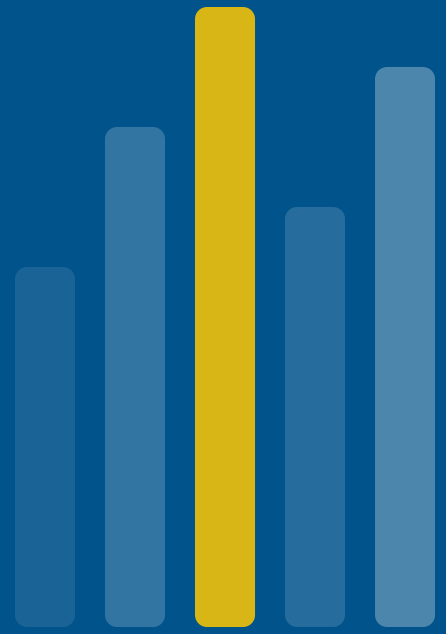
Source: ODE, Aligning for Student Success: Integrated Guidance 2025–27; PPS Racial Educational Equity Policy 2.10.010-P.

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Portland Public Schools • Student Outcomes

The Data Story

OSAS: A measure of achievement against Oregon's academic standards.



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Black Student Achievement in PPS

"Black excellence is not an aspiration we must create. It is a reality our educational system must recognize, nurture, and never underestimate."

Black Student Achievement in PPS

2025–26 Oregon Statewide Assessment System (OSAS)

Grades 3–8: Meeting proficiency standards

Student group	English language arts	Math
Black students in PPS	19.7%	13.2%
Black students statewide	26.3%	17.8%
All PPS students	58.6%	52.1%

PPS compared with Black peers statewide

English: 6.6 percentage points lower

Math: 4.6 percentage points lower

Three-year Board benchmarks

Benchmark	2023–24	2024–25	2025–26
Grade 3 English	18.3%	19.8%	19.1%
Grade 5 Math	11.9%	10.9%	7.5%
Grade 8: Both subjects	3.7%	8.4%	5.8%

PPS trails Black peers statewide in both subjects. Black students did not meet the Board's annual improvement targets in any of these three benchmarks.

Proficiency rates measure meeting standards, not individual student growth.

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Native American Student Achievement in PPS

"Native students should never have to choose between academic success and the preservation of their identity, language, and culture."

Native American Student Achievement in PPS

2025–26 Oregon Statewide Assessment System (OSAS)

Grades 3–8: Meeting proficiency standards

Student group	English language arts	Math
Native American students in PPS	22.0%	20.6%
Native American students statewide	26.3%	17.6%
All PPS students	58.6%	52.1%

PPS compared with Native American peers statewide

English: 4.3 percentage points lower

Math: 3.0 percentage points higher

Three-year Board benchmarks

Benchmark	2023–24	2024–25	2025–26
Grade 3 English	16.7%	36.8%	19.0%
Grade 5 Math	5.6%	7.7%	23.1%
Grade 8: Both subjects	Suppressed*	21.4%	8.3%

*Fewer than 11 students.

Conclusion
PPS trails state peers in English and exceeds them in math. Progress varies by grade.

Note: Proficiency rates measure meeting standards, not individual student growth.
Method note: State grades 3–8 rates calculated from proficiency and performance-level counts; rounded to one decimal. State category: American Indian/Alaskan Native.
Sources: Fall 2026 PPS OSAS Board Memo; ODE 2025–26 Assessment Group Reports.

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English Language Learners Student Achievement in PPS

“For Multilingual Learners, Learning English should never mean waiting to learn rigorous academic content, and shedding their language and culture at the schoolhouse door.”

Multilingual Learner Achievement in PPS

2025–26 Oregon Statewide Assessment System (OSAS)

Meeting proficiency standards

Student group and grade span	English Language Arts	Math
PPS Multilingual Learners • Grades 3–8	6.2%	8.5%
State Multilingual Learners • All tested grades, including Grade 11	6.1%	6.1%
All PPS students • Grades 3–8	58.6%	52.1%

Connecting Language Development to Academic Achievement

Strengthening grade-level instruction, language development, and targeted supports to accelerate student learning.

Data Note: PPS results reflect Grades 3–8; statewide English learner results include Grades 3–8 and 11. Comparisons should be interpreted with caution.

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Special Education Student Achievement in PPS

“Access to the classroom is not the same as access to learning. True inclusion requires opportunity, rigorous instruction, and meaningful participation.”

Special Education Student Achievement in PPS

2025–26 Oregon Statewide Assessment System (OSAS)

Grades 3–8: Meeting proficiency standards

Student group	English language arts	Math
PPS students receiving special education services	34.0%	31.6%
Students with disabilities statewide	18.8%	15.9%
All PPS students	58.6%	52.1%

PPS compared with statewide peers

English:	Math:
15.2 percentage points higher	15.7 percentage points higher

What the results show

- PPS proficiency is substantially higher than statewide peers receiving special education services.
- The memo reports multi-year gains for this group.
- About one in three PPS students receiving special education services met standards in each subject.

Progress and a strong state comparison. Continued work to close gaps within PPS.

Note: Proficiency rates measure meeting standards, not individual student growth.
Method: State grades 3–8 rates calculated from proficiency and performance-level counts; rounded to one decimal. State participation is below 90% for this group; interpret with caution.
Sources: Fall 2026 PPS OSAS Board Memo; ODE 2025–26 Assessment Group Reports.

OUR FOCAL STUDENTS

Successes, Challenges & District Response

PRESENTERS



Willie Williams III

Director, Grice-Adair Center for Educational Excellence



Marquita Guzman

Director, Indian Education Program



Will Flores

Director, Multilingual Services



Sabrina Wood

Interim Senior Director, Special Education Services

Black Students in PPS

History & Educational Access

Systemic Context & Advocacy

Racial exclusion, segregation, and displacement have shaped educational opportunity in Portland.

Black families and educators have sustained the push for equitable access and investment.

Strengths & Assets

Student & Community Power

Black students bring diverse experiences, cultural knowledge, creativity, and leadership.

BSU councils provide opportunities to shape district decisions, supported by family advocacy and community expertise.

Successes & Bright Spots

Progress & Foundations

Slight assessment gains across grades 3–8 overall, though progress remains insufficient.

Black Excellence Preschool, culturally specific partnerships, and student leadership opportunities provide foundations to strengthen.

Priorities for Improvement

1. Strengthen Academic Achievement in Literacy and Mathematics

Ensure Black students experience rigorous grade-level instruction, effective instructional practices, and timely, targeted academic interventions.

2. Accelerate Progress at Critical Academic Milestones

Prioritize third-grade literacy, fifth-grade mathematics, and eighth-grade readiness for high school through focused instructional supports and ongoing progress monitoring.

Sense of Belonging • Culturally Affirming Learning • Centering Black Student Voice and Leadership

Supporting Black Students: Our Response & Next Steps

Recruit and retain Black educators and administrators

Research found that Black students with a Black teacher **gained** approximately 3–4 percentile points in reading and math.

Implement Ideal Student Learning Action 2

Ensure Black students consistently engage in challenging, grade level reading and mathematics tasks using High-Quality Instructional Materials.

What's Needed to Accelerate Growth

Expand access to enrichment

Unite Grice-Adair Center for Educational Excellence, schools, families, and partners toward 8,000 enrichment hours by eighth grade, removing access barriers and tracking student progress.

Provide timely support that meets students' learning needs

Use student work and assessment data to identify gaps, deliver focused reading and math support, and adjust instruction as students progress.

Monitor progress and adjust supports

Teaching and Learning, Data and Accountability should review academic growth, participation, attendance, and belonging quarterly against Board targets, adjusting instruction and resources as needed.

IN ORDER TO ACCELERATE GROWTH FOR BLACK STUDENTS

PPS must strengthen instruction, recruit and retain Black educators, expand enrichment access, and use evidence to improve supports.

Native Students in PPS

History & Educational Access

- Native communities had educational systems long before public schools
- Federal education policy was intentionally used as a tool of assimilation
- Native students also experienced exclusion and erasure within public education

Strengths & Assets

- Resistance and Resilience
- Indian Education Embedded in the School Experience
- Family and Community Voice is central
- Collaboration and Co-development of Native student supports with FACE

Successes & Bright Spots

5.2% Table

Attendance for Native Students is rising each year.

- 2024-25- 33%
- 2025-26- 41%
- Currently up 5.2%

50.0%

Native student engagement is up by 50% at Indian Education events & programming

Priorities for Improvement

- Improving Native student outcomes
- Expand opportunities for Native student engagement, belonging, and cultural learning
- Strengthen college and career readiness and well-being through culturally grounded, career-connected learning.

Sense of Belonging • Culturally-Connected Learning • Centering Native Student Voice & Leadership

Supporting Native Students: Our Response & Next Steps

American Indian/Alaska Native Student Success Plan (AIANSSP) Grant Awardee

Focus on centering culturally responsive approaches that center Native student voices

Grow Native supports and programming

In alignment with decades of community feedback work towards a K5 focus option school, co-located with Indian Education and establish a Native Center for Success

What's Needed to Accelerate Growth

Expanding PBL & Indigenous Ways of Knowing and Learning

Implement TH/SH with Fidelity

Support and Retain Native Educators

IN ORDER TO ACCELERATE GROWTH FOR NATIVE STUDENTS

"we must expand place-based learning and Indigenous ways of knowing, implement TH/SH with fidelity, and support and retain Native educators. Together, these practices create more culturally sustaining learning environments where Native students can see their histories, cultures, and ways of knowing reflected throughout their education.

Multilingual Learners in PPS

History & Educational Access

Pull-out ELD models and English-only practices have historically limited multilingual learners' access to rigorous, grade-level instruction and contributed to prolonged ELD status.

Strengths & Assets

Multilingual learners bring rich cultural knowledge, diverse perspectives, and linguistic strengths that enrich classrooms and our school communities.

Successes & Bright Spots

85.7%

4-year graduation rate for **former** English learners.

17% ⬆ graph

Increase at Lent of MLs scoring proficient/early proficient.

290

K-12 teachers trained in SIOP

Priorities for Improvement

- Accelerate literacy and mathematics achievement through rigorous, language-rich instruction.
- Strengthen English language development and graduation outcomes.
- Increase by at least 20% the numbers of MLs who exit ELD within 5 years.

Equitable Access • Linguistic Identity • Rigorous Instruction • Relevant Support

Supporting Multilingual Learners: Our Response & Next Steps

Integrated English Language Development (ELD)

Co-teaching and collaborative planning integrate language development with grade-level content, increasing access to rigorous instruction and meaningful participation alongside peers.

Dual Language Immersion (DLI)

Develops bilingualism, biliteracy, and academic achievement while affirming students' linguistic and cultural identities and fostering belonging.

What's Needed to Accelerate Growth

Equitable Resources

Consistently well-resourced multilingual programs across all PPS schools.

Diverse Workforce Stability

Prioritize recruitment and retention of multilingual and multicultural educators.

Effective Staffing

Establish staffing models that provide adequate time and capacity for co-planning, co-teaching, and targeted language instruction.

IN ORDER TO ACCELERATE GROWTH FOR MULTILINGUAL LEARNERS

"Accelerating outcomes for multilingual learners requires more than strong instructional models. It requires sustained investment in the educators, staffing structures, and resources necessary to implement these models effectively and equitably across our district."

Students with Disabilities in PPS

History & Educational Access

- Special Education has a long, entrenched history of exclusion.
- Special Education also has a long history of advocacy.

Strengths & Assets

- A strong workforce of educators
- A thoughtful team of parents and caregivers
- Students who are brilliant contributors to our communities of learners

Successes & Bright Spots

- Inclusive Schools Progress Report
- Strong Interdepartmental partnerships
- Implementation of consistent process and procedures

Priorities for Improvement

- Access to core curriculum and core assessments
- Strengthening programming for Autistic students
- Consistent and quality training of educators
- Decreased Exclusionary Discipline

Equitable Access • Student Independence • Rigorous Instruction • Relevant Support

Supporting Students with Disabilities: Our Response & Next Steps

Receiving the full Continuum of Services

Students with disabilities are afforded access to the full continuum of services based on the legal requirement of Least Restrictive Environment

Postsecondary and Transition Planning

An essential element of Special Education Programming is planning for Post Secondary through transition planning and goals

What's Needed to Accelerate Growth

Legally Compliant IEPs

Legally compliant IEP process and documents is the direction for teams to serve students

Strong Program Guidance

Creating consistent programming for students with disabilities is essential to ensure student growth and access

Strong Tier I Instruction

Continued commitment and attention to serving our students as General Education students first

IN ORDER TO ACCELERATE GROWTH FOR STUDENTS WITH DISABILITIES

"Accelerating growth for kids in Special Education is achieved not by pulling them out for separate instruction or lowering expectations, but by shifting our pedagogical aim toward universal design and full belonging"

Dr. Shelley Moore

FOCAL STUDENT OUTCOMES & EDUCATIONAL EQUITY

From Understanding to Responsibility

What must we do differently as a district to change student outcomes and expand what's possible for their futures?

We've Made the Investments. Are ALL Students Experiencing the Benefits?

What We've Invested In

Core ELA and Math Instructional Materials

High-quality, grade-level instructional materials across content areas

Professional Learning and Leadership Development

Targeted professional development for campus administrators and strong instructional leadership supports.

Formative Assessment & Improvement Systems

Formative assessment tools, classroom checks for understanding, and school improvement frameworks

Professional Learning Communities

Collaborative teacher teams focused on analyzing student data, aligning instruction, and continuous improvement.

What We Still Need?

100% Fidelity to Implementation

Are ALL focal students experiencing high-quality, grade-level instruction across all of our schools?

Strategic Staffing and Instructional Supports

Strategically align staffing and resources to strengthen instruction and accelerate learning in schools serving higher concentrations of focal students.

Consistent Classroom Practice & Student Impact

Ensuring instructional investments translate into daily evidence-based practices that directly accelerate student achievement.

Developing Collective Efficacy

Ensuring educators share the conviction that their actions can positively influence student outcomes, especially for focal student populations.

What Must We Do Differently to Accelerate Learning?

FROM INVESTMENT TO INSTRUCTIONAL IMPACT

Building on PPS investments through effective implementation of HQIM, evidence-based instruction, and targeted supports responsive to our focal students.

1. Deliver Explicit, Evidence-Based Instruction Aligned to HQIM

Strengthen instructional delivery through clear modeling, guided practice, checks for understanding, and actionable feedback, using our adopted materials to ensure rigorous, grade-level learning.

2. Accelerate Learning Through Targeted, Intensive Supports

Provide timely, evidence-based interventions, high-dosage tutoring, and additional learning time aligned with core instruction and identified student needs, without lowering expectations or limiting access to grade-level content.

3. Respond to the Distinct Needs of Our Focal Students

Use HQIM alongside appropriate linguistic supports, culturally affirming practices, accessibility, and specially designed instruction to respond to individual learning needs while maintaining high expectations.

4. Use Formative Assessment to Drive Instruction and Accountability

Leverage curriculum-embedded assessments, student work, and ongoing checks for understanding to adjust instruction, monitor progress, evaluate interventions, and direct resources where needed.

CLOSING STATEMENT

“Our measure of success is not what we've adopted or implemented. It is what students are learning and what that learning makes possible for their futures.

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FOCAL STUDENT OUTCOMES & EDUCATIONAL EQUITY

The Future We Want for Our Students

Every student leaves Portland Public Schools with the knowledge, skills, confidence, and opportunities to shape their own future.

01

College & Career Readiness

Prepared for postsecondary education, meaningful careers, and lifelong learning.

02

Economic Mobility

The opportunity to earn a living wage, achieve financial stability, and build generational wealth.

03

Identity & Belonging

The confidence to navigate the world with their identities, cultures, and strengths affirmed.

04

Choice & Opportunity

The freedom to pursue their aspirations, support their families, and contribute to their communities.

> ***"We are not simply working to improve test scores. We are working to expand what is possible in the lives of children."***



RIGHTSIZE. RIGHT SUPPORT.
RIGHT *for* STUDENTS.

November 4, 2026 Board Meeting

Purpose

Connect the Rightsizing charge to our analysis, community engagement, and next steps.

Today we will:

a Review the model for developing the recommendation

b Share our learning and how it's shaping our decisions

Listening, Learning, Acting

Rightsizing

THE RIGHTSIZING TIMELINE · 2026

The Model

March–June

Built an analysis framework, informed by engagement

Board resolution, Guiding Principles, Work Plan and KPIs, SEGC Audit

July–September

Analyzed Data for Scenarios

Systemwide data analysis using Guiding Principles, KPIs, and equity lens

October–November

Engaging community

Survey + regional & culturally-specific engagements

December

Board Vote

Board votes on recommendation



Scenario Release

November

Superintendent's recommendation

Community engagement throughout

We are here: exploring the two scenarios one component at a time, so the full picture is in place before the November recommendation.

Approved Guiding Principles

Shaping the Work

Well-Resourced Schools

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

Safe and Healthy Learning Environments

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

Educational Options

Maintaining a strong network of neighborhood schools (while providing a balance of educational options) that are sustainable and well-resourced.

PPS Equity Lens

Using the PPS Equity Lens to guide decision-making and center students most impacted by inequities.

KPIs – Analyzing the Data

Key performance indicators (KPIs) co-developed with the Board and directly informed by community input and engagement.

Opportunity & Stability

1. Enrollment Thresholds

Percent of schools at a grade level with enrollment above threshold

2. Focal Students

Percent of focal students enrolled in schools above the threshold

3. Enrollment Balance

Range of enrollment (largest - smallest) by grade level

Physical Environment & Pathways

1. Utilization

Percent of efficiently utilized schools

2. Proximity

Percent of students living within 1.0 and 1.5 miles of school

3. Split Feeders

Number of schools with split feeders

4. High School Pathways

Percent of middle school feeders moving to the same high school

Balance & Impact (Scenarios)

1. Student Impact

Percent of focal students who will experience the change

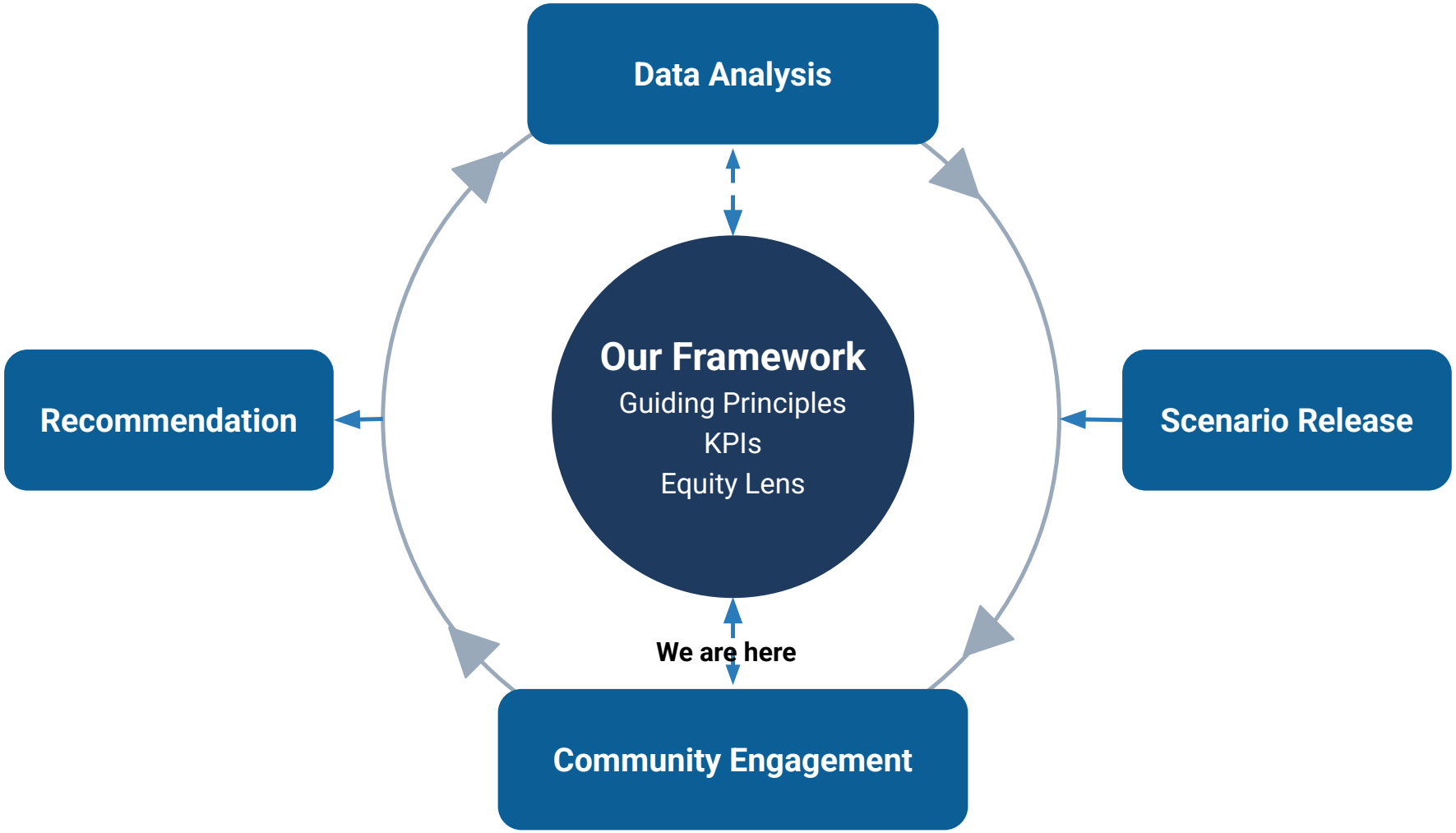
2. Title I

Number of Title I schools impacted by the change

3. Student Mobility

Number of students moving to a new school or site

About the Model – Applying the framework



The learning is filtered through the framework

- Does it adhere to the Guiding Principles?
- What is the KPI analysis?
- What are the equity impacts?

Listening & Learning

About the Model – Survey + Community Engagement

SURVEY PROCESS

Survey Focus

- Priorities
- Values
- Balance
- Equity Analysis
- Transition Resources

Analysis

- Identifying key themes
- Synthesizing questions

COMMUNITY ENGAGEMENTS

Engagements Focus

Open-ended questions, community insights, and direct feedback

- **Culturally-specific**
- **Impacted communities**

Analysis

- Themes & qualitative insights
- Addressing key questions
- Executive summaries

“What we heard reports”

Two Key Approaches

1. Community Feedback Survey

Translated into all PPS-supported languages to ensure broad accessibility.

2. Public Sessions

Culturally-specific and regional engagement sessions for in-depth dialogue.

Purpose

Collect additional information to better understand impacts, data, and diverse community perspectives.

Listening & Learning

Engagements & Voices – Who we are hearing from

As of October 28th, we have heard from **over 1,000 community members** across **14 Engagement sessions** and received **over 3,200 responses** to our Rightsizing Scenario Feedback Surveys.

ENGAGEMENTS (Number of Participants)

- Village Table **(82)**
- Impacted School Sites **(653)**
- Disability Voices **(44)**
- Latino/a/e Community **(44)**
- Black/African American Community Conversation **(23)**
- Native Community Conversation **(25)**
- General Community Connections **(145)**

SURVEY RESPONDENTS OVERVIEW

94% Impacted community members

74% Parents/guardians of PPS students

Demographics (Race/Ethnicity)

- White: **64%**
- Prefer Not to Say: **13%**
- Latino/a/e: **7%**
- Multi-Racial: **7%**
- Asian: **5%**
- Black/African American: **3%**
- Native American: **1%**
- NHPI: **<1%**

Services Received

- Talented & Gifted: **22%**
- Special Education: **20%**
- Dual Language Immersion: **15%**
- Multilingual Learner Services: **2%**

Listening & Learning

What we heard

Magnitude of Change

- Capacity to handle this much change

Neighborhood schools are important

- Walkability
- Preserving culture and educators
- Losing community hubs
- Loss of neighborhood schools is associated feeling less safe

Skepticism of district data and financial transparency

- Distrust in PSU models
- Factors use for creating and evaluating scenarios
- Wanting more transparency, independent analysis

Community engagements are still underway. Learning is preliminary.

Wanting clarity on the student experience and plan

- See concrete school staffing, transportation and bus plans, traffic and transit analyses, and menus of support

Special Education

- Concern about special education support and transition plan, including changes to Deaf and Hard of Hearing

Something has to be done

- Understand the district's financial reality
- Impacts of budget cuts

Concerns about Spanish DLI consolidation

- Effects on equity, access, safety, and commute

Listening & Learning

What we heard – By region

North
Jefferson & Roosevelt

- Protect Spanish DLI programs
- Don't unfairly burden Black, Brown and low-income families
- Keep Title I services and culturally responsive staff

Northeast
Grant & McDaniel

- Keep experienced teachers and staff in place
- Keep academic tracks, including DLI, intact
- Rebalance boundaries while keeping neighborhoods whole

Southeast
Cleveland & Franklin

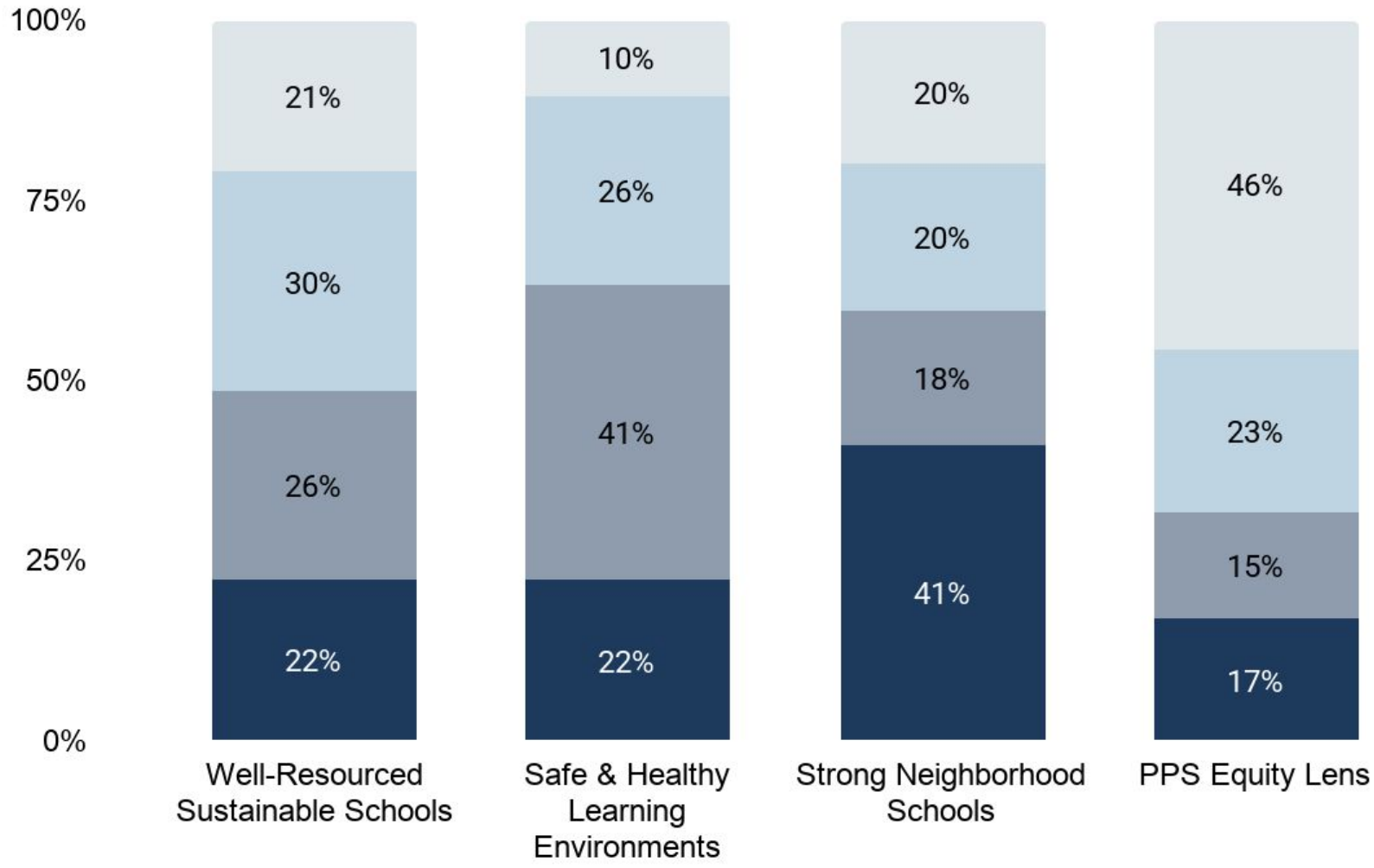
- Focus on transitions from K-8s to middle schools
- Provide safe routes, especially for busy roads
- Keep student cohorts together

West
Ida B. Wells & Lincoln

- Fix aging, unsafe buildings
- Provide safe routes, with consideration for unique geography
- Transparent data and finances

Community engagements are still underway. Learning is preliminary.

What we heard – Survey Item to Prioritize the Guiding Principles





1 is the highest priority

4 is the lowest priority

Listening & Learning

What we heard – Naming the tensions

Prioritizing neighborhood schools vs. offering focus options

- Surveys say that the proposed scenarios over-emphasize choice programs
- Families that attend focus option programs highly value specialized models

Small neighborhood schools vs. consolidated programming

- Some K-8 families celebrating additional elective, sports, and academic tracks in larger middle schools
- Others mourn the loss of small school environments

Union seniority rules vs. retaining teachers of color

- Questions about how staffing will change during consolidations/closures
- Families of color raise concerns about losing teachers of color

Equity on the East side vs. geographic isolation on the west side

- Black, Native, and Latino/a/e families in North, Northeast, and Southeast emphasize that historically marginalized communities face a disproportionate share of school closures, boundary shifts, and community disruption.
- Westside families concerned about topography creating hazards for student safety

Community engagements are still underway. Learning is preliminary.

Learning

About the Forecasts - PSU's Population Research Center (PCR)

WHO THEY ARE

Oregon's PRC is a research institute in Portland State University's College of Urban and Public Affairs, serving Oregon since 1956

WHAT THEY DO

Independent enrollment forecasts based on population, housing, and enrollment trends, projected districtwide, by high school cluster, and by school and grade

ABOUT THE FORECASTS

20+ Years

- Oregon's official source for population estimates and forecasts
- Forecasting PPS enrollment every year for 20+ years

Model Accuracy

- Pre-COVID five-year middle series forecasts typically within 1–4% of actuals
- 2020–2021 forecasts missed by up to 10% (COVID)
- Forecasts since 2021 within 1%

3 Scenarios

- Forecasts include high, middle, and low scenarios
- School-level forecasts tied to the middle series

What we heard - What will the student experience be?

Student Journey | Beverly Cleary to Beaumont

How a general education student's experience could change with Rightsizing

	6th Grade at Beverly Cleary	7th Grade at Beaumont
Resources	**Resources spread thin** Teachers may cover multiple grades or subjects	**More specialized resources** Teachers work in grade- and subject-specific teams
Electives	**Fewer electives** Art and STEM, with no music option	**More electives** Including band and choir
Diversity	**Less diverse** 71% White student population	**More diverse** 58% White student population
Peer Community	**Small grade-level cohort** 49 sixth graders	**Larger peer community** About 200 seventh graders from multiple elementary schools
After School	**Fewer after-school opportunities**	**More after-school opportunities** Including SUN programming

Proposed student experience for graphic development. Rightsizing decisions are not final.

Listening & Learning

What we heard - What will the student experience be?

Student Journey | Atkinson to Lent

How a Spanish DLI student's experience could change with Rightsizing

	1st Grade at Atkinson **Class size:** 28 students/one DLI classroom	2nd Grade at Lent **Class size:** 24 students per classroom three DLI classrooms
DLI Community	**Single-strand DLI program** One Spanish DLI class at the grade level	**Whole-school DLI model** Three Spanish DLI classes at the grade level
Language Environment	**Spanish within the DLI strand** About half of Atkinson students are learning and practicing Spanish each day	**Schoolwide Spanish environment** All students are learning and practicing Spanish each day
Teacher Collaboration	**Single DLI teacher at the grade level** Limited same-grade DLI collaboration	**DLI teaching team** Three teachers can plan together each week
Enrichment	**Arts, PE and Library** Teachers may or may not speak Spanish	**Spanish-language enrichment** Arts, PE and Library taught by Spanish-bilingual educators
Student Support	**Academic intervention in English only**	**Academic intervention available in Spanish**

Proposed student experience for graphic development. Rightsizing decisions are not final.

Acting

How are we applying the learning?

- **The learning is still ongoing**
  - We added several engagements to better capture voices and representation
- **We are publicly sharing comprehensive information being used in the analysis**
  - The PPS Rightsizing website includes:
    - A detailed dashboard, updated feeder pattern visuals, and regional and school-specific information
    - “What we heard” reports
- **We continue to filter the qualitative and quantitative data and learning through the model**

  Examples include:
  - Identifying areas where there are unintended impacts
  - Revising assumptions
    - DLI forecasts
    - Prioritization for programs and neighborhood schools
    - Transportation needs and planning

Community engagements are still underway. Learning is preliminary.

Resources, Engagements and FAQs

Rightsizing

Board Committee Meetings with Deeper Dive

NOV 9 | 4:30 - 6:00 PM

Facilities Improvement & Oversight Committee (FIO)

FOCUS AREAS

- Review the school readiness assessment process
- Share school-specific findings and implementation considerations for facilities, meal service, accessibility, security, and transportation.

NOV 10 | 4:30 - 6:00 PM

Teaching, Learning, and Enrollment Committee (TLE)

FOCUS AREAS

- Special Education
- Dual Language Immersion (DLI)

Public Attendance & Live Stream

These meetings are open for the public to attend in person up to the capacity of the room and will be streamed live at:
https://www.youtube.com/@ppsboardofeducation/live

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

Engagement	Location	Date	Time	Stakeholder
PPS Educator Town Hall	Cleveland @ Marshall	**Oct 29**	6:00p	All PPS Educators
The Village Table	TBD	**Nov 5**	6:00p	Village Table Representatives
Board of Education Community Connection	TBD	**Nov 19**	6:00p	All
The Village Table	TBD	**Dec 2**	6:00p	Village Table Representatives
Board of Education Community Connection	TBD	**Dec 3**	6:00p	All

Next Steps

November	December	December
Mid-November: Publish Superintendent's Recommendation	**Board Consideration & Vote**	**Transition Supports & Implementation**
11/04 Board Meeting - We are here Feedback Summary **11/09 FIO Committee** Rightsizing **11/10 TLE Committee** Rightsizing **11/17 Board Meeting:** Superintendent's Recommendation	**12/1 Board Meeting:** Review and consider the recommendation **12/2 TLE Committee:** Review and consider the recommendation **12/15 Board Meeting:** Rightsizing Vote	*Transition supports and implementation pending outcome of Board vote.*

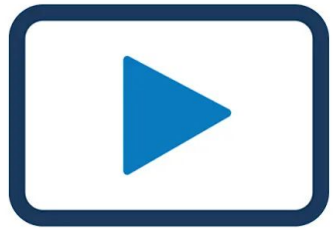
Resources and Where to Learn More

View Board Presentations



pps.net/rightsizing

Watch Informational Videos



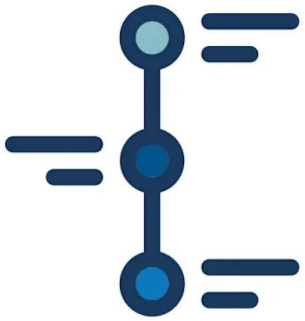
Ask a Question and Read Answers to FAQs





Join Us at an Engagement Event

Follow the Timeline



RIGHTSIZE. RIGHT SUPPORT.
RIGHT for STUDENTS.

Questions and Discussion

Resources and Information Updates & Reminders

PPS Rightsizing Website

Superintendent Video Series

How Your School Could Be Impacted

Key Performance Indicators (KPIs)

Frequently Asked Questions (FAQs)

Community Engagement Calendar

NEW School Boundary Proposal Dashboard

NEW Feeder Pattern Visuals (including DLI)

Search "PPS Rightsizing" or access from www.pps.net)

Released Materials & Focused Sessions

Well-resourced School Focus
Teaching, Learning & Enrollment, Sept 8

Scenario Release (Board Meeting, Oct. 6)
Maps, regional overviews & presentation

DLI & Middle Grades Focus
Teaching, Learning & Enrollment Committee, Oct. 13

Upcoming Schedule

Facilities Focus (Nov 9)
Facilities Improvement & Oversight Committee

Community Engagements
Timeline & locations on next slide

NOTE: We continue to add engagements and tailor meeting events to respond to community questions and requests.

Preliminary Findings:
What We Heard in Rightsizing Engagements

Executive Summary

This memo is a summary of public feedback on the proposed rightsizing scenarios. It covers community input gathered between October 6th and October 28th, 2026. These findings should be treated as preliminary; additional reports will be shared as engagement efforts continue.

Feedback on rightsizing is shared in two ways: a community feedback survey (translated into all PPS-supported languages) and community engagement sessions. As of October 28th, PPS has received 3241 survey responses from community members. The Family and Community Engagement team has also hosted 14 public engagement sessions.

This preliminary report is based on survey responses and community engagement events that took place between October 6th and October 28th.

Five themes emerged:

- **Something must be done:** Community members understand the district's structural deficit and enrollment decline, and many agree that under-resourced schools harm instruction. However, families ask that central office overhead and executive salaries be cut before neighborhood classrooms are closed.
- **Neighborhood schools as community pillars:** Respondents ranked strong neighborhood schools as their highest priority, emphasizing that local campuses act as community hubs. They want to preserve walkability/bikeability and vital after-school care like SUN programs.
- **Skepticism of data and demand for transparency:** Families expressed distrust in enrollment projections, citing past forecasting errors and uncounted local housing developments. Stakeholders want to see independent demographic audits and transparent financial models.
- **Clarity about the student experience:** Before decisions are finalized, families want clear frameworks outlining school-level staffing, yellow bus routes, safe street crossings, and room-by-room special education facility audits.
- **Concerns about Spanish DLI consolidation:** Moving Dual Language Immersion into single-site campuses raises major fears regarding student isolation, reduced heritage-language seats, long travel distances, and ICE safety risks for parents and students.

Tensions and tradeoffs associated with rightsizing also emerged. Families are actively weighing trade-offs between neighborhood schools versus focus option programs, small K–8 settings versus comprehensive middle school electives, union seniority rules versus retaining newer teachers of color, and systemic closures on Portland’s eastside versus travel hazards on the westside.

Preliminary Findings:
What We Heard in Rightsizing Engagements

The purpose of this report is to present a preliminary analysis of community feedback about Portland Public School's rightsizing process. This report serves two purposes. First, it exists to provide transparency and serve as an active listening tool to reflect back what we are hearing from community members regarding the rightsizing process. Additionally, it provides a comprehensive summary of what we have heard from community members between October 6-28, 2026, which can provide guidance for PPS Leadership and the Board of Education as decisions are made regarding rightsizing.

Synthesizing What We Heard: Process and Analytic Methods

Throughout the month of October, there have been two primary pathways for collecting community voice: a feedback survey and community engagement events. The survey is available in all PPS-supported languages, and asks community members to give feedback on rightsizing, rate scenarios against the guiding principles, and provide insight into the tradeoffs involved in rightsizing. Respondents are also given the opportunity to respond to open-ended questions to share their perspectives. The district hosted community-specific (e.g., Black/African American families, Spanish speaking families, Native families, etc.) engagement events as well as general listening sessions (e.g., Board Community Connections).

These two forms of engagement are designed to complement one another. Surveys are wide-reaching and can accommodate a larger volume of feedback. Community engagement sessions create space for people to come together in affinity spaces to share feedback and ask questions. Culturally specific community engagement sessions (specifically for Black/African American families, Native families, Latino/a/e families, and Disability Voices) were created to hear directly from communities that have historically been underrepresented in surveys. PPS' Equity Lens calls us to prioritize the outcomes of focal student groups (Native, Black, multilingual, special education, low-income), and these culturally and community-specific engagements are designed to support that priority.

All community feedback, from the survey as well as community engagement sessions, are analyzed by members of the Data and Accountability department. Responses are reviewed individually, and then deductively coded to align with the Guiding Principles established by Resolution 7307. Next, responses are analyzed inductively, looking for themes, concerns, and questions emerging from community responses. Evidence supporting and challenging all themes are reviewed, as are counternarratives that may arise. Additionally, concerns that may not be repeated frequently but do warrant follow up (e.g., "What will happen to food pantry infrastructure that has been installed in schools that are slated to close?").

Emerging Themes

Across the community engagement sessions and responses to the Rightsizing Scenario Feedback Survey, five clear themes emerged. Below, we describe each theme in detail.

Something must be done

Despite widespread pushback against specific scenario details, community members broadly recognize the district's underlying financial reality and long-term enrollment decline. Parents, educators, and community leaders acknowledge that maintaining small, under-resourced campuses has already diminished the student experience by reducing student's ability to engage with art, music, physical

education, counselors, and reading interventionists. Families see the real impacts of recent budget cuts on daily instruction and agree that status-quo operations cannot continue, but they urge the district to exhaust central administrative cuts before closing neighborhood classrooms

Neighborhood schools are community pillars

Across the district, respondents ranked strong neighborhood schools as their highest priority among the school board's guiding principles, with many families viewing local schools as irreplaceable community hubs. Community members emphasize that neighborhood schools preserve local history, foster multi-grade relationships, and protect connections with trusted educators. Walkability is also a central concern, as parents worry that closing neighborhood campuses forces young children onto busy streets and lengthy bus rides. Beyond daily logistics, families associate the loss of neighborhood schools with a diminished sense of physical and emotional safety, and worry that removing a local school strips neighborhoods of community assets like SUN after-school care and local volunteers.

Data skepticism and the demand for transparency

Community members express skepticism regarding the enrollment forecasts and financial metrics used to justify the proposed rightsizing scenarios. Survey respondents and meeting attendees repeatedly challenge the accuracy of Portland State University's (PSU) demographic models, pointing to historical forecasting errors and noting that projections fail to account for upcoming housing developments. Families criticize the criteria used to evaluate school viability and demand independent demographic audits, transparent data dashboards, and clear proof of central office administrative spending cuts before neighborhood schools face closure.

Clarity and the student experience

Participants across all stakeholder groups emphasize that they cannot evaluate rightsizing proposals without seeing comprehensive and concrete operational plans. Families want clear frameworks detailing school-level staffing allocations, bus routes, traffic studies, and safe street crossing infrastructure for routes crossing major corridors or river bridges. Furthermore, parents ask for explicit menus of support that outline how receiving schools will handle transition trauma, preserve special education pullout spaces, and maintain full after-school childcare capacity.

Concerns about Spanish DLI consolidation

Proposed consolidations of Dual Language Immersion (DLI) programs raise significant concerns regarding equity, access, safety, and commute burdens. While the district frames whole-school DLI models as a way to optimize bilingual staffing and resources, Latino/a/e families and immersion educators worry that centralizing programs will isolate native Spanish speakers and reduce heritage-language seats. Working parents without private transportation warn that long commutes will force them to pull their children out of immersion pathways, while families share fears that cross-city transit heightens exposure to federal immigration enforcement (ICE).

Tensions and Tradeoffs in Rightsizing

Analysis of community input also provides insight into the tensions and tradeoffs that families are facing when making hard decisions about rightsizing schools. Tension exists between centering neighborhood schools and maintaining specialized choice programs. In survey data, 67% of affected respondents feel the proposed scenarios over-emphasize choice programs at the expense of foundational neighborhood schools. At the same time, families enrolled in focus options defend their specialized models. These families emphasize that alternative educational approaches provide a sense of belonging, hands-on

learning, and sensory safety nets for neurodivergent and marginalized students that traditional neighborhood schools cannot replicate.

Additionally, community feedback highlights conflicting perspectives on school size and programmatic access. Some parents of upper-elementary students celebrate the prospect of moving from K–8 facilities into larger, comprehensive middle schools where children can access broader electives, sports teams, and specialized academic tracks. Conversely, other families mourn the potential loss of small school environments, sharing that intimate campus settings foster strong multi-grade relationships, predictable routines, and necessary social-emotional stability for vulnerable learners.

Discussions on building consolidations surface questions regarding workforce and equity. Collective bargaining provisions with the Portland Association of Teachers (PAT) rely heavily on seniority for staff reassignments during school closures. However, Black, Native, and Latino/a/e families raise concerns that strict adherence to seniority rules will displace educators of color and bilingual teachers who serve as mentors for historically underserved students. This would create a direct conflict between contractual procedures and district equity commitments.

Finally, distinct regional narratives are emerging, illustrating competing definitions of equity and risk across the district. Black, Native, and Latino/a/e families in North, Northeast, and Southeast Portland emphasize that historically marginalized, lower-income communities bear a disproportionate share of school closures, boundary shifts, and neighborhood disruptions compared to protected Westside campuses. Meanwhile, Westside families argue that their region's steep topography, winding roads, traffic congestion, and river bridge crossings create severe physical hazards for student transit.

Summary and Conclusion

This overview of emerging themes across all engagement types reveals questions, priorities, and tensions that are emerging through the community engagement process. Next, we provide more in-depth analysis of the feedback received from each track of the engagement process specifically.

First, we present findings and emerging themes from the feedback survey, which show specific insights revealed through quantitative and qualitative analyses of survey data. After, we present emerging themes from community engagement sessions, which provide more specific insights into culturally and community specific engagement groups.

Data Deep Dive:
Rightsizing Feedback Survey

Survey Methods

A community survey, translated into English, Simplified Chinese, Spanish, Somali, Russian, and Vietnamese, was released alongside rightsizing scenario proposals. As of October 28th, we have received 3,241 responses from parents/guardians, PPS staff, students, and community members representing all of our school communities. About 94% of respondents represented school communities affected by the rightsizing scenario proposals in some way, including school closure, school consolidation, program changes, or boundary changes. Survey responses have been collected in English, Spanish, Russian, and Simplified Chinese. Surveys are also available in Somali and Vietnamese, but these languages have not received any responses. While this survey was only available digitally, members of some school communities printed out paper copies of the survey and distributed it to families before supporting with data entry.

See Tables 1-3 for a breakdown of respondent demographics, and see Appendix A for counts of responses by school as of October 28th. Please note: not all counts will total the number of responses received; all questions are optional, and demographics were multi-select to represent the intersectional identities of our community. See Appendix B for a list of the questions asked on this community Survey.

Table 1:
Percentage of Respondents Representing Community Roles

Community Group	# of Respondents	% Of Respondents
Parent/Guardian	2716	74%
Student	176	5%
Staff/Educator	305	8%
Community Member	475	13%

Table 2:
Percentage of Respondents with Students Receiving Services

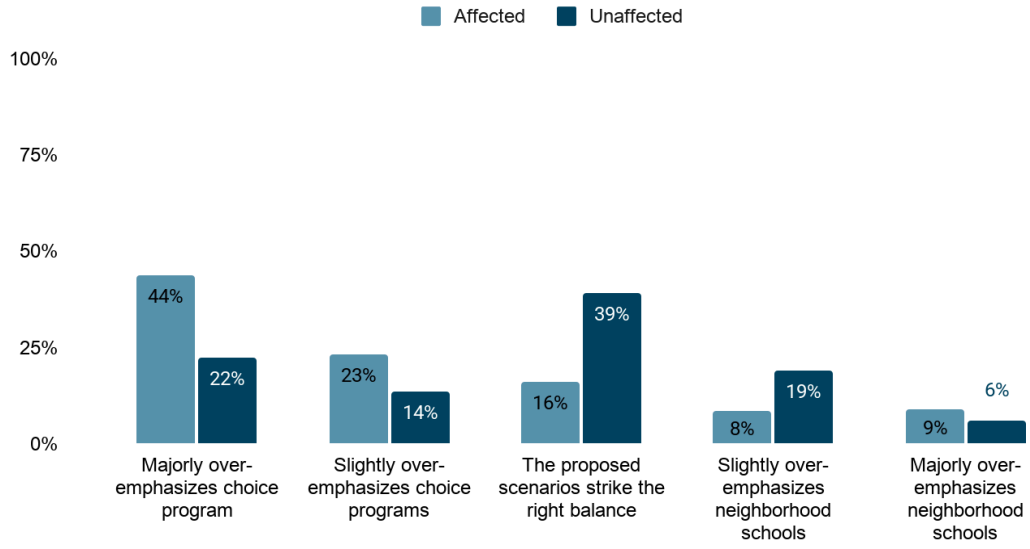
Services Received	# of Respondents	% Of Respondents
Special Education	636	20%
Multilingual Learner Services	49	2%
Dual Language Immersion	452	15%
Talented and Gifted	686	22%
None of the above/Prefer not to say	1291	41%

Table 3:
Percentage of Respondents by Race/Ethnicity

Race/Ethnicity of Respondents	# of Respondents	% Of Respondents
Asian	163	5%
Black/African American	89	3%
Latino/a/e	256	7%
American Indian/Alaskan Native	50	1%
Native Hawaiian/Pacific Islander	11	<1%
White	2173	64%
Multi-Racial	241	7%
Prefer Not to Say	433	13%

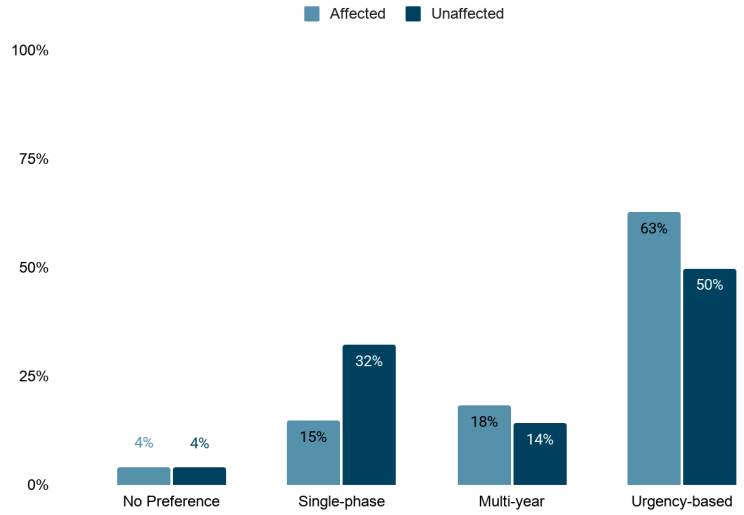
Survey Response Analysis
Below, we present the results for close-ended questions regarding rightsizing preferences, disaggregated by whether or not a respondent is directly affected by the proposed scenarios or not. Affected schools include any building facing a closure, a boundary change, or a programming change.

Resolution 7307 says that neighborhood schools are the foundation of the system when balancing access to choice programs. How well do the proposed scenarios balance those two needs? (n = 2572)



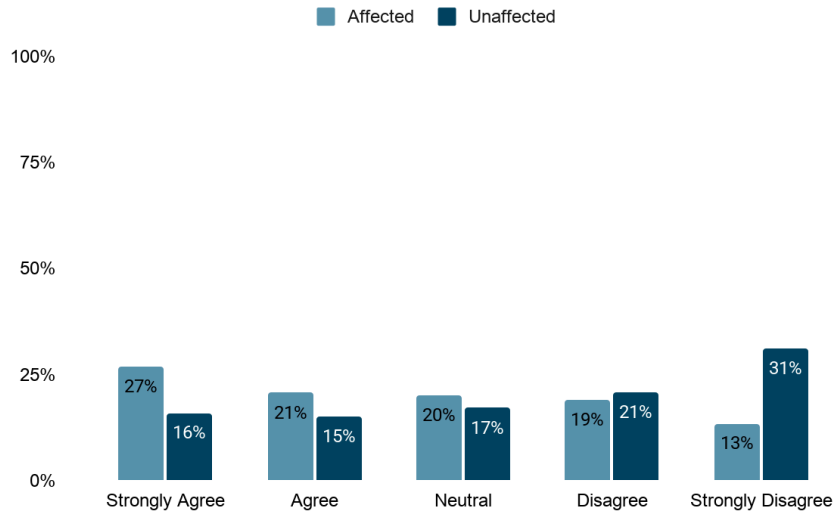
Taken together, over half of affected respondents think that the proposed scenarios over-emphasize programs of choice.

Rightsizing involves a trade-off between how large changes are and how often they occur. Which approach best aligns with your priorities? (n = 2901)



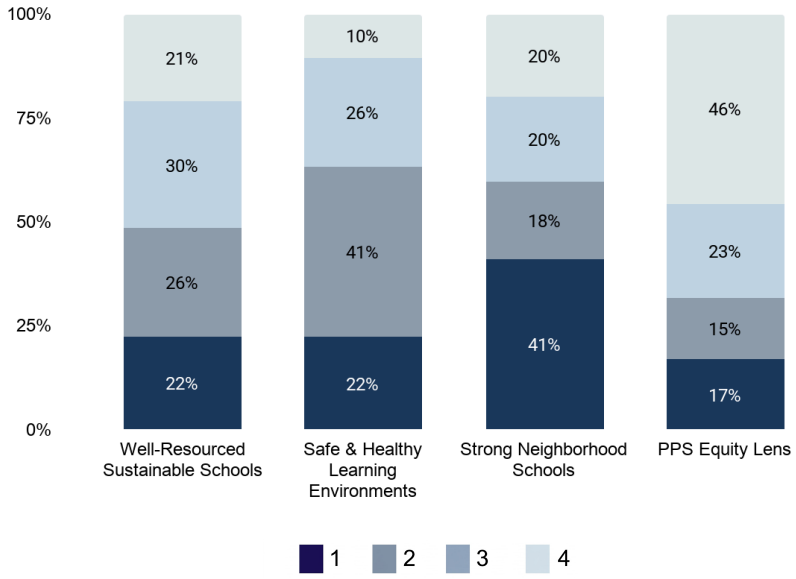
The majority of both affected and unaffected respondents urge the district to use an urgency-based approach to sequence rightsizing implementation decisions.

How much do you agree with this statement? "I am willing to accept a larger near-term adjustment (e.g., boundary change or closure) if it guarantees my school will not face further rightsizing for at least 5 years." (n = 2954)



There is no clear preference for whether respondents would prefer a larger near-term boundary change to prevent further rightsizing in Portland Public Schools.

Please rank the Board's adopted Guiding Principles in order of importance to your family where 1 = Highest Priority (n = 2,879)



Generally, respondents ranked Strong Neighborhood Schools as most important, Safe and Healthy Learning Environments as second, Well-Resourced Sustainable Schools as third, and the PPS Equity Lens as last.

Open-Ended Response Analysis

The survey asked the following open-ended questions:

- What specific support (e.g., transportation to school, students staying with their classmates) would you need if school changes occur all at once instead of over several years? (n = 2,250)
- What specific resources or help should the district provide to support schools affected by rightsizing? (n = 2,122)
- Our goal is to create a model that is fair and equitable to all communities. Did we miss any important equity issues, community history, or student needs in creating these models? If yes, please tell us what we missed and how we can address it. (n = 2,150)
- What is one thing you would like us to know about your school community? (n = 2,484)

Below, we present a thematic analysis of the open-ended responses. First, we present an analysis that was coded deductively using the Guiding Principles established by Resolution 7307 before sharing feedback on key topics that emerged and a regional deep dive.

Alignment with the Guiding Principles

Well-Resourced, Sustainable Schools. Community members agree that every school needs full-time teachers, art, music, physical education, counselors, and support staff. However, families express skepticism that closing buildings will actually guarantee these resources in receiving schools. Parents point out that past district budget cuts stripped away specialists and paraprofessionals, making them worry that consolidated schools will simply become larger and more crowded without receiving extra staff or better academic programs. To trust this principle, families need transparent, itemized staffing plans and clear proof that central office administrative overhead is being reduced before classroom resources are touched.

Safe & Healthy Learning Environments. Families emphasize physical building safety, emotional stability, and facility quality. Community members stress that receiving schools must have modern infrastructure, including working HVAC and air conditioning, seismic upgrades, up-to-date classroom technology, and safe, accessible playgrounds. Beyond physical structures, parents highlight the need for mental health support, full-time counselors, and dedicated transition specialists to help students process the emotional stress of losing their familiar school environments. For neurodivergent students and children with Individualized Education Programs (IEPs), safe environments also mean preserving quiet sensory spaces, predictable routines, and physical accessibility like ramps and elevators.

Strong Neighborhood Schools. Respondents expressed civic and emotional attachment to their local neighborhood schools, describing them as essential community hubs that tie neighborhoods together. Parents worry that closing neighborhood schools damages local vitality, divides tight-knit communities across multiple attendance boundaries, and eliminates walkability. Families emphasize that neighborhood schools foster multi-grade relationships, volunteer networks, and local after-school programs like SUN care. Many community members urge the district to view neighborhood schools as irreplaceable assets worth protecting, suggesting boundary adjustments and community mergers rather than outright school closures.

PPS Equity Lens. Feedback regarding equity reveals major concerns about an uneven burden falling on low-income, Title I, and historically marginalized communities, particularly in North and Northeast Portland. Families question why diverse schools face frequent boundary shifts, closures, and program moves while wealthier Westside campuses appear protected. Additionally, respondents worry that redrawing boundaries will strip receiving schools of their Title I status, taking away essential reading specialists and student services. Parents of Special Education students, English language learners, and immigrant families emphasize that true equity requires protecting vulnerable learners from repeated system disruptions and providing dedicated support during any transition.

Emerging Hot Topics

Dual Language Immersion (DLI). Community feedback on Dual Language Immersion reflects a tension between program sustainability and neighborhood access. While some families understand the district's goal of consolidating DLI into full-building campus models to guarantee full-time bilingual staff and resources, many parents express alarm over proposed program moves. Families worry that centralizing DLI programs will isolate native language speakers, cause racial segregation, and force long travel distances that working families cannot maintain. Parents of native Spanish and Mandarin speakers demand clear safety plans, preserved heritage-language seats, and guaranteed transportation so that DLI programs remain accessible to the communities they were created to serve.

K-8 Schools and Focus Options. Families connected to K–8 schools and focus options, such as Sunnyside Environmental School, Creative Science, and the Metropolitan Learning Center, strongly oppose removing middle grades or dismantling their unique models. Parents and students explain that K–8 continuity provides emotional stability, reduces disciplinary issues, and offers crucial sensory safety nets for neurodivergent learners during difficult middle school transitions. Community members emphasize that hands-on, alternative, and environmental learning environments cannot be replicated in large comprehensive middle schools. Families urge the district to preserve these focus options and learn from their successful practices rather than closing or shrinking them.

Transportation and Traveling to School. Transportation is one of the most urgent concerns raised across all survey responses. Families express widespread alarm over losing walkable and bikeable neighborhood routes, pointing out that proposed changes will force young children onto long bus rides or multi-transfer public transit trips. Parents raise serious safety concerns regarding dangerous high-speed street crossings, major traffic bottlenecks, and geographic hazards like mountain road closures and river bridge crossings. Working parents emphasize that guaranteed district busing, crossing guards, and safe bike routes are non-negotiable requirements if school boundaries are redrawn.

Building Capacity, Physical Accessibility, and Dedicated Spaces. Families raise serious concerns about how receiving school capacity is calculated for special education. Parents and staff point out that special education requires dedicated spaces for sensory regulation, speech therapy, behavioral de-escalation, and pullout instruction. If these rooms are treated as standard classrooms in building capacity models, it would misrepresent available space. Additionally, parents highlight physical accessibility barriers in older receiving buildings, noting that missing elevators, ramps, and secure perimeters create safety and mobility risks for students with physical disabilities or elopement concerns.

Deaf and Hard of Hearing (D/HH) & CRIS Program at Creston. A prominent theme in Southeast Portland involves the Columbia Regional Inclusive Services (CRIS) Deaf and Hard of Hearing (D/HH) program hosted at Creston Elementary. For over 20 years, Creston has built a deeply integrated, inclusive culture where D/HH students learn alongside their hearing peers. Parents and staff express strong alarm over scenario proposals that move the D/HH program away from Creston to align with middle school feeder paths at Mt. Tabor. Families argue that separating D/HH students from their long-time hearing classmates and experienced general education teachers breaks apart a supportive community fabric. Community members demand that D/HH students remain with their Creston peers, and suggest offering American Sign Language (ASL) classes to all students and staff at receiving sites.

Intensive Skills Classrooms (ISC) and Staffing Ratios. Families with students in Intensive Skills Classrooms (ISC) and self-contained programs express fear over program relocations and staffing

shortages. Parents point out that recent district budget cuts have already reduced educational assistants and paraprofessionals. Families worry that moving ISC programs to new sites without guaranteed staffing ratios will overwhelm teachers and leave high-needs students without adequate one-on-one support.

Regional Deep Dive

North Region

Feedback from the North region (Jefferson and Roosevelt cluster) strongly focuses on racial equity, historical community impact, and Dual Language Immersion programs. Nearly a third of comments (32%) urged the district to protect Spanish Dual Language Immersion programs from being split up or shut down. Community members cited North Portland's history of gentrification, displacement, and past school closures, warning the district not to place an unfair burden on Black, Brown, and low-income families. Responses also stressed the need to preserve Title I wraparound services, free meal programs, and culturally responsive staff who reflect the student body.

Northeast Region

In the Northeast region (Grant and McDaniel cluster), families talked about teacher retention and keeping academic tracks intact. Almost a third of respondents urged the district to keep experienced teachers and support staff in place rather than making budget cuts or frequent staff reassignments. Parents also expressed strong concern about Dual Language Immersion pathways so students do not drop out mid-way through their education. Finally, responses highlighted the need to rebalance boundaries between overcrowded facilities and under-enrolled neighboring schools without breaking apart cohesive neighborhood communities.

Southeast Region

In the Southeast region (Cleveland and Franklin cluster), community feedback centers heavily on middle school transitions, feeder patterns, and student traffic safety. Over a quarter of comments from this region specifically focused on the shift between K-8 schools and standalone middle schools. Parents emphasized that younger students will need dedicated yellow bus service and crossing guards if forced to cross busy roads like Powell, 82nd, and Division Streets. Keeping student cohorts and friend groups together was another top priority, as parents worry that splitting kids up across different schools will hurt their social and emotional well-being.

West Region

In the West region (Ida B. Wells and Lincoln cluster), community concerns centered on aging school buildings and geographic barriers. Almost a third of families discussed facility conditions, like lack of air conditioning, seismic safety concerns, and of space in receiving schools. Because Westside neighborhoods feature steep hills, winding roads, and very few sidewalks, parents stressed that walking to school is unsafe and that district-provided busing will be necessary. Families in this cluster also expressed the highest level of distrust toward district enrollment figures, demanding raw data and financial transparency before any closures occur.

Data Deep Dive:
Emerging Themes from Community Engagements

Between October 6-28, Portland Public Schools' Family and Community Engagement Department hosted engagement sessions to gather public feedback on the proposed rightsizing scenarios. These meetings included regional town halls in North, Southeast, West, and Northeast Portland, targeted sessions for Native and Black families, Board of Education Community Connections, virtual forums, and Village Table discussions. Hundreds of parents, students, educators, and community members participated across these events to review scenario options, ask questions, and share how proposed changes would impact their schools and neighborhoods.

Here, we present major themes that emerged from these engagement sessions. First, we present general themes before diving into specific stakeholder groups. Follow the links below to view the summaries of each engagement session:

Engagement Event	Number of Participants
The Village Table (October 14)	82
Community Voice: Special Education Families (October 15)	44
Board of Education Community Connection (Oct 17)	102
Latino/a/e Community Conversation (October 19)	37
Black/African American Community Conversation (October 22)	23
School Impact: North Region (October 24)	103
School Impact: Southeast Region (October 24)	235
School Impact: West Region (October 24)	213
Native Community Conversation (October 26)	25
Community Connection (October 27)	76
Community Connection (October 28)	69

There is an Educator Town Hall Scheduled for October 29, 2026. A summary of that engagement event will be included in the final report.

Emerging Themes Across All Stakeholder Groups
Community members across every region questioned the enrollment models used by the district, pointing out past errors in small-area forecasting and census data. Parents worried that projections are failing to account for new housing developments or recent enrollment stability in feeder schools.

Families also expressed concern over losing walkable and bikeable neighborhood schools. Parents highlighted severe transit barriers, including dangerous street crossings, long bus rides, mountain road closures, traffic backups on Germantown Road, and hazards across the St. Johns Bridge.

Many community members emphasized that closing small schools or K–8 focus options removes sensory accommodations, elevators, and predictable routines for students with Individualized Education Programs (IEPs). Moving high-needs students into larger, busier middle schools threatens their emotional and academic stability. However this belief was not universally held; some parents/guardians communicated that they were hopeful that their 6-8 grade students would have additional learning opportunities at a comprehensive middle school.

Families were concerned that shifting attendance boundaries could drop receiving schools below federal Title I eligibility thresholds, stripping away reading specialists, support staff, and community resources. Working parents also stressed that guaranteed after-school care (SUN programs and fee-based childcare) is essential.

Community members expressed mixed views on centralizing DLI into full-building campus models. While consolidated programs offer full-time bilingual staff and resources, families worry that pulling DLI out of neighborhood schools creates racial and language isolation. Moreover, parents warned that moving DLI programs long distances may force working families to leave the program.

Finally, participants consistently argued that the district must cut central office administrative overhead and salaries before closing neighborhood schools or cutting classroom staff.

Feedback from Native Family Engagements
Native families who attended this engagement session strongly urged the district and the teacher's union to ensure seniority rules do not push out impactful BIPOC teachers and underrepresented staff during school mergers. Similarly, Native community members expressed frustration over executive pay raises during a budget crisis, calling for cuts to central office salaries to support students.

Native families also raised concerns that digital surveys and other forms of communication disproportionately represent white households and leave out community members without technology.

Feedback from Black/African American Family Engagements
Black families who attended this engagement session raised concerns that low-income and historically marginalized schools in East and Northeast Portland face a disproportionate share of closures and program moves compared to protected Westside campuses. Participants emphasized that school consolidations must intentionally protect Black cultural hubs and community connections in North and Northeast Portland. Additionally, Black parents and community members expressed concern regarding staff of color during school closures and mergers. Specifically, many Black families worry that strict union

seniority rules will force out newer, highly effective, teachers of color who serve as vital mentors for Black students.

Furthermore, Black leaders and parents expressed frustration with non-minority residents for misusing terms like "redlining," "segregation," and "busing" to describe boundary changes. Similarly, Black community members expressed frustration with the false narratives circulating that equate Black student populations with Special Education programs, demanding public clarification from district leadership. These families expressed that discourse about rightsizing is harming Black students and families.

Feedback from Latino/a/e Family Engagements

Much of the feedback from Latino/a/e families centered on the consolidation of Dual Language Immersion (DLI) programs. Families expressed strong pride in Spanish DLI programs but worried that relocating programs across town will isolate students or force parents to drop out of immersion education. Working parents emphasized that long travel distances to reallocated programs would create severe daily commute challenges for families without private transportation. Families noted that federal immigration enforcement (ICE) activity in local neighborhoods has directly driven enrollment drops by forcing immigrant families to relocate or stay home.

Additionally, Latino/a/e parents who attended this engagement session highlighted that many Spanish-speaking families face significant language barriers, lack access to digital updates, or feel uncomfortable attending large public meetings. They expressed frustration about the way they were engaged broadly.

Summary and Conclusions

Community feedback shared in engagement sessions shows that families understand the district's financial situation, but they want decisions that protect neighborhood schools and keep kids safe. Across town halls and regional meetings, parents agree that school changes should not create dangerous commutes, hurt special education services, or weaken dual language programs. People also expect district leaders to cut central office spending and administrative salaries before closing any neighborhood classrooms.

Conversations with Native, Black, and Latino/a/e families show that equity requires action. This includes protecting Black and Native cultural hubs, improving engagement outreach for non-English speakers, and working with labor partners to protect teachers of color from seniority layoffs. Black leaders also called out residents who misuse terms like redlining and busing to protect their own school boundaries.

Appendix A: Count of Responses By School to Date.

***Note**: Some respondents represent multiple school communities*

School Name	# of Responses
Abernethy E.S.	53
ACCESS K-8	60
Ainsworth E.S.	25
Alameda E.S.	47
Alliance	15
Arleta E.S.	28
Astor K-8	34
Atkinson E.S.	69
Beach E.S.	74
Beaumont M.S.	63
Benson Polytechnic H.S.	49
Beverly Cleary K-8	92
Boise-Eliot/Humboldt E.S.	18
Brentwood M.S.	28
Bridger Creative Science School	49
Bridlemile E.S.	42
Buckman E.S.	45
Capitol Hill E.S.	27
Cesar Chavez K-8	38
Chapman E.S.	14
Chief Joseph E.S.	29
Clark E.S.	38
Cleveland H.S.	284
Creston E.S.	125
DaVinci Arts M.S.	45
Dr Martin Luther King Jr E.S.	46
Duniway E.S.	174
Faubion PK-8	38
Forest Park E.S.	23
Franklin H.S.	92
George M.S.	33

Glencoe E.S.	26
Grant H.S.	165
Grout E.S.	36
Harriet Tubman M.S.	64
Harrison Park M.S.	35
Hayhurst E.S.	32
Hosford M.S.	89
Ida B Wells-Barnett H.S.	110
Irvington E.S.	111
Jackson M.S.	117
James John E.S.	245
Jefferson H.S.	47
Kellogg M.S.	39
Kelly E.S.	11
Laurelhurst K-8	110
Lent E.S.	11
Leodis V McDaniel H.S.	49
Lewis E.S.	103
Lincoln H.S.	76
Llewellyn E.S.	160
Maplewood E.S.	169
Markham E.S.	34
Marysville E.S.	41
Metropolitan Learning Center	44
Mt Tabor M.S.	41
Ockley Green M.S.	61
Odyssey Program K-8	24
Peninsula E.S.	70
Pioneer	11
Reconnection Center	7
Richmond E.S.	32
Rieke E.S.	34
Rigler E.S.	34
Robert Gray M.S.	43
Roosevelt H.S.	62
Rosa Parks E.S.	14

Rose City Park E.S.	96
Roseway Heights M.S.	46
Sabin E.S.	113
Scott E.S.	64
Sellwood M.S.	412
Sitton E.S.	86
Skyline K-8	43
Stephenson E.S.	227
Sunnyside Environmental K-8	199
Sunrise E.S.	11
Vernon K-8	73
Vestal E.S.	21
West Sylvan M.S.	37
Whitman E.S.	26
Winterhaven K-8	31
Woodlawn E.S.	16
Woodmere E.S.	35
Woodstock E.S.	59
Grand Total	**5749**

Appendix B: Rightsizing Scenario Feedback Survey Items

Thank you for sharing your perspective as we plan for the future of Portland Public Schools. We are currently weighing potential scenarios for our rightsizing efforts. Your feedback will directly influence the final recommendations presented to the School Board.

Section 1: About You
We are collecting demographic information to ensure that we are hearing from all communities and that our final decision does not disproportionately impact historically underserved students and families.

What is your relationship to PPS? Please select all that apply.
- Parent / Guardian
- Student
- Staff / Educator
- Community Member
- Other: _____

Which school(s) are you connected to?
- *[Drop-down list of school sites]*

Does your student(s) receive any of the following services? (Select all that apply)
- Special Education (SPED/504)
- Multilingual Learner Services (MLL)
- Dual Language Immersion (DLI)
- Talented and Gifted (TAG)
- None of the above / Prefer not to say

Does your student(s) currently attend a focus option or alternative program?
- Yes
- No
- I don't know

How do you identify your race or ethnicity? (Select all that apply)
- Asian
- Black or African American
- Hispanic or Latino/a/x
- Native American / Alaska Native
- Native Hawaiian / Pacific Islander
- White
- Multi-Racial
- Prefer to self-describe: _____
- Prefer not to say

What engagement session did you attend?
- [Drop down with titles and dates; included a "none of the above" option]

Section 2: Guiding Principles: Alignment and Trade-Offs
In May of 2026, the Portland Public Schools Board of Education adopted a resolution that outlined the guiding principles they would use when making decisions about rightsizing. This document also stated that the board would center neighborhood schools, engage the community, and create an implementation plan that will minimize disruption to students, staff, and families. The guiding principles are:

Guiding Principles			
Well-Resourced Schools Sustainable, well-resourced schools that provide consistent access to strong academic programming across PPS.	**Safe and Healthy Learning Environments** Aligning school facilities and learning environments to support student safety, wellness, and long-term sustainability.	**Educational Options** Maintaining a strong network of neighborhood schools (while providing a balance of educational options) that are sustainable and well-resourced.	**PPS Equity Lens** Using the PPS Equity Lens to guide decision-making and center students most impacted by inequities.

Below, we ask questions about the district's proposal for rightsizing and the guiding principles.

Please rank the Board's adopted Guiding Principles in order of importance to your family (1 = Highest Priority):

- Well-Resourced Sustainable Schools: Ensuring rich programming that is buffered from enrollment shifts.
- Safe & Healthy Learning Environments: Prioritizing facility viability, safe routes, and walkability.
- Strong Neighborhood Schools: Centering neighborhood schools as the foundational model.
- PPS Equity Lens: Prioritizing outcomes for focal student groups (Native, Black, multilingual, special education, low-income).

Resolution 7307 establishes neighborhood schools as the foundation of the system while balancing access to choice programs. How well do the proposed scenarios balance those two needs?

- Majorly over-emphasizes neighborhood schools
- Slightly over-emphasizes neighborhood schools
- The proposed scenarios strike the right balance
- Slightly over-emphasizes choice programs
- Majorly over-emphasizes choice program

Rightsizing involves a trade-off between how large the changes are and how often they occur. Which approach best aligns with your priorities?

- *Option A:* Single-phase rollout — Implement all school/program consolidations in one school year to resolve uncertainty quickly.
- *Option B:* Multi-year phased approach — Spread consolidations over two years to allow families and staff more transition time.
- *Option C:* Urgency-based sequencing — Address schools with severe enrollment drops or facility needs first, phasing remaining changes later.
- No Preference

How much do you agree with this statement? I am willing to accept a larger near-term adjustment (e.g., boundary change or closure) if it guarantees my school will not face further rightsizing for at least 5 years.

- Strongly Agree
- Agree
- Neutral
- Disagree

- Strongly Disagree

What specific support (e.g., transportation to school, students staying with their classmates) would you need if school changes occur all at once versus phased over several years?

The Portland Public Schools Student Assignment Policy asks us to consider the following six factors, and we recognize that there will be tradeoffs when making decisions about rightsizing. Please select the three most important factors to consider during program and enrollment balancing across our system.

- Right Pathways: A feeder pattern that allows as many students as possible to continue together from one school level to the next
- Right Mix of Students: Student body demographics
- Right Boundaries: Compact boundaries that promote safer routes to schools and a sense of community as well as recognize and address natural and human-made barriers
- Right use of Space: Optimal use of existing facilities
- Right Balance: Program and enrollment stability in the surrounding schools
- Right Impact: Limiting the impact of boundary changes to the smallest number of students possible

Section 3: Open-Ended Feedback

What specific resources or help should the district provide to support schools affected by rightsizing?

Our goal is to create a model that is fair and equitable to all communities. Did we miss any important equity issues, community history, or student needs in creating these models? If yes, please tell us what we missed and how we can address it.

What is one thing you would like us to know about your school community?

Section 4: Communications Check In

District leaders want to understand whether the information shared with our community about rightsizing is effective. Please answer the following questions about your experience with presentations, announcements, and other engagements about the rightsizing process.

I understand why the district is considering these changes.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I trust the information the district is providing.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I believe my voice can make a difference in this process.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I understand how decisions will be made.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I feel the district understands community concerns.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Appendix C: Village Table Summary
October 14, 2026

Meeting Purpose
This meeting of the Village Table was a place for members to learn more about why PPS developed the Rightsizing scenarios and how the proposed changes are intended to support well-resourced schools and equitable learning opportunities for students. Village Table members also learned more about how the proposed scenarios could impact regions and school communities, and how to communicate these changes accurately and thoughtfully with families.

Number of Participants: 82

Community Insights (What Resonated?)

Theme 1: "Well Resourced Schools" vs. the Loss of Resources	Village Table representatives shared that recent cuts have already stripped schools of paras, IB programs, music, and specialists. Some members shared that this reality helps them understand that school consolidations must be done, but many worry that larger schools without guaranteed staffing will mean more students, lost community partner spaces (SUN, RESJ, Childcare), and strains on other resources (auditoriums, playgrounds, cafeterias, etc.) without an increase in instructional quality. Village Table members want to see plans for how these considerations are going to be addressed before a decision is made. Additionally, some community members shared that some slated changes seem positive; for example, parents of soon-to-be 6th graders appreciate the opportunity to transition from a K-8 to a traditional middle school in order to access electives.
Theme 2: Protect Vulnerable Learners	Village Table representatives worried that big transitions will affect Special Education students, neurodivergent learners, and those in self-contained/focus classrooms. Moving students with high sensory or mobility needs into buildings without clear plans for physical accessibility (elevators/ADA), classroom capacity, elopement safety, or transition support threatens students' well-being.
Theme 3: Concerns about DLI	Some representatives voiced concern that centralizing Dual Language Immersion programs will isolate students and unintentionally segregate schools. Families want to understand why dual language immersion campus models are being recommended, and how students and families will be affected. Additionally, some community members want to see detailed safety plans to protect families from ICE and other threats to community safety when making longer commutes to school.
Theme 4: More Data and More Detail	Village Table members want to know more about how scenarios were built, what data was used, and what the plan is overall. Representatives feel information is withheld or delivered to the media before families, leaving them to act as unpaid "ambassadors" for

	incomplete plans without seeing their feedback reflected back. Overall, Village Table members want more information.
Theme 5: Closure vs. Consolidation	Especially in the North region, Village Table members were curious about how proposed school closures could be mergers instead of closures. Members want to know how school culture and staff will live on in new buildings, and how teachers across consolidations will be affected.

Opportunities

- District leaders have the opportunity to shift the narrative and administrative process from closing schools to merging two schools. By intentionally integrating school cultures, staff, traditions, and names, PPS can honor community history and lessen transition trauma.
- Village Table Members encourage PPS staff to build a unified, public data dashboard containing audited facility costs, enrollment projection methodologies, DLI metrics, and staffing models.
- The district can pioneer robust transition protocols specifically tailored for SPED, neurodivergent, and DLI students—including transition days, physical facility retrofits, and dedicated spaces for community partners (SUN, RESJ, Childcare).
- Village Table members want this space to be used for two-way communication - instead of just making comments and identifying questions, members want meetings to be a space where district representatives can provide transparent answers.

Questions for District Leadership

- How will staffing allocations, seniority, and reassignments operate under existing PAT contracts during closures vs. mergers, and on what exact timeline will staff and families see school-level staffing plans?
- What specific instructional and operational metrics define a "well-resourced school," and how will PPS guarantee that increased school size translates into better teaching and support rather than just higher student density and lost elective/para support?
- How has the district accounted for physical accessibility (elevators/ADA), classroom capacity, sensory needs, and elopement/safety protections for SPED focus classroom students being moved to receiving schools?
- How will PPS mitigate the loss of Title I funding at specific schools (e.g., Markham, Brentwood), prevent DLI consolidation from creating racial isolation?
- How was the decision made to consolidate DLI programs into campuses? And if this proposal is moved forward, what safety plans will be in place to protect vulnerable students and families?
- If rightsizing moves forward, there will be schools remaining that have enrollment below the identified thresholds due to geographic isolation and other factors. Will they be left vulnerable for future rightsizing? How will these buildings be served/will they also be well-resourced?

Appendix D: Community Voice: Disability Voices Summary
October 15, 2026

Location: Kellogg Middle School
Number of community members in attendance: 44

What We Heard

Some families that attended this session expressed that K-8 schools can offer a supportive environment for neurodivergent students. These parents shared that K-8s can help keep special education students in public schools, even if district data shows similar academic results between K-8 and 6-8 models overall. While some acknowledge that K-8 teachers handle heavy workloads, parents value the strong community culture and effective special education support these schools provide.

Parents involved in the Disability Voices community want clear information about future staffing levels, funding, and class sizes. Many disagree with the idea that larger schools are better, noting that crowded classrooms overstimulate neurodivergent children. Families are asking for specific student-to-teacher ratios, and want information about staffing numbers right away. Without concrete details on support staff, parents find it difficult to trust the proposed changes.

Families worry that building plans focus heavily on square footage and building age rather than actual accessibility and the physical needs of the communities served by a building. They noted that buildings like Creston feature specialized equipment, including acoustic carpeting and emergency deaf reader boards. Parents want to know if receiving schools will match these essential physical accommodations. Additionally, parents are concerned that moving the Columbia Regional Deaf and Hard of Hearing program away from Creston will disrupt a closely integrated community. Moving the program to a new location would require retraining new staff because all staff in the building support the students in this program, not just the program-specific educators.

Questions Raised

- How are students and staff being engaged and included in this process?
- Will receiving school buildings have the same physical accommodations and trained staff?
- What will staffing levels, special education support, and class sizes actually look like?

Appendix E: Board of Education Community Connection Summary
October 17, 2026

Location: McDaniel High School
Number of Attendees: 102

What We Heard

In this Community Connection, many attendees acknowledged that the district is facing a structural deficit and declining enrollment, and agreed that systemic changes are necessary. However, many attendees expressed that the timeline is a barrier to feeling ready for a decision. Participants want more transparency in how the proposed scenarios came to be and expressed the desire to evaluate multiple alternatives.

Some families expressed concern about how Special Education and neurodivergent students are included in the proposed scenarios. Some expressed that the needs of students receiving special education services were "treated as an afterthought." Moving high-needs students into larger schools may threaten their physical and emotional stability. Additionally, some participants expressed concern that the proposed shifts to Dual Language Immersion (DLI) programs create unfair barriers for immigrant families and students of color. Relocating or splitting DLI programs forces working parents to choose between cultural education and local neighborhood access.

Still others expressed concern regarding commuting to school. Redrawing boundaries sometimes disrupts walkability and may require multiple bus transfers that strain parents without personal transportation. Additionally, merging campuses threatens to strip Title 1 funding from sites, while leaving vacant buildings in neighborhood hubs. Instead of rushing to close schools by December, some community members want the district to explore state rainy-day funds and build a clearer implementation model that proves it will not harm the students who need support the most.

Questions Raised

- What specific data and facility trade-offs justify closing or moving individual schools?
- How will the district protect Special Education (SPED) students from overcrowding and loss of services?
- How will the district address the commuter burdens placed on working families?
- Are there examples of other districts where school closures at this scale improved student outcomes?
- How will the district prevent vulnerable schools from losing Title 1 funding when boundaries change?

Appendix F: Latino/a/e Community Conversation Summary
October 19, 2026

Location: Hosford Middle School & Virtual
Number of Attendees: 20 in personal 17 virtual

What We Heard

Many of the Latino/a/e community members in attendance opposed PPS's proposed school closures and Dual Language Immersion (DLI) consolidations. Speakers stressed that moving neighborhood DLI programs into consolidated single-site schools may segregate learning environments, expose undocumented families to immigration enforcement, and place heavy commute burdens on working parents.

Participants want more information about why this decision was made. Some asked for research and evidence that whole-school DLI models are as effective or better for students' academic and social development than having co-located programs.

Families were also concerned that there has not been enough engagement with the Latino/a/e community broadly, wanting more opportunities to respond and be engaged about changes, especially those that affect the Spanish-language DLI program.

Questions Raised

- Is there research or data that shows that whole-school Dual Language Immersion programs have equal or better academic or social outcomes than co-located neighborhood programs?
- What transportation and safety plans exist to address bus rides, hazardous driving corridors, and winter travel?
- What protective measures will PPS implement to ensure undocumented parents and extended family members are not exposed to ICE during school drop-offs and pick-ups?
- Will consolidating Dual Language Immersion programs reduce the overall number of seats available for native Spanish speakers, and what will the ratio of native speakers to neighborhood students be at receiving schools?
- Why are program changes happening now instead of making gradual adjustments?

Appendix G: Black/African American Community Conversation Summary
October 22, 2026

Location: McDaniel High School
Number of Attendees: 23

What We Heard

This memo summarizes the feedback, questions, and district responses from the Black and African American family engagement session held on October 22, 2026. The meeting was designed as a direct, open dialogue between Black families and Portland Public Schools (PPS) leaders, including Superintendent Dr. Armstrong, Board Members Michelle DePass and Virginia La Forte, and district leaders Nichole Watson, Dr. Kelli Charles, and Dr. Angela Freeman.

In this engagement session, community members and district leaders talked about harmful language and assumptions about Black Portlanders that are being used by other communities during Rightsizing discussions. Black leaders and parents expressed concerns that other community members are using words like "redlining," "segregation," and "busing" to describe proposed boundary changes. Similarly, parents raised concerns about claims that lump all Black students together with Special Education students. Participants in this conversation talked about the racism and equity detours being used in anti-rightsizing conversations, and how these perspectives are harmful to Black students.

Families also discussed proposed changes to specific schools and programs. Concerns were raised about changes at Irvington, Scott, Rigler, and Sabin, while participants appreciated plans that protect Black cultural hubs in North and Northeast Portland at King, Boise, and Tubman, emphasizing that preserving Black culture must remain a priority during school mergers.

Families asked questions about how staffing will be handled in school mergers, and specifically around retaining staff of color during these transitions. Similarly, families wanted to know more about how the district will bring together students from different backgrounds while ensuring that Black students feel safety and a sense of belonging in their school community.

Questions Raised:

- How will staff relocation decisions be made, and will effective, newer teachers of color be pushed out of schools under union seniority rules?
- How will this rightsizing process repair historical harm or improve academic outcomes for Black students, especially when past district restructurings failed to do so?

Appendix H: School Impact: North Region Engagement Summary
October 24, 2026

Location: Jefferson High School
Number of Attendees: 103

What We Heard

This memo summarizes the feedback, themes, and questions raised during the session for affected families in North Portland, serving the Jefferson and Roosevelt school clusters.

Families expressed deep concern over losing walkable and bikeable neighborhood schools. Parents noted that proposed changes would increase some student commutes from seven blocks to seven miles. Families want to see clear busing routes, safe street crossings, and transit support for long travel distances. Additionally, attendees asked for clear data showing projected cost savings, building repair expenses, and racial demographic shifts at receiving schools. Many felt the decision timeline was too rushed and urged the district to phase in changes over two to three years.

Parents raised concerns about moving Dual Language Immersion (DLI) programs. Families worry about larger class sizes, splitting siblings between different schools, and racial isolation. Additionally, community members described neighborhood schools, like James John, as essential community hubs. Closures would directly impact local youth programs, reduce local volunteer involvement, and harm nearby small businesses and community infrastructure.

While most speakers opposed closures, some participants noted that keeping small, under-resourced schools open also harms students by limiting staff, electives, and academic support. Other parents suggested combining school communities equally rather than framing decisions as one school closing into another.

Questions Raised

- How will the district support families whose commutes will increase from a few walkable blocks to several miles under the proposed scenarios?
- What are the exact racial demographic shifts for receiving schools like Cesar Chavez and George Middle School, and will these program moves increase segregation?
- How will students with IEPs or physical disabilities be supported when leaving accessible buildings, and what proof exists that moving students to new schools will improve academic results?

Appendix I: School Impact: Southeast Region Engagement Summary
October 24, 2026

Location: Cleveland High School at Marshall Campus
Number of Attendees: 235

What We Heard

Many families in the Southeast region spoke about K-8 focus option programs. Students and parents advocated for K–8 focus options including Sunnyside Environmental School and Bridger Creative Science. Speakers emphasized that K–8 continuity provides routine, opportunities for outdoor learning, and sensory accommodations for neurodivergent students and children with Individualized Education Plans (IEPs). Families worry that students in middle grades that transfer to large comprehensive middle schools will lose these support structures.

Community members that attended this session questioned the enrollment models and capacity calculations used in the rightsizing decision making process. In particular, speakers pointed to historical errors in small-area forecasting and census data. Parents expressed concern that receiving schools will face overcrowded hallways, cafeteria rushes, and Spanish DLI classes.

Families from schools like Woodmere, Whitman, Brentwood, and Creston raised alarms about losing Title I federal funding if school boundary changes alter local poverty percentages. Parents worry that losing Title I status would mean losing support staff, reading specialists, and community resources that serve low-income, multilingual, and trauma-impacted students.

Finally, participants advocated for the district to cut central office administrative overhead before closing schools. Community members requested itemized cost data, public proof of compliance with Equity Policy 7307, and room-by-room space audits. Many urged the board to pause the process, partner with state lawmakers on education funding, or adjust boundaries rather than closing established schools.

Questions Raised

- Why is the district closing strong middle schools like Sellwood and removing middle grades from Sunnyside K–8 when receiving schools like Hosford already have large classes?
- How accurate are the enrollment forecasts the district is using?
- How will the district protect access, heritage-language seats, and transportation for multilingual families in Spanish and Mandarin DLI programs?

Appendix J: School Impact: West Region Engagement Summary
October 24, 2026

Location: Ida B. Wells High School
Number of Attendees: 213

What We Heard

Community members in attendance frequently challenged the enrollment projections used by the district. Specifically, speakers talked about upcoming housing developments, such as the Alpenrose site, expressing concern that projections fail to account for incoming families. Concerns were also raised that absorbing new students into Markham could drop its poverty percentage below the Title I funding threshold. Generally, speakers frequently voiced support for their own schools while also acknowledging the district's enrollment and budget challenges.

West Side families highlighted commuter concerns, including major traffic backups on Germantown Road, snow closures, and travel delays across the St. Johns Bridge. In particular, Skyline parents raised safety concerns about high schoolers driving to Roosevelt across the bridge, especially during emergencies or earthquakes. Additionally, families from Maplewood and Stephenson expressed fear over losing walkable neighborhood options and being split across multiple schools.

Additionally, some families defended the Metropolitan Learning Center (MLC) 9-12 program. Parents and students explained that MLC's small school environment provides critical safety, belonging, and academic success for neurodivergent, special education, and transgender students who struggle in traditional high schools.

Finally, community members asked district leaders to engage in active listening by explicitly sharing how public input is changing their thinking.

Questions Raised

- What is the definition of a "well-resourced and sustainable school" beyond baseline enrollment targets?
- When will families see concrete staffing plans for the proposed scenarios?
- How will the district ensure safe, timely access for Skyline students assigned to Roosevelt across the St. Johns Bridge?
- How is public feedback actually changing leaderships' thinking about the Rightsizing process?

Appendix K: Native Community Conversation Summary
October 26, 2026

Location: Barbie's Village
Number of Attendees: 25 in person

What We Heard

In this engagement session, native community members raised concerns about how rightsizing and union contract rules will affect educators of color when schools are closed or merged. Families reminded the district that only considering seniority could push out talented and committed BIPOC teachers and staff. Parents pushed district leaders and the Portland Association of Teachers (PAT) to prioritize retaining educators of color.

Additionally, attendees voiced frustration over the superintendent's absence from the meeting and expressed fatigue over years of district feedback processes that led to little action. Families pointed out that online QR-code surveys are an important start, but this feedback disproportionately represents white families. Online-only surveys leave out community members who do not have access to technology. Native community members offered to partner with the district to host in-person feedback sessions in order to increase participation.

Community members offered financial solutions to address the district's budget deficit, specifically asking for cuts to central office administrative salaries. Participants expressed frustration over the superintendent's recent pay raise, and advocated for reviewing administrative compensation and redirecting funds to support students.

Finally, native families advocated for the district to repurpose a closing school building as a permanent facility and community center for Native and Indian Education programs. Participants emphasized that rightsizing creates an opportunity to provide Native students and families with a lasting, dedicated space for cultural and educational services.

Questions Raised

- How will the district protect BIPOC teachers and ensure that union seniority rules do not push out educators of color during school consolidations?
- Is the district considering administrative layoffs and pay cuts?
- What resources will support the Native students affected by rightsizing?

Appendix L: Board of Education Community Connection Summary
October 27, 2026

Location: Lincoln High School
Number of Attendees: 76

What We Heard

This memo summarizes the feedback, key themes, and questions raised during a Board of Education Community Connection, open to all members of the PPS community. Participants included neighborhood parents, DLI families, classroom teachers, school board members, and district leadership.

Attendees questioned the enrollment forecasts used by the district. Speakers pointed out that individual school projections from Portland State University (PSU) have been inaccurate in the past. Attendees call for independent demographic audits, clear financial breakdowns showing central office cuts, and feasibility studies for closed properties before decisions are finalized.

Some parents urged the district to keep intact student cohorts and unique school models together (e.g, Bridger Creative Science and Metropolitan Learning Center). Similarly, some teachers expressed concern and skepticism about the district's ability to provide transition support for schools undergoing rightsizing.

Families from Atkinson and Lent raised concerns about district outreach to Spanish-speaking communities. Parents highlighted that many Latino families face language barriers, lack access to digital updates, or feel unsafe attending large public meetings. Participants talked about the success of Dual Language Immersion (DLI) programs.

Finally, West side families (especially those in the Skyline catchment) shared concerns about commuting to school on the East side. Skyline parents noted mountain road closures, landslides on Newberry Road, fatal crashes on Germantown Road, and heavy traffic on Cornelius Pass. Parents warned that forcing students to travel up to two hours or cross the Willamette River during bad weather or emergencies.

Questions Raised

- How does closing neighborhood schools protect classroom teaching positions, and where do the financial savings actually go?
- How is the district addressing poor engagement with Spanish-speaking families?

Appendix M: Board of Education Community Connection Summary
October 28, 2026

Location: Virtual
Number of Attendees: 69

What We Heard

Parents and community members questioned district enrollment projections, specifically asking why middle schools like Sellwood have forecasted enrollment drops when feeder elementaries appear stable. Community members also expressed concern over receiving school capacity, especially when forecasted capacity is over 100%. Some families raised a concern that long commutes or school closures might cause families with financial means to leave the district.

Community members raised questions about how teacher relocations will work when school communities merge. Educators and parents asked how union seniority rules will affect staffing transfers, and specifically wanted there to be clear plans to protect teachers of color and bilingual educators.

Families raised concerns about receiving schools losing federal Title I funding when absorbing new students. Parents of students with disabilities asked for clear plans on special education pullout spaces and inclusion supports. Working parents also emphasized that after-school care (SUN programs and fee-based childcare) will be essential if commutes increase.

Finally, participants asked for clear timelines regarding when specific operational details will be released. Parents want clear information about bus routes, drop-off logistics, lunch and recess rotation schedules, and room-by-room building layouts before the school board votes on final recommendations.

Questions Raised:

- Why are middle schools like Sellwood projected to drop by 30% when feeder elementary schools currently look stable?
- If absorbing new students causes a receiving school to lose its Title I funding status, how will the district make up for lost staff and student resources?
- Will receiving schools projected over 100% capacity need to use portables? And when schools are at over 100% capacity, how will special education and other pullout spaces be protected?

PORTLAND PUBLIC SCHOOLS
OFFICE OF TECHNOLOGY AND INFORMATION SERVICES (OTIS)
Business and Operations
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3380 / Fax: (503) 916-3050

Date: October 11, 2026

To: PPS Board of Education

From: Dr. Kimberlee Armstrong, Superintendent
Dr. Kristin Moon, Director, Educator Professional Learning
Russell Adamson, Sr. Director, Office of Technology & Information Services
Mark Lancaster, Director, Office of Technology & Information Services

Subject: Response to GenAI Pause as requested at June 23rd BOE Meeting

Executive Summary

This memorandum serves as the districtwide assessment requested by the Board of Education on June 23, 2026 via the Budget Amendment “AI Pause REVISED” within Resolution 7326.

As directed, this response documents the approved applications and software systems currently in operation utilizing GenAI across central office and instructional environments, establishes updated governance standards, and formalizes our recommendations for future digital literacy and technology use.

Definitions

- **Artificial Intelligence (AI):** The capability of computer systems or algorithms to imitate intelligent human behavior.
- **Generative AI (GenAI):** Artificial intelligence that is capable of generating new content (such as images or text) in response to a submitted prompt by learning from a large reference database of examples.
- **Agentic AI:** Able to accomplish results with autonomy, used especially in reference to artificial intelligence.

Resolution Directive Compliance

Below is the detailed response to the June 23 Board Resolution. Per the Amendment language, **"*This pause shall not apply to cybersecurity, accessibility, or software maintenance functions that do not materially expand GenAI capabilities and/or are not student-interactive.*"**

Resolution Directive	Status	Detailed Response
(1) "Pause the execution of any new contracts, contract amendments, subscriptions, pilot programs, software licenses, or procurement actions primarily related to GenAI technologies"	Compliant	• At the time of the resolution, none of the activity listed was planned • No change since the time of resolution • Lumi and Amira contracts expired on June 30, 2026
(2) "Pause the expansion of existing GenAI technology implementations beyond their current scope of work"	Compliant	• At the time of the resolution, none of the activity listed was planned • No change since the time of resolution • Lumi and Amira contracts expired on June 30, 2026
(3) "Prepare an Inventory of ***(approved)*** Existing Student-Facing GenAI Implementations"	Listed	• At the time of the resolution, two (2) GenAI applications were approved - Lumi and Amira none of the activity listed was planned • Both the Lumi and Amira contracts expired on June 30, 2026 • Currently, there are no approved GenAI classroom applications
(4) "Work to amend all existing educational technology contracts and data-sharing agreements to prohibit third-party vendors from collecting or sharing personally identifiable student data unless expressly required by law."	Compliant	• All approved software (instructional or otherwise) has strong FERPA language within every Tech Services Agreement • ***NOTE:*** PPS Academics, OTIS, & Legal ***recommend*** stronger Policy language to reduce or eliminate **unapproved** software in the classroom, as it does not follow approved vetting and procurement processes and controls.

Resolution Directive	Status	Detailed Response
(5) “Provide, within 90 days of adoption of this Resolution, a comprehensive districtwide assessment of all AI systems, contracts, expenditures, pilot programs, data-sharing agreements, risk mitigation measures, and educational impacts; that includes, at a minimum”		
(a) An inventory of all GenAI tools, platforms, software products, pilots, and services currently utilized throughout PPS	Complete	● **Classroom & Instructional** - Currently, there are no approved GenAI classroom applications ● **Central Office** - please see section below titled *“Central Office GenAI Inventory”*
(b) All associated contracts, costs, funding sources, and renewal dates	Complete	● **Classroom & Instructional** - Currently, there are no approved GenAI classroom applications ● **Central Office** - this is a significant effort to collect & summarize data. This summary will be delivered in advance of 11/4 BOE meeting
(c) A description of all student, employee, and PPS data shared with associated vendors	Complete	● All approved software (instructional orL otherwise) has strong FERPA language as part of every Technology Services Agreement ● ***NOTE: PPS Academics, OTIS, & Legal departments recommend*** stronger Policy or Administrative Directive language to reduce or eliminate **unapproved** software in the classroom, as it does not follow approved vetting and procurement processes and controls.
(d) Recommendations regarding future implementation, limitations, or expansion of GenAI technologies within PPS	Complete	● Please see section below titled *“Promoting Balanced Instruction and Healthy Technology Use”*

Classroom & Instructional Technology Landscape

Within the instructional scope, there are 54 total core curriculum (Language Arts, Social Studies, Mathematics, and Science) applications:

- **Approved Non-GenAI Core Curriculum Apps: 34**
- **Approved Teacher-Facing GenAI Apps: 20**
- **Approved Instructional (Student-Facing) GenAI apps: 0**

Approved apps utilized for Career and Technical Education (CTE) follow the standard app vetting approval process and align directly to industry standards for specific CTE programming.

Central Office GenAI Inventory

PPS has 720 total approved technology tools (this includes the 54 listed above). This inventory lists applications with documented GenAI capabilities currently in use by Central Office staff. Below are the In compliance with Directive 5b and 5c, all associated costs, renewal dates, and descriptions of shared data have been documented.

Productivity Tools

- **Google Workspace/Gemini & Gemini Notebook**
  - *Vendor:* Google, Inc. | *Office:* OTIS
  - *Deployment:* 1,926 active staff accounts
  - *Cost & Renewal:* Included at $6/user/year with Staff license ($224k total estimate) | Renews 1/26/2027
  - *Data Shared:* Employee credentials, email metadata, user-generated prompts, non-sensitive administrative documents.
  - *Links:* https://edu.google.com/intl/ALL_us/ai/gemini-for-education/, https://support.google.com/gemininotebook/answer/17004255?hl=en
- **Smartsheet**
  - *Vendor:* Smartsheet, Inc. | *Office:* OTIS
  - *Deployment:* 143 active seats (central office)
  - *Cost & Renewal:* $165k (General Funds) | Renews 7/15/2027
  - *Data Shared:* Administrative project schedules, operational workflows, employee project data.
  - *Links:* https://www.smartsheet.com/ai
- **AXIS3**
  - *Vendor:* Creatively Focused | *Office:* Special Education
  - *Deployment:* 435 staff accounts
  - *Cost & Renewal:* $136k (General Funds) | Renewal TBD
  - *Data Shared:* Special education operational workflows and anonymized procedural

support metrics.
    - *Links:* https://creativelyfocused.net/education-solutions

Infrastructure & Operations

- **CIM Peak Fault Detection and Diagnostics**
    - *Vendor:* CIM | *Office:* Facilities Maintenance
    - *Deployment:* 5 staff (25 modernized buildings)
    - *Cost & Renewal:* Included in enterprise base licensing / TBD
    - *Data Shared:* Facility HVAC performance metrics, building sensor telemetry.
    - *Links:* https://www.cim.io/solutions/fault-detection-and-diagnostics
- **Workato Automation Platform / Snowflake / AWS Connect Customer / Catalyst Center**
    - *Vendors:* Workato, Snowflake, AWS, Cisco | *Office:* OTIS
    - *Deployment:* Back-office network and automation administrators (5-10 staff per system)
    - *Cost & Renewal:* Integrated into core enterprise licensing and Capital/General Funds / TBD
    - *Data Shared:* System logs, network routing telemetry, back-office API payloads, IT contact center audio/routing metrics.

Cybersecurity & Content Filtering

- **Falcon Complete**
    - *Vendor:* Crowdstrike, Inc. | *Office:* OTIS
    - *Cost & Renewal:* $419k (Capital Funds) | Renews 4/1/2028
    - *Data Shared:* Device telemetry, application execution logs, threat intelligence data.
    - *Links:* https://www.crowdstrike.com/en-us/solutions/falcon-complete-for-falcon-guardian/
- **Inbound Email Security, AI Security Mailbox**
    - *Vendor:* Abnormal AI, Inc. | *Office:* OTIS
    - *Cost & Renewal:* $133k (Capital Funds) | Renews 12/29/2028
    - *Data Shared:* Incoming district email headers, text, and routing metadata for threat analysis.
    - *Links:* https://abnormal.ai/platform/inbound-email-security
- **Securly Filter / Umbrella Secure Access / Security Cloud**
    - *Vendors:* Securly, Inc., Cisco | *Office:* OTIS
    - *Cost & Renewal:* Securly at $82k (Capital Funds) renewing 11/15/2026. Cisco systems integrated into enterprise infrastructure.
    - *Data Shared:* Network traffic destinations, blocked content requests, system web filtering logs.
    - *Links:* https://www.securly.com/filter, https://umbrella.cisco.com/products/umbrella-enterprise-security-packages

Promoting Balanced Instruction & Healthy Tech Use

I. Definitions

A. Screen Time: Screen Time refers to the amount of time a student is expected to view or interact with Device displays, including structured educational technology used for instruction and unstructured or non-instructional media. Screen Time does not include use of assistive technology required to provide a student with access to instruction or PPS services.

B. Device: As used in this policy, a Device means any PPS-owned, PPS-issued, or PPS-managed laptop, desktop computer, tablet, mobile phone, wearable device, virtual or augmented reality equipment, or other internet-connected hardware used to access PPS systems or instructional content.

C. Educational Technology: Educational Technology means software, digital applications, online services, websites, platforms, and other digital tools used for instructional, assessment, accessibility, safety, communication, or administrative purposes.

D. Approved Educational Technology: Approved Educational Technology means Educational Technology that PPS has reviewed and authorized under its educational technology approval process.

II. Objective

PPS will use educational technology when it supports a defined instructional, accessibility, safety, or operational purpose. Educators should select instructional methods best suited to the learning objective and provide developmentally appropriate opportunities for discussion, handwriting, reading in print, physical activity, collaborative work, creative expression, independent problem-solving, and other screen-free learning. Educational Technology should support, rather than routinely replace, effective educator-led instruction and interpersonal learning.

III. Grade-Level Technology Restrictions

A. Pre-K Through 8th Grade

i. PPS will limit use of PPS-issued Devices during instructional time in accordance with the PPS Screen Time Guidelines for PPS adopted curriculum and assessments:

Pre-Kindergarten-Grade 2: Up to 130 minutes per week, inclusive of core instruction and intervention

Grades 3-5: Up to 225 minutes per week inclusive of core instruction and intervention

Grades 6-8: Up to 300 minutes per week across all classes

ii. Devices will be used to support specific in-class curriculum and learning activities and will not serve the primary instructional medium. PPS will not operate a standard one-to-one take-home Device program for students in Pre-K through Grade 8.

iii. Students may take PPS Devices home only to address an identified instructional, accessibility, equity, or academic-support need, as approved by the principal or designee, or as required by an individualized education program ("IEP"), Section 504 plan, or applicable law. PPS will provide the student's parent or guardian with notice of the take-home arrangement and obtain an acknowledgment of applicable Device-use requirements. Failure to return an acknowledgment will not prevent PPS from providing a Device when the Device is required to provide the student with equal access, appropriate services, or legally required accommodations.

B. High School

i. PPS will limit use of PPS-issued Devices during instructional time in accordance with PPS Screen Time Guidelines. Use must support a defined instructional, assessment, accessibility, safety, or operational purpose. Educators should incorporate appropriate screen-free instruction and activities based on the learning objective and students' developmental needs.

ii. PPS Devices will be issued to each student.

IV. Content and Platforms Across All Grade Levels

A. Streaming Restrictions: Classroom access to streaming media is limited to content that supports an instructional purpose and is selected by an educator through an Approved Educational Technology service. PPS will use industry-standard filtering and monitoring tools to block restricted content across platforms.

Staff may not require or direct students to create accounts, disclose personal information, upload student work, or use an educational technology service unless the service has been approved through the PPS educational technology review process. Staff may not accept click-through terms on behalf of PPS or use free applications, browser extensions, pilot programs, or artificial intelligence tools unless authorized under that process.

B. Responsible Use Policy: Consistent with the Responsible Use Policy, use of PPS Devices, accounts, networks, and systems may be monitored for legitimate educational, safety, security, legal, and operational purposes. Automated alerts or classifications will receive appropriate human review before being used for discipline, grading, special-education decisions, or other material decisions affecting a student. Students using PPS Devices, accounts, or networks will have no expectation of privacy.

V. Operational Accountability

A. EdTech Audit: PPS will conduct an annual review of all educational technology contracts and, to the extent feasible, conduct an assessment of unapproved digital technology use and report to the Board the results of the review.

B. Evaluation of Impact of Technology Application Use: PPS will develop a plan for the adoption of digital technology used for instruction.

VI. Digital Literacy

PPS will integrate developmentally appropriate Digital Literacy instruction into the core curriculum for grades K–12. This instruction will focus on:

A. Evaluating source credibility and detecting misinformation;

B. Understanding data privacy and the Responsible Use Policy;

C. The environmental and social impacts of digital technologies;

D. Safe and respectful use of digital tools;

E. Skills to critically evaluate digital content;

F. Developing critical thinking, creativity, communication, collaboration, empathy, judgment, and independent problem-solving skills in a rapidly evolving technological world; and

G. Maintaining healthy technology habits, including attention management, periodic breaks, ergonomics, and awareness of persuasive or engagement-focused design.

VI. Professional Learning

All PPS staff members will complete annual training about data privacy, security, and responsible use to ensure alignment with this policy, the Children's Online Privacy Protect Act (COPPA), and the Family Educational Rights and Privacy Act (FERPA).

VII. Exceptions

The restrictions and limits provided in Section III of this Administrative Directive and the PPS Screentime Guidelines may be modified to be consistent with students' IEPs or Section 504 Plans based on individual students' disability-related needs as determined by their IEP or 504 teams.

Recommendations for Future Implementation

To ensure PPS remains secure, compliant, and educationally effective, we formally recommend the following strategic initiatives:

1. **Instructional Staff Professional Development:** Cross-functional collaboration between OTIS and Academic teams to design and deliver targeted professional learning. This will focus on literacy, critical thinking, data privacy, and instructional strategies to prepare staff for evolving technological realities. This effort requires funds which need to be sustained over multiple fiscal years.

2. **Development and Implementation of Digital Literacy**: Student-facing digital literacy lessons that include critical evaluation of technological outputs, ethical use, and understanding bias.

3. **Back-Office Modernization:** Continue leveraging non-student-interactive AI within approved back-office infrastructure (e.g., cybersecurity, Workday platform evolution, filtering). Restricting administrative modernizations poses a severe risk of reduced central services and unsustainable organic staff growth.

4. **Parent & Community Engagement:** Deepen partnerships with parent and family advocacy groups (such as Schools Beyond Screens) to amplify shared goals surrounding digital literacy and healthy technology usage outside the traditional school day.

5. **Regular Updates to Board, Administrative Directives and AI Guidebook:** Brief the Board three times a year on the current state and future roadmap of district technology, updating PPS Administrative Directives and the AI Guidebook on the same schedule.

Balanced Instruction & Healthy Technology Use

November 4 2026



What Is “Healthy Technology Use”?

Screen Time / Value

Reflect current state and build for the future, specific to usage guidelines in the classroom as well as digital literacy for our students.

Filtering & Monitoring

Protect students, ensure data privacy, align work online to curriculum needs and best practices - remove the wide variability across classrooms.

Generative AI

Balanced approach toward gradual introduction to AI literacy and use to prepare students for critical thinking

Digital Literacy

Engage and partner with our educators and parents to implement research-based best practices that increase student awareness and safety

Today’s discussion

Why This Is Important

PPS's Policies and Processes are Out of Date with Current Use of Tech

Align & Support School Staff for More Intentional Use of Tech

Protect Students through strong Data Privacy Practices and Tighter Controls

Implement Digital Literacy Curriculum to Prepare for the Current State, Provide Skills for the Future State

In the 1890s, people actually thought bicycles would make women **immoral.**



When bicycles became popular, especially among women, they caused a lot of controversy.

Many critics said cycling gave women **too much independence.**

Women could now travel without a chaperone, meet people outside the home, and move freely in ways that weren't acceptable at the time.



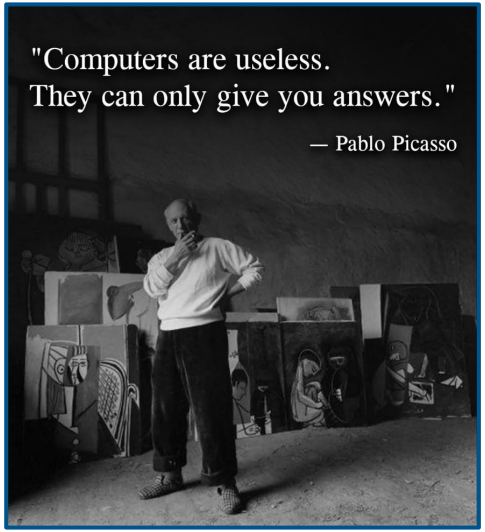
Some newspapers and commentators claimed that bicycles encouraged **immorality** and would disrupt traditional family values.

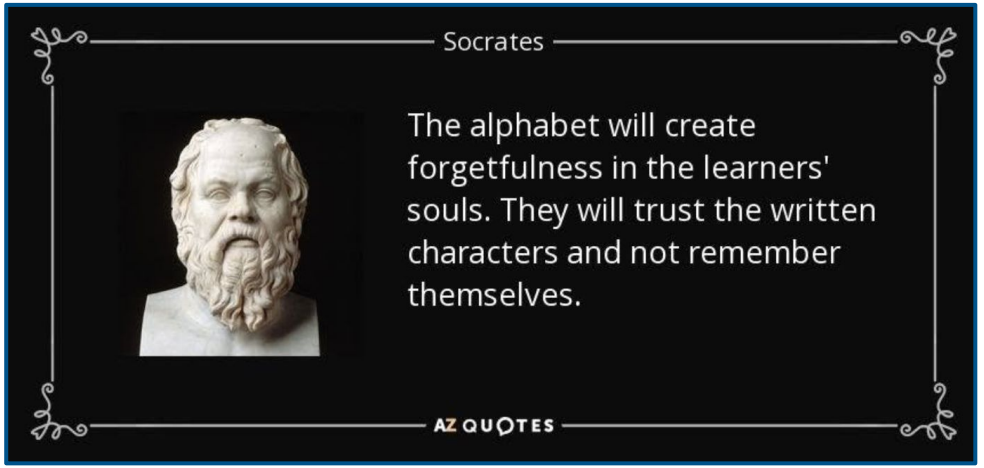
There were also concerns about the new cycling clothing, which was more practical and less restrictive than traditional dresses.



But women kept riding.

And instead of destroying society, the bicycle became one of the technologies that helped change how women moved through the world — giving them more freedom, independence, and opportunity.





Recent Timeline

September '25

AI Planning Committee started

Cross organizational group of central office and school staff along with parent and student advisory input

June 23

Board Meeting *(budget review)*

Resolution introduced to pause on AI in the classroom, report back in October, etc.

August 25

Screen Time Guidelines

Guidance posted online regarding grade band level guidance and best practices

October 27

Policy Committee Mtg.

Present an updated Resolution that includes:

- Screen Time
- AI use
- Filtering & Monitoring

November 4

Board Meeting

Present response to Resolution from June 23rd meeting

Student Chromebooks:
All K-8 grades to in-classroom carts (not 1:1)

Partnership across Academics, Technology, building leaders, teachers, and parents.

Detailed Response



AI Pause:
Directive #1 and #2

(1) "Pause the execution of any new contracts, contract amendments, subscriptions, pilot programs, software licenses, or procurement actions primarily related to GenAI technologies"

- At time of the resolution, none of the above was planned
- No change since the time of the resolution
- No current plans to do anything regarding GenAI in the classroom

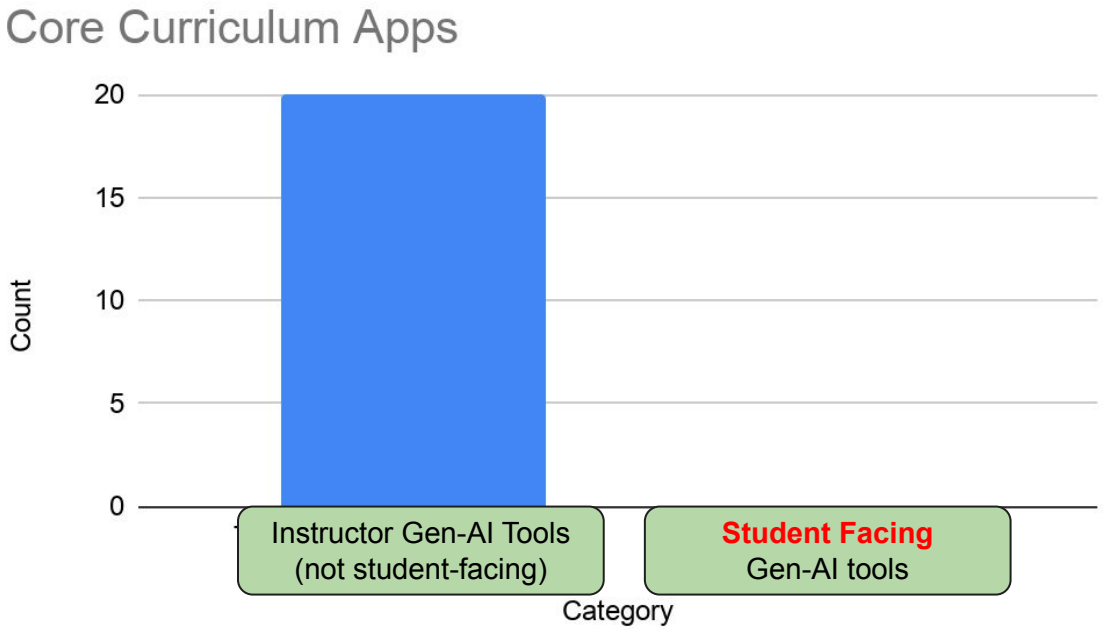
(2) "Pause the expansion of existing GenAI technology implementations beyond their current scope of work"

- At time of the resolution, none of the above was planned
- No change since the time of the resolution
- No current plans to do anything regarding GenAI in the classroom

"This pause shall not apply to cybersecurity, accessibility, or software maintenance functions that do not materially expand GenAI capabilities and/or are not student-interactive."

AI Pause Directive #3

"Prepare an Inventory of APPROVED Existing Student-Facing GenAI Implementations



Core Curriculum Apps

Teaching-Facing

- GenAI apps = 20
- Non genAI apps = 34
- Total apps = 54

Student-Facing

- GenAI Apps = 0

***Apps for CTE follow the app vetting approval process and align to industry standard for the CTE program and courses.**

***All PPS core content curriculum apps that have optional student-facing Gen AI features have been disabled by PPS**

AI Pause Directive #4

Educational Technology Contracts and Data Sharing Agreements

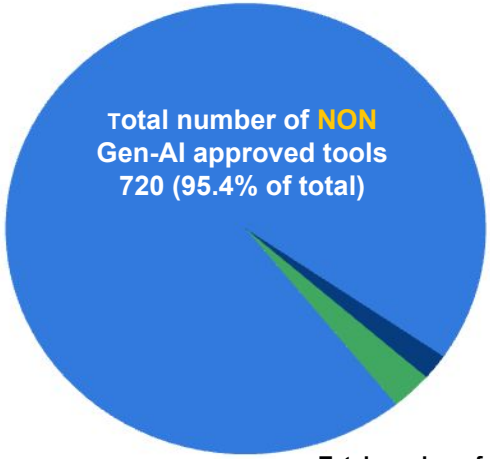
"Work to amend all existing educational technology contracts and data-sharing agreements to prohibit third-party vendors from collecting or sharing personally identifiable student data unless expressly required by law."

- FERPA language is included in every Professional Services Agreement and all purchasing agreement Terms & Conditions
- This highlights the critical reason why all software needs to be approved by central office staff per the current process with centralized review, approval, tracking and oversight.

AI Pause Directive #5a

Inventory of all tools, platforms, software products, pilots, and services currently used throughout all of PPS

Important
None of these tools are student-facing



Google Gemini
- Use Case: Productivity Tools
- Active Staff: 2,000
- Included with Google Workspace licenses at $6/user/year.

Central Office GenAI Tools
- Use Case: Productivity Tools
- Active Staff: 450
- Smartsheet, AXIS3 (SPED), CIM (Facilities)
- Cybersecurity (OTIS)

All Remaining Tools
- Usage is limited to specific use cases
- Active Staff: 9,700 (ever, not concurrent)

AI Pause Directive #5b & #5c

5b: All associated contracts, costs, funding sources, and renewal dates

5c: Description of all student, employee, and PPS data shared with associated vendors

Important
None of these tools are student-facing

5b: Full details in posted Board materials

5c: Data

- All approved software (instructional or otherwise) has restrictive language regarding data usage and privacy as part of every Professional Services Agreement, including FERPA
- *NOTE:* PPS Academics, OTIS, & Legal departments recommend stronger Policy or Administrative Directive language to reduce unapproved software in the classroom, as it does not follow approved vetting and procurement processes and controls.

AI Pause Directive #5d

Recommendations regarding future implementation, limitations, or expansion of GenAI technologies within PPS

Knowledge of AI should be treated similar to a required language

PPS should integrate developmentally appropriate Digital Literacy instruction into the core curriculum for grades K–12, starting in the 2027-28 school year

- Evaluating source credibility and detecting misinformation
- Understanding data privacy and responsible use
- The environmental and social impacts of digital technologies
- Safe and respectful use of digital tools, including social media
- Skills to critically evaluate digital content
- Developing critical thinking, creativity, communication, collaboration, empathy, judgment, and independent problem-solving skills in a rapidly evolving technological world
- Maintaining healthy technology habits, including attention management, periodic breaks, ergonomics, and awareness of persuasive or engagement-focused design.

Questions



RESOLUTION No. 7392

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
A-Absolute Comfort Mechanical	11/5/2026 Through 8/11/2029	Flexible Services Contract Pool FSCP 98435	Flexible Services Contractor Pool for as-needed Heating Ventilation and Air Conditioning (HVAC) Services Request for Proposal 2026-034	Not to Exceed $300,000	J. Franco Fund: Bond Dept: 5511	No
Harder Mechanical	11/5/2026 Through 8/11/2029	Flexible Services Contract Pool FSCP 98438	Flexible Services Contractor Pool for as-needed Heating Ventilation and Air Conditioning (HVAC) Services Request for Proposal 2026-034	Not to Exceed $300,000	J. Franco Fund: Bond Dept: 5511	No
Hydro-Temp Mechanical	11/5/2026 Through 8/11/2029	Flexible Services Contract Pool FSCP 98437	Flexible Services Contractor Pool for as-needed Heating Ventilation and Air Conditioning (HVAC) Services Request for Proposal 2026-034	Not to Exceed $300,000	J. Franco Fund: Bond Dept: 5511	No
Yadon Mechanical	11/5/2026 Through 8/11/2029	Flexible Services Contract Pool FSCP 98436	Flexible Services Contractor Pool for as-needed Heating Ventilation and Air Conditioning (HVAC) Services Request for Proposal 2026-034	Not to Exceed $300,000	J. Franco Fund: Bond Dept: 5511	MBE
A-Absolute Comfort Mechanical	11/5/2026 Through 10/16/2029	Flexible Services Contract Pool FSCP 98431	Flexible Services Contractor Pool for as-needed Plumbing Services Request for Proposal 2026-035	Not to Exceed $500,000	J. Franco Fund: Bond Dept: 5511	No
GDI Ainsworth	11/5/2026 Through 10/16/2029	Flexible Services Contract Pool FSCP 98432	Flexible Services Contractor Pool for as-needed Plumbing Services Request for Proposal 2026-035	Not to Exceed $500,000	J. Franco Fund: Bond Dept: 5511	No
Harder Mechanical	11/5/2026 Through 10/16/2029	Flexible Services Contract Pool FSCP 98433	Flexible Services Contractor Pool for as-needed Plumbing Services Request for Proposal 2026-035	Not to Exceed $500,000	J. Franco Fund: Bond Dept: 5511	No
Skyland Plumbing & Mechanical	11/5/2026 Through 10/16/2029	Flexible Services Contract Pool FSCP 98430	Flexible Services Contractor Pool for as-needed Plumbing Services Request for Proposal 2026-035	Not to Exceed $500,000	J. Franco Fund: Bond Dept: 5511	ESB

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Character Strong	11/5/2026 Through 8/31/2027	Digital Resource DR 98519	Curriculum software to support solutions for student behavioral issues. Special Procurement – Copyrighted Materials and Creative Works PPS 47-0288(4)	$187,106.40	J. Buno Fund: General Dept: 5414	No
EXCELERATE, LLC	11/6/2026 Through 2/28/2027	Personal Services PS 98555	On-demand additional temporary staffing resources to assist in Enterprise Resource Planning (ERP) platform modernization support. Direct Negotiation – Interim or Temporary Staffing PPS 46-0525(11)	$300,000	J. Franco Fund: Bond Dept: 5581	No
Model 1 Commercial Vehicles	11/5/2026 Through 6/30/2027	Purchase Order PO 271692	Forest River Ford Vans for School Activities. Sole Source	$464,822.05	J. Franco Fund: Grant, General Dept: 5560	No

*A Certified Business is a for-profit business certified by the State of Oregon Certification Office of Business Inclusion and Diversity (COBID) as a Minority Business Enterprise (MBE), Women Business Enterprise (WBE), Veteran Business Enterprise (VBE), Oregon Small Business Enterprise (OSBE), and/or an Emerging Small Business (ESB)

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source
Organization for Educational Technology (OETC)	11/5/2026 Through 12/31/2028 Option for one-year renewal through 12/31/2029	Cooperative Agreement COA 98392 Pennsylvania Education Purchasing Program for Microcomputers (PEPPM)	Purchase of Securly products for Districtwide use. Securly is designed specifically for K–12 school environments. It defends district networks and student devices against malicious web domains, phishing exploits, and unauthorized proxy bypasses both on and off campus. It protects student devices from unsafe browsing, unapproved applications, and other dangerous and malicious use. It is our dominant means to meet federal legal standards for FERPA and CIPA.	$550,000	J. Franco Funding Source Varies
Fleet Fuels	11/5/2026 Through 10/31/2027 Option for one-year renewal through 10/31/2028	Cooperative Agreement COA 98501 TriMet	Vendor to come to our property to fuel our vehicles three days per week, replacing gas card use, at the rate given to TriMet.	$700,000	J. Franco Fund: General Dept: 5560

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland Community College	10/20/2026 Through 8/30/2027	Intergovernmental Agreement IGA 98513	Contracted Alternative School Request for Proposals 2025-040	$427,017	I. Cardona Fund: General, Grant Dept: 5485, 6944

Clackamas Education School District	7/1/2026 Through 6/30/2027	Intergovernmental Agreement IGA 98539	Academic and Therapeutic slots to students whose Individualized Education Program (IEP) require this placement.	$371,764	J. Buno Fund: General Dept: 5414

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Curriculum Associates	11/5/2026 Through 6/30/2027	Digital Resource DR 98119 Amendment 1	Amendment adds funds and upgrades subscription for Ellevation Strategies Platform, which assists the English Language Department in tracking and supporting English Language Learner (ELL) students. Special Procurement – Copyrighted Materials and Creative Works PPS 47-0288(4)	$39,963.32 $169,113.32	J. Buno Fund: Grant Dept: 5446	No

RESOLUTION No. 7393

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

No new Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Admin, Funding Source
State of Oregon – Oregon Department of Education (ODE)	7/1/2026 Through 6/30/2027	Intergovernmental Agreement / Revenue IGA/R 97625 Amendment 1	ODE Grant for Early Indicator and Intervention System. Amendment extends agreement and adds another year of funding.	$163,988.31 $312,605.73	J. Buno

Resolution No. 7394

Adoption of the Minutes

The Following Minutes are offered for Adoption:

- October 20, 2026

RESOLUTION No. 7395

Appointment of Community Budget Review Committee Members

RECITALS

A. The mission of the Community Budget Review Committee (CBRC) is to review, evaluate, and make recommendations to the Board of Education (Board) regarding the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board. The CBRC receives its charge from the Board.

B. In May 2024 through Measure 26-246, the voters of the Portland Public School (PPS) District passed a renewal Local Option Levy, which mandated independent community oversight to ensure tax dollars are used for purposes approved by local voters, and the CBRC serves that function for PPS.

C. The CBRC is composed of eight to thirteen volunteer members. The Board appoints adult members to three-year terms with student members appointed to one-year terms.

D. The Board recognizes that District employees and community members bring specialized knowledge and expertise to the CBRC and budgetary review process. The Board instructs all CBRC members to employ discretion, avoid conflicts of interest or appearance of impropriety, and exercise care in performing their duties.

E. In fall 2024, Minyana Bishop was appointed to a three-year term through June 30, 2027. In fall 2025, Andy Jacob, Angela Bonilla, Anne Cherry, Julia Plowman, Karanja Crews, Rhonda Gray, Shain Corey, and Shannon Staley were appointed to a three-year term through June 30, 2028.

F. Recruitment of additional three-year term members yielded 4 applications to fill a maximum of four positions. No student applications were received.

G. The CBRC pre-selection panel members were: CBRC member Andy Jacob, Board Director Patte Sullivan, Board Director Michelle Depass, and Board Director Stephanie Engelsman. The CBRC interview panel members were CBRC member Andy Jacob, Board Director Patte Sullivan, Board Director Michelle Depass, and Board Director Stephanie Engelsman

H. Four adult candidates were interviewed.

I. The CBRC Selection Committee recommends the Board appoint the following four applicants to three-year terms concluding June 30, 2029: Ayla Ercin, Emily Lieb, Kevin Clark, and Rashida Quinn.

RESOLUTION

1. Ayla Ercin, Emily Lieb, Kevin Clark, and Rashida Quinn are hereby appointed members of the Community Budget Review Committee for three-year terms through June 30, 2029.

PORTLAND PUBLIC SCHOOLS
FINANCE ADMINISTRATION
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2000
Mailing Address: P. O. Box 3107 / 97208-3107

STAFF REPORT

Date: **October 28, 2026**

To: PPS Board of Education
CC:

From: Kimberlee Armstrong Ed.D., Superintendent
Michelle Morrison, Chief Financial Officer
Subject: Community Budget Review Committee (CBRC) Charter Revision and Appointment of Members

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BACKGROUND

As needed when positions become available, the Board of Education (Board) appoints members to the Community Budget Review Committee (CBRC), to assist in the annual budget process. The CBRC reviews, evaluates, and makes recommendations regarding the Superintendent's Proposed Budget and other budgetary issues identified by the Board. The CBRC also monitors and advises the Board on the allocation and expenditure of Local Option Levy funds.

The CBRC is currently composed of eight to thirteen volunteer members appointed by the Board and typically meets on a monthly basis during the course of the budget development season. There are also student representatives.

Applications to join the CBRC were accepted through September 27, 2026. Staff received four applications, none of whom were students.

Additionally, staff have submitted recommendations for CBRC appointees. The CBRC currently has four three-year positions available. Adoption of the appointment resolution would allow four adult appointees to join the committee.

RELATED POLICIES/BEST PRACTICES

1.20.014-P Board Committees

ANALYSIS OF SITUATION

The process involved pre-selection scoring of the applications and subsequent interview of four adult applicants.

Applications were scored by a pre-selection panel consisting of:

- Andy Jacob, current CBRC member,
- Director Patte Sullivan, Board representative to the CBRC
- Director Michelle DePass, and
- Director Stephanie Engelsman.

Factors for consideration during the interview phase included understanding of PPS's racial equity core values, relevant experience, ability to deliver on the charter of the CBRC, and ability to work collaboratively to provide advice to the Board regarding the investment of district resources to further support Board goals and district priorities. The CBRC interview panel members were:

- Andy Jacob, current CBRC member,
- Director Patte Sullivan, the Board representative to CBRC
- Director Michelle Depass, and
- Director Stephanie Engelsman.

FISCAL IMPACT

No fiscal impacts.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

In June of each year, the number of vacant positions is reviewed and confirmed. Vacancies are posted on the CBRC webpage soliciting membership for the appropriate number of positions. The application process was open from July through the end of August; the process including timeline and criteria are transparent to the community and Board.

TIMELINE FOR IMPLEMENTATION / EVALUATION

To provide incoming members adequate time for onboarding and comprehensive review, we recommend the Board finalize appointments at its earliest opportunity.

CONNECTION TO BOARD GOALS

A primary goal of the CBRC is to review the budget through the lens of making progress on the Board's goals.

STAFF RECOMMENDATION

Staff recommends the passage of the board resolution to appoint the following Community Budget Review Committee members for three-year terms:

- Ayla Ercin
- Emily Lieb
- Kevin Clark
- Rashida Quinn

RESOLUTION No.7396

Resolution to Appoint Four Members to the 2026-2027
Climate Crisis Response Committee (CCRC)

RECITALS

A. On March 1, 2022, the Portland Public Schools Board of Education adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy–3.30.080-P .

B. The Climate Crisis Response, Climate Justice and Sustainable Practices Policy requires the establishment of a committee to monitor effective implementation, transparency, and tracking of progress.

C. The Charter for the Climate Crisis Response Committee indicates that members will initially be appointed to staggered terms of one and two years with all subsequent terms being two years. Each member may serve up to four years total on the Committee.

D. The Charter for the Climate Crisis Response Committee indicates that two positions of the committee will be specifically for student members with terms of one year.

RESOLUTION

1. The Board of Education appoints Ezana Wolday and Lucy Herrera to the Climate Crisis Response Committee as student representatives. The term of these appointments is one year.

2. The Board of Education appoints Bryant Letterlough and Kyle Land-McKinley to the Climate Crisis Response Committee as adult representatives. The term of this appointment is two years.

Report to The Portland Public Schools (PPS) Board of Directors (Board)
Audit Committee Report from Chair Sullivan

Committee Meeting Date: 10/27/2026

Audit Committee Members:

- Director Patte Sullivan – Chair
- Director Virginia LaForte
- Director Michelle DePass - absent
- Community Members: Jennifer Samuels and Caroline Zavitkovski
- Student Representative: Eben Cole - absent

The Audit Committee meet on 10/27/2027 at 6:30 and included the following agenda:

- Bond Performance Audit Update
- Audit Committee Roles and Responsibilities
- Office of Internal Performance Audit (OIPA) Updates
- Monthly and Quarterly Financial Statement Reviews
- Status Update on the Annual Comprehensive Financial Report (ACFR) and Single Audit

Below is a brief overview of each agenda item.

<u>Bond Performance Audit Update</u>

I was informed the evening before the Committee's meeting; the PPS staff requested to provide the bond performance audit update was unable to attend the meeting. This was not enough notice for me to rearrange the Committee's agenda. As a result, we skipped this item on the agenda.

The Audit Committee has requested an additional meeting be scheduled for the sole purpose of discussing the Year 7 & 8 Bond Performance Audit recommendations with PPS staff within the month of November, 2026. I have sent this request proposing several dates for a committee meeting in November and have been informed PPS staff are unable to accommodate any of the proposed November meeting dates along with a suggestion for the Committee look for dates in December or January for this meeting.

I have requested staff reconsider and I hope to be able to announce a November Audit Committee meeting date within the next week.

<u>Audit Committee Roles and Responsibilities</u>

Chief Financial Officer Michelle Morrison, staff liaison to the Audit Committee (Committee), provided a brief overview of the staff roles that support the work of the Committee and provided the Audit Committee Liaison Support Plan.

Office of Internal Performance Audit (OIPA) Updates

Overview of OIPA:

The Board's Sr. Internal Performance Auditor (Internal Auditor) Janise Hansen, CIA provided the Overview of OIPA presentation. This presentation discussed the purpose and mission of OIPA with a focus on the independence of OIPA and professional skepticism.

Our Internal Auditor provided Audit Standard's criteria to maintain independence and how each criteria is met. One criteria I would like to draw to the attention of the full Board is the criteria to ensure OIPA is sufficiently removed from pressures to conduct engagements and report findings, opinions, and conclusions objectively without fear of reprisal. Safeguards are necessary to ensure the OIPA can meet this criteria. Such safeguards include:

- OIPA reports functionally to the Board via the Audit Committee
- Annual performance evaluation for the Internal Auditor is conducted by the Board and this process is lead by the Chair of the Audit Committee
- OIPA's annual budget approval process

Any changes to these safeguards should to be carefully considered and discussed in the Audit Committee as additional or alternative safeguards may be necessary to maintain OIPA's independence.

Our Internal Auditor also provided an article from Internal Audit 360, titled *Why Professional Skepticism Is Too Important to Leave to Internal Audit Alone,"* which helped provide some additional perspective on professional skepticism. I hope the full Board will take a few minutes to read the article, and I would like to draw you attention to the below two paragraphs that resonated with me:

> *"The strongest governance environments are not necessarily those with the most policies, controls, or procedures. They are the environments where challenge is normalized. Where assumptions can be questioned. Where difficult conversations are not avoided. Where internal auditors can ask uncomfortable questions without fearing personal or professional consequences.*
>
> *Governance structures alone cannot achieve that. Culture must support it. Leadership must model it. Governance must protect it."*

Communication Protocols Memo:

Audit Standards recognize the importance of direct and open communication between individual Board members, Committee members, and our Internal Auditor; this communication does not violate Oregon Public Meetings Law. It was helpful for our Internal Auditor to clearly communicate that there are some boundaries to this communication, and where those boundaries are.

The Internal Auditor, Board, and Committee members should not use individual communications, whether directly or through an intermediary, that create deliberation or decision-making by a quorum of the Committee outside of a meeting conducted in accordance with Oregon Public Meeting Law.

For example:

- The Internal Auditor should **not** communicate one Board and/or Committee member's substantive position on a matter to other Board and/or Committee on topics that the Board and/or Committee will be deliberating.
- Board and/or Committee members should **not** ask the Internal Auditor to poll other Board and/or Committee members regarding their positions on a matter that is or may come before the Board and/or Committee member positions.

Nothing in the communication protocol is intended to restrict an individual Board and/or Committee member's access to the Internal Auditor or the Internal Auditor's ability to communicate directly with individual Board and/or Committee members as appropriate to the Internal Auditor's responsibilities.

I hope the full Board will take a few minutes to review the Communication Protocol Memo to ensure we all due our part to protect our direct communications with our Internal Auditor.

Draft 2026-2027 Risk Assessment and Audit Plan:

Our Internal Auditor is currently working on the 2026-2027 Risk Assessment and Audit Plan and anticipates submitting it to the Audit Committee for review, approval, and referral to the full Board for approval in the December 2026 Committee meeting. A draft portion of this documents was presented to the Committee to facilitate our Internal Auditor's request for the Committee's input on several of the items. I would like to encourage the non-Audit Committee members of the Board to review this document and schedule some time with the Internal Auditor in the next month to provide your input on areas where the Internal Auditor has requested.

Report to The Portland Public Schools (PPS) Board of Directors (Board)
Audit Committee Report from Chair Sullivan

Monthly and Quarterly Financial Statement Reviews

Administrative directive 8.10.030-AD states in part:

> Budget to Actual Financial Reports and Revenue Reports will be provided to and discussed with the Board Finance, Audit, and Operations Committee on a monthly basis.

The Board does not have a Finance, Audit, and Operations Committee and these reports are not provided and discussed with any of the Board's Committees. Given the unexpected mid-year budget shortfall we experienced as a District last year, it is important these reports are provided and discussed with one of the Board's committees consistently.

I have requested the monthly Budget to Actual Financial Reports and Revenue Reports be provided and discussed with the Audit Committee. The Audit Committee does not meet every single monthly. As a result, more than one monthly Budget to Actual Financial Report and Revenue Reports may be presented and discussed in each of the Committee's meetings.

I have also requested the Chief Financial Officer provide the Committee with some training on how to review monthly Budget to Actual Financial Reports and Revenue Reports. This type of training may be something the full Board is interested in, and I am working with the Chief Financial Officer to identify a training format that will be made available to the full Board.

The Audit Committee anticipates beginning a standing Committee agenda item to discuss the Budget to Actual Financial Reports and Revenue Reports in the December Committee meeting and I will provide the full Board with information on how they can participate in the applicable training once an appropriate training format is identified.

Status Update on the Annual Comprehensive Financial Report (ACFR) and Single Audit

The Chief Financial Officer provided a brief status update on the progress of the ACFR and Single Audit. The external audit team from TKW is currently onsite working on the audit and has a target of providing the results of the audit to the Audit Committee in its meeting scheduled for December 17.

That concludes the Audit Committee's report to the Board.

Director Patte Sullivan
Chair of the Audit Committee

Intergovernmental Affairs Committee Report

From: Christy Splitt, Committee Chair

To: Board of Education

Meeting Dates: October 13, 2026 and October 17, 2026

This is my first update from the Intergovernmental Affairs Committee, so this is a report out on our work thus far this fall. Our primary aim is to develop the legislative agenda for the district. To that end, the committee received from staff, vetted, and recommended to the full board the Legislative Principles that the full board has since adopted. We also received a really helpful training from the Oregon School Board Association on the big issues we should all know about ahead of session; I highly recommend all board members watch that presentation. Since then, we have heard from other entities that we work closely with about their planned legislative priorities: Portland Association of Teachers (who shared the Oregon Education Association priorities), Community and Parents for Public Schools, Multnomah Education Services District, Northwest Regional Education Services District, and Salem-Keizer Public Schools. At our next meeting, we will review and recommend to the board a legislative agenda based on the adopted principles and all that we have learned in committee meetings thus far. This proposed legislative agenda will be in front of the board on November 17. From then on, Intergovernmental Affairs Committee meetings will happen as needed and will focus on organizing our work as a board this legislative session, which is an especially critical one for our schools, staff, and students.

Next Meeting: November 10, 2026.