

6.10.030-P School Initiation and Closure; eCommunity eEngagement for eSchool eClosures

School Initiation and Closure Policy

The district will initiate and close schools in a manner that promotes equity, encourages access to a high quality neighborhood school and encourages an appropriate learning environment for all students, including those with special needs.

Efficient use of resources, fiscal responsibility and changing enrollment demand a process for analyzing which schools should be replicated, supported with innovative approaches, consolidated, or possibly closed based on a variety of factors. Those factors include financial impact, student population impacted, projected enrollment, quality of the facility, community impact, and

expanded choice.

I. School Initiation Report

(1) The Board shall determine whether schools will be initiated.

(2) Board determination on school initiation shall be made only upon

a recommendation by the Superintendent accompanied by a School Initiation Report which shall contain a full and adequate analysis of the following:

- (a) How the proposed school enhances the district's overall educational program and student achievement policy, by addressing an unmet need or expanding a proven educational approach
- (b) Financial impact
 - (A) Projected cost per student.
 - (B) Projected overall cost or savings to the district including impact on other schools
- (c) Projected enrollment of the school over the next five years and how a school based on that projected enrollment does or does not meet the needs of the students in that community and/or the district.
- (d) Facility in which the school will exist, including building capacity, current and potential use of available space, cost of operations, ADA accessibility, physical condition,

environmental concerns, and capital needs.
(e) Community/cluster analysis:

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(A) how the proposed school location will provide students with greater equity of access to schools offering high quality educational choices

(B) how the initiation will affect other schools within the

cluster, and, if applicable, schools outside the cluster, both in the quality of their educational programs and in the number of students attending them.

(C) support for the initiation, as indicated by demonstrated interest in attending the school and/or involvement in

its development and commitment to its maintenance.

(D) proposed community partnerships.

(e) Operational plan for implementing the

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recommendation.

(3) The Superintendent shall create a public process for reviewing school initiation recommendations with the community.

II. School Closure Report and Community Engagement

(1) The Board shall determine whether schools will be closed. ~~If the Superintendent recommends closure of a neighborhood school program in a school facility with co-located programs or if a recommended boundary change effectively closes a neighborhood school program, such recommendations shall be considered a school closure for purposes of this policy. a school closure report is required. If the Superintendent recommends a change in a boundary that effectively closes a neighborhood school program, the school closure report and community engagement process is required.~~ A neighborhood school is defined as (pull definition from other policy, it is a geographic boundary with no

other requirements, e.g. language)

- (2) Board determination on school closure shall be made only upon a recommendation by the Superintendent accompanied by a School Closure Report which shall contain a full and adequate analysis of the following:
 - (a) Financial impact
 - (A) Actual cost per student.
 - (B) Projected overall cost or savings to the district including impact on other schools and potential transportation costs.
 - (b) Projected enrollment of the school over the next five years and how a school based on that projected enrollment does or does not meet the needs of the students in that community.
 - (c) Facility in which the school exists, including building capacity, current and potential use of the facility, cost of operations, ADA accessibility, physical condition, environmental concerns, and capital needs.
 - (d) Community/cluster analysis:

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(A) how the proposed closure will maintain or improve equity of access to schools offering high quality educational choices

(B) how the school closure and redistribution of students

will affect other schools within the cluster and, if applicable, schools outside the cluster, both in the quality of the cluster's educational programs and in the number of students attending each school. Analysis of the location of the school in relation to other schools, community resources, and transportation options and barriers.

(C) history of requested and actual transfers into the school or out of the school's attendance area to other schools.

(D) current community partnerships and possible community impact.

(E) Operational plan for implementing the

recommendation, including a map showing the new boundaries.

~~(3) The Superintendent shall create a public process for the Board and Superintendent to review school closure recommendations with the community.¶~~

~~(4) The Board vote on a school or school program (in cases of colocation) will be in a single, freestanding resolution relating solely to the closure and not part of a vote on other matters.~~

(5) The Superintendent has the authority to close a school for up to one year in response to emergencies, including major facility or environmentally related problems. The Superintendent will keep the Board informed of the rationale for and expected length of any emergency closure.

- (6) The Superintendent shall develop administrative directives for implementing this policy, including the operation of a cluster based planning process, timelines that provide adequate notice to enable impacted parents and students to exercise choice, and management protocols for closing a school.

III. Neighborhood School Closure due to Boundary eChanges; Community eEngagement Pprocess

A. Stakeholder Outreach: When developing recommendations for school boundary changes that would close a neighborhood school program, the District shall gather and incorporate input from interested parties, including:

1. Students and families, reflective of the student demographics of the District,
2. District staff,
3. Other community members

B. The Superintendent may convene a volunteer advisory committee comprised of community members to review and advise upon boundary change proposals and the stakeholder outreach process.

C. Communication and Public Notice: The District shall use effective, culturally responsive techniques to drive participation rates and community feedback on boundary changes that reflect the student demographics of the District, that may include the following methods:

1. Surveys to identify emerging values and priorities of potentially impacted communities
2. School newsletters and email lists
3. PPS website and social media outlets, community agents working with historically underserved communities
4. Media outlets
5. Partners with outreach through community-based organizations serving students in the District.

D. Public Meetings - A minimum of three public meetings shall be held to gather input before a boundary change which closes a school is presented to the Board. Meetings will:

1. Be held at sites mutually agreed to by the District and those communities from whom input is being sought.
2. Offer child care for families.
3. Offer language interpretation for oral testimony and translation for documents and presentations.

4. Provide Adequate notice.
 5. Be recorded so that those unable to attend can access the meeting content.
 6. Incorporate the opportunity for public comment with both oral or written testimony.
- E. A least one notice including details of the proposed boundary change which would close a neighborhood school program and the impact of the proposed shall be sent to all families whose students would be directly impacted within two years of the change. The notice shall include information about how a family can provide input, including any scheduled public meetings.
- F. The District will identify and share with impacted communities how their input was used, including rationale for any input that was not incorporated into final proposals.
- G. The District will use the PPS Racial Educational Equity Policy in crafting the outreach process to ensure that outreach to traditionally underserved communities is effective.

Additional Public Processes for School Closures

The Superintendent shall create a public process for the Board and Superintendent to review school closure recommendations with the community.



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Legal References:

History: Adopted 6/16/2003; Amended ____/2023

Related policies and implementing ADs: Educational Options 6.10.022-P; Student Enrollment and Transfers 4.10.051-P

