

## **BALANCING CLASS SECTIONS WITHIN THE THREE ELEMENTARY SCHOOLS**

Adopted: May 7, 1985

Revised: April 10, 2017

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### **I. PURPOSE**

The School Board recognizes a need to have reasonably balanced class size sections of each grade level within the three elementary schools. This policy establishes the district guidelines and direction to achieve the goal of balanced class size sections.

### **II. GENERAL STATEMENT OF POLICY**

As a general principle, the district seeks to assign students to the school in their home attendance area. However, the elementary principals have the authority to assign students to the respective schools in order to adjust class section sizes.

### **III. DEFINITIONS**

Sections are considered reasonably balanced when:

- A. All individual classroom sections at a grade level are within the ranges permitted for that grade level by the class size policy; or
- B. The pool of students eligible to transport has been exhausted.

### **III. GUIDELINES**

- A. Balancing sections will be accomplished by using the following criteria (in the order listed):
  - 1. Consider parent/guardian choice when transferring a student to a school not in the home attendance area. Parents/guardians who volunteer to move a student to help balance sections will be considered a high priority.
  - 2. Assign new open enrollment students to balance class sections. Splitting open enrollment families may be necessary to balance class sections.
  - 3. Assign students moving in from other districts as new residents to balance class sections.
  - 4. Select single-transported student already in attendance to balance class sections.
  - 5. Move complete families with elementary-aged students to balance class sections.
  - 6. Split families to balance class sections.

In applying steps four through six, students open-enrolled to the district will be considered first followed by resident students.

B. Special considerations at all steps:

1. Early Childhood placement (ECFE or ECSE) and School Readiness participation is not considered in the placement process. Participation in these programs is not a guarantee of school placement for other educational opportunities.
2. Kindergarten placement, based on the kindergarten option selected, is not considered to be a transfer to balance class sizes.
3. The educational program at the school must be able to meet the student's needs, including special education, English Language Learners, and other specific medical services.
4. All student placements will be consistent with transportation expectations (including issues such as length of riding time, movement across the entire district, and other transportation limitations).
5. Previous movement within the district will be considered:
  - a. Families are not expected to experience a transfer more than two times during grades 1 through 5.
  - b. Individual students would be subject to a transfer to balance class sizes only one time during grades 1 through 5.
6. If other students are available within the pool of students eligible to transport to a different school, students will be assigned to the school closest to their residence.

**IV. IMPLEMENTATION AND MONITORING**

System of Appeal:

1. Parents/guardians will discuss rationale of transfer process with the elementary principals.
2. Parents/guardians may present their request for placement or placement appeal to the School Placement Appeals Committee which shall be comprised of the Superintendent and School Board members.

See Procedure for Placement