Board Policy

**Student Assignment to Neighborhood Schools**

**4.10.045-P**

I. Introduction

A. The purpose of the Student Assignment to Neighborhood Schools Policy is to:

1. Establish a process for assigning students to neighborhood schools

2. Provide consistent guidelines for changes to school boundaries

B. The Board acknowledges and values neighborhood school stability; however, it also recognizes the need to maintain flexibility to adjust neighborhood school boundaries in response to populations shifts in the broader community and enrollment imbalances within the district.

II. Definitions

A. “Neighborhood school” means a school serving a designated attendance area.

B. “Supervising adult” means an adult in a parental relationship as that term is defined in ORS Chapter 339.

C. “Emancipated minor” means a person who has been so declared by the courts pursuant to ORS Chapter 419B or a similar out-of-state statute.

D. “School boundary” means the physical border that defines a designated attendance, or catchment,area for a neighborhood school.

“Optimal enrollment” means…

F. “Feeder pattern” means the designated path for students to advance from one school grade grouping to another.

“Robust programming” means…

G. “Siblings” means children with the same parent or supervising adult living together at the same address.

III. Guidelines for Student Assignment to Neighborhood School

A. All students in grades K-12 are assigned to a neighborhood school based on the address:

1. Where the student resides with a parent or supervising adult

2. Where an emancipated minor resides

B. Students have the right to attend their neighborhood schools, except as provided in section III.D of this policy.

1. Students who move to a different attendance area mid-year may complete the school year in their former neighborhood school.

C. Students who have chosen to attend a school other than their neighborhood school through an approved transfer, retain the right to return to their neighborhood school, as provided in the Student Enrollment and Transfers Policy (4.10.051-P).

D. Student assignment for special program services, including, but not limited to, Special Education, English as a Second Language, and Alternative Education (Education Options), may supersede neighborhood school assignments.

IV. Student Assignment Review and Boundary Change Process

A. The Superintendent or designee shall annuallymonitor enrollment, program demand, and demographic trends to anticipate the need for school boundary changes and consider other viable options.

B. Boundary adjustments should be made on a regular basis to respond to student population fluctuations in order to maintain optimal enrollment in schools across the district.

C. If the Superintendent or designee determines that conditions exist to warrant a change in school boundaries or feeder patterns, the Superintendent shall develop recommendations to the Board that:

1. Consider factors that contribute to optimal school boundaries, to the extent reasonable. The Board recognizes that such factors may conflict with one another, and include, but are not limited to, the following non-prioritized list:

1. Enrollments that match the capacity of school buildings and are sufficient to support robust programming
2. School catchment areas and feeder patterns that promote as much as possible student populations that are diverse in race, ethnicity, and socio-economic status
3. Compact boundaries that promote safer routes to schools and a sense of community as well as recognize and address natural and human-made barriers
4. Optimal use of existing facilities
5. Program and enrollment stability in the surrounding schools and across the district
6. Limiting the impact of boundary changes to the smallest number of students possible
7. Feeder patterns that allow as many students as possible to continue together from one school level to the next

2. Consider input from families, students, staff, and community members

D. The Board shall have final approval of school boundary changes, with the intention that all changes be approved no later than January of the calendar year for the following school year.

V. Student Assignment Following Boundary Change

A. Since school boundary changes are intended to balance enrollments across schools, relieve overcrowding or under-enrollment, or to establish a boundary for a new school, they will take effect at the start of the following school year.

1. Students who will be in 5th grade the year a change takes effect may remain enrolled in their former neighborhood K-5 schools.

2. Students who will be in 8th grade the year a boundary change takes effect may remain in their former neighborhood K-8 or middle schools

3. Students who will be in the 11th or 12th grades the year a boundary change takes effect may remain in their former neighborhood high schools.

B. The Superintendent or Board may recommend an exception to Section V.A., providing a clear and compelling reason for diverging from policy. Such exceptions must be approved by the Board.

VI. Exceptions and Implementation

A. This policy does not apply to:

1. The temporary closure of any school for renovation or remodeling when students are temporarily relocated to another facility

2. The closure or change of use of any building or other facility owned by the District not currently used for instructional purposes

3. The closure of any school for up to one year in response to emergencies, including major facility or environmental problems

B. The Superintendent shall develop administrative directives and procedures for implementing this policy as needed.

Legal References: ORS 339.133; ORS Chapter 419B; 4.10.051-P; 6.10.022-P

History: Adopted 6/23/08