

Question	Answer								
1. What is ideal class size? What are class size recommendations? Is there a specific number where an aide would be assigned to a classroom?	<p>2312- CLASS SIZE</p> <p>The following is a guideline that assists the Board in making decisions relative to staffing and class size. This guideline is not intended to be an absolute.</p> <table border="0"> <tr> <td>4K through 2nd</td> <td>18-22</td> </tr> <tr> <td>3rd and 4th</td> <td>20-25</td> </tr> <tr> <td>5th and 6th</td> <td>22-26</td> </tr> <tr> <td>7th and 8th</td> <td>24-30</td> </tr> </table> <p>When the grade level's high average class size is exceeded by ten percent (10%), an aide will be hired for no less than one (1) hour per day per classroom. Additional time may be recommended by administration but a decision will be based upon such criterion as class composition, exceptional education students, annual budget, and other special circumstances. More than one (1) aide may be hired to accommodate instructional scheduling.</p> <p>When the grade level's high average is exceeded by twenty-five percent (25%), a recommendation may be made to hire an additional teacher.</p>	4K through 2nd	18-22	3rd and 4th	20-25	5th and 6th	22-26	7th and 8th	24-30
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2. Are board guidelines evidence based?	<p>I am not sure how the Board initially decided on these numbers, but for the most part yes. Evidence suggests that smaller class sizes through early elementary can help overcome early deficits, especially with students of poverty and need. There is correlation through 4th and 5th grade. http://blogs.edweek.org/edweek/finding_common_ground/2013/10/does_class_size_matter.html</p>								
3. What part does open enrollment play in enrollment discrepancies? Can we get school choice/open enrollment data? Students coming into the district. 18. How many of our students are school choice?	<p>Not so much, current numbers.</p>								
4. What is the population of a given area? What is the population density?	<p>Elementary population plot maps: 2019-2020</p>								
4a. What % or # of students can be expected from that?	<p>We don't have reliable data on single family home attendance. There seems to be too many variables at work.</p>								
4b. Is this possible to see on a current boundary map?	<p>current map</p>								
5. What is the capacity at each school?	<p>When we recently did our planning for the middle school the maximum limits at 500 for Woodfield, 450 for Evergreen, and 420 for Trailside. That would be full capacity or all spaces occupied. Most building try to follow the 80% rule.</p>								
6. Does the "spotty" Trailside assignment have to be presented?	<p>If your referring to the odd district lines, for the sake of transparency I would say yes.</p>								
6a. Where do these families choose to go to school	<p>I think the info in question 4 will help answer 6a and 6b</p>								
6b. How many people/kids does this include?	<p>I think the info in question 4 will help answer 6a and 6b</p>								
7. What methodology is used to calculate/set/determine boundaries typically?	<p>The guidelines the Board provided are fairly typical. Some districts way some factors more heavily than others.</p>								
8. What are the intra district transfer numbers?	<p>44(probably a few more)</p>								
9. Can we cut into other districts?	<p>The legislature does not give us the authority.</p>								
11. What's the boards process of considering our recommendation?	<p>The recommendations will be submitted to the Board for discussion at committee. The Board can choose a recommendation for a vote at the following business meeting or continue discussion.</p>								
12. What's the transition/implementation plan for students and staff?	<p>We have been working with staff on their preferences for grade level and movement since last spring. They are aware that there will be movement. Different districts have had different plans for student transitions. Generally to shorten the transition period, students that may have one year left to attend a school can be grandfathered and allowed to finish prior to attending the middle school.</p>								

13. What is the 5 year growth projection and where?	The previous research that the district had done showed a decrease in attendance. We have had average increases of about 3%. Without serious development, enrollment will most likely not exceed the 15 year max.
14. Would any programs be designated to specific schools (i.e. - early childhood)	Our goal is to spread programming out so more students can attend their home school and honor the intent to provide equity. Currently, we house our LEAP and Early Childhood programs at Evergreen. This does put added stress on the staff and facility.
15. Has there been proposals yet from qualified individuals?	Not really. We can put together some ideas.
16. Are all decisions final / or are children grandfathered into the school that they are in?	As I said, different districts have instituted different transitions. I would think that some "grandfathering" would take place.
16a. Will open enrollment students be asked to change schools in relation to new guidelines?	We have tried to be equitable with OE placement and with space availability. With that being said, I would say that is a possibility.
17. What is the ideal student/teacher ratio?	Not to be flippant but the ideal is where a teacher can meet the instructional needs of the students in the class. It does depend on the group.
18. How many of our students are school choice?	See above.
19. Is there a point where the district can decline open enrollment?	<u>Yes. The Board uses the guidelines for class sizes times the number of sections currently in the district at the given grade level to determine the maximum number of students for the grade. The difference between the enrollment on December 1 and the determined maximum is the usually what the Board approves for new open enrollment for the coming school year. However, the Board can use any methodology it wishes. Here is an example.</u>