CONVERTING ELEMENTARY SCHOOLS TO AND FROM A NINE-MONTH CALENDAR AND ALTERNATIVE SCHEDULES

I. A change in a school’s calendar or schedule due to an increase or decrease in enrollment of a school may be necessary to offer a full educational program for the maximum number of students. Design capacity of each school, as well as future enrollment growth and/or loss, will be considered when calendar or schedule changes are made.

Design capacity is calculated at the time of a school’s construction using uniform factors throughout the District. These factors will include: number of permanent classrooms, instructional programs, self-contained programs, and adopted student/teacher ratios.

Program seating capacity is adjusted annually to capture the changes in student/teacher ratios, instructional programs, and the addition and/or deletion of self-contained programs.

A. Maintaining a Nine-Month Elementary School Calendar

1. A nine-month calendar will be maintained at a school when a full educational program can be offered and common areas can accommodate student enrollment. In order to be cost-effective, an elementary school will remain on a nine-month calendar when:

a. The average of the count day enrollments for the prior and present school year and the projected student enrollment for the subsequent school year does not increase by more than 5 percent.

AND

b. The count day enrollment for the present school year and the projected enrollment for the subsequent school year are less than or equal to 125 percent of its design capacity.

AND

c. The count day enrollment for the present school year and the projected enrollment for the subsequent
school year require eight (8) or fewer portable classrooms.

2. The effect of new school construction on enrollment will be considered before converting an elementary school from a nine-month calendar. If feasible, design capacity may be increased with the placement of more than eight (8) portable classrooms until new school construction is complete. The placement of these portable classrooms will not impact student safety and educational program standards.

B. Converting from a Nine-Month Elementary School Calendar to a Multitrack Year-Round Schedule

1. A school may be considered to operate on a multitrack year-round schedule at the beginning of the next school year when:

   a. The average of the count day enrollments for the prior and present school year and the projected student enrollment for the subsequent school year increase by more than 5 percent.

   AND

   b. The count day enrollment for the present school year and the projected enrollment for the subsequent school year exceed design capacity by more than 125 percent.

   AND

   c. The count day enrollment for the present school year and the projected enrollment for the subsequent school year require more than eight (8) portable classrooms.

2. For schools operating a multitrack year-round schedule, students and their siblings, as well as Clark County School District employees and their children, who have different school schedules, should be given first priority for track selection during preregistration.

C. Converting from a Multitrack Year-Round Schedule to a Nine-Month Elementary School Calendar
1. Converting a school from a multitrack year-round schedule to a nine-month calendar is cost-effective when student enrollment continues to decline and future enrollment growth is limited. An elementary school will be assigned to operate on a nine-month calendar at the beginning of the next school year when:
   
   a. The average of the count day enrollments for the prior and present school year and the projected student enrollment for the subsequent school year decrease by more than 5 percent.
   
   AND
   
   b. The count day enrollment for the present school year and the projected enrollment for the subsequent school year are less than 125 percent of its design capacity.
   
   AND
   
   c. The count day enrollment for the present school year and the projected enrollment for the subsequent school year require fewer than eight (8) portable classrooms.
   
   OR
   
   2. The opening of a new school and/or building additions provide enrollment relief from overcrowding for the subsequent school year.

D. The Superintendent may assign a school to operate on an alternative schedule when immediate and/or unforeseen extenuating circumstances impact student safety and/or educational standards.

II. Relief for Persistently Overcrowded Schools

A. Future school construction may be prioritized to offer the most effective enrollment relief to schools that are experiencing continued enrollment growth, require more than eight (8) portable classrooms, and exceed their design capacity by more than 125 percent.
Additions

B. Building additions may be considered at schools with fewer than 43 permanent teaching stations and more than eight (8) portable classrooms when calendar and/or alternative schedules do not provide an equitable learning environment as a result of persistent overcrowding.

C. Attendance boundary adjustments may be considered when school construction and alternative schedules are not expected to provide relief for continued student enrollment growth and the need for more than eight (8) portable classrooms is anticipated.

III. Early Warning Notice

A. An early warning notice of administrative action to potentially implement a change in nine-month calendar and/or multitrack year-round schedule will be given to parents and employees by the Instruction Unit within 30 days of receipt of the state audited count day enrollment of the current school year. Following this action, schools will provide opportunities for parental and administrative input. Prior to implementing any changes, the Superintendent may consider alternative schedules based on educational needs. Notice of final administrative action to implement a change in nine-month calendar and/or multitrack year-round schedule will be given to the Board of School Trustees, parents, and employees by the first Monday in April, when possible, but not later than the first Monday in May, of the school year prior to implementation.
CONVERTING ELEMENTARY SCHOOLS TO AND FROM MULTITRACK YEAR-ROUND CALENDARS AND FLEXIBLE DOUBLE SESSIONS

I. A change in a school's calendar or schedule due to an increase or decrease in enrollment of a school may be necessary to offer a full educational program for the maximum number of students. Future enrollment growth and/or loss are considered when calendar or schedule changes are made.

Program seating capacity is calculated for each school using uniform factors throughout the District. These factors will include: number of permanent classrooms (may include a maximum of four portable classrooms if required to operate a multitrack year-round calendar), instructional programs, operating schedule, self-contained programs, and adopted student/teacher ratios. If required to operate a multitrack year-round calendar, schools with District assigned self-contained or other special programs, such as the Math and Science Education (MASE) program, or when predetermined needs exist, may be provided with additional seating capacity.

A. Converting Elementary Schools to Multitrack Year-Round Elementary Schools

1. In order to address a school's increasing enrollment by providing additional program seating capacity and to be cost-effective, an elementary school will be assigned to operate on a multitrack year-round calendar at the beginning of the next school year when:

   a. The enrollment of the current school year is 14% or more above its program seating capacity or when it requires a staff allocation of five or more teachers per grade level in one of the following grade level combinations:

      i. Grades 3, 4, & 5 or
      ii. Grades 1, 2, 3, & 4 or
      iii. Grades 1, 2, 3, & 5
and

b. The projected enrollment of the subsequent school year is 14% or more over its program seating capacity or when it requires a staff allocation of five or more teachers per grade level in one of the following grade level combinations:

i. Grades 3, 4, & 5 or
ii. Grades 1, 2, 3, & 4 or
iii. Grades 1, 2, 3, & 5

If sufficient permanent classrooms exist to support all required programs without the placement of portable classrooms to increase program seating capacity or without the need to rove or rotate teachers at the above identified grade level combinations, a school will not convert to a multitrack year-round calendar.

2. The effect of new school construction on enrollment is considered before converting an elementary school to a multitrack year-round calendar. If feasible, program seating capacity may be increased with the placement of portable classrooms until the new school construction is complete. The placement of these portable classrooms will not adversely impact safety and the educational program standards.

B. Converting a Multitrack Year-Round Elementary School to a Single-Track Year-Round Elementary School

Converting a school from a multitrack year-round to a single-track year-round calendar may be necessary due to a decrease in enrollment or when future enrollment growth is expected within two years.

1. In order to provide an educational environment that meets the needs of the students enrolled and is cost-effective, an elementary school will be assigned to operate on a single-track year-round calendar at the beginning of the next school year when:
a. The enrollment of the current year is no more than 8% above its program seating capacity without portable classrooms or when it requires a staff allocation of less than five teachers per grade level in one of the following grade level combinations:

i. Grades 3, 4, & 5
ii. Grades 1, 2, 3, & 4
iii. Grades 1, 2, 3, & 5

and

b. The projected enrollment of the subsequent school year is no more than 8% above its program seating capacity without portable classrooms or when it requires a staff allocation of less than five teachers per grade level in one of the following grade level combinations:

i. Grades 3, 4, & 5
ii. Grades 1, 2, 3, & 4
iii. Grades 1, 2, 3, & 5

If sufficient permanent classrooms do not exist to support all required programs without the placement of portable classrooms to increase program seating capacity or without the need to rove or rotate teachers at the above identified grade level combinations, a school will not convert to a single-track year-round calendar.

A school may operate on a single-track year-round calendar for no more than a maximum of two consecutive years. Continued decline in the student enrollment will necessitate the school to convert to a nine-month calendar.

C. Converting a Multitrack Year-Round Elementary School to a Nine-Month Elementary School

Converting a school from a multitrack or single-track year-round to a nine-month calendar is cost-effective when the student enrollment continues to decline and future enrollment growth is limited.
1. In order to provide an educational environment that meets the needs of the students enrolled and is cost-effective, an elementary school will be assigned to operate on a nine-month calendar at the beginning of the next school year when:

a. The enrollment of the current year is no more than 8% above its program seating capacity without portable classrooms or when it requires a staff allocation of less than five teachers per grade level in one of the following grade level combinations:

   i. Grades 3, 4, & 5 or
   ii. Grades 1, 2, 3, & 4 or
   iii. Grades 1, 2, 3, & 5

and

b. The projected enrollment of the subsequent school year is no more than 8% above its program seating capacity without portable classrooms or when it requires a staff allocation of less than five teachers per grade level in one of the following grade level combinations:

   i. Grades 3, 4, & 5 or
   ii. Grades 1, 2, 3, & 4 or
   iii. Grades 1, 2, 3, & 5

c. If sufficient permanent classrooms do not exist to support all required programs without the placement of portable classrooms or without the need to rove or rotate teachers at the above identified grade level combinations, a school will not be converted to a nine-month calendar.

d. Predetermined needs have been identified, which may include, but are not limited to, a combination of the uniform factors and resource limitations.
D. Assigning an Elementary School to Operate on a Flexible Double Session Schedule

1. An elementary school may be assigned to operate on a flexible double session schedule for the subsequent school year when new school construction is planned which will relieve overcrowded conditions. A school may operate on a flexible double session until the new school is available for occupancy or for no more than a maximum of two consecutive years, whichever comes first.

2. An elementary school may also operate on a flexible double session schedule for the remainder of the current school year as an interim measure to relieve overcrowded enrollment conditions due to unforeseen circumstances.

3. An early warning notice of administrative action to potentially implement a change in calendar and/or schedule will be given to the parents and employees within 30 days of receipt of the audited official student enrollment of the current school year, except in those instances in which the provisions of Section C(1)(d) of this regulation apply. Following this action, schools and respective areas/divisions will provide opportunities for parental and administrative input regarding alternatives to potential calendar conversion that would require no additional cost to the District. Notice of final administrative action to implement change in calendar and/or schedule will be given to the Board of School Trustees, parents, and employees by April 1, when possible, but not later than May 1, during the spring zoning season of the school year prior to implementation.