



## **Student Assignment Review & School Boundary Changes**

### **I. Introduction**

- A. The Board’s policy on student assignment (4.10.045-P) recognizes that enrollment factors and program demand fluctuate from year to year and may require changes in student assignment.
- B. The Superintendent or designee is responsible for regularly reviewing enrollment, capacity and program data to determine whether a school’s student population needs to be changed, and assess what corrective options are most appropriate, including school boundary changes.
- C. During the formulation of any boundary change proposals, the Superintendent or designee shall follow a process that incorporates community input and considers factors that contribute to optimal school boundaries.

### **II. Definitions**

- A. “Building capacity” means the actual space available in a school building for students, including space allocated for special education classes, computer labs, Head Start classroom, ESL, Title 1 and similar uses.
- B. “School boundary” means the physical border that defines a designated attendance area for a neighborhood school.
- C. “Neighborhood school” means a school serving a designated attendance area within a school district and as defined in 6.10.022-P.
- D. “Transfer” means a formal request by a District family for a student to attend a school or program other than his/her neighborhood school or to return to his/her neighborhood school from a transfer school (see 4.10.051-P and 4.10.054-AD).
- E. “Siblings” means children with the same parent or other supervising adult (as defined in 4.10.045-P) living together at the same address.

### **III. School Enrollment and Program Data Analysis**

- A. The Superintendent or designee shall annually monitor data which help predict future student assignment to schools by illustrating the current status of schools and longer-term patterns and trends. The data shall include:
  - 1. The annual school enrollment and program data report which includes:



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- a. Current and historical school enrollment;
  - b. Enrollment characteristics and student demographics by grade level; and
  - c. Enrollment indicators such as enrollment trends, neighborhood capture rate and building capacity use.
2. Student population projections for a minimum of 5-7 years, based upon the best available demographic information and residential housing trends; and
  3. Annual transfer information, including waitlists, total number of applicants and number of those accepted for schools, focus options and specific programs.
- B. On an annual basis, the Superintendent or designee shall analyze the data and apply values established through the Districtwide Enrollment Balancing Values Framework to determine:
1. If the current or projected enrollment at a school is significantly greater or less than the building capacity;
  2. Whether the projected enrollment is likely to inhibit delivery of an equitable, adequate and effective academic program and/or the cost efficient use of a school; and
  3. Options to address any identified enrollment issues. These options may include:
    - a. Changing the number of transfers allowed in a school;
    - b. Adjusting building capacity by adding temporary facilities, upgrading existing school buildings or repurposing part of a facility;
    - c. Expanding, moving or closing programs and focus options;
    - d. Restructuring the delivery of effective instruction (e.g. full-day Kindergarten, alternative grade configurations such as K-8, K-6, 7-12);
    - e. Opening a new school or closing an existing school as provided in 6.10.030-P; and
    - f. Changing school boundaries.
- C. If a school boundary change is among the enrollment change options to be considered, the Superintendent shall follow the procedures outlined in Sections IV and V below.



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**IV. Input Into School Boundary Change Recommendations**

- A. Stakeholder Outreach: When developing recommendations for school boundary changes, the District shall gather and incorporate input from interested parties:
  - 1. Students and families, reflective of the student demographics of the District,
  - 2. District staff,
  - 3. Representatives of the city of Portland, and
  - 4. Other community members
- B. The Superintendent may convene a volunteer advisory committee comprised of community members to review and advise upon boundary change proposals and the stakeholder outreach process.
- C. Communication and Public Notice: The District shall use effective, culturally responsive techniques to ensure that participation rates and community feedback on boundary changes reflect the student demographics of the District, that may include the following methods:
  - 1. Surveys to identify emerging values and priorities of potentially impacted communities
  - 2. School newsletters and email lists
  - 3. PPS website and social media outlets, community agents working with historically underserved communities
  - 4. Media outlets
  - 5. Partners with outreach through community-based organizations serving students in the District.
- D. Public Meetings - A minimum of 3 public meetings shall be held to gather input before a boundary change is presented to the Board. Meetings will:
  - 1. Be held at sites mutually agreed to by the District and those communities from whom input is being sought, to ensure maximum participation by communities reflective of the student demographics of the District.
  - 2. Offer childcare for families.
  - 3. Offer language interpretation for oral testimony and translation for documents and presentations.



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- E. A least one notice including details of the proposed boundary change shall be sent to all families whose students would be directly impacted within two years of the change. The notice shall include information about how the family can provide input, including any scheduled public meetings.
- F. The District will identify and share with impacted communities how their input was used, including rationale for any input that was not incorporated into final proposals.
- G. The District will use the PPS Racial Educational Equity Policy in crafting the outreach process to ensure that outreach to traditionally underserved communities is effective.

**V. School Boundary Change Considerations**

- A. In addition to the input received under Section IV, the Superintendent shall consider factors that contribute to optimal school boundaries. These factors align with District goals, including 2.10.010-P, Racial Educational Equity Policy, and provide consistency and transparency in establishing stable and workable school boundaries.
- B. The following is a list of non-prioritized factors for consideration in school boundary changes. The explanations that accompany each factor are non-exclusive and are presented to illustrate the types of considerations that will be applied. When considering any boundary change factor, a racial equity lens shall be applied to understand the impact to students in an identified area.
  - 1. Stable feeder pattern:
    - a. Allow as many students as possible to continue together from one school level to the next.
    - b. Have each K-5 school preferably feeding one and no more than two middle schools, and each K-8 or middle school preferably feeding one and no more than two high schools.
  - 2. Diverse student body demographics:
    - a. Aim to more closely reflect the broad range of language, cultural, and socio-economic backgrounds of the PPS student population.
    - b. Consider the different learning needs of the student body.
  - 3. Compact boundaries:



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- a. Promote safer routes to schools by limiting the number of natural and human-made physical boundaries students must cross to and from school and considering the availability of sidewalks and bicycle lanes.
  - b. Promote a sense of community by keeping neighborhoods together as much as possible.
  - c. Minimize transportation times and distances.
  - d. Minimize the assignment of students away from schools in close proximity to their residence.
4. Optimal use of facilities:
- a. Minimize additional expenses for transportation and modification to facilities.
  - b. Maximize conservation of natural resources such as natural gas, oil, gasoline and electricity.
  - c. Ensure that projected student enrollment supports an adequate and equitable academic curriculum.
5. Stable program and enrollment in all schools:
- a. Establish attendance areas that will not necessitate frequent changes.
  - b. Evaluate the potential program and enrollment impact at nearby schools.
6. Limited impact on students:
- a. Avoid causing students who have continued to reside in a particular geographic area to be affected by a boundary change more than once at a particular school level.
  - b. Affect the smallest number of students possible.
  - c. Avoid separating small numbers of students from their classmates when they move to a school at the next level.

**VI. School Boundary Change Recommendation**

- A. The Superintendent's final recommendation to the Board for any school boundary change shall include:
- 1. The proposed schedule for the boundary change,



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2. The projected impact at affected school(s) including enrollment, school building utilization, student body demographics, transportation and program offerings,
  3. Any exceptions to the approved process for assigning students after a boundary change, as provided in 4.10.045-P,
  4. An analysis of school boundary factors, and
  5. Analysis of how public feedback was incorporated into the final recommendation.
- B. The recommendation shall be provided to the Board with the intention that final approval of any change shall be made no later than January of the calendar year for implementation the following school year.

#### **VII. School Assignment Following a School Boundary Change**

- A. After a boundary change:
1. Students living in the neighborhood approved for a boundary change have the right to attend either their current school through the highest grade or the newly assigned neighborhood school. Students who remain at their current school and later want to attend the newly assigned neighborhood school have the right to do so with an on-time transfer request (4.10.051-P).
  2. Younger siblings living in a neighborhood approved for a boundary change shall be guaranteed a space at the former neighborhood school if:
    - a. They make timely application through the annual transfer process (4.10.051-P), and
    - b. An older sibling currently attends and will be attending the former neighborhood school during the upcoming school year.
  3. Transfer students attending a school subject to a boundary change may remain at their current school through the highest grade. Younger siblings of such transfer students are eligible for preference to attend their older brother or sister's current school, subject to capacity limits, if they apply as provided in 4.10.051-P.
- B. The Superintendent may recommend an exception to the approved assignment process in cases described in 4.10.051-P.



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#### VIII. Exceptions

- A. The Student Assignment to Neighborhood Schools Policy (4.10.045-P) does not apply to circumstances where students are temporarily relocated to another facility due to a temporary closure of any school for:
  - 1. Renovation or remodeling when students are temporarily relocated to another facility, or
  - 2. Responding to an emergency, including major facility or environmentally related problems.
- B. The District shall maintain the assignment area of the school under temporary closure and students shall attend whatever buildings temporarily serve the assignment area for that school.

History: Replaces 4.10.055-AD (Boundary Changes); Adopted 8/9; Amended 5/16