



Student Assignment Review & School Boundary Changes

I. Introduction

A. -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 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.3(n)-3(tribu-3(p)-3(t05148>300550050>3004C04506.81 456.19 Tm[3(n)-3(trib



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a.



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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: Th2.01 5a(ch)-3(p)-5(roce)-4(ss03e)-4.i{3(:2M-5(e)6



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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



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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.

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.



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VIII. Exceptions

A.