

# **MEMORANDUM OF UNDERSTANDING ON CLASS SIZE AND WORKLOAD**

**Between  
The Burlington-Edison School District  
and  
The Burlington-Edison Education Association**

**April 15, 1998**

**The purpose of this Memorandum of Understanding between the District and Association is as follows:**

- 1. To acknowledge the work and philosophy of the Collaborative Committee on Class Size and Work load,**
- 2. To acknowledge the current efforts of the District relative to class size and work load, and**
- 3. To record the intent of the parties to continue work on these areas of mutual interest and concern.**

## **Findings of the Collaborative Committee**

The Committee was unable to reach agreement on specific recommendations regarding class size and work load. The Committee did reach agreement on the philosophical points, which are attached to and incorporated as a part of this memorandum.

## **Current District Efforts to Improve the Learning Environment**

The Association and District acknowledge the current efforts by the District listed below to improve the learning environment for students and staff:

- A. Saturday School for High School and 7<sup>th</sup> and 8<sup>th</sup> grade students**
- B. In-School Suspension at all district schools**
- C. Closed Campus at all district schools**
- D. Stronger Dress Codes for high school and elementary students**
- E. Promotion Requirements for 6<sup>th</sup> – 8<sup>th</sup> grade students, including the requirements for summer school**
- F. Additional individual building programs to improve student learning, including in-school tutoring and after-school study hall/assistance.**

## Intent of the Parties to Continue Work

The District and Association are committed to providing the best possible learning environment for students and staff, and as a result agree to the following for the 1998-1999 school year:

1. **The issues of class size and work load will be of the highest priority for the District and Association.**
2. The establishment of a database of class size for the elementary schools beginning with the 1990 – 1991 school year. The database shall include the monthly, and average enrollments for each classroom across the District.
3. The establishment of a "self-study" of class size by the High School which will include, but is not limited to:
  - A. The process and timing of registration by students
  - B. The establishment of a database for class size, including the initial, June, and average enrollment for each class section, beginning with the 1993-1994 school year, or the most recent year available.
  - C. A formal staff discussion by department of the availability of class offerings as related to class size. Each department shall provide a written conclusion as to their discussions and priorities to the Association and District no later than November 1, 1998.
4. The establishment of a range of student FTE"s for school counselors, psychologists, special education teachers, and speech pathologists workloads and various options as to how the exceeding of these workload goals will be compensated for.

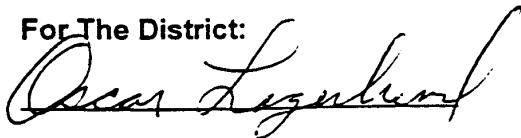
The District and Association shall work collaboratively to establish and accomplish the four areas of mutual interest and concern listed above.

To further assist staff in dealing with Special Conditions related to class size and work load, attention is directed to the **Class Size Special Conditions** section of the collective bargaining agreement:

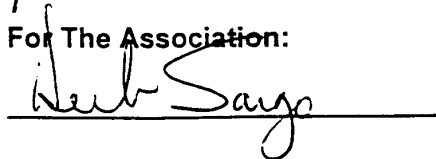
*When special conditions exist, a teacher may petition the district through the building principal for special assistance. A recommendation will be jointly made by a building team consisting of the teacher, principal or assistant principal, and the appropriate grade level team for that building. Response to the recommendation shall be made by the District within five working days.*

Agreed to this 27<sup>th</sup> day of July, 1998.

For The District:



For The Association:



## PHILOSOPHICAL AGREEMENTS

The following philosophical points were agreed to by the Collaborative Committee on Class Size and Work Load:

1. Learning environments in classrooms across the district should be as equitable as possible. No child should have a superior or inferior environment if the district can reasonably do something to make environments equitable.
2. Different children impact classrooms differently. It is possible for a classroom of 30 students to have a much better learning environment than a classroom of 18 students. Therefore, as much as possible, **learning environments** should be equalized, **not body counts**.
3. It is important that all school staff believe that the district regards class size as an important issue and that the district is active in addressing the issue to the maximum that resources allow.
4. Opinions differ as how to best use resources to address the class size issue. This can be due to circumstances such as student population, teaching method, age of students, and other variables. Thus, decisions about how to spend money to address class size should be done at the building level by each staff.
5. Collecting, maintaining, and publicizing data is important in making decisions about class size and in allowing all parties to see an overall picture of the district.
6. The minimum amount of money allocated to address class size issues should be determined by a formula that depends on consistent data. Accurate, reliable, current and historical data is important in being able to make decisions.
7. Students accepted into the District on out-of-district waivers should not adversely impact in-district students.
8. Variations will occur in class size averages from year-to-year and cannot be kept at an exact number. Typically, in a district with growing enrollment, class size will increase for a period of years until it reaches a level that another teacher can be hired. Class size will decrease immediately and then begin to rise again. This is a normal and expected cycle. The years with high class size represent years in which the district is receiving more money per teacher than years with lower class sizes.

**Members of the Collaborative Committee On Class Size and Work Load:**

**Co-chairs:** Susan Aarstad, (BV)  
Chic Merwine (B-EHS)  
Kathy Maher, (LU)  
Melva Bernasconi, (Allen)  
Katy Olsen, (WV)

Ed Johnson (Ed)  
Donna Mellander, (WV)  
Don Zorn, (DO)  
Dave Curry, (DO)  
Beth VanderVeen (B-EHS)