

Policy 200.00 Curriculum and Instruction

7. Class Size

- a. Every attempt shall be made to maintain class size which conforms to the recommendations of recognized educational authorities and the Idaho State Department of Education. Class size should promote an educational setting which permits the teacher(s) to best serve the individual interest and welfare of the student.
- b. Building principals shall retain discretion as to how to best utilize staff allocation resources as determined by the Superintendent.
- c. Whenever K-2 class sizes are above 24, or grades 3-5 are above 30, then the following steps shall be taken:
 1. The building administrator shall address class size concerns through balancing class loads and taking into consideration special needs, behavioral concerns, gifted students and, where possible, parental requests.
 2. The building administrator will meet with grade level teams to review class size concerns and brainstorm other building level options.
 3. After all above actions have been exhausted and the class sizes continue to increase above 24 and 30 respectively. If class sizes continue to increase (above 27 and 33 respectively) then the superintendent will be notified. The Superintendent and will meet with the building administrator and grade level teams as needed to seek District level assistance.

Professional Development Language (4/17/18 - DRAFT)

Professional Development is the responsibility of building administrators. Building administrators should have regular ongoing communications with their staff regarding professional development opportunities.

The District Admin Team determines district level professional development on an annual basis. Once the District level professional development needs are met, the balance of professional development funds are allocated to buildings. Building administrators then develop their building level professional development plans.

Teachers who are interested in specific professional development opportunities or in attending state level conferences should get their personal requests to their building administrators as soon as possible. *Each yr.*

NOTE: The above information and the following clarification will be added to the Admin Handbook for next year:

Building level professional development plans should:

1. Support the District priority focus for the year.
2. Be based upon staff input annual needs assessments, and
3. Be shared with staff so they are aware of the planned professional development activities.

Unspent building level professional development allocation funds will be returned to the District unless there is a specific plan for those funds to be carried over and used the following year. This plan must be approved in advance by the District.