

# Milton Town School District

## Procedure

### **G14P: CLASS SIZE GUIDELINES AND PROCEDURES**

**Definitions:** For purposes of this procedure and corresponding policy, the following definitions shall apply to 9-12 Courses:

- Class – A teaching section (i.e., group of students being taught by a teacher during the same period/block) at the 9-12 level.
- Course – All classes with the same title as listed in the Program of Studies (e.g., Grade 0 English, Earth Science, Geometry A, U.S. History, etc.)
- Content Area – A group of courses within a specific licensing endorsement area (e.g., English, Social Studies, Science, Math, Art, Music, French, Spanish, etc.)
- Grade Level – The individual grade at the elementary level (e.g., Kindergarten, Grade 1, Grade 2, etc.)
- Singleton Course – Course in which only one class is offered.
- New Course – A singleton course in its first or second year of existence.
- Advanced Course – Advanced placement, honors, or other advanced level course.
- Core Course – A specific course that is required of all students in which students do not have a choice of options available other than level (e.g., Health, English 9, English 10, U.S. History, Modern Global History, American Government, Personal Fitness, etc.)
- Elective Course – Those courses that students have a menu of options available to take in order to meet the graduation requirement, and those classes that are offered as an elective.
- Terminal Course – A course that is the most advanced course in a particular sequence of academically oriented courses. For example, in the French language sequence beginning with French I and ending with Advanced Placement French, the terminal course would be Advanced Placement French.
- Learning Labs – Additional instructional support time allocated for students struggling within a particular content area(s). This may include summer school support, after school support, and additional learning opportunities during the regular student day. However, this would not include courses that are offered over an extended period of time for all students taking the course (e.g., Algebra IB).

The parameters contained herein shall be used in budget development based on projected student enrollment. Actual enrollments and/or budgetary constraints may cause the maximum enrollment parameters (outlined below) to be executed.

#### **K-8 Governing Rules**

1. The minimum, optimal, and maximum enrollment numbers specified in the preceding chart is the average of all classes within the particular grade cluster. At the 6-8 grade level this includes PE, World Language, and all Unified Arts classes as well as English/Reading, Math, Science, and Social Studies. This means that some classes (e.g., PE, Band/Chorus, specific grade levels, etc.) may exceed the stated maximum.

- a. Example: If we have one K class with 15 students, one K class with 17 students, one Grade 1 class with 19 students, one Grade 1 class with 18 students, one Grade 2 class with 20 students, one Grade 2 class with 19 students, one Grade 3 class with 22 students and one Grade 3 class with 21 students, the average for this grade cluster would be 18.9, which is between the optimal and maximum for this grade cluster.
2. Adding a class within a grade cluster or grade level will not be considered unless the Maximum average is exceeded for the corresponding grade cluster.
3. For purposes of considering class reductions in elementary classrooms, the maximum number of empty seats per grade level shall be equal to the maximum average for the corresponding grade cluster. The maximum number of empty seats is the sum of the differences between the maximum average class-size for the grade cluster and the actual number of students for each class within each grade level. If the maximum number of seats is met or exceeded, the number of sections/classes shall be reduced in the subsequent school year.
- a. Example: If there are 90 grade K students and you have 6 grade K teachers, there would be approximately 30 empty seats (6 teachers x 20 maximum = 120 total maximum; - 90 actual students=30), which means we would need to reduce the number of grade K sections by one class resulting in a class size average of 18 (vs. 15).
4. While these parameters are not designed for individual class-sizes, reasonable efforts will be made to adhere to the minimum and maximum averages within each school, grade level, and/or grade level team.

<b>K-8 Class Size Parameters</b> (This is NOT meant to be used to determine individual class size)					
<b>Grade Cluster</b>	<b>Instructional Area</b>	<b>Minimum Average per Grade Cluster</b>	<b>Optimum Average per Grade Cluster</b>	<b>Maximum Average per Grade Cluster</b>	<b>State Board Maximum per SBE Rule 2120.8.2</b>
K-2	All	15	17	<20	<20
3-4	All	15	17	<20	<20 (on average grades K-3) <25 (on average grades 4-8)
5-6	All	18	22	<25	<25 (on average grades 4-8)
7-8	All	18	22	<25	<25 (on average grades 4-8)
The numbers reflected in the chart above may be altered due to irreconcilable space limitations and/or equipment needs.					

### **9-12 Governing Rules**

1. The minimum, optimal, and maximum enrollment numbers specified above is the average of all classes within the particular content area (or course for singleton, new, advanced, terminal or core courses). This means that some classes or courses may exceed the stated minimum.
- a. Example: In Social Studies, if we have three Global History classes with enrollment of 17, 20 and 21 and three U.S. History classes with enrollment of 23, 18 and 25, and three American Government classes with enrollment of 15, 25, 19 and five elective

classes with enrollment of 28, 26, 25, 27, and 23, the average for this content area is 22.3, which is optimal for this content area.

2. If a course meets the minimum enrollment average enrollment stated in the chart, there is no guarantee that the course will continue to be offered. Courses and/or sections may be dropped as a result of program changes or budget restrictions as well as student registration outcomes.
3. Staffing levels during the budgeting process shall typically be done at or around the optimal level for each content area based on anticipated enrollment. Staffing allocation or reallocation between content areas may be necessary as a result of student registration outcomes. In some cases the registration for singleton, new, advanced, or terminal courses may need to be higher than the minimum depending on the history of drops/adds for the course in order to run the course.
4. For purposes of considering class reductions, the maximum number of empty seats per advanced, terminal or core course shall be equal to the maximum average for the course. If the maximum number of seats is met or exceeded, the number of sections/classes shall be reduced.
  - a. Example: If there are 30 students enrolled in an advanced course, one class would put it over the maximum. Two classes would result in an average of 15 with 20 empty seats, which is within the guidelines. However, this does not guarantee that two classes will be offered – only that it is permissible. Other factors such as average class size for the content area and budgetary constraints will also impact the number of classes offered.
5. The Principal and his/her designee has the discretion of how many sections of each course to offer within each content area provided the overall staffing levels are within the budgetary constraints. However, Core Courses shall be given precedence over Elective Courses when it comes to section distribution.
6. The Board shall be informed in advance of the elimination of a content area, advanced course or terminal course.
7. When two or more courses are offered in one class, the total enrollment for all the courses will be considered for minimum, optimal and maximum class size.
8. When two teachers teach co-teach one class, the class will be counted as two classes for the purpose of determining class size averages.
9. Proposed new courses must minimally be recommended for approval by the Director of Curriculum, Instruction and Assessment prior to being considered for approval by the Principal. The Principal's decision to approve or not approve a new course shall be final provided the provisions of this procedure are adhered to. No more than one new course per content area shall be permitted at any one time unless the enrollment for all but one of the new courses is at or above the minimum level for the content area (e.g., above 18 if an Art course). Requests for new courses must be received by November 15<sup>th</sup>, with final approval no later than December 1<sup>st</sup> (prior to the development of the Program of Studies for the corresponding school year).

10. Increasing the number of classes offered of a new, advanced, or terminal course will not be considered unless the Maximum average is exceeded for the corresponding course.

11. In the event a singleton, new, advanced or terminal course falls below the minimum, the course may be offered every other year at the Principal's discretion.

12. In the event the enrollment for a singleton course falls below the minimum for two consecutive offerings, the course will be dropped from the offerings in the course of study.

13. Courses tentatively offered for a subsequent school year will be published in the annual Program of Studies, with the understanding that some courses may not be offered due to insufficient enrollment, budgetary constraints, staffing changes, or other administrative reasons. Furthermore, it may not be possible to schedule students for all courses sought, nor are there guarantees that schedule changes may accommodate students' changes in course selections or levels once met.

### **Additional Standards**

**Special Education:** Federal law requires that each special education student receive a free and appropriate public education (FAPE). For this reason, special education services and programming (e.g., resource room, adaptive PE, employment program, etc.) are excluded from the average minimum, optimal, and maximum class size or course/content area enrollment parameters contained herein.

**English Language Learners:** Because of the unique characteristics of English language learners, English as a Second Language (ESL) services are excluded from the average minimum and optimal class size calculations.

**Distance Learning Classes (such as Virtual High School):** For purposes of calculating minimum and optimal average class sizes for distance learning classes, the total number of students and teachers at all sites shall be considered in the calculation.

**Alternative Education:** Due to the specialized programming and nature of alternative education programs, these programs shall be excluded from the average minimum, optimal, and maximum class size or course/content area enrollment parameters contained herein.

**Math/Reading Support Lab:** Labs geared toward providing additional (i.e. double dosing) support for Title I/EST students in the areas of reading and/or math shall be excluded from the average minimum, optimal, and maximum class size or course/content area enrollment parameters contained herein.

**Drivers Education:** In order to comply with the Vermont Department of Education curriculum requirements which calls for a minimum number of classroom hours and driving times, Drivers Education shall be excluded from the average minimum, optimal, and maximum class size or course/content area enrollment parameters.

<b>9-12 Course/Content Area Enrollment Parameters</b> (This is NOT meant to be used to determine individual class size unless specifically stated)					
<b>Grade Cluster</b>	<b>Instructional Area</b>	<b>Minimum Average per Content Area</b>	<b>Optimum Average per Content Area</b>	<b>Maximum Average per Content Area</b>	<b>State Board Maximum per SBE Rule 2120.8.2</b>
9-12	All Content Areas (with the exception of those listed below)	18	22	25	30 ( $\leq$ 150 students/teacher)
9-12	English Composition	18	20	20	20 ( $\leq$ 100 students/teacher)
9-12	Physical Education	20	25	30	Not specified (can exceed 150 students/teacher)
9-12	Band/Chorus	20	30	40	Not specified (can exceed 150 students/teacher)
<b>Grade Cluster</b>	<b>Course Type</b>	<b>Minimum Average per Course</b>			<b>Maximum # of empty seats per Course</b>
9-12	“Singleton” Course	12			N/A
9-12	“New” Course	1 <sup>st</sup> Year: 10 2 <sup>nd</sup> Year: 12			N/A
9-12	“Advanced” Course	12			25
9-12	“Terminal” Course	12			25
<b>Grade Cluster</b>	<b>Course Type</b>	<b>Minimum Average per Course</b>	<b>Optimum Average per Course</b>	<b>Maximum Average per Course</b>	<b>Maximum # of empty seats per Course</b>
9-12	“Core” Course	18	20	22	22
9-12	English Learning Labs	8	10	10	10

Date Warned: 2/7/11  
Date Adopted: 4/25/11