

R 2312 CLASS SIZE

A. Size Range

1. The building principal will assign students to classes in accordance with the following chart of minimum, maximum, and optimal class sizes.

Grade Level	Minimum Class Size	Optimum Class Size	Maximum Class Size
Kindergarten	12	17-20	21
Grades 1-3	12	18-22	25
Grades 4-6	15	20-25	28
Middle School	15	20-25	30
High School	15	20-25	30

Minimum Class Size: This is the smallest number of students required to justify forming a class. Classes smaller than this may not be efficient in terms of resource allocation.

Optimum Class Size: This range provides an ideal balance between personalized attention and effective use of teaching resources. It aims to enhance learning outcomes while maintaining a manageable workload for teachers.

Maximum Class Size: This is the largest number of students that can be accommodated in a class without compromising the quality of education. Exceeding this number may impact the ability of teachers to effectively manage and engage students. Please note that exceeding this number may be necessary due to availability of resources including building space, staffing, and sectioning. Primary “specials” classes may exceed this size based on inclusion of students. Secondary classes may exceed this size based on nature of the course (ie orchestra, survey lecture courses)

Special Education: As dictated by N.J.A.C. 6A:14-4.3

Entitlement Programs: As dictated by applicable state and federal guidelines.

2. Class size guidelines may be waived for:

- a. Physical education classes,
 - b. Large group instructional units,
 - c. Laboratory, studio, and shop classes, and
 - d. Classes in honors and advanced programs.
3. These guidelines are intended to be flexible and should be applied in a manner that takes into account:
- a. The subject matter taught in the class,
 - b. The nature of instructional methods used in the class,
 - c. The use of special facilities and equipment, if any, and
 - d. Temporary fluctuations in the number of students enrolled in the school and in specific classes.
- B. Corrective Measures
1. Where the number of students assigned to a nonexempt class is below the minimum number, the following actions may be taken:
 - a. Where feasible, consideration may be given to consolidating classes. A proposal to consolidate classes may precipitate the abolishment of positions and a consequent reduction in force and must be forwarded to the Superintendent,
 - b. In the secondary school, a class in which fewer than 15 students are enrolled by June 1 may be canceled, unless elimination of the class will impair the school curriculum or deprive students of an essential unit in a sequential instructional program necessary for graduation, college application, employment, or other postgraduate use.

2. Where the number of students assigned to a nonexempt class exceeds the maximum number, the following actions may be taken:
 - a. Consideration may be given to assigning an instructional aide to assist the teacher,
 - b. Classes may be organized into team teaching components,
 - c. The Principal may consider reorganizing the overcrowded grade level or subject area into a greater number of classes. A proposal to increase the number of classes taught by teaching staff members may require the creation of new positions and must be forwarded to the Superintendent.

C. Sectioning:

1. Data Collection and Initial Analysis (Begins July 15th)
 - a. Collect Registration Data: Gather student registration data from the district's database, including grade levels, special education needs, and other relevant information.
 - b. Kindergarten Enrollment Data: Obtain specific enrollment data for kindergarten students.
 - c. Identify Variances: Note any variances in expected enrollment numbers due to transfers, new students, or withdrawals.
2. Preliminary Sectioning (July 21 - July 25)
 - a. Grade-Level Analysis: Break down the registration data by grade level.
 - b. Initial Section Creation: Create preliminary class sections using the collected data, ensuring they fall within the optimum class size range where possible.
 - c. Special Needs Consideration: Make initial adjustments for classes that include students with special needs, potentially reducing the class size for better support.
3. Refinement and Adjustment (July 26 - July 31)
 - a. Identify Overflows: Determine if any sections exceed the maximum class size and need splitting or adjustment.

- b. Adjust Sections: Reallocate students or create additional sections to ensure all classes meet the size criteria.

4. Finalization (August 1 - August 7)

Kindergarten Section Created Based on Enrollment, later registrants may get secondary school if maximum is reached at home school

- a. Final Adjustments: Make final adjustments based on any last-minute registration changes.
- b. Teacher Assignment: Assign teachers to each class section based on the finalized class sizes and any special considerations.
- c. Resource Allocation: Ensure classrooms, materials, and resources are appropriately allocated for the finalized sections.

5. Communication and Implementation (August 8 - Start of School)

- a. Inform/Update Board of Education: August Committee Meetings
- b. Notify Teachers: Inform teachers of their class assignments and provide class lists.
- c. Inform Parents and Students: Communicate class assignments to parents and students, including any relevant details such as teacher names and classroom locations.
- d. Prepare for Start of School: Ensure all logistical details are finalized, including classroom setups and any additional support needed for special needs students.

6. Ongoing Monitoring and Adjustment

- a. First Two Weeks of School: Monitor class sizes and student needs closely. Be prepared to make further adjustments if new students enroll or if any unforeseen issues arise.
- b. Monthly Review: Conduct a monthly review of class sizes and make adjustments as necessary to ensure compliance with guidelines and to address any evolving needs.

By following this process, the district can ensure that class sections are well-balanced, meet the established guidelines, and provide an effective learning environment for all students based on the available resources to the district.

REGULATION GUIDE

STRAUSS ESMAY ASSOCIATES

PROGRAM

R 2312 CLASS SIZE

Issued: