

ARTICLE 30. SPECIAL EDUCATION

Section 30.1: SPECIAL EDUCATION CASELOADS

The District and the Association recognize that several variables impact the caseload or class size of Special Education staff. The District will attempt to maintain caseloads or class sizes as set forth below:

- 30.1.1. Nonsevere Special Day Class (NS/SDC) 18
- 30.1.2. Speech Language Intervene (SLI) 15
- 30.1.3. Emotionally Disabled (ED) 12
- 30.1.4. Integrated Life Skills 12
- 30.1.5. Deaf and Hard of Hearing (DHH) 10
- 30.1.6. Resource Specialist (RS) 28
- 30.1.7. Language Speech and Hearing (LSH) 55;
- 30.1.8. LSH Special Education Early Childhood Pre-School (SEEC) 40

Other special education positions such as psychologists, teachers of adaptive physical education and teachers of physically handicapped students, will be monitored by the Committee set forth in Section 30.2. Such unit members having concerns about caseload may refer them to the Committee.

Section 30.2: CASELOAD COMMITTEE

The caseload or class size for positions referenced in this Article, will be monitored by a joint committee of District and Association representatives in accordance with Section 30.3.

Section 30.3: CASELOAD PROBLEM RESOLUTION

If it is determined by the Committee in Section 30.2. that concerns exist relative to caseloads and class sizes as described in this Article, the Committee will explore possible solutions. Solutions may include, though not be limited to, the following:

- 30.3.1. Reassignment/readjustment of staff.
- 30.3.2. Tighter screening practices at schools.
- 30.3.3. Increased prevention at the site.
- 30.3.4. Readjustment of aide time.
- 30.3.5. Evaluation of student placement.
- 30.3.6. Reassignment of students to other classes or other schools.
- 30.3.7. Application for waivers as appropriate.

Section 30.4: SPECIAL EDUCATION EARLY CHILDHOOD PRESCHOOL PROGRAM (SEEC)

Teachers in the program will be assigned no more than sixteen (16) total students with disabilities combined in both morning and afternoon sessions. When the seventeenth (17th) student is identified, a conference between the teacher, an association representative if requested, and the SEEC administrator will occur. Consideration will be given to aide hours, composition of class and facilities and the outcome will be mutually agreed upon. Some classes will reach their maximum numbers before others due to geographic location, but caseloads will be equalized as the year progresses.

Section 30.5: LOW INCIDENCE PROGRAMS

Caseloads for low incidence itinerant programs including Visually Handicapped (VH), Physically Handicapped (PH), and Deaf and Hard of Hearing (DHH) shall consider the number of direct service hours per month, number of consultation hours per month, number of indirect hours per month (professional, parent, other agency contacts, recordkeeping, training paraprofessionals) and travel time.

Section 30.6: CONFORMANCE WITH EDUCATION CODE

In the event that provisions of this Article are modified by changes in the Education Code, it is agreed that the Caseload Committee will meet to discuss necessary modifications to this Article and shall submit recommendations for change to the Contract Administration Committee.

Section 30.7: IMPACT OF SPECIAL EDUCATION POPULATIONS ON GENERAL EDUCATION CLASSROOMS

- 30.7.1. It is the intent of the District to notify the affected unit member(s) prior to assigning students with special needs into the regular classroom.
- 30.7.2. The District and the Association support successful placement of special education students in general education classrooms and recognize the impact on the workload of classroom teachers. The principal should assign students in such a way as to minimize the impact and equalize student load.
- 30.7.3. The District and the Association will work together to plan appropriate in-service opportunities for general education unit members assigned to work with special education students.

Section 30.8: ADEQUATE SPACE

It is important that all unit members who teach in the Resource Specialist Program (RSP), or in Integrated Life Skills (ILS), Deaf and Hard of Hearing (DHH), or Learning Handicapped (LH) day classes have adequate and appropriate classroom space. The District is strongly encouraged to provide such unit members with adequate classroom or workspace and all appropriate equipment. The District should work with sites which have limited space availability to explore the possibility of locating an alternative facility on site.

Section 30.9: ITINERANT STAFFING

The District and the Association recognize the contribution of itinerant staff assigned to the full inclusion, Adaptive Physical Education, Visually Impaired, and Physically Handicapped programs and of school psychologists assigned to work with special education pupils. As the student population increases, the District will make every effort to minimize the caseload impact. The Special Education Division will work with itinerant staff to minimize the impact and equalize caseloads. The District will not reduce the following full-time equivalents (FTE's) without consultation with the Association:

	Program	FTE's
30.9.1.	Full Inclusion	12.0
30.9.2.	Adaptive Physical Education	32.5
30.9.3.	Visually Impaired	11.5
30.9.4.	Physically Handicapped	8.0
30.9.5.	School Psychologists	65.0

Consultation as used in this Section is the same as defined in Article 13.1.