

Facilities

Strategic Principles: Enrollment and Facilities

The following Strategic Principles are defined as long-term directions of the District and are intended to provide guidance to the Board of Education and superintendent in addressing enrollment and facilities needs.

A. Grade Level Configuration

1. The District should maintain flexibility concerning grade level configuration. Decisions on grade level configuration should be based on the educational needs of students, research on effective configuration patterns, and financial interests.
2. To the extent feasible and practical, the District should offer alternative grade level configurations which include, but are not limited to, the following options: (1) K-6, 7-8, 9-12; and (2) K-5, 6-8, and 9-12.
3. The ninth grade should remain at the high school level.
4. Location of the sixth grade in the middle school may occur if facilities can accommodate the addition of sixth graders.
5. Middle schools are an essential part of the District's educational program. These schools may contain either a 7-8 or 6-8 configuration. Both should be designed to meet the unique needs of early adolescent students.

B. School Size

1. The District's long-range goal should be to limit enrollment at elementary schools to approximately 600 to 800 students, middle schools to approximately 1,200, and high schools to approximately 2,500. Additional space and facilities should be acquired to permit the achievement of this goal.
2. Regardless of overall size, each secondary school should organize itself where practical and educationally feasible into smaller units in order to increase the number of adult-student interactions, provide for a safe and orderly learning environment, and meet the unique needs of each student. Examples include alternative scheduling patterns (such as a ten-to-twelve period day), school within a school, academic academies, and other programs.

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C. Class Size Reduction

1. The District should take the appropriate and necessary steps to reduce class size wherever possible. This includes application for available state funding and the preparation of a long-range plan for class size reduction by the Superintendent. The long-range plan should include provision of flexible space at school sites and increased availability of school facilities for community needs.

D. Extended Year Education and Year-Round Education

1. The District's long-range goal should be to increase the length of the instructional year both for students and staff. For students, additional learning time beyond the present 180-day school year should be provided by extending the school calendar and/or providing supplemental learning opportunities (summer school, after school programs, intersession programs, etc.).
2. For staff, the year should be extended to provide opportunities for professional development which do not reduce the length of the students' instructional year.
3. All schools should eventually develop a single-track, extended-year educational calendar as student educational needs, time, space, community and staff interests, and other factors permit.
4. Multi-track year-round education should not be viewed as a long-term solution to needs for additional classroom space. When multi-track year-round schedules are implemented, every effort should be made to place all children of the same family on the same track, provide extended learning opportunities for students, and accommodate family child care interests.

In addition, the Superintendent needs to insure that regulations are in place that specify the conditions under which any school will convert from a traditional year to a multi-track, year-round calendar. These regulations should take into account Board policy concerning desired school size.

5. Due to potential loss of instructional time, the District should not consider a three-track, year-round education schedule unless it is absolutely necessary to provide additional classroom space.

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E. Space Allocation and Schools

1. Each school should contain sufficient classrooms and other spaces to accommodate the following:
 - a. Elementary class size
 - b. Middle and high school class size
 - c. Special Education programs placed at the school site by the District
 - d. A library/media center (unless provision for joint use of library facilities is made)
 - e. Professional work areas for certificated and classified staff
 - f. Discretionary room(s) beyond the library with use to be determined by the school
 - g. Ground space in conformity with state recommendations

F. Special Education

1. Responsibility and authority for placement of Special Education programs shall rest with the District.

G. Child Care and Community Partnerships

1. It is the intent of the Board that school facilities and grounds be made available for child care and community activities when such uses are consistent with the school's and District's master plan for school facilities and grounds. The Superintendent should work cooperatively with other public and private agencies to provide for shared use of space wherever possible.

H. Facilities Master Plan

1. The Superintendent should develop and keep current an Educational Master Plan for School Facilities. This plan should be reviewed and updated as necessary by the Board.

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