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	<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. "Neighb

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

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This page contains no comments

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- B. Students have the right to attend their neighborhood schools through the highest grade, except as provided in

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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.

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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).

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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???)

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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)

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

Where is the language about prioritizing historically underserved students?

- 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

I strongly object to this and families from schools that are struggling the most (e.g., Martin Luther King, Jr, Scott) have asked that