

ARTICLE 22

CLASS SIZE

- A. In no event shall class size/caseload exceed the maximum allowed by statute.
- B. Once Special Education class enrollment reaches a concerning number to the unit member, the unit member and the Special Education Department Administrator or program administrator shall discuss to address possible concerns and remedies.
- C. In the Special Education Programs, certain factors will be considered when reviewing student placement. These factors may include, but are not limited to: IEP language, level of student ability, special equipment, classroom physical space, number of individuals assigned to the classroom, student mobility, student behavior needs, and multiple grade levels.
 - a. Upon receipt of referral, the administrator will reach out to the unit member whose classroom is under consideration for placement.
- D. The maximum caseload for a full-time equivalent teacher in Pathways Charter Academy shall be twenty-five (25) students. Once the independent study ratio reaches 25:1 maximum, the unit member and the program administrator shall meet to address possible concerns and remedies.
- E. Each Special Day Class shall have two (2) full-time Para-educators. At least two (2) full-time Para-educators will be scheduled concurrently during the instructional day. Based on student need and classroom safety, additional Para-educator support will be reviewed with unit member and administrator. This may include the request for additional support.

- a. A Unit Member may request to waive additional Para-Educator support, on a case by case basis.
- F. When only one (1) Special Day Class is located at a district site, if the number of nonambulatory students enrolled in the class exceeds the number of staff, a mandatory meeting will be held to discuss staffing needs before the start of school or when a nonambulatory students is placed.
- G. For unit members in an itinerant position, including, but not limited to, ~~Deaf and Hard of~~ Hearing Teacher, Infant Staff, SLP, RSAI, Nurse, Psychologist; location(s), Direct Service/Consult Service minutes, travel time, and assessments will be considered when assigning caseload.
 - a. Unit members will meet to review and evaluate their caseload with the administrator. If it is determined that a caseload adjustment is warranted, the County may provide additional support or agree on compensation based on Extra Duty (see Article 29, G3).
- H. No later than May 15th, special education unit members shall be provided a tentative class list for the following school year.
- I. No later than March 15th, special education unit members shall meet for a Spring Projection Meeting, on a designated day(s), to collaborate regarding class size equalization and caseload, grade level, student behaviors, supports, education benefits, student disabilities, and environmental supports.
- J. No later than October 31st, special education unit members, with probationary status, shall meet for a Fall Review Meeting with the Special Education Department

Administrator to evaluate classroom equalization and classroom supports. No later than December 15th, special education unit members, with permanent status, may elect to meet for a Fall Review Meeting with the Special Education Department Administrator to evaluate classroom equalization and classroom supports.