

# Class Size and Student Assignment Policies

Recommendations of the  
Flexible Boundary  
Committee

# Board Charge to the Committee

- Understand and clarify the original purpose of the Flexible Boundary Plan.
- Evaluate the Policy (7:30E) against its own stated priorities, such as neighborhood schools.
- Evaluate the success of the Policy in terms of equity of class size across buildings and efficiency of building use.
- Compare long-term numbers to program expectations.
- Recommend solutions and modifications to the Policy, if necessary.

## Board Parameters for the Committee

- Recommended solutions are neighborhood school-based.
- Recommended solutions do not change current neighborhood school boundaries.
- Recommended solutions do not move children to a new school.
- All meetings will be posted and open to the public.
- Committee must hold open meetings to receive feedback from parents and staff prior to making a recommendation to the board.
- Surveys or letters to parents must receive board approval prior to sending.
- Committee must receive board approval prior to violating any above parameters.

# Committee

*Jennifer Leimberer,*  
Board of Education Member (Chair)

*Mary T. Stimming,*  
Board of Education Member

*Jim Raffensperger,*  
Ames representative

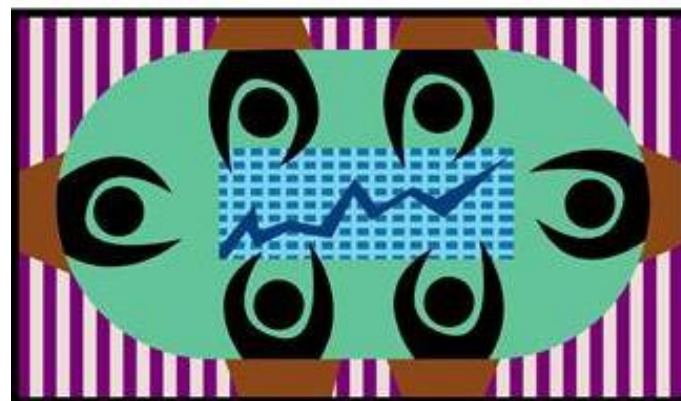
*Karen Magee,*  
Blythe Park representative

*Greg Nessinger,*  
Central representative

*Kathy Barcal,*  
Hauser representative

*Trish Smithing,*  
Hollywood representative

*Art Perry,*  
Hollywood alternate representative



**Regular Participant**

*Elizabeth Fragoso,* Hollywood

# Contributing Participants

## Parents

### Ames

Liz Buoscio

Rebecca Levine

### Blythe Park

Michelle Backus

Lisa Gaynor

Catherine Lemon

### Hollywood

Agnes Halmon

Kelly Krupske

## Administration and Board of Education

### Administrative Team

Vern Bettis, Dir. Of Technology Systems

Robert Chleboun, Principal Blythe Park

Mindy Keller, Principal Hollywood

Jonathan Lamberson, Superintendent

Colleen Lieggi, Principal Ames

Janice Limperis, Principal Central

Meg O'Brien, Professional Development

### Board of Education

Mary Ellen Meindl

James Schraidt

# Committee Analysis of Flexible Boundary Policy 7:30E

Original Intents and Evaluation

# What did we learn about *Policy Goals?*

The Policy was created to

- Lower class sizes across the district
- Create equity in class sizes
- Use facilities more efficiently and economically
- Respond to changing trends in enrollment
- Maintain the neighborhood school concept
- Improve quality of school programs

See [A Preliminary Report from the Long Range Steering Committee on Recommendations to Achieve Desirable and Equitable Class Size Ratios and Facility Usage in District 96 Elementary Schools](#)

# What did we learn about *Implementation?*

- Lowered Class Size across the district
  - 2002 to Spring 2008 in K-2 were below 20
- Created similar class sizes across district
  - K-5 in 2010, smallest classes have 15 students and largest class have 24 students

See Aug 2010 Enrollment Report

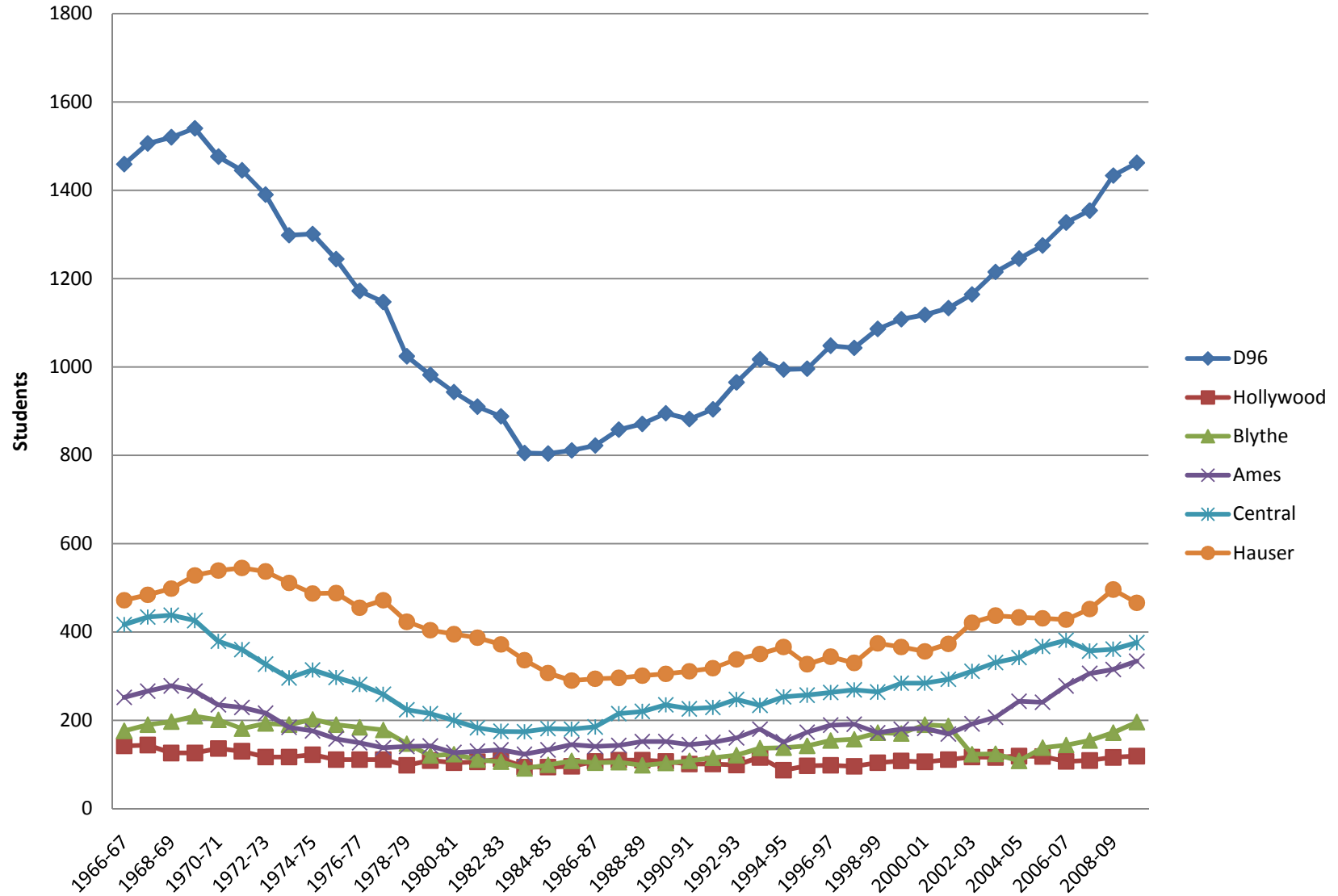
# What did we learn about *Implementation?*

- More efficient and economic facilities use
  - Since 2002, student enrollment has increased by over 370 students

See District 96 Enrollment History 1966 to present

	2002	2009	Change
Ames	169	334	+165
Blythe	187	196	+9
Central	284	376	+92
Hollywood	111	119	+8
Hauser	376	476	+100

## District 96 Enrollment 1966 to 2009



# What did we learn about *Implementation?*

- Responsive to enrollment changes at Kindergarten.
  - create 6 to 8 sections of K, depending on registration numbers
  - shift these sections among schools
  - class sizes have met expectations of under 20

# What did we learn about *Implementation?*

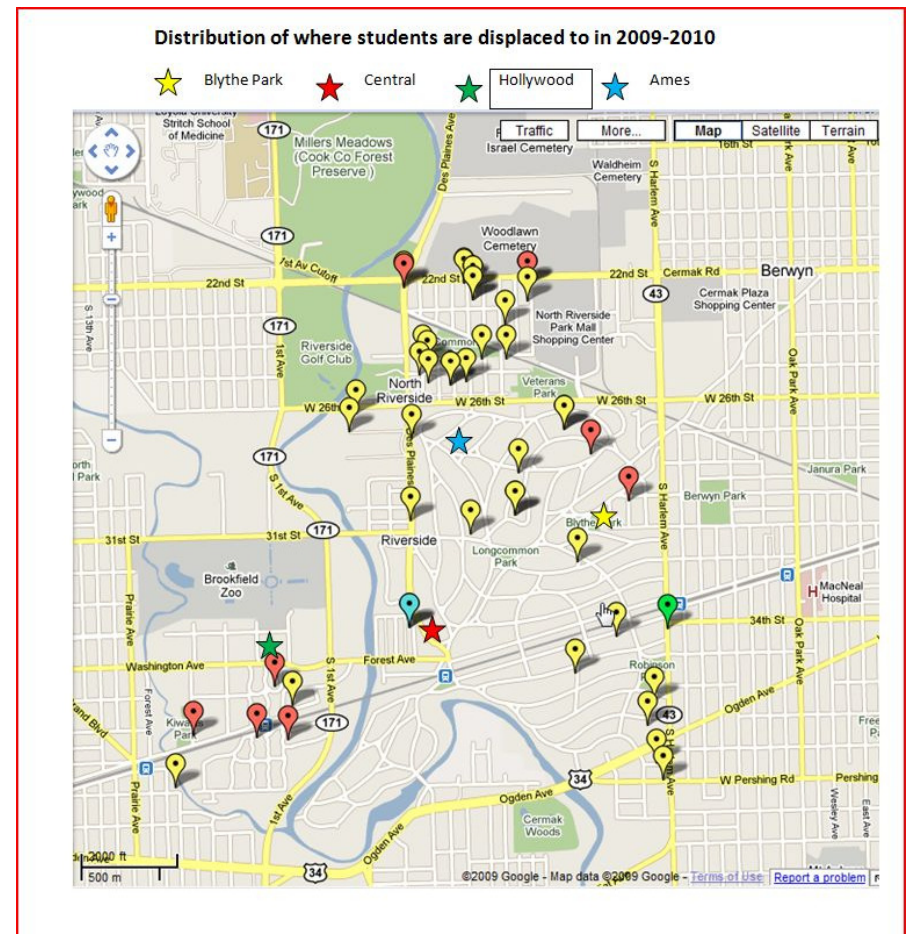
- Less responsive to enrollment changes beyond Kindergarten
- Approx. 5 new students per grade per year (25 placements)
  - Dispersed across district
  - Siblings separated
  - Labor intensive to administer

D96 Enrollment Changes by Cohort 1998 to 2009

	K	1	2	3	4	5	Change K-2	Change K-5
1998-99	110	125	138	121	107	111		
1999-00	118	118	122	141	129	114		
2000-01	121	128	122	122	143	126	12	
2001-02	100	129	134	129	121	147	16	
2002-03	124	117	124	124	127	127	3	
2003-04	118	136	131	132	133	128	31	18
2004-05	144	115	150	129	134	140	26	22
2005-06	150	146	113	155	144	136	-5	15
2006-07	149	164	154	126	156	150	10	50
2007-08	138	158	163	158	128	161	13	37
2008-09	168	142	172	163	168	131	23	13
2009-10	163	177	152	175	172	171	14	27
						Mean	<b>14.3</b>	<b>26</b>

# What did we learn about *Implementation?*

- Implementation has made the assignment of children flexible, not the boundaries
  - 20% of Blythe's enrollment is from another attendance area in 2009-2010



# What did we learn about *Implementation?*

## – Displacement rates

District : about 1 in 22

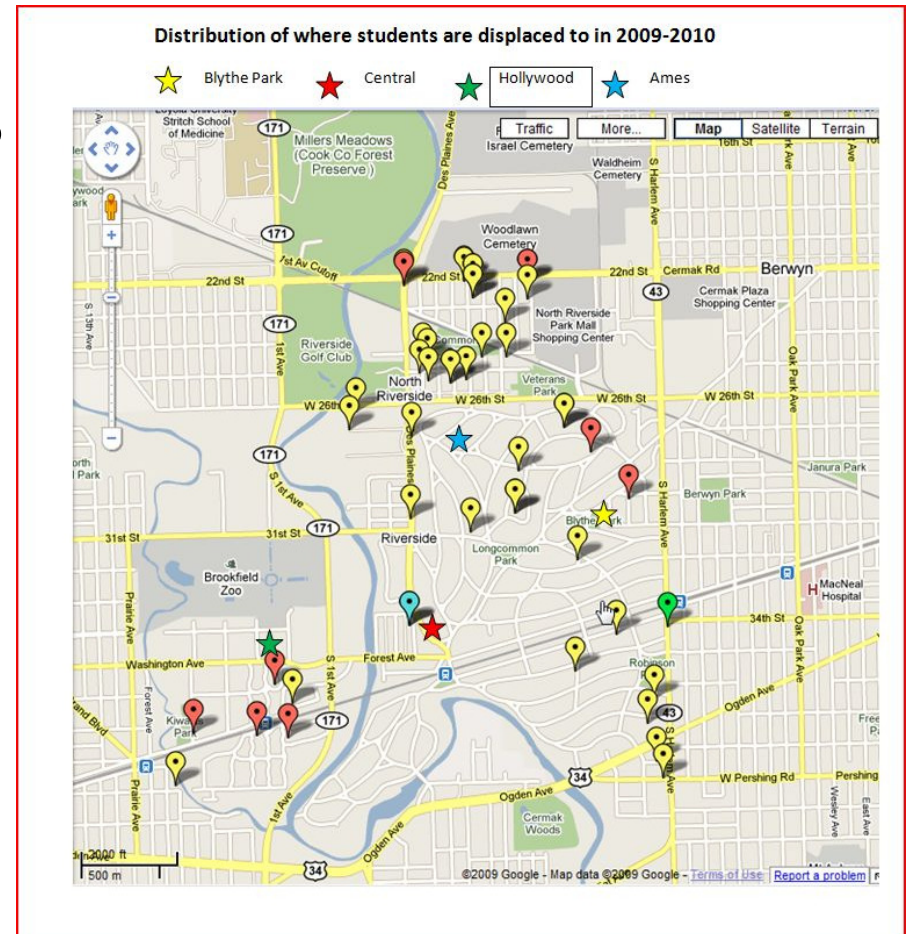
Blythe: about 1 in 152

Central: about 1 in 50

Ames: about 1 in 12

Hollywood: about 1 in 10

North Riverside: about 1 in 8



# What did we learn about *Implementation?*

## General Observations about Policy 7:30E

- Priorities for making student school assignments not clear
- Some language and ideas are time-bound (2002)
- There are aspects of the current implementation that are cumbersome and confusing

# Committee Recommendations

# What did we learn about *Community Values*?

You . . .

- Want siblings to stay together
- Want a school you can walk to
- Want predictability and common sense

# What was learned about *Community Values?*

You . . .

- Want small class sizes
- Won't take your child to a school with a smaller class size if it is not convenient
- Want to stay in the school you were **assigned** (unless assigned school is on the other side of 1st Ave)

# What is recommended?

## *Policy*

- Separate class size from school assignment
- Create policy on sibling assignment
- Align student assignment policy with community values
- Include ways of monitoring efficacy

# Class Size Policy

*To maintain and to foster the goals of our educational mission, District 96 recommends a class size ranging between 20-23 students for Grades K-5 and 24-26 students for Grades 6-8.*

# Rationale

- Aligns with Community Values
- Aligns with Education Research
- Respects District 96 Constraints
  - Space
  - Finances

# Why has class size gone up?

## Reality

- 186 students in X grade

Students in a section	Sections Needed
23	9
20	10
15	13

# Same Capacity . . . New Expectations

## 2000

- Class sizes of 25-28
- Some dedicated space for Art/Music and other
- Less Comprehensive Special Education
- Limited English as a Second Language services

## 2010

- Class sizes of 20-23
- Dedicated space for Art/Music and other
- More Comprehensive Special Education
- More comprehensive English as a Second Language services

# Elementary School Student Assignment Policy

*There are four elementary schools within District 96: A.F. Ames, Blythe Park, Central and Hollywood. Assignment of K-5 students among these schools is predicated upon valid residency and completed registration.*

*In assigning elementary students to a K-5 school, the presence of siblings in the school and proximity of the student's residence to the school will be taken into consideration in the following order:*

# Elementary School Student Assignment Policy (continued)

- *Legal siblings and children sharing custodial parents /guardians will be assigned to the same elementary school.*
  - *An automatic override of the Class Size Policy is granted to permit legal siblings and children sharing custodial parents/guardians to attend the same elementary school. There shall be no exceptions to this principle for administrative reasons.*
  - *A parent or guardian may request that his/her children be assigned to separate schools, but this request may be granted only if doing so does not violate Class Size Policy.*
- *Students will be assigned to the elementary school in reasonable proximity to their residence.*

*To appeal an elementary school student's assignment per this policy, a completed petition must be submitted to the District office to the attention of the Superintendent.*

# Implementation Recommendations

# What did we learn about *Implementation?*

You . . .

- recognize that the implementation matters and therefore needs to be monitored
- want a process that is responsive
- want a process that uses data to make predictions and plans

# What did we learn about *Implementation?*

You . . .

- Want clarity about the process
- Want common sense, e.g., child will attend the school that is across the street
- Want a process that you can plan around

# Evaluation and Monitoring of Class Size and Student Placement Policies

*To insure that the goals of the Class Size and Student Placement Policies are met, the Board of Education requires regular review of the implementation of these policies. Towards this end, the following evaluative tools will be utilized (this list is neither restrictive nor exhaustive):*

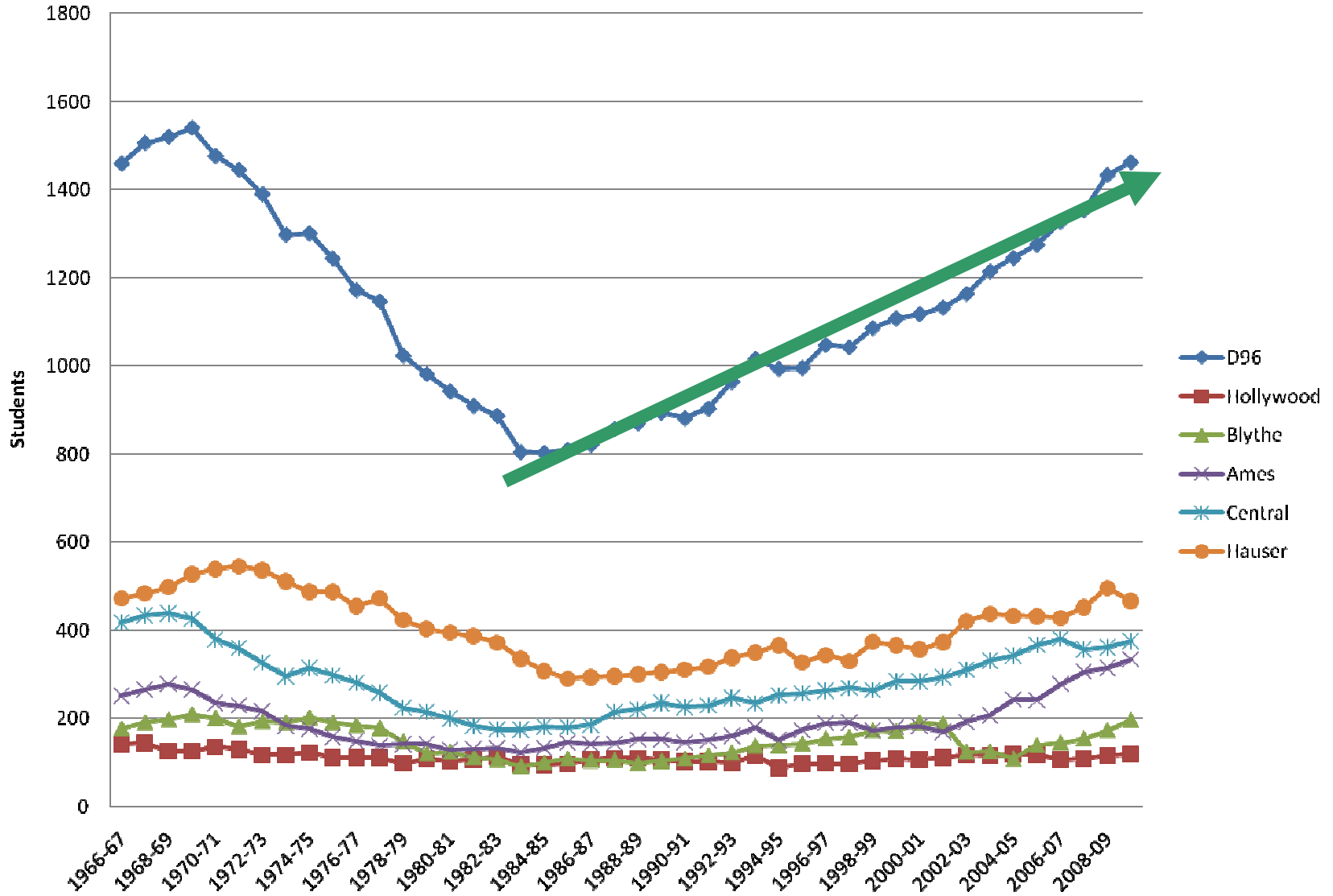
# Evaluation and Monitoring of Class Size and Student Placement Policies (cont)

- *An annual plan for fulfilling the goals of the Class Size and Elementary School Student Assignment Policies. This plan is to be presented at the January Board of Education meeting.*
  - *This plan will include the following elements:*
    - *Details of the data used to anticipate changes in enrollment across student cohorts.*
    - *Details of how this data will be used for section planning.*
    - *Description of the registration process.*
    - *Description of the registration timelines.*
    - *Description of the process for notifying District 96 parents and residents of the registration timelines and process.*

## Evaluation and Monitoring of Class Size and Student Placement Policies (cont)

- *Bi-annual presentation of student residency in relation to elementary school assignment. This information will be offered in the form of a plotted map at the October and May Board of Education meetings.*
- *Monthly reports on petitions of appeal, enrollment and class size figures at the elementary and middle school levels will be presented at regular Board of Education meetings.*

## District 96 Enrollment 1966 to 2009



# Implementation Recommendations

- Develop a data driven plan that anticipates changes in enrollment
  - Plan for increases in enrollment K-5
  - Increase predictability
- Move planning and student placement to centralized district level

# Recommendations: Registration

- Make clear from “first contact” that registration is District-based not school-based
  - Distribute a district registration packet
  - All communication with families “comes from” the district until a school assignment is made
  - Include related BOE policies and the implementation plan with registration materials
  - Invite parents to name a first and second preferred school on the registration form

# Summary

- Three new policies to replace existing policies
  - Class size
  - Elementary School Student Assignment
  - Evaluation and Monitoring
- Evaluate and modify procedures and processes

# We need your feedback and questions!

- On **Green**: Go! I like . . . .
- On **Yellow**: Caution! I am worried about. . .
- Please contact a Board of Education Member at [boardofeducation@district96.org](mailto:boardofeducation@district96.org)