

Teaching, Learning, and Enrollment
Committee Meeting
Thursday, March 12, 2026 4:30 PM

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

Agenda

1. Call to Order and Introductions
2. Public Comment (5 two-minute spots)
 - Three (3) for topics related to items on the meeting agenda
 - Two (2) for general topics related to Teaching, Learning, and Enrollment
3. To sign up for public comment email PublicComment@pps.net or call 503-916-3741.
4. Continuity of Instruction - Extended Field Trip Follow-up
5. Growing Great Schools
6. Other Business and Future Agenda Items
7. Adjourn

TLE Presentation

Continuity of Instruction



PORTLAND

Public Schools

March 12, 2026



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Continuity of Instruction

Overview

Portland Public Schools recognizes that certain learning experiences, such as Dual Language Immersion (DLI) Capstone trips, Outdoor School, and other extended field experiences, may involve groups of students being off campus for multiple days.



Overview

During these periods, schools are expected to ensure continuity of instruction for students who remain at school. Site leaders work with grade-level teams to plan instructional coverage that maintains alignment to grade-level learning goals and classroom routines.



Approval for Field Trips

Schools carefully plan for extended learning experiences that take place off campus, such as Dual Language Immersion (DLI) capstone trips or Outdoor School.



PORTLAND PUBLIC SCHOOLS Portland, Oregon

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APPROVAL TO PLAN A FIELD TRIP

Planning Overnight, Wilderness, and International Field Trips

This form must be submitted by the teacher for pre-approval to the Principal before involving staff, parents/guardians, and students in the field trip plans.

Type of Field Trip Check **all** that Apply:

- Overnight:** Any school-sponsored academic activity within the continental United States lasting one or more nights.
- Wilderness:** Any school-sponsored activity that includes a trip involving especially hazardous activities and/or travel to a wilderness area, water activities, rope courses, etc. (for example Forest Park)
- International:** Any school-sponsored academic activity that takes students beyond the borders of the continental United States (Alaska or Hawaii) or to any other country, including Canada and Mexico
- Amusement Park**

This trip is: Required Optional

Continuity of Instruction

| |
|---|
| Work Expectations for Students Participating in the <input type="text"/> |
| Teaching Expectations for On-Campus Lessons During <input type="text"/> |

For students who remain at school while classmates are traveling, schools coordinate staffing and classroom structures to ensure continued access to grade-level instruction.

Continuity of Instruction

| |
|---|
| Work Expectations for Students Participating in the <input type="text"/> |
| Teaching Expectations for On-Campus Lessons During <input type="text"/> |

At the same time, students participating in the trip are also engaged in structured academic work tied to district standards.

Continuity of Instruction



Oftentimes, extended field learning experiences occur by grade level or program, meaning the majority of students participate and only a small number, if any, remain on campus. In these cases, schools plan staffing to ensure those students continue receiving appropriate instruction.

Any Questions?

Growing Great Schools

Teaching, Learning and Enrollment Committee



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Growing Great Schools: Teaching, Learning and Enrollment Committee

March 12, 2026

Learning Targets and Success Criteria

Learning Targets

- I am locating where we are in three phases of the Growing Great Schools Project.
- I am learning about recent enrollment and program balancing efforts and how they can inform our upcoming rightsizing process.



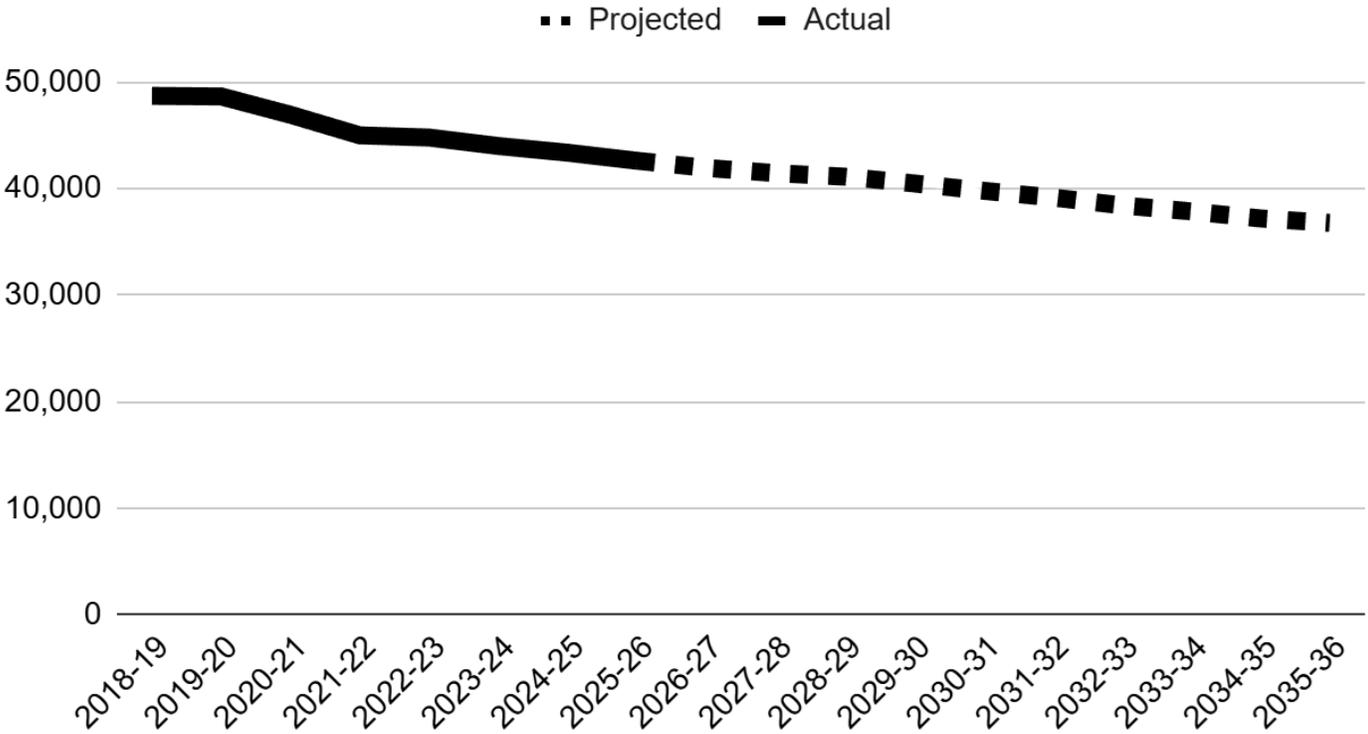
Success Criteria

- I can identify the next steps in the proposed timeline and how it connects to annual processes such budget and staffing
- I can connect the upcoming rightsizing, academic programming, and school planning process across the district.

Data Trends & Drivers

Current & Future Enrollment

Projected enrollment change over time



Enrollment Change

2018-19 to 2025-26

↓ 12%

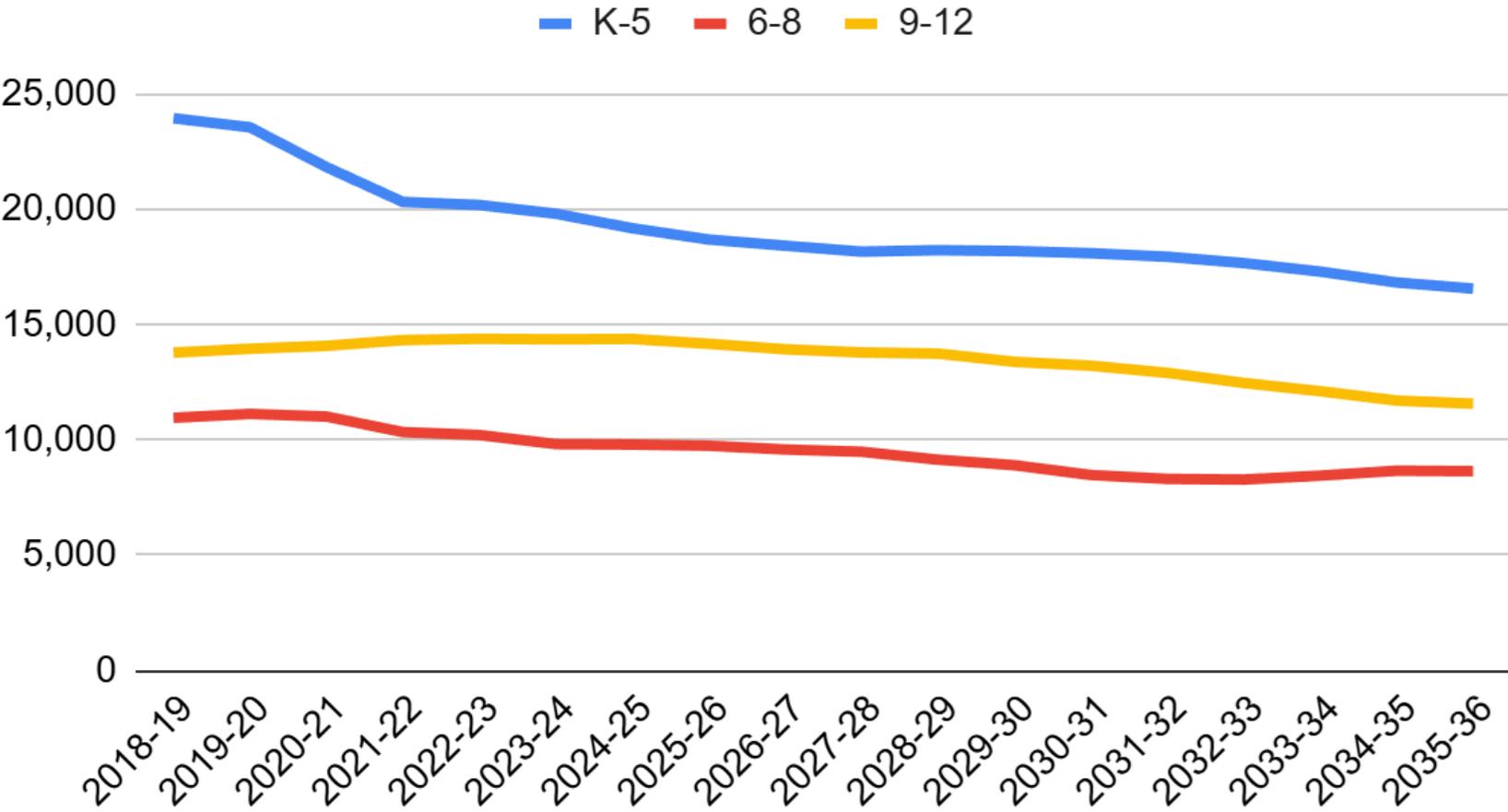
Forecasted Enrollment Change

2025-26 to 2035-36

↓ 12%

Current & Future Enrollment

Enrollment change by grade band



Enrollment Change

2018-19 to 2025-26

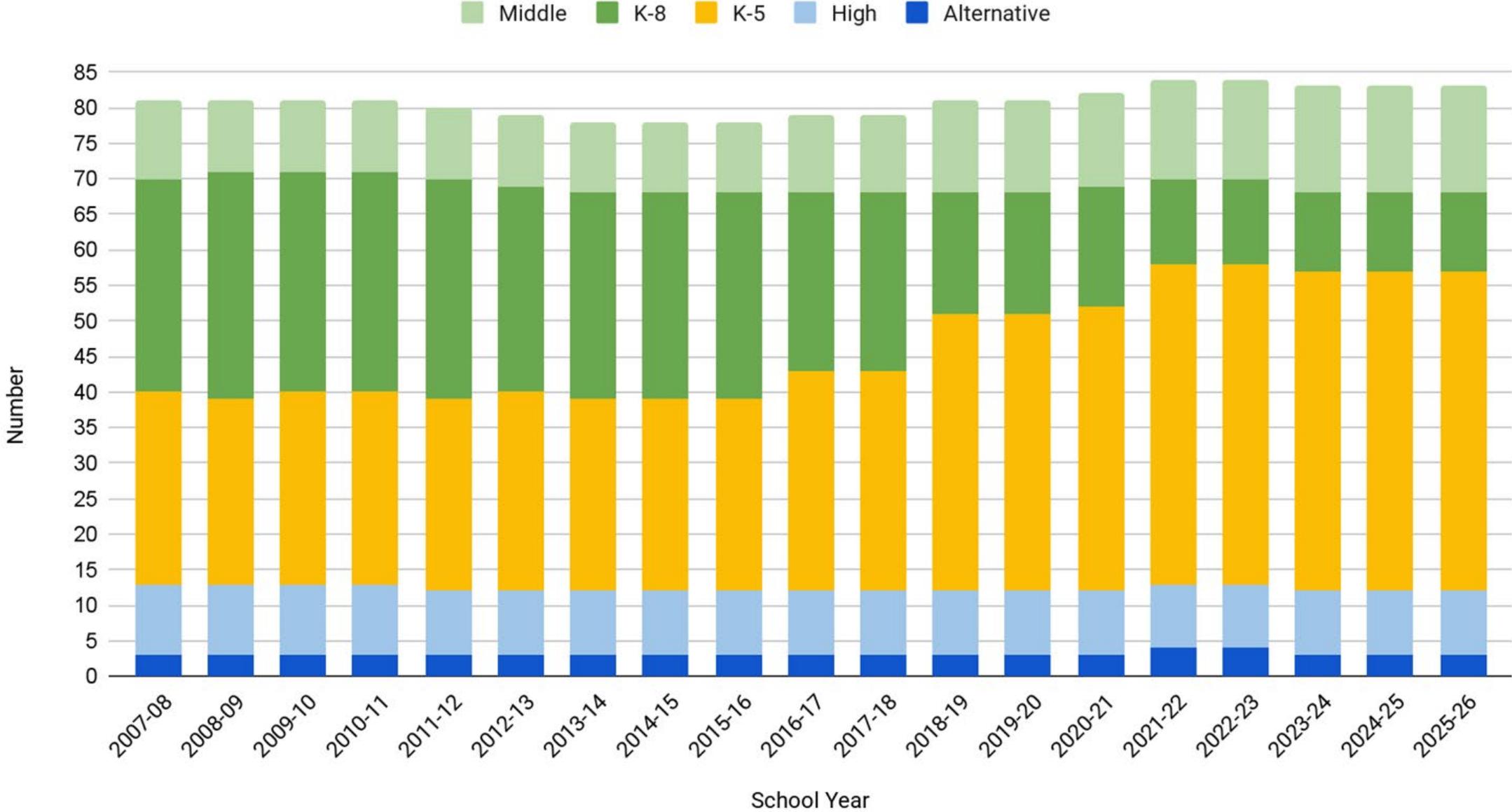
↓ -12%

Forecasted Enrollment Change

2025-26 to 2035-36

↓ -12%

School Count by Type and Year



Lessons Learned

PPS Historical Processes

Common Through Lines:

- Values outlined to guide the processes have been fairly consistent: **Equity** in process and outcomes, **Access** to equitable and effective programs, **Facilities** that provide appropriate environment for effective programs
- **Common core academic programs** across the system

Opportunities or Areas to Explore:

- Share impact of decision with community, **have not consistently reviewed effectiveness of implementation** (e.g. follow up on SEGC implementation)
- **Focus on the academic program and support for students** - evidence that they are present and who accesses them

Example of Factors to Consider

In Jefferson is Rising

Student Assignment

Policy - 04.10.045

Factors to Consider:

- A. A feeder pattern that allows as many students as possible to continue together from one school level to the next
- B. Student body demographics
- C. Compact boundaries that promote safer routes to schools and a sense of community as well as recognize and address natural and human-made barriers
- D. Optimal use of existing facilities
- E. Program and enrollment stability in the surrounding schools
- F. Limiting the impact of boundary changes to the smallest number of students possible

Growing Great Schools: Rightsizing

What guiding principles do you want us to consider?

What additional information do you need regarding the framework development?

Are there any specific considerations you want us to incorporate?

Recent Efforts

Engagement Structure

D-BRAC November 2014

Community Survey PPS
2025 assessing values

Online Town Halls

Community Feedback
Meetings

Advisory Committee 25
Voting Members

Southeast Enrollment Phase 1+ 2 February 2020

Surveys

Open Houses

Focus Groups

Southeast Guiding Coalition
- 50+ Members

Jefferson is Rising June 2025

Public Engagement Series -
small group discussions

Feedback Forms

Open House

Board Listening Session

Student Feedback

District-wide Boundary Review Advisory Committee (DBRAC)- Framework and Analysis



Desired Outcomes

Strong stable enrollment in all schools
Clear, responsible and transparent process
Evidence that the Racial Equity Lens has been incorporated



Approach

Preferred enrollment ranges
Updated classroom counts
Special program classroom needs



Impact Measures

K8 range from 470-800 students
K5 range from 330-720 students
Middle Schools - 675 students was the education specification



District Wide Guidance

Comprehensive review of school boundaries district-wide and alleviate most acute enrollment problems
Build values framework
Grade level reconfiguration - K8 to Middle Schools

Southeast Enrollment Balancing - Framework and Analysis

Desired Outcomes

- Optimize the use of facilities
- Support equitable programming
- Minimize program co-locations
- Evaluate through Racial Equity Social Justice Lens

Approach

- Comprehensive analysis and development of phased district-wide enrollment balancing plan
- Phased implementation plan using regional approach/focus
- Community engagement - advisory groups, surveys and open houses
- Commitment to continuous improvement

Impact Measures

- K5 270 + students
- Middle Schools 500 + students
- School utilization > 80%
- Proximity: Students within 1 mile of school
- Number of affected students
- Impact on Black and Native students and multilingual learners

Phased and Regional

Phase 1: grade level reconfiguration to create attendance area for modernized Kellogg Middle School

Phase 2: attendance area adjustments to stabilize enrollment at Lane and Harrison Park middle schools, relocating K5 students currently at Harrison Park K8

Sunsetting Jefferson Dual Assignment - Framework and Analysis

Desired Outcomes

- Balance student enrollment across the four high schools in N/NE Portland
- Assure comparable curriculum and programming across the four high schools
- Apply the Equity Lens to the scenarios

Approach and Sequence

- Iterative scenario development with feedback from internal team
- Application of the six factors outlined in policy and Racial Equity Lens
- Public engagement to provide feedback on three scenarios

Impact Measures

- Threshold enrollment at each high school of > 1100 students
- Enrollment range across the four schools of < 350 students
- Continuity of students progressing together from middle to high school
- Impact on Black and Native students and multilingual Learners

Regional

Focused on the Jefferson dual assignment zone schools (K5, K8, Middle and High Schools 16 schools total).

Proposed Rightsizing Timeline

January - March

Plan + Initiate

- Review and analyze student and staff outcomes from Southeast Guiding Coalition
- Compile current state information

April - June

Engage + Develop

- Lessons from SEGC Review
- Develop criteria + framework
- Launch advisory committee
- Outline phases and scope

July - September

Engage + Develop

- Scenario development
- Stakeholder engagement and feedback
- Public engagement

October - December

Study + Recommend

- Analyze scenarios + feedback
- Develop recommendation
- Share recommendation November 2026
- **Vote December 2026**

Growing Great Schools: Rightsizing

What guiding principles do you want us to consider?

What additional information do you need regarding the framework development?

Are there any specific considerations you want us to incorporate?



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Q & A