



PORTLAND PUBLIC SCHOOLS

# **Equitable Programming & Student Assignment**

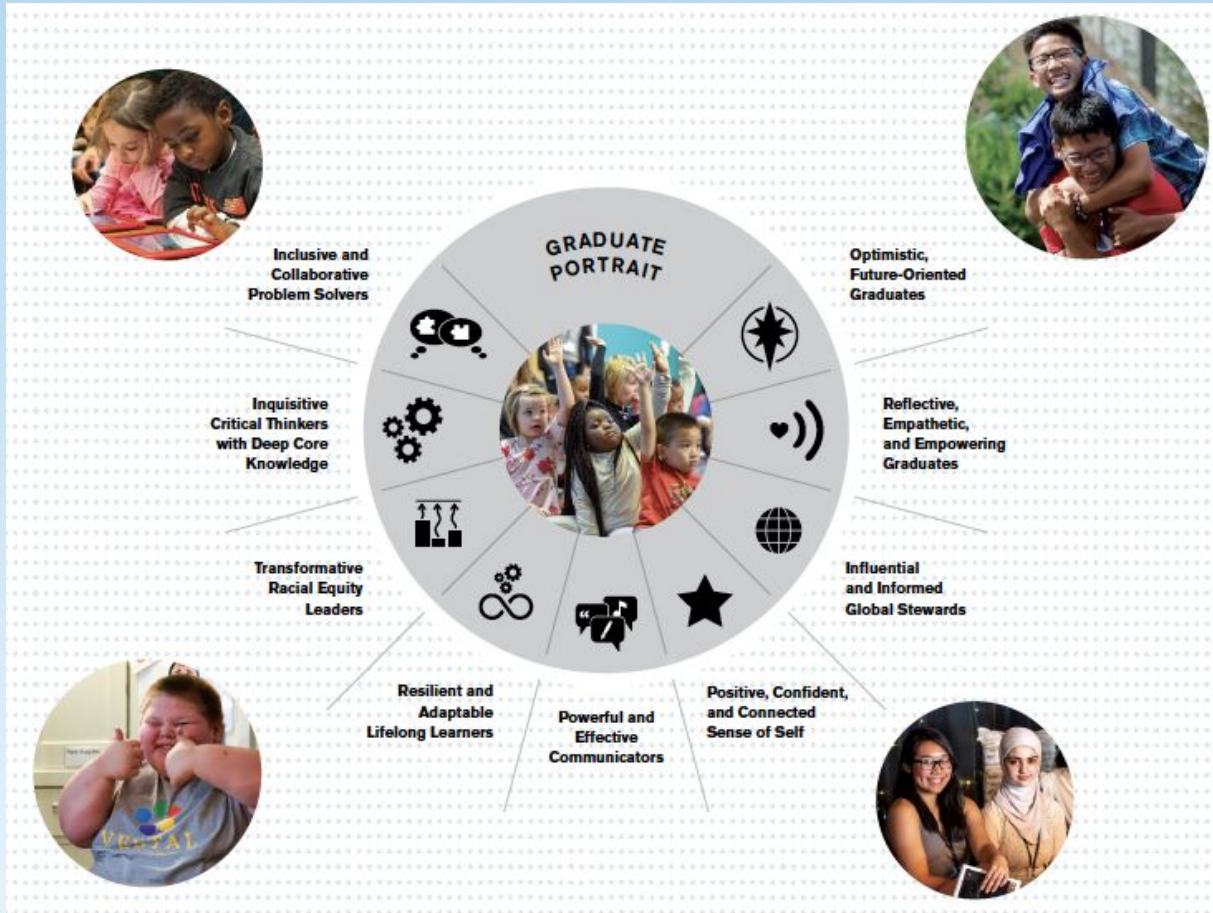
## **Board Policy & Priorities Review**

**November 18, 2019**





# Why are we doing this work: Graduate Portrait





# Why are we doing this work and why are we doing it now?

- Student assignment that supports academic program improvement and builds on previous work
- Middle School Redesign and openings: Kellogg Middle School opening in 2021
- Future bonds
- Over and under-enrolled schools
- Diversity varies by school





# Goals for Work Session

- Ensure equitable programming & student assignment process is framed around Equity Policy
- Review relevant Board policies
- Begin to establish Board values, priorities and policies to guide the work of the District





# Four Key Policies Guide our Work

2.10.010	Racial Education Equity
4.10.045	Student Assignment to Neighborhood Schools
4.10.051	Student Enrollment and Transfers
6.10.022	Educational Options



# Racial Educational Equity Policy

## 2.10.010

### Opening Paragraph:

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.



# Racial Educational Equity Policy

2.10.010

Opening paragraph continued:

Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.





# Racial Educational Equity Policy

## 2.10.010

In order to achieve racial equity for our students, the Board establishes the following **goals**:

- A. Equitable access to high quality and culturally relevant curriculum, instruction support, facilities and other resources
- B. Create multiple pathways to success to meet the needs of diverse students and expect high academic achievement from all racial groups...
- D. Remedy practices that over identify students of color in special education and under represent students of color in talented & gifted and AP/IB courses...
- F. Empower students and families including underrepresented families of color as essential partners in school planning and district decision making





# Student Assignment to Neighborhood Schools Policy - 4.10.045, section III

- B Students have the right to attend their neighborhood schools **through the highest grade**, except as provided in section III.D of this policy



## **Student Assignment to Neighborhood Schools Policy - 4.10.045, section IV**

- 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



# Student Assignment to Neighborhood Schools Policy - 4.10.045, section IV

## Factors for consideration

- 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



# Student Assignment to Neighborhood Schools Policy - 4.10.045, section V

- A. To promote continuity and stability for students and their families....
  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



# Student Enrollment and Transfers

## 4.10.051

- I. Policy Purpose: equal access to educational options for all resident students through an open, fair and accessible process and to promote equity and diversity in student transfers and admissions



# Student Enrollment and Transfers

## 4.10.051-II. General Policy Statement:

- Right to attend neighborhood school
- Right to request a transfer to attend any grade-appropriate school or program in the district
- The Board is committed to families and students having equitable access to a broad portfolio of educational options.
- The district has the responsibility...to provide families and students with information and advice that will enable ...informed decisions about their choice of educational options.



# Student Enrollment and Transfers Cont.

## 4.10.051-V. Admission:

1. By area of residence...
2. By transfer...
3. Admission criteria for focus options...



# Educational Options Policy

6.10.022

Last sentence of paragraph four:

...The Board's intent is to provide an opportunity for all students to apply to educational options within the Portland Public School District, promote equity and diversity in the admission of students to educational options and minimize barriers to participation in educational options.





# Educational Options Policy Continued

## 6.10.022 I. Purpose of Educational Options

The purpose of educational options is to offer students and their families meaningful choices that meet the different learning needs and educational interests of all students. The Board values all options, a continuum of which complement each other in serving student and family needs within the Portland Public School District. Students and their families are the primary decision makers about their choice of options; the district may assist students and their families in making appropriate choices.



# Educational Options Policy Continued

## 6.10.022 V. District Administrative Support and Evaluation

(2) ...The district shall evaluate educational options on an established cycle, consistent with district objectives, other district policies, and statutory requirements...

(6) The district shall collaborate with educational options to assess their ongoing assistance needs and determine their future status, including renewal, modification, termination, replication, or transition from program to school...



# DBRAC Values & Policy Framework

- In July 2015, Board adopted Districtwide Boundary Review Advisory Committee (DBRAC) Values & Policy Framework
- What, if any, components of this work do we want to carry forward?



# What are our values and priorities?

- Commitment to inclusive and equitable schools and programs
- Diverse enrollments
- Portfolio of neighborhood schools and focus option schools/programs
- K-8 and/or K-5/Middle School programs
- Optimal capacities elementary K-5, K-8, middle and high school enrollment for programs and facilities
- Feeder patterns



# Next Steps

Based on tonight's work:

- Update policies through Board Policy Committee
- Establish Board values, priorities, and policies to guide the work of the District
- Engage community in process