

## **Response to 2/19/20 Board Policy Committee questions and discussion--Enrollment Policies**

### **Policy 4.10.045-P**

V. Exception to Student Assignment Following Boundary Change

A. Students entering their highest grade in a school to remain at their current school through their final year at that school. High School students entering grades 11 or 12 may remain at their current school through graduation.

**How do we handle students in specific courses of study (IB, immersion) in the event of a boundary change?**

**Do we need language to prevent program disruption? Should it be in policy or ad?**

**Response:** Students enter programming in 9th grade that may not be available at nearby schools, such as prerequisites for IB diploma programs and CTE tracks. Students and committee members expressed concern about potential inequitable program access if families have to use the hardship petition process to request continuation in programs not available at the new neighborhood school. The Enrollment & Transfer Center already receives approximately 2,500 hardship petitions per year, and HS programming is generally not considered an acceptable reason for transfer.

**What happens, if anything, if we extend the legacy to 10th graders?**

**Response:** As with the current policy, no students who begin at a high school will be forced to move to a new school due to boundary change. It will take four years for the boundary change to be fully in effect, instead of three years.

**What are alternatives if we leave it at 11th and 12th grade?**

**Response:** Include language in AD to make sure specialized high school program pathways are identified and options developed (program extension at new school, petitions allowed, etc), as part of any proposed HS boundary change.

### **Policy 4.10.051-P, Student Enrollment and Transfers**

**What is the appeal process for petitions? Does it need to be changed to be more transparent? If so, what would that look like and should it be referenced in policy or ad?**

**Response: The current appeal process is described in 4.10.054-AD(VIII):**

(1) The family may appeal the ETC's decision to deny a petition transfer by submitting a letter explaining the reason for the appeal and any additional information or documentation. An appeal may be granted on two grounds:

(a) Failure of the school or ETC to follow the established petition process, or

(b) New substantial information related to the petition transfer request.

(2) The ETC shall forward to the Senior Director (or designee) for the enrolled school all documents related to the petition transfer, including the reason for the denial, and documentation of extraordinary circumstances.

(3) The Senior Director or designee for the enrolled school shall review the ETC decision. The Senior Director's or designee's decision is final.

(a) The appeals process shall be completed within ten working days from the time the appeal is received at the ETC. The Senior Director or designee sends the written decision to the family.

**Discuss district's current process re siblings or students placed in different school for special ed reasons.**

**Response:** 4.10.054-AD(III)(6)(a)(i) states that: Students with disabilities who receive services outside of their neighborhood school due to a district-initiated transfer and no longer need those services will be allowed to remain at the transfer school through the highest grade.

Current practice is to give the highest possible petition transfer priority to siblings of students placed at a school outside of their neighborhood for Special Education services. The following language could be included in Policy 4.10.051-P(VII), Preferences:

(3) For hardship petitions, preferences will be given to siblings of students with disabilities who receive services outside of their neighborhood school due to district-initiated transfers.