

ARTICLE VIII
Teaching Conditions

The parties recognize that the availability of optimum school facilities for both the student and the teacher is desirable to insure the high quality of education that is the goal of both the teacher and the Board. It is also acknowledged that the primary duty and responsibility of the teacher is to teach and that the organization of the school, school facilities and the school day should be directed at insuring that the energy of the teacher is primarily utilized to this end.

Section 1

- A. The parties agree that every effort will be made to keep class sizes to an acceptable number (approximately twenty-seven (27) on a district-wide basis) as dictated by the financial condition of the district, the building facilities available and the availability of qualified teachers.
- B. Departure from any recognized norm may be authorized by the Superintendent. The Superintendent will advise the Association, in writing, prior to such departure.

Section 2

- A. It shall be the goal of the Board to maintain K-2 class size at twenty-six (26) pupils or less and 3-5 class sizes at twenty-eight (28) pupils or less, but in no case shall K-2 class sizes exceed thirty-one (31) pupils or 3-5 class size exceed thirty-three (33) pupils. Further, a one-half (1/2) time paraprofessional shall be assigned to each class that exceeds thirty (30) pupils.

- B. Equity of classroom distribution shall be a district goal. In cases where inequity of class size exists, administrators will confer with the Association and the teachers involved to resolve the issue. Distribution of students shall be as nearly equal as possible among classes at the same grade level within each elementary building and like courses within the same hour at each secondary building.
- C. Split classes will be maintained at a class size level lower than nonsplit classes at the same grade level in the building. A grade 2-3 split shall not exceed thirty-one (31) pupils.
- D. Class size in the secondary schools shall be established not later than the official student count day of each semester on the number of student contacts per day as follows:

High School (Traditional Schedule):

- (1) With five (5) high school classes a maximum of one hundred fifty (150) student contacts per day.
- (2) With four (4) high school classes a maximum of one hundred twenty (120) student contacts per day.

Block Schedule:

In an alternating two (2) day block cycle, a full-time teacher at the high school will have six (6) classes with a maximum of 180 student contacts one semester and five (5) classes with a maximum of 150 student contacts the other semester. A teacher

may be assigned a seminar on Tuesday and Thursday of each week with a maximum of 24 student contacts or in the alternative a duty period for the duration of seminar.

Middle School:

- (1) With six (6) middle school classes, a maximum of one hundred eighty (180) student contacts per day.
- (2) With five (5) middle school classes a maximum of one hundred sixty (160) student contacts per day.

Part-time teachers assigned to fewer classes than those listed above and teachers assigned to both the high school and middle school will count their maximum allowable student contacts per day as a pro rata portion of the above.

- (5) Should any secondary teacher's student contacts exceed the above, a paraprofessional on a half-time basis will be available on request to said teacher for non-instructional purposes on all teacher duty days.

- (6) Excluded from above:
Orchestral Music (Every attempt will be made to keep
5th grade at 33)

Vocal Music (Every attempt will be made at the Elementary and Middle School to keep class size at 40).

Physical Education classes (except those that require a normal classroom setting for a minimum of one-third (1/3) of the class periods in a given semester). Also PE Pool classes will be limited to 30; weight training limited to 40.

Keyboarding

Instrumental Music (Every attempt will be made to keep

5th grade at 33)

Study Hall

- (7) Nothing in the foregoing sections will be interpreted to preclude such practices as large group/small group instruction team teaching, etc., if they are considered educationally sound and practical and with the mutual agreement of the teacher(s) involved.
- E. No middle school or high school class shall exceed thirty-four (34) pupils.
- F. Distribution of certified special education students and E.S.L. students will be as nearly equal as possible among classes at the same grade level within each elementary building and like courses at each secondary building.

Additionally, the Board and the Association recognize that when significant numbers of impaired students are mainstreamed into general education classes, that the teacher's ability to provide a quality education for all students in the class may be impaired unless additional assistance or resources are provided. It is therefore agreed that where balancing as provided in this provision does not alleviate this problem due to the existence of one section classes or scheduling difficulties, where the number of such students in a class or where the severity of the student's impairment dictates special plans, curriculum, or measuring devices, the teacher may request the district to provide him/her with additional assistance to ensure educational quality for all students. In such cases,

when the teacher has made a request to the building principal, the principal shall meet with the teacher to discuss possible ways to alleviate the problem. If the principal cannot alleviate the problem, he/she shall inform the teacher in writing regarding the reasons why it is not within his/her ability to resolve. If the teacher is not satisfied with the response of the principal to the identified problem, the teacher may appeal via the grievance procedure.

- E. Class size provisions shall be in effect throughout the length of the Master Agreement.
- F. Adjustments to implement these provisions shall be concluded by the official student count day of each semester.

Section 3

- A. The parties agree that in cases of mainstreaming handicapped students, all other factors being equal, preference shall be given to placing them at their home schools.
- B. Any teacher may ask that the program of an impaired student assigned to that teacher be reviewed by an appropriate team of staff. The administration shall convene such a case review and invite the referring teacher to attend.
- C. Any teacher serving Special Education, E.S.L., or high needs students may request the convening of a support team to assist that teacher in the delivery of instruction. If training is necessary, such training shall be

provided during the school day. If said training cannot occur during the school day, it shall be remunerated at the established hourly/per diem rate.

- D. If a general education teacher is required to attend a special education/E.S.L. meeting (i.e., I.E.P.'s, M.E.T.'s, etc.) which requires he/she use more than one planning period in a week, the principal will provide that teacher with equivalent planning time lost within the next five (5) school days.
- E. In the event that a special education teacher's planning time has been impacted, every reasonable effort will be made by the building principal to give the teacher additional planning time.
- F. Every effort will be made to limit attendance at special education/E.S.L. meetings to forty-five (45) minutes per week during the classroom teaching load time for each general education teacher.
- G. No teacher shall routinely be required to perform medical or hygienic procedures on a student. This does not preclude the need for the teachers to be trained to carry out these responsibilities in emergency situations.

Section 4 The Board shall furnish, without charge, gym uniforms for physical education teachers (to a maximum of \$100), smocks for art and home economics teachers, lab coats for science teachers, coats and/or uniforms for shop teachers in accord with the nature of their assignment.

Section 5 The Board recognizes the need for appropriate instructional supplies and equipment. The parties will confer from time to time for the purpose of improving the curriculum and selection and use of such educational tools and the Board will consider all recommendations thereof made by its representative and the teachers.

Section 6 The Board shall make available in each school, adequate lunchroom, lounge, and lavatory facilities and at least one room, appropriately furnished, which shall be reserved for use as a faculty lounge.

Section 7 The Board will make available:

- A. A separate desk and/or file cabinet for each teacher with lockable drawer space in each building to which the teacher is assigned. In addition, the Board shall provide lockable storage space for personal belongings and teaching materials in each building.
- B. Adequately maintained parking facilities.
- C. Adequate chalkboard/whiteboard space in every classroom.
- D. Attendance books, paper, pencils, pens, chalk, erasers, dry erasers, markers and other equipment and materials required in daily teaching responsibility. The required equipment shall be maintained in good working condition, within the limits of the adopted budget.
- E. Suitable locker space for the storage of coats and personal articles.
- F. Copies, exclusively for each teacher's use, of teacher's editions of texts used in each of the courses he/she is to teach.
- G. Vending machines for teachers when requested by the Association, to be

maintained, serviced, and managed by the Association.

- H. Shop class sizes which comply with safety standards established by the State of Michigan.
- I. Clean and well maintained facilities.
- J. Teachers shall be provided with a private area with adequate telephone and computer access.
- K. Equipment suitable for transporting and securing supplies when a teacher is assigned in more than one room.
- L. Adequately prepared classrooms ready for instruction.

Section 8 Teachers shall have lesson plans in their classroom for use by substitutes which set forth the procedural directions and the resources to be used. Each teacher shall make available a one-day set of emergency lesson plans which provide a valid learning experience for students and which may be implemented in the event of a substitute being utilized who has no knowledge or preparation in the prior learning experiences necessary for implementation of the regular lesson plan.

(See Teacher Handbook for examples of appropriate lesson plans).