

## **School District-Specific Class Size Guidelines**

**G-14R**

### **Grade-Specific Considerations**

Research indicates that best practices regarding minimum and optimal class sizes vary to some degree by grade level. See the attached chart for recommendations.

### **Course- Specific Considerations**

The following are space-related factors that should be considered when fashioning class size policies:

- Laboratory space requires adequate room for both group work and individual work, and must support the prescribed program of studies;
- Kindergarten classrooms usually include discrete areas for gross-motor physical activity and for activity with learning materials. Research indicates that a minimum of 50 square feet per student is desirable;
- Art classrooms also require somewhat greater than normal per-student space, and also have to accommodate adequate ventilation. Research again indicates that a minimum of 50 square feet per student is desirable.

### **Multi-Grade Classrooms**

Multi-grade classes are covered by these policies in the same manner as single grade classrooms.

### **Special Education**

Federal law requires that each special education student receive a free and appropriate public education (FAPE). For this reason, self-contained special education classes should be excluded from the average minimum and optimal class size calculations.

### **Physical Education**

Physical education class sizes must be designed with the unique pedagogical, equipment-related and space-related needs of that discipline in mind. This approach is indispensable to the effective delivery of the learning standards of this content area, and to the effective assessment of the degree of success of their delivery. Adaptive physical education classes are excluded from the average minimum and optimal class size calculations.

### **English Language Learners (ELL)**

Incorporation of ELL student into minimum and optional average class sizes is inherently difficult. As with students of IEPs and 504 Plans, this is partly because of the small numbers of such students, and the inherently individualized nature of their educational programs. Strategies designed to immerse ELL students with their English-speaking peers, and the emerging emphasis on co-teaching practices, lend themselves to achieving desirable minimum and optional average class sizes. Because of the unique characteristics of English Language Learners, they should generally be excluded from the

average minimum and optimal class size calculations if they are in self-contained classroom.

The number of students include in classes may vary depending on need, availability of space and/or supervision.

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