

## 6.10.022-P Educational Options Policy

A central component of the mission of Portland Public Schools is to “*support all students in achieving their very highest educational and personal potential. ...*” The district’s Strategic Plan presents a framework of core values, strategic objectives and strategies to guide the district’s efforts in fulfilling its mission.

Through the Student Achievement Policy (6.10.010-P) the Board states its commitment and support for increasing achievement for all students, and directs the superintendent to develop and implement the strategies and administrative directives necessary to carry out the district’s core mission.

The Board is committed to providing a quality school near every student’s home and an appropriate learning environment for all students, including those with special needs, within their home cluster. The Board also is committed to providing other educational options. The Board believes that all of these educational options contribute to the health of the district and the community.

The purpose of this policy is to implement goals included in the student achievement policy by offering Portland Public School District students and their families the support they need to make informed choices among a variety of educational options. This policy also is designed to provide consistent guidelines and procedures for educational options. 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.

The Board encourages the purposeful development of a variety of educational options through the cooperative efforts of the district, educators, students, their families and the community.

### 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.

### II. Definitions. These definitions apply to all district operations.

- (1) *School*. An institution with a separate organizational structure that has an assigned administrator and a site council. It has a teaching staff, budget, a curriculum that meets state content standards, educational programs that lead to students earning a CIM or CAM and a high school diploma, and a school improvement process. A school may share the facilities, personnel,

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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.