

ARTICLE 11 – CLASS SIZE/SUPPORT SERVICES RATIOS

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Section 1.      Ratios

a.      Regular K-12:

Staffing ratios for the regular K-12 program have been established as follows:

- (1)      Elementary K-3, 29.9 students per each FTE teacher, excluding from the calculation the ratios of those classrooms designated by the District as Class Size Reduction classrooms.
- (2)      Elementary 4-6, 31.9 students per each FTE teacher.
- (3)      Middle School, 32.8 students per each FTE teacher, adjusted as appropriate to reflect either a five period student day or a six period student day.
- (4)      Senior High, 33.8 FTE students per each FTE teacher, adjusted as appropriate to reflect either a five period student day or a six period student day, and to reflect anticipated drops in enrollment.

b.      Support Services:

- (1)      The support service personnel/student ratio range for support service personnel shall be established from time to time at the discretion of the District. Prior to implementing a change in the ratio range for support service personnel, the District will consult with the Association.
- (2)      Upon request, Special Education administration shall consult with Speech/Language/Hearing Specialist(s) as to their assignments and caseloads. In determining individual assignments and caseloads, administration shall consider factors such as Specialist-student ratios, number of students assigned, student contact hours, nature of services required (individual vs group), and anticipated fluctuations due to track changes and changes in the student needs/attendance.
- (3)      If the District decreases its support service personnel, it shall meet and negotiate with the Association about the impact of such a decision upon the hours and duties of the remaining support service personnel.
- (4)      The District shall endeavor to maintain an average caseload for Speech/Language/Hearing Specialists of 55, recognizing the factors such as SELPA-wide caseloads may require variations in the District average caseload from time to time.

Itinerant teachers, teacher specialists, librarians, special education teachers (RSP, SDC) and individuals not included in the bargaining unit are not to be counted in the above staffing ratios. Special education staffing shall be in accordance with the statutory requirements.

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The above staffing ratios are not intended to establish individual class size limits; rather, they are to be used to determine allocations of teachers to each school, subject to reasonable variations. The District will make a reasonable effort to maintain the above ratios, based upon enrollment patterns during the first month of school and at the end of the first semester.

It is anticipated that due to the District's financial position, the above ratios may be increased during the school year if student enrollment increases without corresponding State ADA income. If there is an ADA revenue-generating increase, the above ratios are to be maintained, proportionate to the ADA revenue increase.

### Section 2. Class Size

The District will make a reasonable effort to maintain an equitable distribution of students among similar classes at each school, including the following:

- a. While it is sometimes necessary to have combined grade level classes at the elementary level, the District shall make a reasonable effort to avoid them. When distributing students to classes, the site administrator will consult with the affected faculty, or with the grade level chairperson(s), leadership team or the equivalent with respect to various options to minimize combined-grade classes. Such options may include re-balancing students among grade levels or tracks.
- b. At the secondary level, site administrators will consult with department chairpersons when making such determinations and shall give consideration to factors such as space limitations, number of work stations, and safety, as well as other educational concerns. It is the parties' intention that due consideration be given to the high priority, low enrollment classes which are necessary to maintain the comprehensive education program at the secondary level.
- c. If either the Association or any unit member believes that at any elementary or secondary school site any class is unjustifiably large or small, the Association or the employee may request a conference with the site administrator to discuss the reasons for the existing class size and to offer suggestions for ameliorating the situation.

Caseloads for special education resource specialists shall conform to the State requirements (currently twenty-eight (28) students, subject to state waiver). If the District requests a waiver from the State Department of Education, the Association shall be afforded the opportunity to participate in the waiver proceedings.

If an employee in the Early Education and Extended Learning Programs believes that the adult-child ratio pursuant to statutory requirements, has been exceeded for more than two and one-half (2 1/2) hours in any day, the employee may contact the Early Education and Extended Learning Programs Office, and request a review of the situation.

### Section 3. Future Ratios

Staffing ratios and class size issues may be negotiated as part of subsequent negotiations. It is understood that the District may change the above-stated staffing ratios prior to the completion of such negotiations. Any such change shall be without prejudice to subsequent compliance with applicable impasse procedures.