

**Equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational**

**resources Enrollment and Program Balancing**

**DRAFT**

**Timeline for Board Policy Updates and Community Engagement**

November 4, 2019

Date	Responsible Party	Objective
November 4, 2019	Policy Committee	Board Policy - Community Engagement Plan discussion
November 8, 2019	Deputy Superintendent	Directors DePass, Bailey and Moore meet with Deputy Superintendent to align FLO, Policy and Task Force processes for Enrollment and Program Balancing work
November 18, 2019	Board of Directors	Board Work Session with Maree Sneed to establish goals and priorities
November 19, 2019	Communications	Invite community to policy committee discussion on November 25
November 25, 2019	Policy Committee	First draft of policy updates from work session
December 3, 2019	Communications	Pulse Article on Policies to be updated
December 3, 2019	Committee Chair Moore	Board Policy Committee Report to the full board
December 16, 2019	Policy Committee	Finalize draft policies for First Reading - Maybe one week earlier?
December 17, 2019	Board of Directors	First Reading of Policies
December 17, 2019	Communications	Pulse Article on First Reading of Policies
January 6, 2020	Policy Committee	Review input received to date for First Reading
January 7, 2020	Committee Chair Moore	Board Policy Committee Report to full board
January 7, 2020	Communications	Pulse Article – Reminder for input on First Reading of Policies
January 21, 2020	Board of Directors	Review of draft policies with edits from community input
January 27, 2020	Policy Committee	Update policies for Second Reading and approval of policies
February 11, 2020	Board of Directors	Second Reading and approval of Policies

**Board Policies**

<p>2.10.010-P</p>	<p>Racial Educational Equity Policy</p>	<p>Frame conversation for all policy work in equity goals:</p> <ul style="list-style-type: none"> <li>A. Equitable access to high quality and culturally relevant curriculum, instruction support, facilities and other resources</li> <li>B. Create multiple pathways to success to meet the needs of diverse students and expect high academic achievement from all racial groups</li> <li>D. Remedy practices that over identify students of color in special education and under represent students of color in talented and gifted and AP/IB courses</li> <li>F. Empower students and families including underrepresented families of color as essential partners in school planning and district decision making</li> </ul>
<p>4.10.045-P</p>	<p>Student Assignment to Neighborhood Schools</p>	<p>Guidelines for Student Assignment to Neighborhood School:</p> <ul style="list-style-type: none"> <li>B All students in grades K-12 are assigned to a neighborhood school based on the address:             <ul style="list-style-type: none"> <li>a. Where the student resides with a parent or supervising adult.</li> <li>b. Where an emancipated minor resides</li> </ul> </li> <li>C Students have the right to attend their neighborhood schools through the highest grade, except as provided in section III.D of this policy</li> <li>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 schools assignments.</li> </ul>

		<p>Student Assignment Following Boundary Change</p> <ul style="list-style-type: none"> <li>A. The Superintendent or designee shall regularly monitor enrollment, program demand and demographic trends to anticipate the need for school boundary changes and consider other viable options.</li> <li>B. If the Superintendent or designee determines that conditions exist to warrant a school boundary change, the Superintendent shall develop recommendations to the Board</li> </ul>
4.10.049-AD	Student Assignment Review and School Boundary Changes	<ul style="list-style-type: none"> <li>III. School Enrollment and Program Data Analysis <ul style="list-style-type: none"> <li>B. On an annual basis, the Superintendent or designee shall analyze the data and apply values established through the Districtwide Enrollment Balancing Values Framework to determine: <ul style="list-style-type: none"> <li>1. If the current or projected enrollment at a school is significantly greater or less than the building capacity</li> <li>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</li> <li>3. Options to address any identified enrollment issues</li> </ul> </li> </ul> </li> <li>V. School Boundary Change Considerations <ul style="list-style-type: none"> <li>1. Stable feeder pattern</li> <li>2. Diverse student body demographics</li> <li>3. Compact boundaries</li> <li>4. Optimal use of facilities</li> <li>5. Stable program and enrollment in schools</li> <li>6. Limited impact on students</li> </ul> </li> </ul>

		School Assignment Following a School Boundary Change
4.10.051-P	Student Enrollment and Transfers	<p>I. Policy Purpose: equal access to educational options for all resident students through an open, fair and accessible process and to promote equity and diversity in student transfers and admissions</p> <p>II. General Policy Statement:</p> <ul style="list-style-type: none"> <li>-Right to attend neighborhood school</li> <li>-Right to request a transfer to attend any grade-appropriate school or program in the district</li> <li>-The Board is committed to families and students having equitable access to a broad portfolio of educational options.</li> <li>-The district has the responsibility...to provide families and students with information and advice that will enable ...informed decisions about their choice of educational options.</li> </ul> <p>V. Admission:</p> <ol style="list-style-type: none"> <li>1. By area of residence</li> <li>2. By transfer</li> <li>3. Criteria for Focus Options</li> </ol>
6.10.022-P	Educational Options	The Board is committed to providing a quality school near every student's home and an appropriate learning environment for all students, including those with special needs, within their home cluster. The Board also is committed to providing other educational options. The Board believes that all of these

		<p>educational options contribute to the health of the district and the community.</p> <p>I. Purpose of Educational Options The purpose of educational options is to offer students and their families meaningful choices that meet the different learning needs and educational interests of all students. The Board values all options, a continuum of which complement each other in serving student and family needs within the Portland Public School District. Students and their families are the primary decision makers about their choice of options; the district may assist students and their families in making appropriate choices.</p> <p>District Administrative Support and Evaluation</p> <ul style="list-style-type: none"> <li>-The district shall evaluate educational options on an established cycle, consistent with district objectives, other district policies, and statutory requirements.</li> <li>-The district shall collaborate with educational options to assess their ongoing assistance needs and determine their future status, including renewal, modification, termination, replication, or transition from program to school.</li> </ul> <p>Equitable access to all schools</p>
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