

Student Assignment to Neighborhood Schools 4.10.045-P

with comments from

Susan Carson

Policy Committee Meeting 2/19/20



## Board Policy

# Student Assignment to Neighborhood Schools

**4.10.045-P**

### **I. Introduction**

- A. The purpose of the Student Assignment to Neighborhood Schools Policy is to:
  - 1. Establish a process for assigning students to neighborhood schools
  - 2. Provide consistent guidelines for changes to school boundaries
- B. The Board acknowledges and values neighborhood school stability; however, it also recognizes the need to maintain flexibility to adjust neighborhood school boundaries in response to 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

Summary of Comments on Microsoft Word - Student  
Assignment Policy First Reading Web Ready Final .doc

---

This page contains no comments

# Student Assignment to Neighborhood Schools

4.10.045-P

- 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 **1** 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) **2** feeder pattern that allows as many students as possible to continue together from one school level to the next
    - b) **3** student body demographics
    - c) **4** 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) **5** limiting the impact of boundary changes to the smallest number of students possible

---

Number: 1 Author: cs08619 Subject: Highlight Date: 2/10/2020 3:25:55 PM

I would like to see a separate statement added that the first priority is for special education students to attend their neighborhood school.

---

Number: 2 Author: cs08619 Subject: Highlight Date: 2/10/2020 3:47:50 PM

While I understand the intent of this, I don't think it should be prioritized or placed so prominently. This rationale ("My child wants to stay with her friends") is frequently used by communities with privilege to push back against boundary changes and maintain boundaries that benefit them to the detriment of other communities: Is this based on any evidence that students do better when they stay with a cohort, vs being introduced to new friends as they transition to higher grades? The rationale should be clear, or else it is just appeasing people who already have a lot of power. If this is a major priority, however, it should be applied to special education students as well, who are often transferred to different schools because their needs are not being met (e.g. if a focus classroom is not available in their neighborhood school).

---

Number: 3 Author: cs08619 Subject: Highlight Date: 2/10/2020 3:35:25 PM

What does this mean? Needs to be explicit- what specifically about demographics should be considered when making boundaries. As written, this could be interpreted to mean many different things (prioritizing underserved students, balancing SES, something else???)

---

Number: 4 Author: cs08619 Subject: Highlight Date: 2/10/2020 3:41:34 PM

This has also been frequently used by privileged communities to push back against boundary changes. This is so subjective that it is really meaningless. For example, during one public comment session one parent described 57th Avenue as a "natural boundary." While it has historically been seen as a dividing point separating out lower and higher income communities, there is nothing special about 57th Avenue (a relatively small, 2-lane street with crosswalks) that makes it more dangerous to cross than many, many other streets and roads without sidewalks that children navigate every day (e.g., 82nd Avenue)

---

Number: 5 Author: cs08619 Subject: Highlight Date: 2/10/2020 3:43:10 PM

Where is the language about prioritizing historically underserved students?

# Student Assignment to Neighborhood Schools

4.10.045-P

- 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

---

 Number: 1 Author: cs08619 Subject: Highlight Date: 2/10/2020 3:45:01 PM

I strongly object to this and families from schools that are struggling the most (e.g., Martin Luther King, Jr, Scott) have asked that grandfathering not be allowed when boundary changes are made. Allowing grandfathering delays any potential positive effects on boundary changes for years.

---

 Number: 2 Author: cs08619 Subject: Highlight Date: 2/10/2020 3:46:19 PM

Underenrollment as well as overcrowding should be considered.