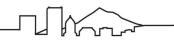**Packet Documentation**

Policy Committee Meeting 11/25/19

- Agenda
- Search and Seizure
  - Staff Report 10/19/19
  - Staff Report 11/13/19
  - Draft Search and Seizure Policy
  - Redlined Search and Seizure Policy
- Student Conduct and Discipline Policy
  - Staff Report 11/25/19
  - Draft Student Conduct and Discipline Policy
  - Redlined Student Conduct and Discipline Policy
- Enrollment Policies
  - Proposed Timeline for Policy Updates
  - Petitions Decisions and Demographic Comparison
  - Student Assignment to Neighborhood Schools Policy 4.10.045-P
  - Educational Options Policy 6.10.022-P
  - Student Enrollment and Transfers Policy 4.10.051-P
- Racial Equity and Social Justice Lens

PORTLAND PUBLIC SCHOOLS
Board Policy Committee

November 25, 2019
3:00 p.m. – 6:00 p.m.
Willamette Conference Room

Committee Members
Chair – Rita Moore
Julia Brim-Edwards
Eilidh Lowery

AGENDA

1. Introductions

2. Prioritization (15 minutes)

   a. Prioritization of policy revisions for 2019-20

3. Policies currently in Public Comment period or 21 day Public Comment period completed (1 hour)
   a. 4.30.040-P Search and Seizure Review public comment, (10 minutes public comment)
   b. 4.30.010-P Student Conduct and Discipline: Review public comment and staff report

4. Policies for discussion/consideration (1.5 hours)
   a. Policies related to Kellogg opening
      i. Conceptual agreement on changes and policy alignment
   b. Application of RESJ lens

5. Policies ready for Second Reading/Board final consideration (0 minutes)

6. Communication Planning and Support, AD development (0 minutes)

7. Public Comment – (5) Two-minute slots (10 minutes)

8. OSBA Update/Other business (0 minutes)

9. Adjourn

Content for future meetings:
Enrollment boundaries (priority)
Foundation policy
School attendance
OSBA policy revision

The Portland Public Schools Equity & Social Justice Lens

The PPS RESJ Lens is a critical thinking tool which will be applied to the internal systems, processes, resources and programs of PPS to create increased opportunities for all students by evaluating burdens, benefits and outcomes to underserved communities. Through consistent utilization of the RESJ Lens, we intend to strengthen our strategies and approaches toward more equitable outcomes for every student.

The following questions are a guide and will be considered when making decisions and contemplating our strategies.

1. Describe the proposed action, desired results and outcomes, and connection to PPS's mission: *Every student by name prepared for college, career and participation as an active community member, regardless of race, income or zip code.*

2. How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision?

    a) Is there stakeholder support or opposition to the proposal? Why?

3. How does the proposed action expand opportunities for racial equity and social justice?

    a) Who are the demographic groups affected?
    b) How will each group be impacted/affected by the decision or action?
    c) Are there any potential unintended consequences for specific groups/populations? Are there strategies in place to mitigate any negative impacts?

4. Does the proposed action address barriers to equitable outcomes?

    a) How will you track progress toward reducing disparities?

5. What information/data are you basing your decision or action upon?

    a) What data or metrics will you collect/use to track impacts of the proposed action on the identified populations?

6. Describe any changes you have made or will make to the action after applying this lens.

Date: November 25, 2019

To: School Board

From: Brenda Martinek, Chief of Student Support Services
Chandra Cooper, Sr. Director of Multi-Tiered Systems of Support
Dana Reimer, Student Conduct Coordinator
Juniper Painton-Straub, Project Manager, Student Support Services

Subject: Revision of Student Conduct & Discipline Policy (4.30.010-P)

BACKGROUND

In order to align with district priorities and national best practice, the Office of Student Support Services recommends updating, including imbedding the principles of our equity policy, trauma-informed practices, restorative justice and tiered systems of support into our Student Conduct & Discipline Policy.

RELATED POLICIES/BEST PRACTICES

This revision of the Student Conduct and Discipline Policy acknowledges intersectionality of disciplinary action, substance use/abuse and/or mental health challenges and utilizes a trauma-informed lens to guide the discipline practices in this district. With the intention of imbedding equity into our system, the Racial Educational Equity Policy (2.10.010-P) was consulted and is referenced. In an effort to streamline services and build a sustainable system of supports the District is instituting Multi-Tiered Systems of Support (MTSS) framework and the Student Conduct and Discipline Policy needs to be in alignment with this and the Restorative Justice practices that are integral to this system.

ANALYSIS OF SITUATION

Currently, Portland Public Schools has high levels of inequity/over representation in disciplinary actions of historically underserved populations. The Student Conduct and Discipline Policy is outdated, and needs to reflect a more supportive and comprehensive discipline practice that incorporates best practices of Restorative Justice, Multi-Tiered Systems of Support, trauma-informed care and equity.

FISCAL IMPACT

Additional professional development for staff in regards to trauma informed practices will be required. A three-year training plan will be developed during the 2019-20 school year with associated budgets. There will also need to be increased investment to support restorative justice practices. We expect to utilize and expand our internal resources for these trainings, however financial investment will also be necessary to support additional hours and resources.

Additionally, the district will need to institute a discipline practices evaluation protocol, train staff on the system, and enforce the expectations with district wide.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

In an effort to engage stakeholders early and often in this process, the Office of Student Support Services conducted family, student and teacher listening sessions as well as a survey of students and parents who participated in the Insights Intervention Class. We conducted outreach to students and families in June as well through a flyer which we translated into our five supported languages, sent to both school administration and SUN Schools. We also involved school administrators and other interested District staff in a bi-weekly work session to incorporate their perspective as we revised the Student Conduct and Discipline Policy and the accompanying Administrative Directive. Below is a list of engagement sessions conducted with PPS students and staff, followed by some major takeaways from those efforts. Major takeaways from engagement sessions have been incorporated into the revised policy and accompanying AD.

January-August 2019

- Five work group meetings with interested building administrators and other district staff to include their perspective in revisions to the Student Conduct and Discipline Policy and AD

- Nine listening sessions with students at Franklin, Benson, Cleveland, Grant, Lincoln, Roosevelt, and Alliance at Meek. Approximately 125 students.

- Three listening sessions with teachers and staff at Cleveland, Lincoln, and Madison High Schools. Approximately 45 teachers and staff members.

  Major takeaways which have been incorporated into the revised policy and accompanying AD:

- Disciplinary processes need improved communication, consistency and clarity.
- Discipline in the District needs to have an increased focus on equity and restorative practices
- School staff feel the need for tools and resources to improve school engagement and climate

Fall 2019

- Wednesday 10/16 Listening Session at Ockley Green Middle School
- Tuesday 10/21 Listening Session at Special Education Advisory Council
- Tuesday 10/21 Email invitation from Maxine (student rep to the board) to student reps district-wide to provide feedback on Student Conduct & Discipline policy revisions
- Wednesday 10/22 Listening Session at Dr. Martin Luther King Elementary
- Tuesday 10/29 Pulse article survey in multiple languages
- Tuesday 10/29 Student Rep Meeting discuss Student Conduct & Discipline Policy
- Tuesday 11/12 ESL Parent Listening Session at Madison High School @Marshall
- Wednesday 11/13 Listening session at George Middle School
- Thursday 11/14 Listening session at Pioneer Program

The public survey included 125 individual respondents in the English survey, and one in the Russian survey, by which:

59.5% of parents never had their student involved in a discipline procedure,
17% of parents had a student involved in a discipline procedure 2-3 times,
16% of parents had a student involved in a discipline procedure only 1 time,
7.5% of parents had a student involved in a discipline procedure more than 4 times.

Roughly 200 individual responses from listening sessions, and 126 responses from the survey were analyzed, and grouped by theme. Themes were organized when 2 or more responses were aligned.

Fall 2019 Community Feedback	Cumulative Percent
Affirming a deepened restorative-justice district approach to managing discipline practice	34%
Expressed more detailed policy guidance regarding staff support, tools, school climate resources, and mutual accountability due to varied interpretations	25.5%
Affirming district value to focus on racial equity and trauma-informed practices	15%
Create explicit differentiation and protections in policy for PK-5 students	12%
Disciplinary processes with aligned communication, consistency and clarity.	9%
Incorporate a disability justice lens that requires differentiated approaches with students on IEPs and 504s	4%
Express district commitment to emotional regulation and positive reinforcement as alternative discipline supports	2%

*The total exceeds 100% as individuals could provide multiple forms of feedback.

Responses were categorized into 7 themes. The first two themes had a significantly larger representation of community feedback (59%). By count, these two themes had 3 times as many recurrences than any of the remaining themes:

1. Affirming a deepened restorative-justice district approach to managing discipline practice

2. Expressed more detailed policy guidance regarding staff support, tools, school climate resources, and mutual accountability due to varied interpretations

The next cluster represents (36%) and incorporated the following themes:

1. Affirming district value to focus on racial equity and trauma-informed practices

2. Create explicit differentiation and protections in policy for PK-5 students

3. Disciplinary processes with aligned communication, consistency and clarity

The final cluster represents (6%) of community feedback:

1. Incorporate a disability justice lens that requires differentiated approaches with students on IEPs and 504s

2. Express district commitment to emotional regulation and positive reinforcement as alternative discipline supports

TIMELINE FOR IMPLEMENTATION / EVALUATION

The accompanying Administrative Directive is in the final editing stages, associated professional development will begin during the 2019-20 school year. The Office of Student Support Services has prepared a three-year plan to build trauma informed perspective into district practices. District level evaluation of discipline practices and trauma informed care is needed and will be built into future planning.

CONNECTION TO BOARD GOALS

The revised policy is critical to the work we hope to accomplish within our board goals which not only address the academic success of our students, especially those from historically underserved communities, but also their social emotional health which requires the differentiated supports that are built into this policy.

STAFF RECOMMENDATION

Recommend the adoption of the updated Student Conduct and Discipline Policy.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ _(Initials)_

ATTACHMENTS
    A. Student Conduct & Discipline Policy-4.30.010-P-Redlined
    B. Revised Student Conduct & Discipline Policy-4.30.010-P-Clean Copy

BOARD POLICY

4.30.010-P

Student Conduct and Discipline

Introduction

The District desires the use of evidence-based, trauma informed practices that maximize instructional time for every student and minimize the use of exclusionary discipline. The District seeks to build a system-wide understanding of trauma prevalence and impact which recognizes that traumatic experiences can negatively affect student behavior and that disciplinary practices can retraumatize students. Each school and program shall create a safe, calm, and secure environment in which all students feel included, supported, and respected. To this end, disciplinary decision making should include a trauma-informed perspective and focus on restorative practices first and foremost. When student behavior disrupts the learning or working environment, school staff, families, and students will share concerns and work collaboratively to develop and implement equitable and restorative plans for more intensive interventions and supports.

The District believes the following will reduce the need for disciplinary actions that exclude students from their classroom:

1. Positive school climate
2. Clear and consistent student behavioral expectations
3. Trauma-informed and effective classroom management strategies
4. Parent/family/guardian engagement
5. Culturally relevant instruction
6. Developmentally appropriate practices
7. Strong supports for SPED

Discipline should be used to support students in learning the skills and concepts necessary to enhance a positive school climate and avoid disruptive behavior. Utilizing a trauma-informed approach to school discipline that is paired with meaningful and accessible instruction and guidance offers students the opportunity to learn from their mistakes and contribute to the school community. This is more likely to result in re- engaging the student in learning. The District is committed to preparing students to be successful in life by providing a safe, supportive, and inclusive school climate which:

1. Is conducive to student learning
2. Fosters self-efficacy
3. Encourages active participation in their communities

The Superintendent or designee will work with all schools and programs to carry out a variety of evidence-based, trauma-informed practices and strategies for maintaining a safe, calm, and secure school climate. The strategies shall focus on:

1. Communicating clear, appropriate, and consistent behavior expectations
2. Educating students on behavior expectations
3. Providing students with tiered supports/interventions
4. Implementing consistent and fair use of consequences
5. Eliminating disproportionate uses of discipline actions
6. Continuous review and improvement of discipline practices
7. Fostering teachers' use of trauma-informed and effective classroom management strategies

The District recognizes that some students experience disproportionate disciplinary actions in response to their behavior, specifically Latinx students, students with African American or Black, Native American, and Pacific Islander ancestry, English Language Learners, students with disabilities, LGBTQ Continuum students, and students living in poverty. The District recognizes that unconscious biases can impact disciplinary decision-making and seeks to eliminate disparities in the use of school and program discipline. As stated in our district Racial Educational Equity Policy (2.10.010-P), Portland Public Schools is committed to the success of every student in each of our District. Schools and programs shall strive to enforce disciplinary rules fairly, equitably, and without discrimination or bias.

Recognizing that student discipline practices are closely related to student achievement, the District expects school practices that:

1. Incorporate student and family perspective at all levels from policy to enforcement, and engage parents/guardians early in disciplinary processes;
2. Are trauma-informed and evidence based, resulting in safer schools grounded in equity, improved student achievement, improved student attendance, and fosters student sense of self-efficacy;
3. Provide consistency, fairness, and equitable interventions and consequences across all schools and programs in the district;
4. Eliminate disparities in applying discipline by assuring equitable tiered interventions and consequences across all racial and ethnic groups, by gender, among those with disabilities and other protected classes (see 1.80.020-P Non-Discrimination);
5. Define and communicate expectations for student behavior;
6. Define and communicate expectations for staff responsibilities related to student conduct and discipline;
7. Are developmentally appropriate and in accordance with 4.30.025-AD, Discipline of Students with Disabilities;
8. Use restorative practices to balance the needs of the student, the needs of those directly affected by a student's behavior, and the needs of the overall school community;
9. Facilitate students, staff, parents/guardians and the community working together to provide both academic and non-academic support to students.

Since we are all invested in the success of our children, it is the shared responsibility of all adults in our school district to ensure that social justice principles are imbedded in our schools and that we take the necessary steps to shift our system to meet the needs of students. These responsibilities will include personal and professional introspection, acknowledgement of unconscious biases, willingness to learn restorative and trauma-informed practices.

District leadership is expected to provide professional development to support these shifts, and to define procedures and practices that build a safe, supportive, and inclusive school climate. Everyone in a school who has direct contact with students is expected to utilize the learning opportunities provided to create and maintain an environment that inspires student learning by using principles of positive behavior support, cultural responsiveness, and trauma-informed effective discipline practices to support students' prosocial development.

Discipline Principles

Discipline must be an equitable, transparent, timely, fair, and developmentally appropriate response based on individual student needs as defined in ORS 339.250. The district discourages exclusionary discipline for students in grades PK-5.

Discipline of students with disabilities must be in accordance with state and federal laws and 4.30.025-AD, Discipline of Students with Disabilities.

Discipline practices should deter undesired behavior before it occurs, and use effective interventions after it occurs, seeking to repair any harm caused.

The District and schools shall make every reasonable effort to first correct student undesired behavior through family, school, and community-based resources. These efforts involve utilizing a trauma- informed perspective to analyze individual student needs and adult responses, developing preventive, responsive, and developmentally appropriate interventions and providing disciplinary and educational alternatives.

Discipline should take into consideration the understood effects of trauma to the developing brain and start at the lowest possible level reasonably determined to change the student's behavior and to minimize the loss of instructional time.
It is the expectation that District representatives consider an individual
student's trauma load when discussing discipline. Unless there is a behavior that poses an imminent risk to others, exclusionary discipline should be the actions of a last resort.

Monitoring and Accountability

The Superintendent shall establish a structure at the District and school level to monitor progress on student conduct, including annual reporting to the District.

The District shall monitor progress on student conduct in a way that is data driven and responsive to the needs of schools and students.

The monitoring structure shall be connected to School and District Improvement Plans and designed to identify areas of need, target tiered areas for support, thus enabling schools and the District to craft solutions.

Monitoring information shall be presented in a manner that is transparent and accessible to administrators, teachers, and the general public as the law permits (OAR 581-021-0330, OAR 581-021-0340). Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner.

Implementation

The Superintendent shall develop administrative directives, procedures and/or standards to implement this policy.

The District shall publish and distribute to staff, students and parents expectations outlining student rights and responsibilities, behavior expectations, tiered interventions and potential disciplinary actions.

Under this policy, resources will be allocated to support a trauma- informed approach to discipline, positive behavior and provide alternatives to exclusionary discipline.

Definitions

Restorative Practices**:** District staff shall endeavor to utilize restorative practices when applicable and agreed upon by all parties. Restorative practices include, but are not limited to:

Restorative Conferencing: a meeting between all parties impacted, attendees include school administrators, teachers, staff, students, parents/guardians, and appropriate community

service providers to discuss impact of behavior, solving conflict peacefully, and to create a plan of action for interventions and supports.

Restorative Responsive Circles: a gathering to give space to students directly involved in a conflict and others directly affected to discuss the impact of the behavior and develop a plan to repair the harm.

Restorative Action Plan: the result of the circle described above, requiring students to make reparations that meet the needs of those impacted.

Tiered Supports: the main component of a data based Multi-tiered Systems of Support (MTSS) framework. Attention is focused on Tier 1 (universal practices and supports for all students), Tier 2 (targeted small group strategies and supports provided in addition to Tier 1) and Tier 3 (supports at the individual student level).

Self-Efficacy: students' belief in their innate ability to set and achieve goals.

Social Justice Principles: values that favor measures aimed at decreasing or eliminating inequity; promoting inclusiveness of diversity; and establishing environments that are supportive of all people.

Trauma-Informed Approach: designed to be a community response to support traumatized students and their families. This includes policies and practices that create safe school environments and professional learning regarding the signs and symptoms of trauma, promote resiliency and wellness among students, their families, and staff, and reduce re-traumatization.

Legal References: ORS 339.240, ORS 339.250, ORS 659.850, OAR 581-021-0045, OAR 581-021-0050 to -0075.

History: Replaces 4.30.010-P (Standards of Conduct) and 4.30.020-AD (Philosophy for Discipline) Adpt 6/2009

Policy Review
This policy will be reviewed every 5 years. It revises 4.30.010-P and eliminates 4.30.030-P Program for Disruptive Students, as well as the Administrative Directive 4.30.031-AD that accompanies it.

I. Introduction

The District desires the use of evidence-based, trauma-informed practices that maximize instructional time for every student and minimize the use of exclusionary discipline. The District seeks to build a system-wide understanding of trauma prevalence and impact which recognizes that traumatic experiences can negatively affect student behavior and that disciplinary practices can retraumatize students. Each school and program shall create a safe, calm, and secure environment in which all students feel included, supported, and respected. To this end, disciplinary decision making should include a trauma-informed perspective and focus on restorative practices first and foremost. When student behavior disrupts the learning or working environment, school staff, families, and students will share concerns and work collaboratively to develop and implement equitable and restorative plans for more intensive interventions and supports

The District believes the following will reduce the need for disciplinary actions that exclude students from their classroom:

1. Positive school climate

2. Clear and consistent student behavioral expectations

3. Trauma-informed and effective classroom management strategies

4. Parent/family/guardian engagement

5. Culturally relevant instruction

6. Developmentally appropriate practices

7. Strong supports for SPED

B. Discipline should be used to support students in learning the skills and concepts necessary to enhance a positive school climate and avoid disruptive behavior. Utilizing a trauma-informed approach to school discipline that is paired with meaningful and accessible instruction and guidance offers students the opportunity to learn from their mistakes and contribute to the school community. This is more likely to result in re-engaging the student in learning. The District is committed to preparing students to be successful in life by providing a safe, supportive, and inclusive school climate which:

- Is conducive to student learning

- Fosters self-efficacy

- Encourages active participation in their communities

A. ~~The Board is committed to a positive, respectful, inclusive climate in every school that promotes academic achievement, ensures safe and drug-free learning communities, provides positive behavior supports, ensures equitable outcomes in discipline, and maximizes the time students spend in school.~~

The Superintendent or designee will work with all schools and programs to carry out a variety of evidence-based, trauma-informed practices and strategies for maintaining a safe, calm, and secure school climate. The strategies shall focus on:

- Communicating clear, appropriate, and consistent behavior expectations
- Educating students on behavior expectations
- Providing students with tiered supports/interventions
- Implementing consistent and fair use of consequences
- Eliminating disproportionate uses of discipline actions
- Continuous review and improvement of discipline practices
- Fostering teachers' use of trauma-informed and effective classroom management strategies

The District recognizes that some students experience disproportionate disciplinary actions in response to their behavior, specifically Latinx students, students with African American or Black, Native American, and Pacific Islander ancestry, English Language Learners, students with disabilities, LGBTQ Continuum students, and students living in poverty. The District recognizes that unconscious biases can impact disciplinary decision-making and seeks to eliminate disparities in the use of school and program discipline. As stated in our district Racial Educational Equity Policy (2.10.010-P), Portland Public Schools is committed to the success of every student in each of our District. Schools and programs shall strive to enforce disciplinary rules fairly, equitably, and without discrimination or bias.

~~0.~~ Recognizing that student discipline practices are closely related to student achievement, the ~~Board~~District ~~supports~~ expects school practices that:

C.

~~Engage parents/guardians early in the disciplinary process;~~

1. Incorporate student and family perspective at all levels from policy to enforcement, and engage parents/guardians early in disciplinary processes;

~~1.~~2. Are ~~well researched~~trauma-informed and evidence based, ~~and~~ result~~ing~~ in safer schools grounded in equity, improve~~d~~d student achievement, improve~~d~~d student attendance, and

increased student accountability fosters student sense of self-efficacy;

2.3. Provide consistency, fairness, and equitable interventions and consequences across all schools and programs in the district;

3.4. Eliminate disparities in applying discipline by assuring equitable tiered interventions and consequences across all racial and ethnic groups, by gender, among those with disabilities and other protected classes (see 1.80.020-P Non-Discrimination);

4.5. Define and communicate expectations for student behavior;

5. Define and communicate expectations for staff responsibilities related to student conduct and discipline;

6.

7. Are developmentally appropriate and in accordance with 4.30.025-AD, Discipline of Students with Disabilities;

Use restorative practices to Bbalance the needs of the student, the needs of those directly affected by a student's behavior, and the needs of the overall school community;

8.

7. Engage parents/guardians early in the disciplinary process;

9. Facilitate students, staff, parents/guardians and the community working together to provide both academic and non-academic support to students.

D. Since we are all invested in the success of our children, it is the shared responsibility of all adults in our school district to ensure that social justice principles are imbedded in our schools and that we take the necessary steps to shift our system to meet the needs of students. These responsibilities will include personal and professional introspection, acknowledgement of unconscious biases, willingness to learn restorative and trauma-informed practices.

District leadership is expected to provide professional development to support these shifts, and to define procedures and practices that build a safe, supportive, and inclusive school climate. Everyone in a school who has direct contact with students is expected to utilize the learning opportunities provided to create and maintain an environment that inspires student learning by using principles of positive behavior support, cultural responsiveness, and trauma-informed effective discipline practices to support students' prosocial development.

II. Student Conduct Principles

Proper student conduct, reinforced by an effective discipline program based on best practices and cultural responsiveness, is essential to creating and maintaining a positive, respectful, and inclusive school climate.

A. A positive, respectful, and inclusive school climate is the mutual

responsibility of:

0.   District staff, who are expected to create an environment for student success using principles of positive behavior support/effective discipline practices and cultural competency in managing student conduct;

0.   Students, who are expected to learn to function effectively in a school environment, learn the consequences of their behavior, develop self- discipline and take responsibility for their actions;

0.   Parents/guardians, who are expected to take an active role in school efforts to implement positive behavior supports and to work with schools to address their students' needs; and

0.   The community, whose partnerships are encouraged and welcomed in supporting appropriate student behavior.

.   Students shall comply with the authority of district staff as granted by law and with District standards of conduct including the school-based Student Conduct and Discipline Plan. They shall conduct themselves in an orderly manner at school during the school day and during school-sponsored activities.

~~X.~~II.   Discipline Principles

A. Discipline ~~should~~ must be an equitable, transparent, timely, fair, and developmentally appropriate response based on individual student needs as defined in ORS 339.250. The district discourages exclusionary discipline for students in grades PK-5.

~~A.~~B.   Discipline of students with disabilities must be in accordance with state and federal laws and 4.30.025-AD, Discipline of Students with Disabilities.~~, and match the severity of the student's misbehavior.~~

~~B. Discipline should teach students to behave in ways that contribute to academic and behavioral success, and to support a school environment where students and staff are positive, respectful and inclusive.~~

C. Discipline practices should ~~prevent~~ ~~determis~~ undesired behavior before it occurs, and use effective interventions after it occurs, seeking to repair any harm caused.

~~D. Discipline should be used to support students in learning the skills necessary to enhance a positive school climate and avoid negative behavior. School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.~~

The District and schools shall make every reasonable effort to first correct student undesired ~~mis~~behavior through family, ~~and~~ school, and community-based resources. These efforts involve utilizing a trauma-

informed perspective to analyze ~~analyzing~~ individual student needs and adult responses, developing preventive, ~~and~~ responsive, and developmentally appropriate interventions and providing disciplinary and educational alternatives.

D.

E. Discipline should take into consideration the understood effects of trauma to the developing brain and start at the lowest possible level reasonably ~~calculated~~ determined to change the student's behavior and to minimize the loss of instructional time. It is the expectation that District representatives consider an individual student's trauma load when discussing discipline. ~~District administrators are authorized to expel students from schools pursuant to District policies and administrative directives. However,~~ ~~U~~unless there is a behavior that poses an imminent risk to others, exclusionary discipline should be the actions of a last resort.

~~E.   s~~

there is extreme disruption of the educational process or behavior that poses a danger to persons or property, exclusionary discipline practices should be the action of last resort.

XI.III. Monitoring and Accountability

A. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner.

A. The Superintendent shall establish a structure at the District and school level to monitor progress on student conduct, including annual reporting to the BoardDistrict.

B. The District shall monitor progress on student conduct in a way that is data driven and responsive to the needs of schools and students.

C. The monitoring structure shall be connected to School and District Improvement Plans and designed to identify areas of need, target tiered areas of concernfor support, thus enabling schools and the District to craft solutions.

D. Monitoring information shall be presented in a manner that is transparent and accessible to administrators, teachers, and the general public as the law permits (OAR 581-021-0330, OAR 581-021-0340). Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory, and culturally responsive manner.

XII.IV. Implementation

The Superintendent shall develop administrative directives, procedures and/or standards to implement this policy.

A.

A.B. The District shall publish and distribute to staff, students and parents rules expectations outlining student rights and responsibilities, conduct behavior expectations, tiered interventions and possible potential disciplinary actions.

B.A. The Superintendent shall develop administrative directives, procedures and standards to implement this policy.

C. The implementation of this policy and corresponding directives will be consistent with related Federal and State law, District policies, and collective bargaining agreements.

C. ~~Resource allocation decisions to implement this policy will consider the strong link between discipline and academic achievement.~~Under this policy, resources will be allocated to support a trauma-informed approach to discipline, positive behavior and provide alternatives to exclusionary discipline.

Definitions

V.

- Restorative Practices: District staff shall endeavor to utilize restorative practices when applicable and agreed upon by all parties. Restorative practices include, but are not limited to:
  o Restorative Conferencing: a meeting between all parties impacted, attendees include school administrators, teachers, staff, students, parents/guardians, and appropriate community service providers to discuss impact of behavior, solving conflict peacefully, and to create a plan of action for interventions and supports.
  o Restorative Responsive Circles: a gathering to give space to students directly involved in a conflict and others directly affected to discuss the impact of the behavior and develop a plan to repair the harm.
  o Restorative Action Plan: the result of the circle described above, requiring students to make reparations that meet the needs of those impacted.
- Tiered Supports: the main component of a data based Multi-tiered Systems of Support (MTSS) framework. Attention is focused on Tier 1 (universal practices and supports for all students), Tier 2 (targeted small group strategies and supports provided in addition to Tier 1) and Tier 3 (supports at the individual student level).
- Self-Efficacy: students' belief in their innate ability to set and achieve goals.
- Social Justice Principles: values that favor measures aimed at decreasing or eliminating inequity; promoting inclusiveness of diversity; and establishing environments that are supportive of all people.
- Trauma-Informed Approach: designed to be a community response to support traumatized students and their families. This includes policies and practices that create safe school environments and professional learning regarding the signs and symptoms of trauma, promote resiliency and wellness among students, their families, and staff, and reduce re-traumatization.

Legal References: ORS 339.240, ORS 339.250, ORS 659.850, OAR 581-021-0045, O~~R~~A~~R~~ 581-021-0050 to -0075.

History: Replaces 4.30.010-P (Standards of Conduct) and 4.30.020-AD (Philosophy for Discipline) Adpt 6/2009

Policy Review
This policy will be reviewed every 5 years. It revises 4.30.010-P and eliminates 4.30.030-P Program for Disruptive Students, as well as the Administrative Directive 4.30.031-AD that accompanies it.

Date: November 25, 2019

To: Board Policy Committee: Chair Rita Moore, Eilidh Lowery, Julia Brim-Edwards

From: Shanice Clarke, Director of Community Engagement

CC: Jonathan Garcia, Chief Engagement Officer
Guadalupe Guerrero, Superintendent
Liz Large, General Counsel

Subject: Search & Seizure Policy 4.30.040-P: Student Engagement Memo

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Background
On October 29th, 2019, the Board of Education and Superintendent Guerrero agreed that in order to fully adopt the Search and Seizure Policy, additional student engagement and input would be required to shape a strong and student-centered policy. Since then, the Community Engagement Department executed on a truncated—yet effective—student engagement plan, maximizing student input during the public comment period.

A Lens on Youth Voice
Under the direction of Superintendent Guerrero and the Board of Education, Portland Public Schools is on a mission to cultivate student voice and a student's sense of belonging in our collective effort to transform and reimagine the district. We believe that when policy that impacts the lived experiences of young people in our school system centers the insight and foresight of the students, we will see a policy that is unwavering in creating a positive culture and process for students in our buildings. Moreover, by seeking thoughtful student perspectives, we hope to elevate unintended consequences and concrete solutions in cross-functional district policy writing. Lastly, aligned with Portland Public Schools reImagined, our hope in our students is that they become critical thinkers committed to advocating for just environments.

Community Engagement
Between the months of September, October and November, Community Engagement staff visited freshman inquiry courses, student fairs, student-led organizations, and other school programming to review the proposed revisions of the Search and Seizure Policy. This includes the following meetings:

> Sunday 9/8 Portland Committee on Community-Engaged Policing at Youth Subcommittee

> Tuesday 10/29 Feedback Meeting at District Student Council

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PORTLAND PUBLIC SCHOOLS
OFFICE OF STRATEGIC PARTNERSHIPS & ENGAGEMENT
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3962

Date: November 25, 2019

To: Board Policy Committee: Chair Rita Moore, Eilidh Lowery, Julia Brim-Edwards

From: Shanice Clarke, Director of Community Engagement

CC: Jonathan Garcia, Chief Engagement Officer
Guadalupe Guerrero, Superintendent
Liz Large, General Counsel

Subject: Search & Seizure Policy 4.30.040-P: Student Engagement Memo

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Monday 11/4 Class Visits at Madison High School

Wednesday 11/6 Student Organization Visit at Roosevelt High School

Friday 11/8 Class Visits at Jefferson High School

Wednesday 11/13 Student Assembly at Wilson High School

Wednesday 11/13 Class Visits at Cleveland High School

In total, we captured close to 200 comments from these engagements. Staff reviewed, categorized and created themes for ideas that were received by at least from two distinct voices. Table one provides student suggestions to strengthen the policy:

Table 1. Student Suggestions on Search & Seizure Policy

Student Suggestions	Cumulative Percent
Add grievance reporting resources on staff misuse of policy	44%
Racial equity informed policy language to limit bias in interpretation of reasonable suspicion	26%
Send parent communication prior to searches, especially those not involving imminent threat	15%
Accountability structure to track searches, disaggregate by race, gender, and ability	10%
Add policy language for marijuana suspicions to refer to Healthy Substance Use policy procedure	6%
Student option to select a preferred staff member to conduct the search and/or identify a support person to be present during the search	5%
Add acknowledgement that religious items that students wear should be avoided from removal in searches	2%

*The total exceeds 100% as individuals could provide multiple forms of feedback.

> *"..there are many of cases where students of color are regularly identified for searches, and nothing is found. How can the policy account for how the district identifies students? - Wilson student*

Responses were categorized into 7 themes. The first two themes had a significantly larger representation of community feedback (70%). By count, these two themes had over ⅔ of recurrences, compared to the remaining themes:

1. Adding grievance reporting resources on staff misuse of policy
2. Racial equity informed policy language to limit bias in interpretation (gang member, reasonable suspicion)

The next cluster represents (25%) and incorporated the following themes:

1. Send parent communication prior to searches, especially those not involving imminent threat

2. Accountability structure to track searches, disaggregate by race, gender, and ability

The final cluster represents (13%) of student feedback:

1. Add policy language for marijuana suspicions to refer to Healthy Substance Use policy procedure
2. Request to select the staff member who conducts search and/or a support person during search

3. Acknowledgement of refraining from removing religious items

> *"I observed a student's rights being violated through a search...he was searched because of the screensaver on his computer." -Jefferson Student*

Opportunity Analysis

The Administrative Directive outlines the protocol for the policy, and there are opportunities to revise both documents to address areas that may be revised.

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As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ (Initials)

3

BOARD POLICY
4.30.040-P

Search and Seizure

The Board of Education is committed to maintaining a safe school environment while respecting the privacy rights of students. The purpose of this policy is to preserve and foster a safe, non-disruptive educational environment for effective teaching and learning, to maintain a safe school climate, and to achieve these objectives consistent with the law.

The Board recognizes that each student shall have the right to privacy at school with respect to each individual person, which is also accorded to public school students by law. To protect the educational climate and the health and safety of students and staff, school officials are empowered to conduct searches of students and student property when the school official has a reasonable suspicion that there has been a violation of a law, District policy or school rule or policy, and the official has a reasonable suspicion that the search will produce evidence of that wrongdoing. Parents/guardians shall be notified after a search of a student's person or property and shall be informed of the results of the search.

Reasonable suspicion may include, but is not limited to, eyewitness observations of school personnel; information from a source deemed reliable; suspicious behavior; recognizable smell of alcohol, tobacco or marijuana; or other unusual behavior.

A school official may conduct a search during the school day and during all school-sponsored activities such as athletic events or concerts, whether on or off school property. In conducting a search of a student or student property, a school official shall take reasonable steps to preserve student privacy and dignity whenever possible and encourage student cooperation in any search.

The School District provides students with storage areas, such as lockers, desks and similar areas and also provides students certain technology, software and internet access (collectively, "District Property"). Students do not have an expectation of privacy in District Property. School officials are permitted to search District Property or other non-student property as needed and without reasonable suspicion, student/parent/guardian consent, or notification. They are also permitted to inspect unidentified items found on PPS property without reasonable suspicion.

Students and parents/guardians shall be notified of the District's policy regarding search and seizure in readily-available materials, such as the Student Handbook [insert link]. Parents/guardians shall also be notified before any law enforcement conducts an interview of a student who is the subject of an investigation taking place on District premises, and no interview shall take place without parental/guardian consent. This requirement to notify parents/guardians does not apply when the child is taken into protective custody as a suspected victim of child abuse or if there is an imminent threat to safety or security. By law, school administrators may not interfere with the lawful arrest of students.

For more information about the process which school officials may conduct a search or seizure of students or their property, the nature and types of prohibited property, and other details on the implementation of this policy, see the related Administrative Directive [insert link].

Legal References: ORS 332.075; ORS 419B.010 - 419B.045; OAR 581-021-0050 to –0075; ORS 332.107

History: Adpt 8/27/73; Amd 5/84; Amd 10/25/84; Amd 10/13/88; Amd 10/25/90; Amd 9/9/02; BA 2420

4.30.040-P   Search And Seizure

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(1) **Student Right to Privacy**. Each student shall have the privacy at school with respect to his/her person, which is accorded public school students by law. Under the law, each student's conduct is necessarily limited by the school's need to protect its educational climate from disruption by the presence of weapons, explosives, drugs or other dangerous or prohibited items.

(2) **Possession of Prohibited Items**. To protect the educational climate and the health and safety of persons and property on the school grounds and at school functions, the following items are prohibited:

  (a) Dangerous or deadly weapons including, but not limited to, firearms, knives, metal knuckles, straight razors, weapons of the nunchaku type, black-jack, sap, sap glove, and other instruments capable of inflicting injury to persons or property;

  (b) Explosives;

  (c) Noxious, irritating or poisonous gases;

  (d) Poisons;

  (e) Intoxicants and drugs (except medicines prescribed for the student which shall be in the labeled container and non-prescription remedies);

  (f) Paraphernalia used in the transporting, sale or use of illegal drugs;

  (g) Stolen property;

  (h) Materials or devices which endanger the physical safety or persons or property;

  (i) Gang member identifying markings or paraphernalia;

  (j) Materials, devices, identifying markings or paraphernalia which are patently racially, religiously or sexually offensive including those associated with clubs, sects or groups avowing or practicing

discrimination against persons on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation;

(k) Other items or materials prohibited by Board policies, Administrative Regulations or school rules.

(3) Checks of Assigned Student Storage Areas (Lockers, Desks, etc.)

(a) General.

(A) Lockers, desks and other storage areas assigned to a particular student(s) (hereinafter called "student storage") remain in the possession and control of the school when they

4.30.040-P   Search And Seizure

are made available (assigned) for student use. Students may use student storage for the limited purpose of temporarily keeping items needed by the student to participate in school instruction and activities only. No other purpose is permitted. Students shall expect that student storage will be checked by the school from time to time without prior notice to assure that such areas are not being used for any unauthorized purpose. Dogs capable of detecting the presence of drugs may be used as needed for these purposes. Prohibited items will be removed and held by the school.

(B) Students shall be particularly warned that food must be fresh and tightly packaged and that expensive items invite theft and are discouraged.

(b) Student Notification. A student need not be notified in advance of any check of the assigned student storage. Following any student storage check, if anything was removed, the principal shall, in writing, notify the student that the assigned student storage has been checked, the time of the check, the persons present, the items which were taken from the student storage and when and where returnable items will be available for the student or the student's parents (guardians).

(c) Cleanout. From time to time, the principal may set aside a time period during which all students shall clean their assigned student storage.

(d) Disposition of Prohibited Items. Items found in student storage which are not permitted shall be removed and held for the student except that prohibited items shall only be released to the student's parents (guardians), contraband will be destroyed or held for School Police and stolen items will be returned to the owner or the police.

(e) Limitations on Check. Checks of the student storage are only permitted on a random basis for the purpose of encouraging compliance by the students with Board policy, regulations or school rules and shall not be used by the school to focus on a particular student by searching an assigned student storage area. However, if the principal has a reasonable suspicion that evidence of a prohibited item will be found in a particular student storage, the procedures set out in Section 4.a. below shall be followed.

(4) **Searches**.

(a) Searches Pursuant to Administrative Procedure. If the principal has a reasonable suspicion that a prohibited item is on a student's

4.30.040-P   Search And Seizure

person or in a particular student's storage area, the following procedure shall apply:

    (A) Request for Authorization. The principal shall obtain verbal authorization from the assistant superintendent or designee or, in his/her absence, the Director of Student Achievement to search. The assistant superintendent or designee or the Director of Student Achievement shall maintain a written record of the authorization given. If it appears necessary to search beyond outer clothing, the School Police shall be contacted for assistance in the search and its standards and procedures shall apply;

    (B) Emergency Search. If there is not sufficient time to obtain authorization and the principal has a reasonable suspicion that he/she will find an item or evidence of an item, which could create an immediate danger to persons or property, the principal may conduct an emergency search of a student or student storage without prior authorization. If it appears necessary to search beyond outer clothing and if the immediate danger will permit a delay, the School Police shall be contacted for assistance in the search and its standards and procedures shall apply;

    (C) Assistance to Principal in Conducting Search. Unless an emergency situation prevents it, the principal shall be assisted in the search by a responsible adult;

    (D) Student Present at Search. It is recommended that a student be present at any search of the student's assigned storage unless the student will, in the judgment of the principal, use physical force against the person conducting the search or disrupt the school. The student shall open the lock if requested;

    (E) Disposition of Prohibited Items. Items held after a search shall be held by the school if needed as evidence, but otherwise shall be released to the student or the student's parents (guardians), except that stolen property shall be returned to its owner or police and contraband will be destroyed or held for school police.

(b) Searches by Law Enforcement Officers. A search of a student's person or assigned student storage may be conducted by law enforcement officers in accordance with law.

(c) Limitations on Searches. Except for a search provided in Sections 4.a. and 4.b. above or unless the student gives prior consent to the

4.30.040-P Search And Seizure

particular search, a student's person or assigned student storage area shall not be searched. School authorities may not consent on behalf of a student to a search of the student's person or storage area.

(5) **Definition of "Principal". As used in Section 4**

(a) The term "principal" shall include, in high schools, any vice principal or in his/her absence another person temporarily designated by the principal; in middle schools, the assistant principal or in his/her absence another person temporarily designated by the principal; and in elementary schools, the administrative assistant, or if there is none, then in the absence of the principal from the school, any other staff member designated by the principal.

(6) **Reports of Searches**. Promptly following each search, the principal shall submit a Report of Search to the assistant superintendent. The report shall include the identity of the person or student storage; the time of the search; whether the search was under warrant or by administrative procedure; the identity of the person conducting the search; the persons present; the items, if any, taken; and if known, the intended disposition of these items. If the search was by administrative procedure, the report should also state the type of initial authorization (verbal or emergency) and the facts giving reason for the reasonable suspicion that a prohibited item was present. A copy of each Report of Search shall be kept on file at the school.

(7) **Reports to the Board**. The superintendent shall, from time to time, submit a report to the Board, which shall include, by school, the number of searches conducted and whether a person or student storage was searched.

(8) **Student Information**. Notice of Section 1 through 7 of this policy shall be made available to students and parents (guardians) as a part of the Handbook on Student Responsibilities, Rights and Discipline or Guide to Policies, Rules and Procedures on Student Responsibilities, Rights and Discipline.

Legal References: ORS 332.075; ORS 419B.010 - 419B.045; OAR 581-021-0050 to –0075; ORS 332.107

History: Adpt 8/27/73; Amd 5/84; Amd 10/25/84; Amd 10/13/88; Amd 10/25/90; Amd 9/9/02; BA 2420

Letter Opinion, Office of the Attorney General (May 25, 1984)

Letter Opinion, Office of the Attorney General (August 18, 1986)

6.10.022-P Educational Options Policy

A central component of the mission of Portland Public Schools is to *"support all students in achieving their very highest educational and personal potential.* …" The district's Strategic Plan presents a framework of core values, strategic objectives and strategies to guide the district's efforts in fulfilling its mission.

Through the Student Achievement Policy (6.10.010-P) the Board states its commitment and support for increasing achievement for all students, and directs the superintendent to develop and implement the strategies and administrative directives necessary to carry out the district's core mission.

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 educational options contribute to the health of the district and the community.

The purpose of this policy is to implement goals included in the student achievement policy by offering Portland Public School District students and their families the support they need to make informed choices among a variety of educational options. This policy also is designed to provide consistent guidelines and procedures for educational options. The Board's intent is to provide an opportunity for all students to apply to educational options within the Portland Public School District, promote equity and diversity in the admission of students to educational options and minimize barriers to participation in educational options.

The Board encourages the purposeful development of a variety of educational options through the cooperative efforts of the district, educators, students, their families and the community.

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.

II. **Definitions.** These definitions apply to all district operations.

(1) *School.* An institution with a separate organizational structure that has an assigned administrator and a site council. It has a teaching staff, budget, a curriculum that meets state content standards, educational programs that lead to students earning a CIM or CAM and a high school diploma, and a school improvement process. A school may share the facilities, personnel,

6.10.022-P   Educational Options Policy

and support services of another school or program, or it may be located in more than one facility. A school meets all state standards and other district policies.

(2) *Program.* An educational component of a school offering specialized instruction, a focus on a particular theme or instructional approach or other ways to meet student needs. Students participating in the program are considered enrolled in the school with which the program is affiliated.

(3) *Neighborhood school.* A school serving a designated attendance area. In addition to providing high quality educational opportunities, neighborhood schools offer students and their families the opportunity to build lasting friendships and a sense of community within their neighborhood. As a center for many community activities, neighborhood schools are also important to the neighborhood as a whole.

(4) *Focus option.* A separate Board-recognized school or program structured around a unique curriculum or particular theme. Focus options may be part of or co-located in the same facility as a neighborhood school or other focus option. Focus options actively seek to create a sense of community in which racial, economic, and cultural isolation are reduced.

(5) *Alternative education option.* A school or separate or individualized program designed to meet the academic, social, and behavioral needs of an identified group of students. Alternative education options can be either public or private and are designated as such under Oregon Revised Statutes Chapter 336.

(6) *Public charter school.* An elementary or secondary school that offers a comprehensive instructional program, operating under a written agreement entered into between a sponsor and an applicant. The establishment and operation of charter schools are governed by Oregon Revised Statutes Chapter 338 and the Charter School policy (6.70.010-P).

III.   Policy Scope

This policy does not address the establishment and operation of special education and English Language Learner (ELL) programs, which are governed by other district policies. However, the educational options within the scope of this policy are open to all students, including ELL and special education program participants, and are consistent with free and appropriate public education and IDEA requirements. The district shall be in compliance with all federal and state laws and regulations.

IV.   Approval Process

(1) The Board shall have final approval of:

(a) All proposals for the establishment of new educational options

6.10.022-P Educational Options Policy

(b) The renewal or termination of and changes to the mission of an educational option.

(2) The approval process shall be consistent with the following criteria:

(a) Furthers the mission, core values, and strategic objectives of the district.

(b) Meets district identified budget priorities.

(c) Enhances the district's educational program and the Student Achievement Policy.

(d) Minimizes barriers to equal access to the option to meet the needs of all students in the district.

(e) Demonstrates an achievable program, including realistic space and staffing requirements and program needs with a budget appropriate to the proposed option, and the capability to implement the option.

(f) Demonstrates sustainable support by educators, students, their families and the community.

(g) Develops a written operations plan.

(3) Approval of educational options shall be contingent on funding availability.

V. District Administrative Support and Evaluation

(1) The district shall assist students and families to make appropriate choices with centralized coordination of accessible, comprehensive, and accurate outreach and information about educational options and for assistance with admissions and transfers.

(2) The district shall evaluate educational options on an established cycle, consistent with district objectives, other district policies, and statutory requirements.

(3) The district shall facilitate the siting of educational options to maximize the potential for cooperation and sharing of resources among different educational options and for distribution of options throughout the district.

(4) The district shall establish guidelines for governance of educational options, consistent with other district policies including the Citizen Involvement Process policy (7.10.010-P).

(5) The district shall minimize consolidated budget inequities among educational options with similar needs.

(6) The district shall collaborate with educational options to assess their ongoing assistance needs and determine their future status, including

6.10.022-P   Educational Options Policy

renewal, modification, termination, replication, or transition from program to school.

(7) The Board shall have final approval whether an educational option is designated as a school. The district shall develop a process for making a recommendation to the Board.

(8) The district shall support focus options when staffing, recognizing the unique skills, preparation, and experience that staff may need for the characteristics of a particular option.

VI.   Policy Implementation and Effective Dates

(1) The superintendent shall develop administrative directives to implement this policy.

(2) The superintendent shall develop a transition plan designed to accomplish the purpose and intent of this policy and consistent with other district policies. The transition plan shall include an analysis of family and student demand for options and a plan for achieving the long-range goal of equal access.

(3) This policy is effective immediately for any new educational option proposal submitted after adoption of this policy. The superintendent shall develop a process and timeline to transition existing educational options and district transfer, admission and other administrative support procedures into compliance with this policy.

(4) This policy shall be implemented and effective no later than the start of the 2004-2005 school year.

Legal References: ORS 327.006(8); ORS 329.485; ORS 336.615-665; ORS 338.005(2); 339.250(9); BA 2156.

History: Adpt 3/26/90; Amd 12/12/91; Amd 1/27/94; Amd 8/31/95; Amd 8/26/02, BA 2390; Amd 5/12/03, BA 2647.

Enrollment and Program Balancing

Proposed Timeline for Board Policy Updates and Community Engagement

November 19, 2019

DRAFT

Date	Responsible Party	Objective
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 - via Facebook post.
November 25, 2019	Policy Committee	Review Board work session outcomes and next steps. Identify policy revision themes and apply Racial Equity Lens for the upcoming engagement and revision work.
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	Concepts of policies to be updated. Kellogg opening.
December 17, 2019	Committee Chair Moore	Update board on concepts of policies to be updated.
December 17, 2019	Communications	Pulse Article on concepts of policies to be updated.
January 6, 2020	Policy Committee	Review draft policy changes.
January 7, 2020	Board of Directors	Update board on draft policies changes.
January 7, 2020	Communications	Pulse Article – Reminder for input draft policy changes..
January 27, 2020	Policy Committee	Update policies for First Reading - review community input.
February 11, 2020	Board of Directors	First Reading of policies.
February 19, 2020	Policy Committee	Consider community input on policies.
March 3, 2020	Board of Directors	Second Reading of policies.

Communication and engagement plan to follow.

PETITION DECISIONS BY REQUESTED SCHOOL COMPARISON

2014-15 vs 2018-19 (Petitions received through October 1 each year)

SCHOOL	1ST CHOICE REQUESTS			ACCEPTED SCHOOL (All Choices)		
	2014-15	2018-19	Net Change 14 to 18	2014-15	2018-19	Net Change 14 to 18
Abernethy E.S.	3	12	9	2	5	3
Ainsworth E.S.	16	64	48	15	14	-1
Alameda E.S.	6	19	13	6	2	-4
Arleta K-8 School	8	10	2	2	5	3
Astor K-8 School	15	36	21	4	10	6
Atkinson E.S.	15	42	27	12	14	2
Beach E.S	17	23	6	14	10	-4
Beaumont M.S.	16	44	28	8	29	21
Beverly Cleary K-8 School	6	81	75	5	49	44
Boise-Eliot/Humboldt E.S.	16	17	1	17	14	-3
Bridger K-8 School	10	35	25	9	27	18
Bridlemile E.S.	2	5	3	1	3	2
Buckman E.S.	7	16	9	6	8	2
Capitol Hill E.S.	3	13	10	0	9	9
César Chávez K-8 School	24	65	41	15	42	27
Chapman E.S.	5	11	6	2	5	3
Chief Joseph E.S.	21	19	-2	16	11	-5
Creative Science School	9	32	23	6	4	-2
Creston K-8 School	5	12	7	4	11	7
DaVinci Arts M.S.	40	84	44	23	18	-5
Duniway E.S.	2	9	7	2	4	2
Faubion PK-8 School	9	60	51	10	21	11
Forest Park E.S.	1	4	3	1	1	0
George M.S.	5	8	3	4	6	2
Glencoe E.S.	4	6	2	4	0	-4
Grout E.S.	4	3	-1	5	2	-3
Harrison Park K-8 School	2	25	23	2	11	9
Hayhurst E.S.	2	12	10	1	8	7
Hosford M.S.	4	15	11	3	7	4
Irvington E.S.	4	15	11	4	7	3
Jackson M.S.	5	13	8	4	8	4
James John E.S.	13	31	18	11	17	6
Kelly E.S.	12	20	8	10	13	3
Lane M.S.	3	5	2	3	3	0
Laurelhurst K-8 School	3	11	8	3	3	0
Lee E.S.	3	6	3	3	2	-1
Lent K-8 School	14	29	15	9	22	13
Lewis E.S.	5	10	5	4	6	2
Llewellyn E.S.	7	10	3	6	5	-1
Maplewood E.S.	6	6	0	4	4	0
Markham E.S.	4	5	1	3	3	0
Martin Luther King Jr. E.S.	20	25	5	20	20	0
Marysville K-8 School	1	24	23	0	1	1
Mt. Tabor M.S.	11	53	42	6	13	7
Ockley Green M.S.	0	31	31	0	16	16
Odyssey Program K-8	0	11	11	0	8	8

SCHOOL	1ST CHOICE REQUESTS			ACCEPTED SCHOOL (All Choices)		
	2014-15	2018-19	Net Change 14 to 18	2014-15	2018-19	Net Change 14 to 18
Peninsula E.S.	19	11	-8	18	7	-11
Richmond E.S.	7	34	27	0	15	15
Rieke E.S.	5	12	7	6	7	1
Rigler E.S.	12	21	9	12	9	-3
Robert Gray M.S	11	21	10	10	18	8
Rosa Parks E.S.	8	8	0	9	6	-3
Rose City Park E.S.	0	38	38	0	26	26
Roseway Heights M.S.	29	10	-19	22	6	-16
Sabin E.S.	13	24	11	8	11	3
Scott E.S.	9	22	13	8	16	8
Sellwood M.S.	11	19	8	3	2	-1
Sitton E.S.	7	17	10	3	12	9
Skyline K-8 School	4	7	3	4	0	-4
Stephenson E.S.	7	11	4	6	8	2
Sunnyside Environmental School	8	20	12	5	5	0
Tubman M.S.	0	34	34	0	24	24
Vernon K-8 School	13	29	16	7	17	10
Vestal E.S.	4	8	4	4	6	2
West Sylvan M.S.	12	28	16	10	16	6
Whitman E.S.	2	3	1	1	1	0
Winterhaven School	10	37	27	8	0	-8
Woodlawn E.S.	7	7	0	7	8	1
Woodmere E.S.	0	6	6	0	4	4
Woodstock E.S.	16	21	5	10	6	-4
Total K-8 Schools	**602**	**1535**	**933**	**450**	**731**	**281**
Benson H.S.	80	96	16	41	39	-2
Cleveland H.S.	26	27	1	16	9	-7
Franklin H.S.	46	110	64	26	21	-5
Grant H.S.	41	87	46	27	25	-2
Jefferson H.S.	32	23	-9	29	13	-16
Lincoln H.S.	18	72	54	9	43	34
Madison H.S.	28	35	7	24	20	-4
Roosevelt H.S.	16	39	23	14	23	9
Wilson H.S.	19	28	9	17	22	5
Total High Schools	**306**	**517**	**211**	**203**	**215**	**12**
Metropolitan Learning Ctr		55	55		19	19
Total Other Schools		**55**	**55**		**19**	**19**
Total All Requested Schools	**908**	**2107**	**1199**	**653**	**965**	**312**

Data prepared for the PPS Enrollment & Forecasting Committee by the Enrollment and Transfer Center
Revised 2/19/2019

PETITION DECISIONS BY FORECAST SCHOOL COMPARISON

2014-15 vs 2018-19 (Petitions received through October 1 each year)

FORECAST SCHOOL	1ST CHOICE REQUESTS OUT			ACCEPTED OUT (All Choices)		
	2014-15	2018-19	Net Change 14 to 18	2014-15	2018-19	Net Change 14 to 18
Abernethy E.S.	2	11	9	1	3	2
ACCESS Academy	1	7	6	1	4	3
Ainsworth E.S.	6	20	14	2	10	8
Alameda E.S.	7	5	-2	7	1	-6
Arleta K-8 School	9	23	14	6	9	3
Astor K-8 School	6	25	19	5	11	6
Atkinson E.S.	1	15	14	1	7	6
Beach E.S.	22	27	5	20	11	-9
Beaumont M.S.	9	21	12	8	14	6
Beverly Cleary K-8 School	10	20	10	10	9	-1
Boise-Eliot/Humboldt E.S.	17	25	8	11	9	-2
Bridger K-8 School	19	54	35	11	19	8
Bridlemile E.S.	0	5	5	0	2	2
Buckman E.S.	6	19	13	4	11	7
Capitol Hill E.S.	7	19	12	3	12	9
César Chávez K-8 School	23	49	26	16	28	12
Chapman E.S.	11	30	19	11	11	0
Chief Joseph E.S.	17	13	-4	12	7	-5
Creative Science School	4	2	-2	3	1	-2
Creston K-8 School	13	26	13	8	4	-4
DaVinci Arts M.S.	6	4	-2	3	3	0
Duniway E.S.	4	11	7	3	4	1
Faubion PK-8 School	11	28	17	11	10	-1
Forest Park E.S.	0	2	2	0	1	1
George M.S.	14	39	25	8	18	10
Glencoe E.S.	1	15	14	1	7	6
Grout E.S.	4	28	24	2	6	4
Harrison Park K-8 School	15	48	33	9	17	8
Hayhurst E.S.	8	17	9	8	8	0
Hosford M.S.	10	32	22	4	8	4
Irvington E.S.	11	27	16	10	21	11
Jackson M.S.	5	15	10	4	7	3
James John E.S.	10	38	28	5	27	22
Kelly E.S.	10	26	16	9	13	4
Lane M.S.	6	25	19	2	11	9
Laurelhurst K-8 School	4	14	10	3	7	4
Lee E.S.	8	22	14	7	10	3
Lent K-8 School	14	29	15	13	17	4
Lewis E.S.	0	9	9	0	6	6
Llewellyn E.S.	2	7	5	1	2	1
Maplewood E.S.	3	11	8	3	4	1
Markham E.S.	10	31	21	7	21	14
Martin Luther King Jr. E.S.	23	28	5	19	12	-7
Marysville K-8 School	17	20	3	12	11	-1
Mt. Tabor M.S.	8	17	9	8	5	-3
Ockley Green M.S.	0	54	54	0	24	24

FORECAST SCHOOL	1ST CHOICE REQUESTS OUT			ACCEPTED OUT (All Choices)		
	2014-15	2018-19	Net Change 14 to 18	2014-15	2018-19	Net Change 14 to 18
Odyssey Program K-8	0	1	1	0	1	1
Peninsula E.S.	4	18	14	4	13	9
Richmond School	7	0	-7	6	0	-6
Rieke E.S.	3	7	4	3	2	-1
Rigler E.S.	8	36	28	7	17	10
Robert Gray M.S	4	20	16	3	8	5
Rosa Parks E.S.	23	28	5	19	15	-4
Rose City Park E.S.	0	50	50	0	36	36
Roseway Heights M.S.	4	29	25	3	8	5
Sabin E.S.	10	10	0	7	3	-4
Scott E.S.	24	34	10	16	22	6
Sellwood M.S.	7	9	2	4	3	-1
Sitton E.S.	13	32	19	8	17	9
Skyline K-8 School	5	8	3	4	6	2
Stephenson E.S.	0	7	7	0	4	4
Sunnyside Environmental School	10	18	8	10	7	-3
Tubman M.S.	0	52	52	0	20	20
Vernon K-8 School	20	49	29	13	20	7
Vestal E.S.	8	31	23	4	10	6
West Sylvan M.S.	9	29	20	7	22	15
Whitman E.S.	6	13	7	4	6	2
Winterhaven School	3	7	4	2	4	2
Woodlawn E.S.	20	39	19	19	22	3
Woodmere E.S.	8	18	10	6	9	3
Woodstock E.S.	12	6	-6	9	2	-7
Total K-8 Schools	**602**	**1564**	**962**	**450**	**740**	**290**
Alliance H.S.	0	3	3	0	2	2
Benson H.S.	43	31	-12	39	21	-18
Cleveland H.S.	24	63	39	14	18	4
Franklin H.S.	34	57	23	26	22	-4
Grant H.S.	21	61	40	15	26	11
Jefferson H.S.	53	66	13	37	25	-12
Lincoln H.S.	17	34	17	17	25	8
Madison H.S.	61	108	47	24	28	4
Roosevelt H.S.	40	41	1	22	13	-9
Wilson H.S.	7	65	58	5	42	37
Total High Schools	**300**	**529**	**229**	**199**	**222**	**23**
Metropolitan Learning Center	3	8	5	3	2	-1
Non-Resident	3	6	3	1	1	0
Total Other Schools	**6**	**14**	**8**	**4**	**3**	**-1**
Total All Forecast Schools	**908**	**2107**	**1199**	**653**	**965**	**312**

Data prepared for the PPS Enrollment & Forecasting Committee by the Enrollment and Transfer Center
Revised 2/19/2019

PETITION DECISIONS AND DEMOGRAPHIC COMPARISON

2014-15 to 2018-19 (applications processed through October 1 for each year)

	K-12 Petition Total	Accepted Number	Accepted %	Denied Number	Denied %
2014-15 Petitions	908	653	71.9%	255	28.1%
2018-19 Petitions	2107	965	45.8%	1142	54.2%
Year to Year Difference	1199	312		887	
% Change	132.0%				

APPLICANTS	Hispanic	Not Hispanic Ethnicity									
	Any Race	African American Race	Asian Race	Native American Race	Pacific Islander Race	White Race	Multiple Race	ELL	F/R Meals	TAG	SP ED
2014-15 Petitions	166	153	61	5	4	326	72	83	433	83	138
	21%	19%	8%	1%	1%	41%	9%	11%	55%	11%	18%
*District Comparison**	16%	10%	7%	1%	1%	57%	9%	10%	49%	9%	13%
2018-19 Petitions	380	255	116	11	14	946	206	158	677	192	287
	20%	13%	6%	1%	1%	49%	11%	8%	35%	10%	15%
*District Comparison**	16%	9%	7%	1%	1%	57%	10%	8%	36%	11%	14%

ACCEPTED	Hispanic	Not Hispanic Ethnicity									
	Any Race	African American Race	Asian Race	Native American Race	Pacific Islander Race	White Race	Multiple Race	ELL	F/R Meals	TAG	SP ED
2014-15 Petitions	123	111	45	4	3	253	53	62	327	63	101
	21%	19%	8%	1%	1%	43%	9%	10%	55%	11%	17%
*District Comparison**	16%	10%	7%	1%	1%	57%	9%	10%	49%	9%	13%
2018-19 Petitions	238	122	51	7	11	428	99	95	356	87	133
	25%	13%	5%	1%	1%	45%	10%	10%	37%	9%	14%
*District Comparison**	16%	9%	7%	1%	1%	57%	10%	8%	36%	11%	14%

NOTES:

Demographic data provided for applicants enrolled in PPS. Applicants who did not enroll in PPS are not included in the demographic tables.

2014-15	Demographics available for **787** of 908 applicants.
2018-19	Demographics available for **1928** of 2107 applicants.

*District Comparison: The percentages of students enrolled in standard PPS K-5, K-8 and middle schools are included for comparison purposes.
Does not include students enrolled in alternative, special or charter schools

Revised 11/21/2019

	Board Policy	**4.10.045-P**
	Student Assignment to Neighborhood Schools	

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 changes in the broader community.

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 area for a neighborhood school.

E. "Feeder pattern" means the designated path for students to advance from one school grade grouping to another.

F. "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 through the highest grade, except as provided in section III.D of this policy.

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 regularly monitor enrollment, program demand and demographic trends to anticipate the need for school boundary changes and consider other viable options.

B. If the Superintendent or designee determines that conditions exist to warrant a school boundary change, the Superintendent shall develop recommendations to the Board that:

1. Incorporate input from families, students, staff and community members

2. 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:

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

C. 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. To promote continuity and stability for students and their families and except as provided in Section V.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.

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 environmentally related 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

4.10.051-P   Student Enrollment and Transfers

I. Policy Purpose

The purpose of this policy is to provide 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 through alignment with the Educational Options Policy (6.10.022-P). The policy furthers the Student Achievement Policy (6.10.010-P), the district's Racial Educational Equity Policy (2.10.010-P), and other district policies and state and federal requirements.

II. General Policy Statement

All Portland Public School students have the right to attend their neighborhood school, except in extraordinary circumstances as described in Section IV. All Portland Public School students have the right to request a transfer to attend any grade- appropriate school or program in the district. The Board is committed to families and students having equitable access to a broad portfolio of educational options. The district has the responsibility, through its centralized coordination of information, outreach, and support services, to provide families and students with information and advice that will enable families and students to make informed decisions about their choice of educational options.

III. Definitions

  (1) School and student terms

    (a) Neighborhood school. A school serving a designated attendance area and as defined in 6.10.022-P .

    (b) Focus option. A separate school or program structured around a unique curriculum or particular theme and as defined in 6.10.022-P.

    (c) Transfer school. The school to which a student has transferred.

    (d) Transfer student. A district student attending a school other than his/her neighborhood school.

    (e) Resident student. A student who is a resident of the Portland Public School district.

    (f) Nonresident. A student from another district attending a PPS district school on inter-district transfer.

4.10.051-P   Student Enrollment and Transfers

(g) Sibling. Children with the same parent or supervising adult living together at the same address.

(2) Admission and transfer terms

(a) Transfer: A formal request by a district family for a student to attend a school other than their neighborhood school or to return to their neighborhood school. There are two types of transfers:

(A) Lottery transfers: a request to transfer to a focus option. Lottery transfers are based on space availability and preferences.

(B) Petition transfers: a request to transfer to a different neighborhood school, or to a focus option after the lottery transfer process has closed.

(b) Enrollment: The process for accounting for students in schools.

(c) Feeder pattern: A designated path for students to advance from one school grade grouping to another.

IV. Policy Scope

This policy does not apply to nonresident students, alternative education placements, pre-kindergarten admissions, or charter school admissions. In order to meet the educational needs of students with disabilities, those students may be assigned to specialized program services outside of their neighborhood school. The district also shall be in compliance with all federal and state laws and regulations regarding student enrollment and transfers.

V. Admission

(1) By area of residence. Students have a right to attend the neighborhood school where they reside with their parent or supervising adult, except as provided in Section IV. This right extends to students returning to their neighborhood school with a petition transfer request and to families with students new to the district.

(2) By transfer. All students have the right to request a transfer to a school or program other than their own assigned neighborhood school.

4.10.051-P   Student Enrollment and Transfers

(a) Transfers to a different neighborhood school: requests to transfer to a different neighborhood school will be considered through the petition process. Petitions will be considered on an individual basis based on a standard set of criteria, taking into consideration available space at the requested school.

(b) Transfers to a focus option: requests to transfer to a focus option shall be considered through a lottery process and a petition process after the lottery transfer process has closed. A transfer request to a focus option is granted based on an on-time transfer request, space availability, admission criteria if any and preferences.

(3) Admission criteria for focus option schools or programs

(a) Admission criteria to any District school or program shall be the same for neighborhood and transfer students.

(b) Admission criteria shall be clear, objective and directly related to the educational goals of the focus option and the district. A school or program may require the family and student to indicate an understanding of program expectations prior to enrollment.

(c) Middle and high school focus options may have admission criteria as specified in the operations plan required in 6.10.022-P.

(d) Elementary focus options shall have no admission criteria except for language criteria for dual language immersion and late entry for language immersion options.

VI. Enrollment

(1) Students are expected and encouraged to remain in the same program or school in which they are enrolled for the school year, except in cases of extraordinary circumstances. Schools shall collaborate with families, students and staff to meet the needs of students for that school year.

(2) Students enrolled in a transfer school do not have to reapply until completion of all grades in that school.

(3) Upon completion of a school grade grouping, students are enrolled in their neighborhood feeder pattern school, except as

4.10.051-P   Student Enrollment and Transfers

provided in (4) and (5) below. Students who want to attend a school other than their neighborhood school shall follow the admission procedures in Section V.

(4) Students admitted to a focus option that continues from one school grade grouping to another do not need to reapply for admission during these transitions except as provided in the focus option plan of operations.

(5) Students enrolled in a curriculum that includes different school grade groupings may enroll in the school with the higher grade grouping after completion of the previous grade grouping.

VII. Preferences

(1) For focus option schools and programs, if lottery transfer requests exceed available spaces and the student meets admission criteria, if any, the following preferences determine priority placement in the following order:

(a) Students continuing from their previous school grade grouping if required by the focus option plan of operations.

(b) Students required by state or federal law or other district policy to receive priority.

(c) A student whose sibling is enrolled at the same time in the student's first choice elementary, middle school or high school or program that includes other school grade groupings.

(d) Students who qualify to receive free and reduced-price meals, or qualify for enrollment in a Head Start Program, in a proportion corresponding to a district-wide average. The preference will occur at schools where the rate of enrolled students who qualify for free and reduced-price meals is lower than the district-wide average.

(e) Resident students who have submitted an on-time lottery transfer request.

(2) If, after the lottery, staff identifies that there were applicants eligible for free and reduced meals, up to the district average, not approved due to the number of sibling applicants, the Board will review the order of preferences.

4.10.051-P   Student Enrollment and Transfers

(3) A focus option may make special provision in its Board-approved plan of operations for admitting students from particular attendance areas.

VIII. Student Transfer Process

(1) Student transfer decisions shall be facilitated by the administrator assigned to coordinate student transfers.

(2) The superintendent shall establish protocols and procedures, including deadlines and an appeals process, for lottery and petition transfers and for inter district transfers.

(3) The superintendent shall establish a process for determining if space is available in a particular school or program.

(4) For focus options, the superintendent shall establish a process for admitting students by a centrally administered lottery for students who submit an on-time lottery transfer request and meet admission criteria, if any, and there are more applicants than available space.

(5) For transfers to a different neighborhood school, or for transfers to a focus option after the lottery has closed, the petition transfer process will provide review of applications on an individualized basis. The superintendent shall establish clear, flexible, culturally relevant protocols and standards to the petition transfer process. In addition, the superintendent shall establish a process to collect and monitor data from petition transfer requests to ensure equitable processes and decision-making and to identify areas of improvement in neighborhood schools.

(6) To support overall district goals and equal educational opportunities for all students, the transfer process also shall include factors as needed to promote equity and diversity in student admissions. The factors shall be based on the district's Racial Educational Equity Policy (2.10.010-P) and the Student Achievement Policy (6.10.010-P). The factors and process for how they shall be weighted in the lottery process shall be approved by the Board.

(7) The wait list established for a focus option school or program shall be randomly determined by the lottery, incorporating preferences and weighting as provided in this policy.

4.10.051-P Student Enrollment and Transfers

IX. Non-Discrimination

(1) All schools and programs offered by the district shall be open to all students without discrimination based on any factors provided for by state and federal laws and regulations and as provided in 1.80.020-P.

X. Policy Implementation and Effective Dates

(1)The superintendent shall develop administrative directives to implement this policy and a plan to transition to the new policy.

(2) This policy shall be implemented for the school year 2015-16.

Legal References:

History: Approved 5/12/03; Amended 1/24/2005; 1/2015

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