



Portland Public Schools 2025

Shape the future of our schools

Portland Public Schools (PPS) is in a period of almost unprecedented growth. We know this is a city that embraces its public schools, and we invite your input to help the district make decisions for the future of all its students.

There are 48,000 students in PPS today, almost 3,000 more students than seven years ago. By 2025, PPS expects to enroll nearly 5,000 more students than it does today, for a total of almost 53,000.

Every student in PPS is assigned to a neighborhood school based on where the student lives, though some students may attend other schools for different reasons. The district draws boundary lines in neighborhoods to make student assignments to schools.

School boundaries also affect educational programs, the enrollment and transfer system, buildings, and middle grade placement. Enrollment matters because funding for each school is based on the number of students attending that school.

Now, PPS has some schools with a small enrollment and some that have too many students for their buildings. The district has committed to look at all of the school boundaries and make changes for the 2016-17 school year. As part of that work, Superintendent Carole Smith has formed the District-wide Boundary Review Advisory Committee (D-BRAC)—a committee of administrators, teachers, parents and professional experts—to help her and the school board make boundary decisions.

When students are enrolled more evenly across schools, more students have access to the courses and supports they need. The PPS Racial Educational Equity Policy, one of PPS's highest priorities, states: "The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal."

In this survey, we will ask you 17 questions about PPS priorities and a few questions about yourself. The survey should take you about 10 minutes. Many of the questions focus on elementary (K-5) and middle (6-8) grades. Portland Public Schools recently redesigned the high school system based in part on community input.

A report summarizing your input will be provided to Superintendent Carole Smith, the School Board, PPS committees, and to other PPS staff. All answers will be kept confidential and will not be associated with your name or contact information as per our privacy policy.



1. Portland Public Schools is committed to providing high quality neighborhood schools for all students. All of the characteristics listed below—and others—are important, but please tell us which characteristics you think are most important to a high quality neighborhood school for kindergarten through 5th grade. Please choose up to 4 characteristics that are most important to you. Rank them 1-4, with 1 being the most important.

- small class sizes
- learning alongside children from different backgrounds
- opportunities for parent involvement
- access to dual language immersion
- a warm and welcoming school environment
- wide variety of learning opportunities including access to music, art, library, and physical education
- access to after-school programs
- ability of children who live close together to attend the same school
- access to learning in the student's preferred language
- ability of children to walk or bike safely to school
- access to services that meet every student's learning needs (including special education, English as a second language, talented and gifted program)

Is there anything we left off the list for kindergarten through 5th grade that is important to you?

2. Now switching to middle grades (6th – 8th). Please tell us which characteristics you think are most important to a high quality neighborhood school for 6th through 8th grade. Please choose up to 4 characteristics that are most important to you. Rank them 1-4, with 1 being the most important.

- small class sizes
- learning alongside children from many different backgrounds
- access to dual language immersion
- access to learning in English and another language
- a warm and welcoming school environment
- wide variety of learning opportunities, including electives
- access to after-school programs, including sports
- ability of children who live close together to attend the same school
- access to learning in the student's preferred language
- ability of children to walk or bike safely to school
- access to services that meet every student's learning needs (including special education, English as a second language, talented and gifted program)



Is there anything we left off the list for 6th through 8th grade that is important to you?

3. **There is an ongoing conversation in the community about what type of school is best for 6th, 7th, and 8th grade (middle grade) students. Which statement is closest to your beliefs, even if neither is exactly what you believe:**

- It is important for students to stay together as a community in one school from kindergarten through 8th grade, even if middle grade students have fewer courses and electives than students at middle schools (6th – 8th).
- It is important for middle grade students to have the opportunity to attend a 6th through 8th grade middle school that offers a wide variety of courses—including electives—even if that means more transitions between schools for students.

4. **PPS recently completed a redesign of its high school system with the goal of ensuring “all students have access to high schools of the size and structure required to provide a common set of rigorous and engaging courses and programs.” Though PPS is already making some of those changes, please share with us the characteristics you believe are most important to a high quality high school.**

5. **There are a number of factors that affect where school boundaries are drawn. Please rank the following factors in order of importance to you. (1 is most important, 6 is least important)**

- Students stay together as they move from elementary to middle grades and middle grades to high school
- Where possible, schools have a student body that reflects racial and economic makeup of the whole district
- Reduce building and transportation costs to the district
- Make sure that boundary changes move as few students as possible
- Minimize the need for students to cross busy, fast or otherwise dangerous roads
- Ensure enough students in each lower grade school so that high schools are similarly sized

Are there any other factors not on the list that are important to you when thinking about where and how school boundaries are drawn?



6. **Because Portland Public Schools will be looking at all district boundaries, many school boundaries may shift. Currently, some schools are overcrowded and others do not have enough students to support a complete program. Which statement is closest to your beliefs, even if neither is exactly what you believe.**

- Boundary changes are made over time so that students stay in their school communities, even if it means that some schools are overcrowded while others don't have enough students to support a complete program during a transition period that could take as long as 9 years.
- Boundary changes should happen as soon as possible so that all students have access to equitable resources quickly even if that means students change schools before they have reached the highest grade in their current school.

Please indicate how strongly you agree or disagree with the following statements:

7. **Portland Public Schools should regularly change school boundaries in order to respond to population growth and school building size, even if students may be affected by change more than once.**

- Strongly Agree Agree Disagree Strongly Disagree Don't Know/Not Applicable

8. **The district should draw boundaries that create economically and racially diverse student bodies, even if it means that students might have to travel a little farther to their assigned schools.**

- Strongly Agree Agree Disagree Strongly Disagree Don't Know/Not Applicable

9. **Boundaries should change as infrequently as possible so families can more easily predict where their children will go to school, even if it means that some schools are overcrowded and some schools do not have enough students to provide a complete program.**

- Strongly Agree Agree Disagree Strongly Disagree Don't Know/Not Applicable

We have heard a number of concerns about possible boundary changes. Please indicate your level of concern about each of the following statements.

10. **Boundary changes may create uncertainty about where children go to school.**

- Very concerned Somewhat concerned Not concerned Don't Know/Not Applicable

11. **Changes in school boundaries may lower or raise property values in affected neighborhoods.**

- Very concerned Somewhat concerned Not concerned Don't Know/Not Applicable

12. **Boundary changes might separate students from their neighborhood classmates.**

- Very concerned Somewhat concerned Not concerned Don't Know/Not Applicable

13. **Boundary changes might increase the distance students have to travel to school.**

- Very concerned Somewhat concerned Not concerned Don't Know/Not Applicable

14. **Boundary changes might place students in lower quality schools than the ones they currently attend.**

- Very concerned Somewhat concerned Not concerned Don't Know/Not Applicable

15. **Boundary changes might require some communities or families to change schools more often than others.**

- Very concerned Somewhat concerned Not concerned Don't Know/Not Applicable



16. **PPS is committed to equitable outcomes for all students. There are multiple ways to do this, including moving students through boundary change or keeping resources in schools to provide a base program, regardless of the number of students. Please indicate which statement you agree with the most, even if you don't entirely agree with either of them.**

- PPS should ensure that all schools have equitable resources by balancing the number of students through boundary review, even if it means that students need to move more often.
- PPS should fund the same programs at each grade level, even if it means that some schools have large class sizes and others have small class sizes.

17. **Using the space below, please share anything else you would like the district to know as it makes future decisions related to programs, boundary review, or middle grade placement.**

Now we want to ask you some questions about yourself so that we make sure we hear from the whole community. We understand you may not feel comfortable answering them; all of the questions are optional.

18. **Which of the following best describes who you are? Please select all that apply.**

- Parent or guardian of a current PPS student or students?
- Parent or guardian of a former PPS student or students?
- Current PPS student
- Former PPS student
- PPS teacher or staff
- Community member
- None of the above

19. **If you are a Portland Public Schools parent, guardian, student, teacher, or staff, please let us know the name(s) of your school(s).**

20. **Do you have pre-school aged or younger children?**

21. **What is your current neighborhood?**

22. **How many years have you lived there?**



23. What is your education?

- Less than high school
- High school graduate
- Some college associate or technical
- College graduate
- Post college graduate degree
- Decline to respond

24. What is your gender?

- a. Male
- b. Female
- c. Other:

25. When someone is labeled “male” or “female” and it doesn’t match how they feel inside, they might say they are “transgender.” Are you transgender?

- a. Yes
- b. No
- c. Unsure
- d. Unfamiliar with this term

26. Which of the following best describes you? (Mark All That Apply)

- Heterosexual (straight)
- Gay or Lesbian
- Bisexual
- Queer
- Not sure or Questioning
- Other:

27. My preferred language is:



28. What races/ethnicities do you consider yourself? Please mark all that apply.

- African American
- African
 - Burundian
 - Eritrean
 - Ethiopian
- Other Black
 - Caribbean Island(s): _____
 - Somali
 - Other African: _____
 - Other Black: _____
- American Indian/Alaska Native
 - Alaska Native
 - Burns Paiute Tribe
 - Confederated Tribes of the Coos, Lower Umpqua & Siuslaw Indians
 - Confederated Tribes of the Grand Ronde Community of Oregon
 - Confederated Tribes of Siletz Indians
 - Confederated Tribes of the Umatilla Indian Reservation
 - Confederated Tribes of Warm Springs
 - Coquille Indian Tribe
 - Cow Creek Band of Umpqua Tribe of Indians
 - Klamath Tribes
 - Other American Indian Tribe/Nation: _____
- Native/Indigenous to Canada Please describe: _____

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- Asian
 - Asian Indian
 - Burmese
 - Cambodian
 - Chinese
 - Filipino
 - Hmong
 - Japanese
 - Karen
 - Korean
 - Laotian
 - Mien
 - Nepali
 - Thai
 - Tibetan
 - Vietnamese
 - Other Asian: _____



- Hispanic/Latino
 - Caribbean Island(s):

 - Central American Country(s):

 - Indigenous Mexican, Central American or South American
 - Mexican
 - South American Country(s):
 - Other Hispanic/Latino:

- Middle Eastern/North African Please describe:

- Pacific Islander
 - Chuukese
 - Guamanian or Chamorro
 - Micronesian
 - Native Hawaiian
 - Samoan
 - Tongan
 - Other Pacific Islander:

- White
 - Romanian
 - Russian
 - Ukrainian
 - European Country(s):

 - Other White

Optional: If you would like to share in your own words how you describe your race, origin, ethnicity, ancestry and/or Tribal affiliations, please use this space:
