

Date: February 10, 2020

To: Board of Education Policy Committee

From: Shanice Brittany Clarke, Director of Community Engagement

Subject: Interim Results on Enrollment Balancing

Background

During the month of February, focus groups and community meeting opportunities will be provided for interested stakeholders to provide feedback in the process on enrollment-related policies under review.

A small community fo^{CS}

factors when changing a boundary.

Students who are forced to change schools due to a boundary change should access resources to support their transition, especially historically underserved students.

Student Enrollment and Transfers, 4.10.051-P

Student and community input to-date suggests a preference of dismissing the 'legacy rule'. Those in support of the 'legacy rule' offered a suggestion of applying an equity analysis on student hardship factors. Other comments articulated a great potential in overflow in enrollment if exceptions are made for some families with the legacy rule, versus implementing a more conservative protocol.

Students who have experienced an impact in their school community after the use of the legacy rule after a boundary change articulate that socio-economic diversity should be valued, while recognizing sense of belonging at the facilities serving historically underserved students.

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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

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- (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

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- 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.

	<p>Board Policy</p> <p>Student Assignment to Neighborhood Schools</p>	<p>4.10.045-P</p>
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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.

- 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

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- (a) Transfers to a different neighborhood school: requests to transfer to a different neighborhood school will be

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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.

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- (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 D G P L V V L R Q V 7 K H I D F W R U V V K D O O E H E D V H G R C 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.

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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

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