

Regulation 5001-R, implementing Policy 5001:

ELEMENTARY SCHOOLS AND ATTENDANCE ZONES

Board Policy 5001 (adopted March 24, 2015) requires the Superintendent of Schools to establish regulations under which assignment of students in dedicated attendance zones and in flexible attendance zones (hereafter referred to primarily as “flex zones”) shall be implemented and monitored. The policy states that the regulations may provide for a flex zone phase-in period, a voluntary transfer plan, and an enrollment management plan. The goal is to promote class size balance by grade level across the district and optimum use of the district’s staff and facilities. This regulation establishes the procedures authorized by Policy 5001.

SCHOOL ASSIGNMENT OF ELEMENTARY STUDENTS

The district has a longstanding history and strong commitment to neighborhood elementary schools. Elementary school assignments are based on a student’s residence.

Student assignments are made by the Director of Student and Staff Support Services, working in conjunction with the District Registrar, school principals, and other personnel as needed.

Exceptions to the assignment of elementary students based on their residence in specific circumstances are outlined in these regulations. (See “Elementary Class Size Management Plan” and “Voluntary Transfer Program.”)

Dedicated and flexible attendance zones

For the purposes of elementary school assignments, students either live in a dedicated attendance zone or a flexible attendance zone (“flex zone”). *Dedicated attendance zones* are geographic areas for which there is one school of attendance. *Flex zones* are geographic areas for which there are two or more schools of potential assignment. Flex zones were established to provide flexibility in the assignment of elementary students to promote class size balance across the schools.

Flex zone procedures and phase-in period

The flex zones are being phased in with each entering kindergarten cohort, beginning with the class entering in September 2015.

Kindergarten Registration Process

With the establishment of flex zones, the district will utilize a centralized kindergarten registration process, beginning with registration that takes place *during* the 2015-16 school year for the following

September. As part of this process, the families of all kindergarten students who live in flex zones will be provided with the ability to state a school of preference.

The assignment of kindergarten students who live in a flex zone is made on the basis of balancing class sizes across the district's elementary schools. When sufficient balance cannot be realized by accommodating family preferences, factors that will be considered in placing students include information provided by families to support their preference, special circumstances, geography and neighborhood continuity, and transportation.

The kindergarten registration and screening process takes place throughout the winter and spring. Due to the unpredictability of kindergarten enrollment, along with the use of flex zones to balance class sizes, kindergarten sectioning will take place over the summer. Kindergarten students who live in flex zones will receive their school building assignments on or about August 1.

Continuity for Families: Siblings

The district provides families who live in flex zones the ability to enroll younger children entering kindergarten in the same school as older siblings, as long as an older sibling will remain at that school (i.e. has not moved on to sixth grade) when the younger child begins. Families who live in flex zones will also be provided an opportunity to indicate a preference for a younger child to attend the other school(s) designated for the flex zone.

Family Preference for New Registrants

When new registrants in grades K-5 move into a flex zone, they will be provided an opportunity to state preference from among the schools designated for that zone. Family preference will be granted on a space available basis. Because the flex zones are being phased-in it is understood that they may have more limited applicability in those grade level cohorts that entered kindergarten prior to September 2015. (See "Elementary Class Size Management Plan" below.)

Class-size targets and guidelines

Elementary class sectioning will be based on grade level class size targets and guidelines, as defined and enumerated below.

Grade level class size target: A grade level class size target is the number of students assigned to a section to achieve an optimal class size for a particular grade. Class size targets may increase gradually each year from kindergarten to fifth grade.

Grade level class size guideline: A grade level class size guideline is the upper limit on the number of students assigned to a section for a particular grade level. Class size guidelines may increase gradually each year from kindergarten to fifth grade. A guideline may be exceeded by the superintendent under extenuating circumstances, with notice provided to the board.

Grade Level Class Size Guidelines and Targets

(Elementary Class Size Management Plan, Adopted May 26, 2015)

Grade level	Target	Guideline
Kindergarten	20	22
Grade 1	21	23
Grade 2	22	24
Grade 3	23	25
Grade 4	24	26
Grade 5	25	27

Annual determination of elementary class sectioning

Each year on or about May 1, the district will determine the tentative number of sections needed for grades 1 through 5 for the subsequent year. Students entering grades 1 through 5 receive their class assignments for the next year on or about the last day of school. Due to the unpredictability of kindergarten enrollment, along with the use of flex zones to balance class sizes, kindergarten sectioning will take place over the summer. Families with children entering kindergarten who live in flex zones will receive their child's school building assignment on or about August 1. Kindergarten classroom teacher assignments take place subsequent to the school assignments of students who live in flex zones.

Elementary Class Size Management Plan

After elementary class size and sectioning is determined for each grade level, the assignment of new students will be determined by the following terms of the Elementary Class Size Management Plan:

1. New students will be assigned to a school that serves their residence on a space available basis.
 - a. Students who move into a dedicated attendance zone will be assigned to the **designated school** for that zone if there is space available in their grade level.
 - b. Students who move into a flexible attendance zone will be assigned to one of the designated **flex zone schools** for that zone if there is space available in their grade level.
2. When space is not available under paragraphs 1.a or 1.b above, a new student will be placed in an **alternate** elementary school with lower enrollment in the student's grade level. When a new

student is placed in an alternate school, siblings of the student will also be permitted to attend the same school on space available basis.

3. When space becomes available during the school year at a school which serves their residence under paragraphs 1.a or 1.b above, whichever is applicable, parents will be given the option of transferring their child to the school where an opening has occurred. If the parent elects not to transfer their child to the school where there is an opening, the student will remain in the same position on the waiting list. The transfer out of the alternative school will be given the highest priority for the following September.
4. The parents of students who are placed in an alternate elementary school may elect to have their children remain in that school through fifth grade.

Voluntary Transfer Program

1. The district at its discretion may from time to time activate the Voluntary Transfer Program. Through this program, parents with students at a particular grade level, with class sizes that are at or approaching the district guideline, will be notified about the option to voluntarily transfer their children to other specified schools that have space available at that grade level.
2. Students who have been placed in an **alternate** school (see paragraph 2 above, “Elementary Class Size Management Plan”) will be given priority status in the Voluntary Transfer Program.
3. Students who are transferred under the Voluntary Transfer program from any elementary school to another elementary school will remain in that school through fifth grade.

Middle school assignment for certain students

Middle school attendance is based on the following elementary feeder school pattern in the district:

Iroquois: Birchwood, Glencliff, Rosendale
Van Antwerp: Craig, Hillside

Parents of fifth grade students who have been voluntarily transferred to another school, or who have been placed in an **alternate** school, will be given their choice of middle school assignment. However, when the elementary school they attend for fifth grade feeds into the same middle school that is designated for their residence, they will attend that middle school.

Annual Review of Elementary School Student Assignments

The Superintendent, working in conjunction with members of the Class Size Management Work Group*, will present a report to the Board of Education at a public meeting regarding the

implementation of Board Policy 5001 by December 15 each year. The purpose of this report is to facilitate the goals of transparency, accountability, short- and long-term planning, balanced class sizes, and maintenance of neighborhood schools. The report will include data relevant to evaluate the overall effectiveness of Board Policy 5001 and the effectiveness of the flex zones in particular. It shall include the following:

- Class size by school, grade and class; average class size by school and grade; and maximum variance between the five schools at each grade level
- Students assigned to alternate schools through the Class Size Management Plan and Voluntary Transfer Program
- The number of kindergarten and new students in each flex zone and an aggregate breakdown of school assignments for each flex zone;
- The percentage of family preferences granted for kindergarten students
- All of the above shall also include relevant historical data for comparison as it is available

This report should address whether or not the desired results of the Policy 5001 are being achieved, including increased class size equity. It should also address current or projected impacts on middle school sectioning and feeder patterns. To the extent possible, the report should include if there are recommendations for adjustments to current enrollment boundaries or related policies.

**Members of the Class Size Management Work Group include the Superintendent or designee, Registrar, Transportation, Elementary School Principal Representatives, Middle School Principal Representative, and may include representatives from each elementary and middle school. The Work Group must include at least three elementary parent representatives.*

Transparency: Public Availability of Elementary Class Section Data and Attendance Zone Information

A map and street and address listing of all elementary attendance zones, including flex zones, shall be publicly available on the district website and in the Registrar's Office at the district offices, 1239 Van Antwerp Road.

To facilitate the goals of transparency, accountability, short- and long-term planning, a report of current enrollment and class size data (organized by school and class sections) will be prepared monthly. This report will be posted on the district's website and distributed to the following personnel, in addition to the Board of Education: Superintendent, Assistant Superintendent for Instruction, Elementary School Principals, and the Transportation Department.

Updated enrollment data will be provided to the following District personnel as needed to facilitate appropriate student placement to meet the goals of Policy 5001: Superintendent, Assistant Superintendent for Instruction, Elementary School Principals, and the Transportation Department.

Elementary Class Sections and The Budget Process

The Superintendent will, as part of the annual budget process, present preliminary information about class sections and staffing for grades K-5 based on projected enrollment.

Process to Change Attendance Zone Boundaries

Board Policy 5001 provides that changes in the boundaries of the attendance zones, including flexible attendance boundaries, shall be by resolution of the Board of Education at the recommendation of the Superintendent of Schools. Such a resolution shall be preceded by a public presentation of proposed changes. It is understood that the annual review of elementary school student assignments is an opportune time for the Superintendent to submit such recommendations or forecast the need for them. To the extent practical, changes to attendance zones should be decided in advance of the kindergarten registration process.

Promulgated by Superintendent of Schools: May 26, 2015