



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren, Ed.D.
Date: March 26, 2026
Re: Class Size and Sectioning Summary Report

Class Size and Sectioning Summary Report

This report summarizes the committee work and recommendations regarding class sizes, sectioning, student makeup of classes, and teacher workloads for Early Childhood through Grade 8. A more detailed discussion of research is provided under a separate cover.

The research regarding student class sizes has been consistent since the last district report in 2015. What has changed is the level of support needed for students, as there are more students with more complex needs than just a few years ago. The report shows the recommendations from two subcommittees within the group:

1. Grades Early Childhood through 5
2. Grades 6-8

The grade level/subject, recommended ranges, "trigger numbers" and student population and parity guidelines are provided in the report.

EC-5 Subcommittee Review

The primary focus of the EC-5 group was ensuring class sizes are manageable so teachers can provide individualized attention during the foundational developmental years. The committee emphasized that smaller sizes in early grades are critical for teacher efficacy and student support. The "Trigger" philosophy remains: when the highest number in the range is met, the district will take action to support the teacher and students, whether through adding a section, increasing support staff, or other methods—to maintain instructional integrity. The chart shows the trigger threshold from the previous class size guidelines and the new guidelines.

Class Size Guidelines

Grade Level/Subject	Recommended Range	Notes	Trigger	
			Old	New
Early Childhood (EC)	15 students	Firm cap	No change	No change
Kindergarten	*20–22 students	Requires a full-time associate.	25	23
Grades 1–2	20–22 students	Focuses on more individualized attention.	25	23
Grades 3–5	20–25 students	Lower than previous levels	28	26
Band/Orchestra/Choir	50:1 ratio	May need additional support beyond 50.	NA	NA
PE	40–50 students	Grouped by grade level	NA	NA
Art/Music/Library	Varies based on activity	Varies based on activity	NA	NA

Kindergarten Discussion

While research suggests a range of 15–18 students per classroom, the committee opted for a slightly higher range (20–22) contingent upon the presence of a full time classroom associate.

- **Contingency:** If Kindergarten associate positions are ever eliminated, the committee will reconvene to review the caps to make recommendations for next steps.
 - **Rationale:** Kindergarten students need more individualized attention, and therefore the associate is important for maintaining a manageable environment.
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6-8 Subcommittee Review

The Jr. High discussions centered on balancing student needs with teacher workload (grading, parent contact, and caseload management).

Class Size Guidelines

Grade Level/Subject	Recommended Range	Notes	Trigger	
			Old	New
Grade 6	20–25 students	Classes within 5 students	30	26
Grade 7	20–25 students	Classes within 5 students	30	26
Grade 8	20–25 students	Classes within 5 students	30	26
Band/Orchestra/Choir	50 students	May need additional support beyond 50 per grade level	NA	NA
PE	40–50 students	Grouped by grade level	NA	NA
CAPE	Varies by course	Varies by course	NA	NA

- **Class Size Goal:** 20-25 students per class.
- **Total Caseload:** Target a maximum of 130 students per core teacher.
- **Section Count:** 5–6 sections
 - Items to Consider:
 - There is a willingness by Science, Spanish and Social Studies staff to exceed the recommended ranges if it means teaching five sections instead of six. This will be reviewed on a case by case basis.
 - The administration will prioritize creating five sections per teacher for those subjects. If that is unattainable, the next step is to maintain a five-section load by having teachers teach more than one grade level with a total load of five sections. If needed, the administration will increase the workload to six sections and discuss how to support the teacher.

Student Makeup & Parity (All Grades)

To ensure equitable learning environments, the following standards apply across the district:

- **Diverse Needs:** A target of 30% or fewer students with IEPs per section.
- **Multilingual Learners (ML):** Continued use of the "clustering" model with certified staff push-in support.
- **REACH:** Continued use of cluster grouping; consideration of increasing REACH FTE to support lower class sizes.
- **Section Parity:** To maintain balance across a grade level, student numbers should remain within a range of 5 between the smallest and largest sections.

Conclusion

The committee reached consensus that these guidelines represent a balance between research-based ideals and operational feasibility. The District will continue to monitor the effectiveness of the new class size and sectioning guidelines to meet the needs of our students and staff.