10th Day Numbers

References:
Article 7: Class Size (2017)
Article 36: Wages (2017)
Article 37: Special Education (2022)

Article 7.5: The District will achieve these enrollment caps no later than the tenth duty day after the start of each semester during the Collective Bargaining Agreement term. Following the second week of each semester, a maximum of two (2) additional students above the caps may be placed in each bilingual or ELD class to accommodate students who enroll at a site after the end of the second week.

Article 7.3.A: Total Student Contacts: 176, except PE, Fine Arts, Music, Band, Dance, Chorus, Drama, Study Hall, and teachers with a 1/6th.

Article 7.3.B: PE Total Student Contacts: High School & Middle School not to exceed 255 in a 5-period day.

Article 7.3.C: A teacher with different class contacts shall have classes prorated. See the calculation in the contract.

Article 7.4: SpEd classes will not exceed state maximums.

Article 7.5.A: Bilingual capped at 30.

Article 7.5.B: ELD & ALD capped at 25.

Article 7.5.C: SDC/Funds/Mod/Severe addressed in Article 37.

Article 7.5.D: Each PE teacher’s classes will be capped at a daily average of 51, not to exceed a cap of 55.

Article 7.6: An attempt will be made to limit the class size for shop, industrial arts, and home economics and maintain assigned stations in working order.

Article 7.7: Science classes will be limited to the number of working stations. See the rest of the article for info about how stations are determined. If enrollment changes after the start of the semester, which requires the placement of additional students above the cap, not more than 2 additional students may be placed in each science class but must meet the following criteria;

Article 7.7.A: A student new to the site needs a science class for graduation that year.

Article 7.7.B: A student that was enrolled in the same or comparable class from another district or within the district.
**Article 37.1.A:** ED caseload will be capped at 12.

**Article 37.1.B:** Moderate/Severe and Moderate/Severe Transition capped at a district-wide average of 12.

**Article 37.1.C:** Moderate and Moderate Transition classes capped at a district-wide average of 15, but not to exceed 18.

**Article 37.1.D:** SDC/Funds capped at a district-wide average of 15, not to exceed 18, except Read 180 courses which cap at 21.

**Article 37.1.F:** Whenever the ratio of students with IEPS in a general education classroom (core and elective) exceeds 30% of the overall class size, at the request of the unit member, the site administration will meet with the general education teacher, within ten (10) workdays of the request for such a meeting, to develop and implement a mutually agreed-upon support plan.

*Note: Article 37.1.F is in effect for the 2022-2023 and 2023-2024 school years. Please reference the article for support plan options and processes.*

**Article 37.1.F:** During the 2022-2023 and 2023-2024 school years, whenever the ratio of students with IEPS in a general education classroom (core and elective) exceeds 30% of the overall class size, at the request of the unit member, the site administration will meet with the general education teacher, within ten (10) workdays of the request for such a meeting, to develop and implement a mutually agreed-upon support plan. Some examples of support may include, but not be limited to, smaller class size, redistribution of site Special Education staff if available, additional prep time, release time to collaborate with Special Educators to develop strategies and supports, training, and/or the elimination of non-teaching duties or obligations. Parties agree that the intent of the pilot is to try to collaboratively develop support plans that do not increase site or district costs. The parties agree to document each request for supports and provide a summary of outcomes. These documents will be shared with the Special Education Joint Committee set forth in Section 37.3 of the contract to prepare an analysis at the end of the 2023-24 school year for consideration by the District leadership, special services department, and association bargaining team.
1/6th Assignments

References:
Article 34: Teaching Assignment (2017)

**Article 34.4.A:** 1/6th assignments must be announced through bulletin notices, faculty meetings, and email. Subject matter must be included.

**Article 34.4.B:** Non-instructional resource assignments should be built into a teacher’s 1.0 position. For teaching positions that include both instructional & non-instructional assignments, any resource assignment not built into a teacher’s 1.0 shall count towards the cap set forth in 34.4.F, but does not have to be noticed or rotated. *In no case shall a resource assignment be a 1/6th for the same teacher for 2 consecutive years.*

**Article 34.4.C:** Unit members may volunteer for 1/6th subject to 34.4.F. First consideration will be given to unit members who were not assigned a 1/6th the previous year.

**Article 34.4.D:** 1/6th should not be used to reduce the number of teaching positions. The vacancy must be posted if the total of 1/6ths in a discipline or subject area reaches the equivalent of a 0.8 FTE.

**Article 34.4.E:** The following positions are excluded from the 1/6th count; Learning Center teachers, Special Educators, and full-time resource positions.

**Article 34.4.F:** Excluding Learning Center, SpEd, and resource positions, the following caps will be calculated as follows;
- High School semester 1 - fifteen 1/6ths per site
- Middle/Junior School semester 1 - nine 1/6ths per site
- High School semester 2 - eleven 1/6ths per site
- Middle/Junior School semester 2 - nine 1/6ths per site

**Article 34.4.G:** The association will be proved with a 1/6th report each semester.