

District-wide Boundary Review Values and Policy Framework
Prepared by the District-wide Boundary Review Advisory Committee
July 22, 2015

Introduction

The District-wide Boundary Review Advisory Committee (D-BRAC) was formed in November 2014 to advise Superintendent Smith on boundary change issues. The committee's development was an outcome of School Board Resolution 4718:

- “(D)evelop and recommend a process for a comprehensive review of the school boundaries district-wide and policies related to student assignment and transfer to better align with the Racial Educational Equity Policy and promote strong capture rates and academic programs at every grade level.”

Pursuant to this resolution, PPS retained the PSU Center for Public Service in 2014 to provide guidance on managing enrollment growth in alignment with the district's equity goals. Importantly, PSU staff noted that enrollment balancing would not be successful without first or simultaneously addressing program equity, school configuration, and enrollment and transfer. Their report contains seven recommendations:

1. Establishing a work and communications plan
2. Establishing D-BRAC
3. Developing a comprehensive and user-friendly website to support community engagement.
4. Ensuring the provision of a baseline of programs at every school, available to every student.
5. Engaging the community to establish a set of values to guide PPS decisions across programs and departments
6. Combining D-BRAC and SACET at some point in the future
7. Using the values (from Recommendation 5) to develop a 2025 vision for PPS, and operationalize the values and vision across the district.

In accordance with these recommendations, D-BRAC was formed in November 2014. Specific deliverables for D-BRAC include:

- Recommending boundary changes to the Superintendent to relieve acute enrollment issues at the schools identified by PPS with the most critical enrollment problems. (Completed in January 2015)
- Recommending a boundary change values framework & necessary policy revisions. (The subject of this report)
- Providing an assessment to the Superintendent on the application of the Board-approved framework to staff-generated boundary change options. (Scheduled for Fall 2015)

D-BRAC membership consists of representatives from various stakeholder groups, including:

- Portland Council PTA
- Portland Public Schools Board of Directors
- Portland Association of Teachers
- Coalition of Communities of Color
- Superintendent's Student Advisory Council
- Portland Association of Public School Administrators
- Superintendent's Advisory Committee on Enrollment & Transfer
- Portland Metropolitan Association of Realtors
- City of Portland
- Portland State University Population Research Center
- PPS Central Departments: Early Learners, Equity and Partnerships, School Performance, Facilities and Operations
- Portland Housing Bureau

The committee met 21 times between November 2014 and June 2015, including an historic neighborhood tour and two listening sessions with community members. The group reviewed extensive background information on school facilities, enrollment and programming, as well as results from the PPS 2025 survey. The group also reviewed information on boundary review policies from other school districts. Information gathered from these sources over several months is incorporated into the following boundary framework.

The boundary framework outlined below includes: guiding values, desired outcomes, short and long-term actions, and suggested revisions to the administrative directive that governs boundary change procedures.

The committee voted 20 to 2 in support of this document. 1 member abstained. 3 members were absent. (Dissenting viewpoints are noted at the end of each numbered section of the report.)

Dissenting opinion from Scott Bailey: The introduction should have included the role of the Jefferson cluster community in catalyzing PPS to take on district-wide enrollment balancing.

1. Context for D-BRAC's work

Early in the D-BRAC process, its members agreed that D-BRAC's work would be based on the following shared beliefs and an understanding of the relevant PPS policy context:

- D-BRAC believes that every student, regardless of race, income or zip code should achieve their potential and thrive at PPS. This is so even though, in the current system, there are significant disparities in student success.
- D-BRAC understands disparities in educational outcomes are a result of the persistent impacts of institutional racism. The achievement gap manifests in inequitable impacts experienced by lower income households and communities of color resulting in part from the lasting segregation of our neighborhoods, gentrification, and related school enrollment instability.
- D-BRAC acknowledges that, in an effort to build a school system that supports every student's potential to thrive, the Superintendent led PPS to undertake a number of efforts to eliminate the achievement gaps. These include the Racial Educational Equity Policy and policies that support allocating more budget and staffing resources in schools where needed to address gaps. Success of these efforts are in part measured by progress in the Milestone Framework top priorities:
 - Ensure that all students are reading at grade level by the end of 3rd grade;
 - Reduce out of school discipline for all students by 50% and reduce the disparity of suspensions and expulsions between white students and students of color by 50%; and,
 - Accelerate the trajectory of the graduation rate increase
- D-BRAC believes that, by graduation, all students should be positive and productive citizens who are either: engaged in a post-secondary course of study, prepared to succeed at a competitive college or university, or prepared to succeed in the workforce or industry trades.
- D-BRAC recognizes that a system that serves the needs of a diverse student body – including race/ethnicity, language, income, gender, TAG and students receiving special education services – must ensure that every student has access to equitable and

effective programs and services to help them reach their potential in Portland Public Schools.

- D-BRAC believes that maintaining healthy and stable enrollment at neighborhood schools is an essential tool to ensure that all students have equitable access to the programs and services they need to achieve their potential.
- D-BRAC believes that the school district's efforts at enrollment balancing – both the decision-making process and implementation – have been inconsistent and unclear for many years. This has led to mistrust of the intent, fairness and effectiveness of the PPS approach to enrollment balancing. For example, despite ongoing enrollment balancing activities, 50% of PPS elementary, K-8 and middle schools are currently overcrowded or under-enrolled.
- D-BRAC recognizes that forecast growth in student enrollment of more than 5,000 students in the next 10 years makes having an effective, transparent and equitable enrollment balancing system even more critical to student success and equitable outcomes.

Dissenting opinion from D-BRAC member Michele Arntz: D-BRAC should describe and contextualize the current policy that governs student assignment to neighborhood schools ('boundary' policy) as part of a larger system of enrollment balancing tools, and their associated policies. The values identified by families, students and teachers in the 2025 Survey as desirable attributes of a neighborhood school and assignment system should be included and illuminated, with disaggregated data that highlights and prioritizes the values of 'historically underserved' stakeholders.

2. D-BRAC Approach: Define the Values that Guide an Effective, Transparent, and Equitable Enrollment Balancing System Framework and Policy Review

D-BRAC reviewed the existing PPS policy for boundary changes and found that it lacks clear statements that define the values and desired outcomes the process is designed to accomplish. D-BRAC's initial product is a definition of values and desired outcomes that guided our policy review and, if adopted by the Superintendent and the School Board, will clarify the process and intent of boundary review.

Additionally, it became clear that boundary change is only one in a suite of tools that make up a comprehensive enrollment balancing system. The other tools in this system also lack the

context of guiding values and desired outcomes. Even more troubling is that these other tools lack clearly articulated and transparent policies that help PPS families understand how the system works as a whole to right size schools. Below, D-BRAC describes short-and long-term actions to improve this system.

Finally, D-BRAC also recommends changes to specific language in the existing PPS Administrative Directive 4.10.049-AD, Student Assignment Review and School Boundary Changes.

A. Guiding Values

D-BRAC's recommendations are grounded in three values: Equity, Access, and Environment. These values were developed through committee discussion and informed by the PPS 2025 survey. They are also independent of, but aligned with values developed by other stakeholder groups, including the Long Range Facilities Committee¹ and the Superintendent's Advisory Committee on Enrollment and Transfer (SACET)².

Equity

- Equity in process and outcomes is a primary determinant of successful boundary review. In order for every student to thrive in PPS, regardless of demographic, the District will use its Racial Educational Equity Policy when developing boundary review option(s), and will apply the Racial Equity Lens throughout the process to ensure that boundary change outcomes are equitable.
- Equity also means looking at all demographics and educational groups (English-Language Learners, students receiving special education and talented and gifted services, students of color, low-income students, etc.) to ensure that policy supports strong outcomes for these, and any other identified subgroups.

Access

Regardless of any student demographic, every student will have access to, and opportunities to benefit from, equitable and effective academic programs, including enrichment/elective offerings and appropriate individualized support services that ensure that they can thrive and achieve their potential in Portland Public Schools.

¹ Long Range Facilities Plan Portland Public Schools, May, 2013 pg. 15

² SACET Recommendations to Align the Enrollment & Transfer System and the Racial Educational Equity Policy for Portland Public Schools, October 28, 2014, Page 29

Environment

In order to enable equitable access to programs, all school facilities should have the appropriate student enrollment, grade configuration, and physical support for programmatic needs³ that match the size of the facility.

B. Desired Outcomes

For current and future boundary review processes, D-BRAC believes that the following are primary outcomes that support the ability of schools to offer equitable and effective programs, enrichments/electives, and supports:

- **Strong and stable enrollment in all schools** – This is achieved by:
 - A. The elimination of under-enrollment and overcrowding at PPS schools; and
 - B. The continuation of high rates of school-aged students attending District schools.
- **A clear, responsive and transparent process** that determines when to apply the appropriate enrollment balancing lever, including boundary review. PPS families should be able to understand how the system works – both in parts and as a whole – to right-size schools.
- **Evidence that the Racial Equity Lens has been incorporated** into assessing and implementing any enrollment balancing process, including boundary review.

C. The Enrollment Balancing Framework

In order for Portland Public Schools to manage enrollment changes both transparently and equitably, D-BRAC believes that the District needs a clear framework to manage, resolve and prevent issues of overcrowding or under-enrollment at any school. D-BRAC sees boundary change as only one of multiple ways to achieve balanced enrollment across schools. Existing language⁴ identifies six levers the District can use to resolve these issues:

1. Changing the number of transfers
2. Adjusting building capacity by adding temporary facilities, upgrading existing school building or repurposing part of a facility
3. Expanding, moving or closing programs and focus options
4. Restructuring the delivery of effective instruction (grade configuration)

³ This encompasses all facilities needs to support delivery of programs, electives/enrichments, and supports that meet the needs of every student. Examples include: Science labs, rooms for students receiving special education services, etc.

⁴ See Section 3B of Administrative Directive 4.10.049-AD

5. Opening a new school or closing an existing school
6. Changing boundaries

Current policy and administrative directives do not adequately guide all parts of this enrollment balancing system. Current guidance is insufficient in the following ways:

- No guiding values that align all enrollment balancing levers to achieve effective and equitable enrollment conditions in all buildings.
- No metrics, triggers and policies to determine which lever(s) should be applied to solve an enrollment issue.

Given this, and based on Board Resolution 4718, D-BRAC offers the following recommendation package that will allow the District to manage the current boundary review process, as well as manage future enrollment balancing efforts:

D. Action Plan to Build the Proposed Enrollment Balancing Framework

Short-term actions:

Severe imbalances in enrollment at many schools in PPS require a system-wide rebalancing, to be implemented in the 2016-17 school year. The following recommendations should guide this process:

1. Enrollment balancing review should occur annually on a district-wide basis, which includes all elementary, K-8, middle, and high schools.
2. Enrollment balancing review will leverage citywide data on population, housing, etc. to take into account long term population projections (5-7 years).
3. The District will apply both The Racial Equity Lens and D-BRAC's Equity value statement to all enrollment balancing decisions.
4. The District should apply the guiding values and measure results against desired outcome for all enrollment balancing efforts. As noted above, these values reinforce other values adopted in recent transfer policy changes and the Long Range Facilities Plan.

Pace of Boundary Change

5. The District should implement change as quickly as possible.
 - a. Although the survey data is split on this issue, when disaggregated, it is clear that teachers and parents in Title 1 schools clearly favor moving faster. In other words, those most negatively affected by the status quo strongly support quick action towards more balanced enrollment.

- b. In line with the District's Racial Equity Policy, and D-BRAC's equity values, change should protect historically underserved students, and the outcomes should be of net benefit to them.
 - c. The pace of change must be calibrated to align with the District's capacity, both financial and human, in order for this transition to happen effectively.
 - d. The timeline for change should be aligned with other interdependent processes such as budgeting, staffing, construction, etc.
6. In order to effect rapid changes where needed, D-BRAC recommends de-prioritizing the criteria of "affecting the fewest number of students" in favor of having the largest impact, while keeping in mind D-BRAC's value of equity. Additionally, D-BRAC recommends that the Superintendent and the Board consider enrollment balancing for the 2016-17 school year to be an "exception" under section V.B. of the board policy, and, as necessary, suspend the rules assigning students following boundary changes for this upcoming boundary review.

Define Attendance Targets for Boundary Change

7. During the summer of 2015, PPS should define attendance targets based on the ability to provide the needed programming at a school. To do this, the district should do the following:
- a. Define a standard for what constitutes the mix of academic programs for equitably and effectively ensuring student success for each level of school – K-5, K-8, middle school, and high school. This should include core academic programs, enrichment/elective offerings and appropriate individualized support services that ensure that students can thrive and achieve their potential in Portland Public Schools.
 - b. Estimate the enrollment needed at a school to meet this program standard. Determine which school buildings can hold sufficient enrollment to meet this program standard.
 - c. Allocate the supplemental funding needed at schools that are unable to meet these enrollment levels due to building size or other factors.

Resource Boundary Change

8. In addition to existing funding resources⁵, the district should identify and allocate enrollment balancing operational funds to appropriately finance transitions for any school impacted by a boundary change.
9. Change requires proactive reassignment of resources. In other words dollars should be allocated in advance of or simultaneous with student reassignment, and should not lag behind by months or years, as has been the practice during instances of more limited change.
 - a. If a school's building size or enrollment will be insufficient to provide appropriate programming, then PPS must provide:
 - i. More core funding to the school for equitable core programming, enhancements and supports, OR
 - ii. Additional on-going or temporary funding to ensure a school is prepared in advance of and throughout the Enrollment Balancing change.

Model and Plan for Boundary Change

10. During the summer of 2015, District staff should model and evaluate the positive and negative impacts of rapid versus more gradual implementation of boundary changes that takes into account educational transition points (i.e. entry to kindergarten, middle school and high school). These scenarios need to be realistic in consideration of district capacity, both financial and human, to implement broad change in a manner that is a net positive for students.
11. D-BRAC recommends that the district develop a three year rolling implementation plan for all enrollment balancing levers including boundary review so that DBRAC can understand the across the board impact of these various projected changes on the PPS community.

Solicit Community Input for Boundary Change

12. D-BRAC recommends that the district, in partnership with the committee, develop plan for community outreach to the entire PPS district regarding the above deliverables, as well as any boundary changes that are slated to occur in 2016. The outreach plan, for both the District and the School Board, should align with recommended changes to the Administrative Directive as well as The Racial Equity Lens.

⁵ Current resource funding sources include but are not limited to: Core funding or general funds, Title 1 funds, differentiated resources, and equity allocation funding.

Long-term actions:

Establish a merged SACET/D-BRAC committee to advise and provide accountability for annual enrollment balancing review decisions, which is consistent with recommendations outlined in the PSU report in 2014.

The work of this committee should include:

1. Annually identify, assess, and recommend implementation of the appropriate enrollment balancing solutions to any school(s). This review includes all elementary, middle, K-8, and high schools.
2. Every five years, at a minimum, undertake a public process to review the effectiveness of enrollment balancing policies, including boundary change policies. Recommend policy changes if warranted.
3. Develop guiding policies for all of the enrollment balancing levers based, in part, on the boundary change policy guiding values.
4. Develop criteria to determine which enrollment balancing lever to use in any given situation to achieve both the guiding values and desired outcomes.
5. Develop recommendations for how the rules for student assignment following boundary review support enrollment balancing and other policies
6. Engage stakeholders impacted by a boundary change to monitor and assess whether the desired outcome was achieved, and identify lessons learned to improve future efforts.
7. Consider alternatives, including the “soft boundary” model described below, to school assignment based solely on the address of the student.

The ‘Soft Boundary’ Model

Current policy makes assignments based on address. While this provides some degree of certainty to families it also impedes the district’s ability to balance enrollment more rapidly. This, in turn, impedes the ability to ensure that schools are neither too crowded nor too empty to support robust programs.

D-BRAC recommends that the future Enrollment Balancing System committee evaluate alternative models to student assignment through attendance boundaries. One option is the “soft boundary” model. This alternative model assigns students to a neighborhood school at kindergarten (or whenever they first enter the system) using a probability model that can consider a variety of factors. The factors can vary, but common factors include proximity, sibling preference, school and program capacity, socioeconomic status, and parent choice.

D-BRAC has been asked through public comment to consider this assignment system as an alternative to hard boundaries. The model presented by PPS parent Brooke Cowan showed promising results when modeled with actual PPS data to assign kindergarten students. Values held by PPS parents such as strong neighborhood schools, equitable programming, and proximity might be better served by such a system, while also facilitating enrollment balancing.

The model's success could be achieved if PPS is able to ensure a baseline of equitable academic program offerings at every school, which could help reduce creating a winners vs. losers environment in a "choice" system. We will only know how well it might work with further research by PPS. This model should be evaluated after PPS has developed plans for offering a baseline level of academic program offerings at all schools, as well as grade configuration.

Addressing Enrollment Diversity Throughout Neighborhood Schools

D-BRAC believes that every student has the potential to thrive in PPS, regardless of where they live. To achieve this and be consistent with D-BRAC's values, all schools must be able to offer – and equitably deliver – the necessary academic programs, electives/enrichments, and support services to all students in any attendance boundary. If all students can thrive and meet their potential at any school, the demographics, or zip code, of the student body, or students residing in an attendance boundary, will no longer be a predictor of their potential.

In Portland today, there are neighborhoods and schools with higher concentrations of students of color or students from lower-income households. These concentrations, historically, have impacted the number and type of programs and services that students can access in their school.

Current language in PPS policy 4.10.045-P and administrative directive 4.10.049-AD provide the following guidance on how a boundary review process incorporates student demographics as a factor:

- “b. Diverse student body demographics:
 - i. Aim to more closely reflect the broad range of language, cultural, and socio-economic backgrounds of the PPS student population.
 - ii. Consider the different learning needs of the student body. “

If boundary review were to be used to increase diversity of students at neighborhood schools, D-BRAC believes this could be accomplished by addressing and acknowledging the following considerations:

1. **Make sure benefits and impacts are shared equitably** - Apply The Racial Equity Policy, The Racial Equity Lens and the D-BRAC Equity value statement to assess any effort and understand the potential effect on any identified community when attempting to improve enrollment diversity at a neighborhood school.

- a. Students of color or any other group of historically-underserved students should not be the only students asked to endure the disruption and other impacts of moving schools in order to change the enrollment diversity of a neighborhood school or cluster.
 - b. The District should anticipate any impact on schools whose Title 1 status may change due to a boundary change.
2. **Future neighborhood change could reverse gains in student body diversity** - Any effort to change the enrollment diversity through a change in attendance boundary could be undone by change in neighborhood demographics over time. This may happen more quickly than can be addressed by a boundary review process.
 3. **Other boundary change objectives should have equal priority** - Any attempt to change enrollment diversity at any neighborhood school should not conflict with other boundary review factors or D-BRAC's values. For example, an effort to change enrollment diversity at any school should not result in a student having to commute longer to a new school rather than the school that they are closer to geographically.

Dissenting opinion from D-BRAC member Michele Arntz: D-BRAC should include clear, detailed and measurable indicators of transparency and equity in boundary review, and enrollment balancing more broadly. Stakeholders should be able to understand what D-BRAC's framework is and how it can and will be used to evaluate PPS actions in Fall 2015 and beyond.

Dissenting opinion from D-BRAC member Scott Bailey: The framework is not adequately developed to provide guidance in redrawing boundaries. It should be clear to members of the public what the framework is and what it would mean for redrawing boundaries. DBRAC effectively punts the development of a framework to the future combined SACET-DBRAC committee.

The discussion of values excludes, with one exception, public input from the PPS 2025 Values Survey. The report should include a full discussion of what DBRAC learned from the survey and how it chose to incorporate that input into the framework.

The document lists four types of funding on page 8: core funding, etc. They are never defined, nor is it explained why they are important and why PPS should implement them. The average informed reader of this document will be scratching their head as well. I believe this section violates our values of clarity and transparency.

The short-term plan is unclear as to whether new boundaries should be immediately implemented in all cases (as DBRAC states initially), which would involve moving students before

they complete the highest grade at their current school, or whether in some cases, gradual change should be implemented (as it asks PPS to model). I believe DBRAC should advocate for a rate of change which matches the significance of the imbalance—that might mean immediate change for some boundaries, and rolled-in change for other boundaries.

The discussion of schools segregated by race and income is weak. DBRAC should cite research on the effects of segregation on student outcomes, and should discuss the ambivalent values expressed by community members in the PPS 2025 Survey. The framework states that proximity to schools is in all cases more important than trying to balance student demographics. I disagree, and so does a large plurality (44 percent) of those who completed the survey. DBRAC should have directly challenged local and state lawmakers on policies and practices which contribute to housing segregation, and thus to school segregation.

3. Current Policy and Administrative Directive Recommendations

D-BRAC's recommendation for accelerating the pace of change is the one recommendation that impacts existing Board policy.

Current policy states:

- A. To promote continuity and stability for students and their families and except as provided in Section B:
 - 1. Students living in the neighborhood approved for a boundary change may remain at their current school through the highest grade
 - 2. Younger siblings living in a neighborhood approved for a boundary change have a guarantee through the transfer process to attend the former neighborhood school if an older brother or sister currently attends and will be attending the former neighborhood school the following school year
 - 3. Transfer students attending a school subject to a boundary change may remain at their current school through the highest grade

- B. In cases of school boundary changes to relieve overcrowding or for the purpose of establishing a boundary for a new school, the Superintendent or Board may recommend an exception to Section V.A. Such exceptions must be approved by the Board.

PPS 2025 survey data shows that community members value stability in school assignment. Another factor to consider is that sibling preference is part of several PPS policies governing student assignment. Additionally, D-BRAC recognizes that the District is in the process of

reviewing possible grade configuration changes at a number of K-8 schools, and possibly relocating a number of District programs.

Therefore, in order to balance D-BRAC's conclusion that the current boundary review needs to have an impact in the short term with both the community's desire for stability and the need for consistency among PPS policies, D-BRAC recommends that the Superintendent and the Board consider the 2016-2017 District-wide Boundary Review to be an exception to ongoing policy, as outlined in Section V.B. of current policy and suspend the rules assigning students following boundary changes for this upcoming boundary review.

Changes to the Administrative Directives are outlined in the attached document.

Dissenting opinion from D-BRAC member Michele Arntz: "D-BRAC should clarify and justify the intended impact and significance of suggested changes to the Administrative Directive."

Existing Policy Area	Board Policy 4.10.045 - P	RECOMMENDED CHANGES
III. Guidelines for Student Assignment to Neighborhood School	<ul style="list-style-type: none"> ● Assigned to a neighborhood school based on their address. ● Students have right to attend neighborhood school through the highest grade (except Section 3D) ● Students can return to their neighborhood school as provided in Student enrollment and transfer Policy (4.10.051) ● Student assignment for special programs (SPED, ESL, AltEd) may superseded neighborhood school assignments. 	<p>No changes currently recommended.</p> <p>Recommend longer term review of how students' ability to remain at a school impacts enrollment balancing effectiveness.</p>
V. Student Assignment following Boundary Change:	<p>A. To promote continuity and stability for students and their families and except as provided in Section V.B</p> <ol style="list-style-type: none"> 1) Students living in the neighborhood approved for a boundary change may remain at their current school through the highest grade 2) Younger siblings have guarantee through the transfer process to attend former neighborhood school if an older brother or sister currently attends and will be attending the former neighborhood school in the following year. 3) Transfer students attending a school subject to boundary change may remain at their current school through the highest grade <p>B. Superintendent may request an exception to the above. Exceptions must be approved by the Board.</p>	<p>No changes currently recommended.</p> <p>Recommend longer term review of how students' ability to remain at a school impacts enrollment balancing effectiveness.</p>

Existing Directive Section	Administrative Directive 4.10.049-AD	Recommended Changes
<p>III. School Enrollment and Program Data Analysis</p>	<p>1) Regularly monitor data which help predict future student assignments, including:</p> <ul style="list-style-type: none"> a) Current and historical enrollment b) Characteristics by grade level, ethnicity, gender c) Enrollment trends, neighborhood capture rate, building capacity use <p>2) Population Projections based on demographics and housing trends</p> <p>3) Annual transfer information</p> <p>B. Superintendent will analyze data to determine:</p> <ul style="list-style-type: none"> 1. If current or projected enrollment at a school is significantly greater or lesser than building capacity 2. Whether the projected enrollment is likely to inhibit delivery of an adequate and effective academic program and or the cost efficient use of a school and 3. Options to address any identified enrollment issues including: <ul style="list-style-type: none"> 1. Changing the number of transfers 2. Adjusting building capacity by adding temporary facilities, upgrading existing school building or repurposing part of a facility 3. Expanding, moving or closing programs and focus options 4. Restructuring the delivery of effective instruction (eg full-day Kindergarten, grade configuration) 	<p>1) Regularly Annually monitor data which help predict future student assignments, including:</p> <ul style="list-style-type: none"> b) Characteristics by grade level, ethnicity, gender, and student demographics <p>2) Population projections for a minimum of 5-7 years based on demographics and housing trends</p> <p>B. On an annual basis, the Superintendent will analyze data and apply boundary review values to determine:</p> <p>2. Whether the projected enrollment is likely to inhibit delivery of an equitable, adequate and effective academic program and or the cost efficient use of a school and</p>

	<p>5. Opening a new school or closing an existing school</p> <p>6. Changing Boundaries</p> <p>4. If school boundary change is among the enrollment change options to be considered, the superintendent shall follow the procedures outlined in Sections IV and V below</p>	
<p>IV Input in to School Boundary Change Recommendations</p>	<p>A. District shall gather input from interested parties, including families, students, District staff, representatives of the City of Portland and other interested parties</p> <p>B. Use school newsletters, media outlets, email lists, PPS website and other effective means to solicit input</p> <p>C. Convene at least one public meeting to gather input</p> <p>D. At least one notice including details of the proposed boundary change shall be sent to all families whose students would be directly impacted within 2 years of the change.</p>	<p>A. Stakeholder Outreach - The District shall gather and incorporate input from impacted and interested parties:</p> <ul style="list-style-type: none"> a. Students and Families, reflective of the student demographics of the District b. District staff c. Representatives of the City of Portland <p>B. Communication and Public Notice - The District shall use effective, culturally responsive techniques to ensure that participation rates and community feedback on boundary changes reflect the student demographics of the District.</p> <ul style="list-style-type: none"> a. Methods: At a minimum, the District shall implement the following to solicit feedback: <ul style="list-style-type: none"> i. District-wide survey to identify emerging values and priorities of communities the District serves¹ ii. Internal - School newsletters, email lists, PPS website and social media outlets, community agents working with historically underserved communities iii. External - Media outlets, partners

¹ As an example, refer to the PPS 2025 Survey launched in spring 2015.

		<p style="text-align: right;">with community-based organizations serving students in the District</p> <p>C. Public Meetings - A minimum of 3 public meetings to gather input before a boundary change is presented to the Board. Meetings shall:</p> <ul style="list-style-type: none"> a. Be held at sites mutually agreed to by the District, and those communities from whom input is being sought, to ensure maximum participation possible by communities reflective of the student demographics of the District. b. Offer childcare for families requesting it c. Language translation for documents and engagement <p>D. Notice - At least one notice including details of the proposed boundary change shall be sent to all families whose students would be directly impacted within 2 years of the change.</p> <p>E. The District will identify and share with impacted communities how their input was used and if it was not able to be incorporated into outcomes, why this decision was made.</p> <p>F. The District will use the Racial Equity Lens in crafting the outreach process to ensure that outreach to traditionally underserved communities was effective</p>
<p>V School Boundary Change Considerations</p>	<p>A. In addition to the input received under Section IV, the Superintendent shall consider factors that contribute to optimal school boundaries. These factors reflect District goals and provide consistency and transparency in establishing stable and workable</p>	<p>A. In addition to the input received under Section IV, the Superintendent shall consider factors that contribute to optimal school boundaries. These factors align with District goals, the Racial Educational Equity Policy, and provide</p>

	<p>school boundaries.</p> <p>B. The following is a minimal list of non-prioritized factors for consideration in school boundary changes. The explanations that accompany each factor are non-exclusive and are presented to illustrate the types of considerations that will be applied.</p> <ul style="list-style-type: none">a. Stable feeder pattern:<ul style="list-style-type: none">i. Allow as many students as possible to continue together from one school level to the next.ii. Have each K-5 school preferably feeding one and no more than two middle schools, and each K-8 or middle school preferably feeding one and no more than two high schools.b. Diverse student body demographics:<ul style="list-style-type: none">i. Aim to more closely reflect the broad range of language, cultural, and socio-economic backgrounds of the PPS student population.ii. Consider the different learning needs of the student body.c. Compact boundaries:<ul style="list-style-type: none">i. Promote safer routes to schools by limiting the number of natural and human-made physical boundaries students must cross to and from school and considering the availability of sidewalks and bicycle lanes.ii. Promote a sense of community by keeping neighborhoods together as much as possible.	<p>consistency and transparency in establishing stable and workable school boundaries.</p> <p>B. The following is a minimal list of non-prioritized factors for consideration in school boundary changes. When considering any boundary change factor, a racial equity lens shall be applied to understand the impact to students in an identified area. The explanations that accompany each factor are non-exclusive and are presented to illustrate the types of considerations that will be applied.</p> <ul style="list-style-type: none">a. Stable feeder patternb. Diverse student body demographicsc. Compact boundaries
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	<ul style="list-style-type: none"> iii. Minimize transportation times and distances. iv. Minimize the assignment of students away from schools in close proximity to their residence. d. Optimal use of existing facilities: <ul style="list-style-type: none"> i. Minimize additional expenses for transportation and modification to facilities. ii. Maximize conservation of natural resources such as natural gas, oil, gasoline and electricity. iii. Ensure that projected student enrollment supports an adequate academic curriculum. e. Stable program and enrollment in surrounding schools: <ul style="list-style-type: none"> i. Establish attendance areas that will not necessitate frequent changes. ii. Consider the potential program and enrollment impact at nearby schools. f. Limited impact on students: <ul style="list-style-type: none"> i. Affect the smallest number of students possible. ii. Avoid causing students who have continued to reside in a particular geographic area to be affected by a boundary change more than once at a particular school level. iii. Avoid separating small numbers of 	<ul style="list-style-type: none"> d. Optimal use of existing all facilities <ul style="list-style-type: none"> i. Ensure that projected student enrollment supports an adequate and equitable academic curriculum. e. Stable program and enrollment in surrounding all schools <ul style="list-style-type: none"> i. Establish attendance areas that will not necessitate frequent changes. ii. Consider Evaluate the potential program and enrollment impact at nearby schools. f. Limited impact on students <ul style="list-style-type: none"> i. Avoid causing students who have continued to reside in any particular geographic area to be affected by multiple enrollment balancing efforts, including boundary change, more than once at a particular school level. ii. Affect the smallest number of
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	students from their classmates when they move to a school at the next level.	students possible. iii. Avoid separating small numbers of students from their classmates when they move to a school at the next level.
VI School Boundary Change Recommendation	<p>A. The Superintendent's final recommendation to the Board for any school boundary change shall include:</p> <ul style="list-style-type: none"> a. The proposed schedule for the boundary change, b. The projected impact at affected school(s) including enrollment, school building utilization, student body demographics, transportation and program offerings, c. Any exceptions to the approved process for assigning students after a boundary change, as provided in 4.10.045-P V.B., and d. An analysis of school boundary factors. 	A. e - Direct analysis of how public feedback was incorporated, or not considered, into the final recommendation.

<p>VII School Assignment Following a School Boundary Change</p>	<p>A After a boundary change:</p> <ol style="list-style-type: none"> 1. Students living in the neighborhood approved for a boundary change have the right to attend either their current school through the highest grade or the newly assigned neighborhood school. Students who remain at their current school and later want to attend the newly assigned neighborhood school have the right to do so with a on-time transfer request (4.10.051.-P) 2. Younger siblings living in a neighborhood approved for a boundary change shall be guaranteed a space at the former neighborhood school if: <ol style="list-style-type: none"> a. They make timely application through the annual transfer process (4.10.051-P), and b. An older sibling currently attends and will be attending the former neighborhood school during the upcoming school year. 3. Transfer students attending a school subject to a boundary change may remain at their current school through the highest grade. Younger siblings of such transfer student are eligible for preference with is subject to capacity limits if they apply on-time to attend their older brother or sister’s current school, as provided in 4.10.051-P. <p>B. The Superintendent may recommend an exception to the approved assignment process in cases described in 4.10.051-P.</p>	<p>No changes currently recommended. Recommend longer term review of how students’ ability to remain at a school impacts enrollment balancing effectiveness.</p>
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