

Instruction

Class Size

The Board of Education recognizes that smaller class sizes provide a more desirable learning environment. The Board seeks to establish class sizes that provide such a learning environment to meet instructional needs of all students, while also considering practical space constraints and exercising prudent fiscal management.

The superintendent will be responsible for working with principals to establish class sizes in each school based upon consideration of student needs, student performance capability, grade level, subject area, and space availability. For grades kindergarten through eighth, the administration will follow the procedures outlined below establishing maximum class size targets and administrative procedures.

If it is not possible to achieve desirable class sizes due to space constraints, partner teachers may be used to achieve lower student-to-teacher ratios.

The administration will report on the application of this policy to the Board of Education twice per year at board meetings. In the spring, the administration will report the planned application of the policy for the following school year. In the fall, the administration will report the results based on actual enrollment.

Class Size Targets & Administrative Procedures

Targets for the maximum allowable class sizes in grades kindergarten through eight will be:

K-1: 20

2-3: 24

4-5: 25

6-8: 26

The Superintendent is responsible for working with the principals to execute the following steps to determine class sizes:

1. For each school, the number of sections required to achieve class sizes at or below targets in each grade level will be determined. If enough classrooms are available, the class sizes will not exceed these levels.

2. If a school does not have enough classrooms to achieve class sizes at or below targets for all grade levels, reasonable alternatives for additional classroom space should be explored. Any recommended alternatives that impact programming must be approved by the Board.

3. If a school does not have enough classrooms to achieve class sizes at or below targets for all grades, the optimal allocation of classroom space will be determined. The first consideration will be that no class sizes will be planned to exceed the following upper limits: K-1: 20, 2-3: 24, 4-5: 25, 6-8: 26. The second consideration will be the unique needs, characteristics and dynamics of each grade level, with priority going to the grade levels that exceed targets and have the greatest demonstrated needs. The following may be considered:

- student needs, including special education and 504 accommodations; behavioral, discipline, social-emotional issues; "at-risk" considerations; English second language considerations; acceleration or enrichment needs
- academic strengths and/or challenges for the group of students
- subject area
- space availability and classroom sizes
- budgetary constraints as determined by the board
- effectiveness of available support services, including co-teaching and/or whole-class (not individual or small group aids as identified in IEPs) instructional aides
- educational research and best practices

- technology benefits
- other needs or factors as identified by the principals

All other considerations being equal, priority for classroom space will be given to achieving targets in primary grades.

4. Classes that remain over the target class sizes after prioritization and allocation of classroom space will be provided a certified teacher assistant or instructional aide at appropriate levels for the core subject areas. These partner teachers will be assigned through the third full week of September. Thereafter, consideration for additional partner teacher support for classes over target class sizes will be brought to the Board on a case-by-case basis but will not be automatically assigned based upon numbers alone.

5. The resulting allocation of classroom space, remaining classes that fall above targets and assignment of teacher support will be reviewed and approved by the Board.

6. Principals may request additional support for classes that fall at or below the targets, but demonstrate extraordinary needs. An extraordinary need must be demonstrated according to the criteria in step three. Requests for additional support must be approved by the superintendent and reviewed by the Board.

7. In addition, technology and resource needs must be met for students in classes that exceed target class sizes, such as computers, microscopes, textbooks, etc.

ADOPTED: XX/XX/15