



Board Policy

Student Assignment to Neighborhood Schools

4.10.045-P

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. "Supervising adult" means an adult in a parental relationship as that term is defined in ORS Chapter 339.
- C. "Emancipated minor" means A person who has been so declared by the courts pursuant to ORS Chapter 419B or a similar out-of-state statute.
- D. "School boundary" means the physical border that defines a designated attendance area for a neighborhood school.
- E. "Feeder pattern" means the designated path for students to advance from one school grade grouping to another.
- F. "Siblings" means children with the same parent or supervising adult living together at the same address.

F. "Historically underserved students" includes an English language learners, a students of color, an economically disadvantaged students or and a student with disabilities.

III. Guidelines for Student Assignment to Neighborhood School

- A. All students in grades K-12 are assigned to a neighborhood school based

on the address:

1. Where the student resides with a parent or supervising adult
2. Where an emancipated minor resides

Student Assignment to Neighborhood Schools

4.10.045-P

- B. Students have the right to attend their neighborhood schools through the highest grade, except as provided in section III.D and section V 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 Service of historically underserved students
 - c) Compact boundaries that promote safe 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

**Student Assignment to
Neighborhood Schools**

4.10.045-P

of students possible

Student Assignment to Neighborhood Schools

4.10.045-P

- 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 implementation the following school year.

V. Exception to Student Assignment Following Boundary Change

~~A. To promote equitable access to high quality learning environments and programs, there will be minimal exceptions to student assignment following a boundary change. An exception will be made for students entering their highest grade in a school to remain at their current school through their final year. High school students may remain at their current school through graduation. 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

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.

Student Assignment to Neighborhood Schools	4.10.045-P
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~~3.4. Urgent circumstances impacting the health and safety of students, such as unanticipated enrollment, which would allow the Superintendent to invoke temporary relocation plans.~~

~~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