

## CLASS SIZE

DATES (Adopted/Revised)	GUIDE WORDS
Adopted March, 1977 (Supt. Ellis) Revised April, 1985 (Supt. Ellis)	Class Size Class Size Management Teacher Load

During the fall of 1984, the District Policy Council was activated to study the problems related to class size. The Committee adopted the following Statement of Purpose:

- The purpose of the Policy Council Committee now studying class size is to develop a prioritized list of recommendations on class size, which is to be presented to the Board of Trustees for their study and consideration during the budget making process.

The recommendations of the Committee are as follows:

Improvement of class loads should be considered in the following areas in the following order:

1. Every effort should be made to keep enrollment in the primary grades under 25 students per teacher. Special emphasis should be given to first grade classrooms. Efforts should be made to provide teacher aides in the primary grades.
2. We should strive for writing classes in grades 9-12 of no more than 20 pupils per class. No writing classes assigned to each teacher should be limited.
3. Kindergarten classes should be limited to no more than 30 students. Every kindergarten classroom should have a teacher aide.
4. Mainstreaming of special students should be done only after the needs of the student, the class load in the receiving room, and other factors in the receiving classroom have been considered.
5. Secondary Science Laboratory classes need a limited enrollment to function adequately. We should move as rapidly as possible toward the reasonable loads listed in the class load suggested guidelines.

This recommendation was submitted to the Board of Trustees on April 24, 1985.

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The many problems caused by budget and space limitations have a direct bearing on class size and teacher load. We will not always be able to arrive at our objectives but they should give us a goal to strive for and to give direction to our planning. They will also give us a benchmark to let us know when we are moving away from our goals. Any serious shift in the direction should be communicated to our Board and the patrons we serve.

Rulon M. Ellis, Superintendent  
March 14, 1977

OBJECTIVE:

The objective of these recommendations is to provide guidelines for class size and teacher load, which are to provide a practical work load for teachers and attempt to provide a practical workload for teachers and attempt to provide the highest quality of education possible for students enrolled in the schools of District No. 25. Such guidelines will reflect the wisest use of resources available.

We will work toward a teacher-pupil ratio of 25:1 at both the elementary and the junior high and the reasonable class loads at the senior high level. (see tables). At the elementary level the 25:1 ratio will not include music, art, physical education or media specialists.

SPECIAL SERVICES ALLOCATIONS:

The allocation of Special Services to the buildings is to be on a need basis and will not be determined with a ratio. Services to each child should be furnished within the established criteria for service and will not be included in the 25:1 ratio.

ELEMENTARY GUIDELINES:

Actual class loads above 30 will be avoided whenever possible. Special consideration will be given the primary grades when reviewing class loads. Equality in class loads will be effected, if appropriate, by one or more of the following of which "1, 2, and 3" are preferable to "4, 5, and 6":

1. A limit will be placed on class enrollment to exclude enrollment, which may come after school begins.
2. New classrooms will be opened where space exists and when sufficient numbers of children are enrolled.
3. Children will be moved to schools where students of the same grade level can be combined to form a class.

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4. Children from two different grade levels will be combined to form a mixed grade class. Enrollment above 24 will be avoided in such classrooms when possible.
5. Additional help to teachers will be provided in the form of part or full-time aides for temporary overloads.
6. Boundaries will be adjusted to correct class load problems as a long-range plan.

SECONDARY GUIDELINES:

1. The present high school accreditation standards for the State of Idaho should be followed. The total number of students instructed should not exceed 160 per day except for weighted classes, which are:
  - a. Typing classes computed at two-thirds enrollment,
  - b. Physical education computed at one-half enrollment,
  - c. Music classes (performing groups such as band, choir, etc.) computed at one-half actual enrollment.
2. For the purpose of assessing teacher load, several criteria should be examined: (a) number of classes taught daily, (b) the subject taught, (c) number of preparations required, (d) safety, equipment, and facilities, and (e) teacher-advisor responsibility.
3. Most of the overloading of classes is caused by registration and curriculum patterns. Because student scheduling becomes so inflexible once the master schedule is set and students registered in class, it would be advantageous to budget for additional staff to break class size and teacher overloads. Additional staff should be hired after registration and load leveling of classes is completed.
4. Class size should be limited to no more than an average of 25 students per class for teachers assigned to six classes per day, or to no more than an average of 30 students per class for teachers assigned to five periods per day. Exceptions will be allowed for classes in music, typing, and physical education. (See attached class load tables for high school.)
5. If budget limitations would force a change, the class size and teacher load standards should be maintained by adjusting the curriculum, course offerings, or the number of classes that students are required to attend.
6. Teachers should not be assigned to teach any subject that is out of their field of subject preparation.
7. When class size overloads exist after the first week of the semester and class loads cannot be leveled, additional teaching staff should be hired and students transferred from the overloaded classes. In those cases where it is not feasible to add additional teachers, teacher aides will be hired to assist in the specific overloaded classes.

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Prior to April 15<sup>th</sup> the directors will notify principals of the staffing ratio, which has been determined by the Board of Education to be the appropriate ratio due to budget consideration. The principal will submit to the director a tentative staff plan based on projected enrollment. The director will review the staff plan, consult with principal on revisions and certify the plan to the personnel office for staff implementation.

At the time school begins each principal will review the staffing plan and class loads. The principal will make recommendations to the director, of changes necessary to effect appropriate class loads by the 5<sup>th</sup> day of school. The director will review and recommend district-wide changes to the superintendent by the 7<sup>th</sup> day of school. The superintendent will review and authorize such changes as may be appropriate. The changes should be completed by the 15<sup>th</sup> day of school.

Additional request for review of class loads because of changes in enrollment may be made by the principal to the director as needed.

APPEAL PROCEDURES:

Any teacher who feels their class loads exceeds reasonable limits may request their principal to review their class load. Such request for review should be in writing with statement of reasons for review. If the teacher is not satisfied with the disposition of the request to the principal, a request may be made in writing to the director for a committee review. Such committee shall be composed of two teachers named by the education associated, the principal and the director who will serve as chairman. The committee will review the concern and make a recommendation as soon as possible. The committee recommendation will be reviewed by the superintendent, and if approved, implemented. The recommendation and/or superintendent's approval may be appealed by the teacher, if not satisfied, to the Board. The process should be expedited as quickly as possible.

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SENIOR HIGH SCHOOL COURSE OFFERINGS AND ENROLLMENT  
 ADMINISTRATIVE GUIDELINES DEVELOPED BY THE CURRICULUM COMMITTEE  
 September 1984

COURSE TITLE	Minimum Load	Reasonable Load	Maximum Load
<b>MATH</b>			
Algebra I	20	25	30
Algebra II	20	30	35
Geometry	20	25	30
Calculus	15	28	35
* Calculus II	15	28	35
Trig	20	28	35
Computer	20	25	30
Cons. Math	20	25	30
Rem. Math	15	20	25
<b>SCIENCE</b>			
Gen. Science	20	28	35
Biology	20	28	30
* Adv. Biology	15	24	30
Zoology	20	28	30
Geology	20	28	35
Botany	20	28	30
Taxidermy	20	25	30
Physiology	20	28	35
* Elect 1,2,3	20	25	30
Physics	15	24	30
Chemistry	15	24	30
Aerospace	20	28	35
Physical Science	20	28	35
<b>SOCIAL STUDIES</b>			
Government	20	28	35
* History I	15	28	35
History II	20	28	35
World History	20	28	35
Psychology	20	28	35
Sociology	20	28	35
<b>P.E.</b>			
P.E., Life Time Sports	25	28	53
Adv. P.E.	30	42	53
Health	20	28	35
Drill Team	35	48	60

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## SENIOR HIGH SCHOOL COURSE OFFERINGS AND ENROLLMENT

	Minimum Load	Reasonable Load	Maximum Load
FOREIGN LANGUAGE			
French I	20	28	35
French II	15	28	35
* French III & IV	15	28	35
German I	20	28	35
* German II	15	28	35
* German II & III	15	28	35
* German III & IV	15	28	35
Spanish I	20	28	35
Spanish II	15	28	35
* Spanish III & IV	15	28	35
* Latin I	20	28	35
* Latin II	15	28	35
MUSIC			
Symphonic Band	40	80	Open
Concert Band	30	80	Open
Orchestra	30	80	Open
Senior Choir	40	80	Open
Treble/Training Choir	30	80	Open
* Music Theory	15	20	35
* Guitar	20	25	30
Gate City/Trouveres	25	35	Open
BUSINESS			
Gen. Business	20	28	35
Accounting I	20	28	35
Accounting II	15	25	30
Shorthand	20	25	30
Typing I	25	30	35
Typing II	20	30	35
Int. Typing	20	30	35
Cons. Econ.	20	28	35
* Record Keeping	20	28	35
Bus. Law	20	28	35
* Office Procedure	15	20	30
Office Occup.	15	20	30
* Bus. Machines	20	28	30
HOME ECONOMICS			
Life Mgmt./Adult Living	20	28	35
Foods/Home Ec IA	16	24	30
* Clothing/Home Ec IA	16	24	28
* Envirn. For Living/Décor. Wkshp.	20	24	30
Child Study	20	28	35

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## SENIOR HIGH SCHOOL COURSE OFFERINGS AND ENROLLMENT

	Minimum Load	Reasonable Load	Maximum Load
<b>ART</b>			
Photography	20	25	30
Basic Color/Basic Draw/Draw & Paint <sup>2</sup>	20	28	35
* Metal and Jewelry	20	24	30
Pottery/Ceramics	20	24	30
* Gen. Crafts	20	24	30
<b>INDUSTRIAL ART</b>			
Gen. Wood/Gen. Metals	15	20	25
* Large Furn./Indust. Metal	15	20	25
* Finish Carp.	15	20	25
* Auto Mech. I	20	25	35
* Auto Mech. II	15	20	25
* Auto Mech. III	12	15	25
* Vo. Ag. I	20	24	30
* Vo. Ag. II	15	20	25
* Vo. Ag. III	12	15	25
* Mech. Draw I	20	24	30
* Mech. Draw III & V	15	24	30
* Arch. Draw I & III	15	24	30
<b>MISCELLANEOUS</b>			
Library Practice/Media Science	N/A		
EBCE Careers	15	18	24
* Naval Science (1,2,3)	20	30	35
SPECIAL EDUCATION—Numbers are for teacher and aide (teacher only number is in parenthesis)			
Resource Room	5 (2)	8	10
Vocational Study, Mild M.R., Mod. M.R.	4 (2)	6	10
Sev. M.R., Emot. Impair	3 (2)	4	10
<b>ENGLISH</b>			
Journ. I	20	24	30
Writing Courses	20	24	30
Literature	24	30	35
Grammar	20	28	35
Speech	20	28	35
Debate	20	22	28
* Adv. Debate	15	20	25
Drama	20	28	35
Annual	15	20	25

\*These courses may be considered for offering at only one high school (with transportation for students) if insufficient students register to meet minimum.