

The ACE Difference

For Class Size & Student Supports

"Through our efforts at the bargaining table, we achieved contract language that recognizes that class sizes in freshman core classes like English 1, Integrated Math 1, and Algebra should be smaller. Class sizes in these core areas are now capped at 28. And thanks to the bargaining process which allows for opportunities to continue to make improvements to our collective bargaining agreement, we are currently at the table pushing for even smaller class sizes in freshman core classes. Through bargaining, we were also able to achieve hard caps for class sizes across all high schools, maximums on the number of daily teaching sections and intervention periods, and additional time each week for department collaboration and prep time. Class size guarantees and allocated time for collaboration and prep creates more opportunities to establish strong, positive relationships with our students and assist in our goal to continue to deliver focused, high quality curriculum and programs to our community. This is thanks to the work of the union."



Jessica Lee, Career & College Readiness Teacher
Nevada Joint Union High School Teachers Association President


Once we are union, we will be able to negotiate a union contract that maintains and protects what we currently have and locks in needed improvements that will maximize support for our students and our colleagues. Unlike the Faculty Senate—which is advisory only—as ACE, we will have a real seat at the table. That means a voice for all of our colleagues—from SPED educators and Psychologists, to Classroom Teachers, to Coaches and Athletic Directors.

Union educators have won huge victories for class size and student support through their unions.

- ▶ 1) Class sizes with defined teacher/student ratios, guaranteed maximums (including in specific content areas that may require more individualized instruction), and consistency across grade-levels and subject areas.
- ▶ 2) Overload compensation when classes exceed class size maximums and other mechanisms to incentivize keeping class sizes with the parameters defined in the collective bargaining agreement.
- ▶ 3) Class size language that takes into consideration the physical classroom or workspace, keeping educators and students safe.

We look forward to making similar improvements in Clovis!

Contact

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More examples of union victories for small class size and student support:

- Contract language that provides for compensation and an orderly volunteer system for teachers who cover a class as a period sub or receive students from an absent teacher's classroom when helping to minimize disruption to student learning and spur district solutions to substitute teacher shortages.
- For incoming students enrolling after the start of the school year, required timelines and processes to ensure class size levels are maintained and student placement is managed efficiently.



Tim Pust

AP Calculus & Precalculus,
Golden Valley High School,
Merced Union High School District
Teachers Association President

Class Size Testimonials

"At Merced Union High School District, we were able to bargain language that recognizes the importance of limiting the number of students participating in a class, assigned to a counselor, and equalizing, to the extent possible, the number of students assigned to classes within a subject area. We also have language built into the contract that takes into consideration the physical classroom or workspace, how many desks, workstations, and students that space can safely maintain, and processes for resolving classroom and workspace issues. Both are important to our student's educational environment and our unit member's working conditions."

"In Galt Joint Union Elementary School District, we recently bargained language, effective next school year, that provides our unit members extra compensation when class sizes exceed our current caps under the collective bargaining agreement for 10 or more days. While this remains a work in progress, this agreement acknowledges the extra work that comes with extra students but also serves as an incentive to keep class sizes small. Both our union and our district understand that smaller class size allows educators across our district to achieve high quality instruction, providing for more one-on-one instructional time, improved student learning, and more meaningful communication with families."

Heather Wetzel

5th Grade Teacher/Induction Coordinator & Mentor, Marengo Elementary School
Galt Elementary Faculty Association President

