



ADMINISTRATIVE DIRECTIVE
Student Assignment Review

- b) Enrollment characteristics by grade level, ethnicity and gender, and
 - c) Enrollment indicators such as enrollment trends, neighborhood capture rate and building capacity use,
 2. Student population projections based upon the best available demographic information and residential housing trends, and
 3. Annual transfer information, including waitlists, total number of applicants and number of those accepted for schools, focus options and specific programs.
 - B. The Superintendent or designee shall analyze the data to determine:
 1. If the current or projected enrollment at a school is significantly greater or less than the building capacity,
 2. Whether the projected enrollment is likely to inhibit delivery of an adequate and effective academic program and/or the cost efficient use of a school, and
 3. Options to address any identified enrollment issues. These options may include:
 - a) Changing the number of transfers allowed in a school,
 - b) Adjusting building capacity by adding temporary facilities, upgrading existing school buildings or repurposing part of a facility,
 - c) Expanding, moving or closing programs and focus options,
 - d) Restructuring the delivery of effective instruction (e.g. full-day Kindergarten, alternative grade configurations such as K-8, K-6, 7-12),
 - e) Opening a new school or closing an existing school as provided in 6.10.030-P, and
 - f) Changing school boundaries.
 - C. If a school boundary change is among the enrollment change options to be considered, the Superintendent shall follow the procedures outlined in Sections IV and V below.
- IV. Input Into School Boundary Change Recommendations
 - A. When developing recommendations for school boundary changes, the District shall gather input from interested parties, including families, students, District staff, representative members of the City of Portland and other community members.

- B. The District shall use school newsletters, media outlets, email lists, PPS website and other effective means to solicit input.
 - C. The Superintendent shall convene at least one public meeting to gather input about a proposed school boundary change.
 - D. A least one notice including details of the proposed boundary change 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 the family can provide input, including any scheduled public meetings.
- V. School Boundary Change Considerations
- A. In addition to the input received under Section IV, the Superintendent shall consider factors that contribute to optimal school boundaries. These factors reflect District goals and provide consistency and transparency in establishing stable and workable school boundaries.
 - B. The following is a minimal list of non-prioritized factors for consideration in school boundary changes. The explanations that accompany each factor are non-exclusive and are presented to illustrate the types of considerations that will be applied.
 - 1. Stable feeder pattern:
 - a) Allow as many students as possible to continue together from one school level to the next.
 - b) Have each K-5 school prefer

- d) Minimize the assignment of students away from schools in close proximity to their residence.
 - 4. Optimal use of existing facilities:
 - a) Minimize additional expenses for transportation and modification to facilities.
 - b) Maximize conservation of natural resources such as natural gas, oil, gasoline and electricity.
 - c) Ensure that projected student enrollment supports an adequate academic curriculum.
 - 5. Stable program and enrollment in surrounding schools:
 - a) Establish attendance areas that will not necessitate frequent changes.
 - b) Consider the potential program and enrollment impact at nearby schools.
 - 6. Limited impact on students:
 - a) Affect the smallest number of students possible.
 - b) Avoid causing students who have continued to reside in a particular geographic area to be affected by a boundary change more than once at a particular school level.
 - c) Avoid separating small numbers of students from their classmates when they move to a school at the next level.
- VI. School Boundary Change Recommendation
- A. The Superintendent's final recommendation to the Board for any school boundary change shall include:
 - 1. The proposed schedule for the boundary change,
 - 2. The projected impact at affected school(s) including enrollment, school building utilization, student body demographics, transportation and program offerings,
 - 3. Any exceptions to the approved process for assigning students after a boundary change, as provided in 4.10.045-P V.B., and
 - 4. An analysis of school boundary factors.
 - B. The recommendation shall be provided to the Board with the intention that final approval of any change shall be made no later than January of the calendar year for implementation the following school year.

VII. School Assignment Following a School Boundary Change

A. After a boundary change:

1. Students living in the neighborhood approved for a boundary change have the right to attend either their current school through the highest grade or the newly assigned neighborhood school. Students who remain at their current school and later want to attend the newly assigned neighborhood school have the right to do so with an on-time transfer request (4.10.051-P).
2. Younger siblings living in a neighborhood approved for a boundary change shall be guaranteed a space at the former neighborhood school if:
 - a) They make timely application through the annual transfer process