ARTICLE 6
CLASS SIZE

6.1. Class Size

6.1.1. In assigning students to classes, the following guidelines will be observed:

<table>
<thead>
<tr>
<th></th>
<th>Critical Class Size</th>
<th>Maximum Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK</td>
<td>29</td>
<td>32</td>
</tr>
<tr>
<td>K</td>
<td>29</td>
<td>32</td>
</tr>
<tr>
<td>1-3</td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td>K-3 Combination</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td>4-5</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>4-5 Combination</td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td>6-12</td>
<td>33</td>
<td>37</td>
</tr>
<tr>
<td>English</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>Physical Education</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>Choral Music</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>40</td>
<td>45</td>
</tr>
</tbody>
</table>

6.1.2. At middle schools where core classes include English, the English class size maximum shall be used.

6.1.3. The District will attempt in the general elementary program to keep combination classes (2 or more grades) from reaching the maximum class size.

6.1.3.1. Upon request, the principal/program administrator shall meet with the faculty, department, or affected unit members to review critical or maximum class size situations. The purpose of this review shall be to determine if alternative plans can be developed to avoid reaching maximum class size.

6.1.3.2. If such a plan is developed, it shall be made available in writing upon request to affected unit members and the site Association Representative.

6.1.3.3. If the principal is unable to find alternatives to avoid exceeding the maximum in a class, they will consult with unit members affected.

6.1.3.4. A class size maximum may be exceeded with the annual consent of the majority of the unit members, during a meeting.
of the members of the grade level or department affected.

6.1.3.5. Choral and instrumental music maximum class sizes may be exceeded with the concurrence of the majority of the choral and instrumental music teachers at the school.

6.1.3.5.1 The full time assignment for elementary music teachers shall be based on serving up to nine (9) classes per day on a regular school day, with a maximum of forty-two (42) classes per week. The full time assignment for library teachers shall be based on serving up to nine (9) classes per day on a regular school day, with a maximum of forty-two (42) classes per week. Staff may exercise flexibility in scheduling the classes to account for variations in the instructional day during the week, not to exceed the weekly maximum stated above.

6.1.3.6. Agreements made in accord with the above shall be in effect for the time stipulated, but in no case longer than the current academic year. Any such agreements shall be provided, upon request, in writing to the affected unit members and the site Association Representative.

6.1.3.7. Notwithstanding critical and maximum class sizes specified above, no class enrollment may exceed the number of work stations, by school site and lab classroom, per Appendix O which may be revised annually to reflect changes, upon request of either party.

6.1.3.8. A student assigned to a Special Day Class at a K-5 school, but who is integrated into a general education class for at least one-third of the school day, shall be counted as two (2) students in that general education class for purposes of equalizing unit member load. Secondary schools shall receive additional staffing based on the District integrated count formula.

6.1.3.9. When in the judgement of the unit member one (1) or more of the students in a class is a chronic problem, the principal shall confer with the unit member in regard to class size considerations. Additional support shall be provided which may include behaviorist consultation, additional parent consultation, professional development in behavioral strategies and/or additional classroom personnel assistance.
Teachers teaching in mental health collaborative programs and programs serving students with severe autism as defined in §6.2.6 will be required to participate in crisis prevention and response professional development. Such professional development shall not exceed twelve (12) hours in length and shall be paid at the Certificated Hourly Rate, per §14.5.1, or assigned during a regular work day with participating teachers on sub release. Crisis prevention and response professional development training may be offered on a non-work day within the negotiated school calendar; however, attendance at such trainings on non-work days shall not be mandatory.

6.1.3.10. Principals shall make an effort to equalize caseloads/class size and class preparations within grade levels/departments. The reasons for unequal caseloads/class size and class preparations shall be provided in writing to affected unit members upon request.

6.2. Special Day Class Size and Caseload

6.2.1. Teacher of Elementary and Secondary Special Day Class/Non-Severely Handicapped classes shall be assigned a maximum of 15 students.

6.2.2. Teacher of Elementary Special Day Class/severely handicapped, including low incidence classes and classes in special centers shall be assigned a maximum of nine (9) students. To provide greater flexibility, the maximum of nine (9) may go to ten (10) through the mutual agreement of the teacher, MDEA, and the District with the teacher retaining the right to final approval. During this meeting, there shall be discussion regarding the appropriate mitigation for the increase in class size. If the teacher accepts the 10th student and if mitigation other than an instructional assistant is required, the mitigation must be mutually agreed upon between the teacher and the District.

If an instructional assistant is provided as the mitigation, the assistant shall remain with the class as long as the class size remains at 10.

6.2.3. Teacher of Secondary Special Day Class/severely handicapped classes, including low incidence classes, post secondary, and classes in centers shall be assigned a maximum of eleven (11)
6.2.4. Teacher of Preschool Special Day Classes/severely handicapped, including low incidence classes and classes in centers shall be assigned a maximum of ten (10) students.

6.2.5. Preschool Special Day Class/non-severely handicapped shall be assigned a maximum of twelve (12) students.

6.2.6. A severely handicapped class is defined as a special day class with at least 2/3 of its enrollment composed of students with the following profound disabilities: severe autism (autism classified as requiring substantial or very substantial support to address marked to severe deficits in verbal and non-verbal communication skills, and social impairments, along with markedly repetitive behaviors as identified on lever 2 or 3 on the DSM-V criteria), blindness, deafness, severe orthopedic impairments, serious emotional disturbances, and severe mental retardation.

6.2.7. Temporary Overage -- one (1) additional student may be assigned provided that the caseload (# of students on the class register) is reduced to the maximum within twenty (20) school days.

6.2.8. Because of maximum class size limits, the district will make a good faith effort to staff at critical class size levels at sites and grade levels where there is a history of mainstreaming SDC students.

6.2.9. Before an SDC student is integrated into a general education class, the principal and SDC teacher shall consult with the general education classroom teacher and take into account the current class size.

6.2.10 Secondary special education classes organized departmentally shall not exceed 15 (this does not apply to learning center environments).

6.3. **Other Special Education Class Sizes/Assessment Limits**

6.3.1. Resource Specialists shall have a maximum caseload of twenty-eight (28).

6.3.2. Speech Therapists shall have a caseload maximum of fifty-five (55).

6.3.3. Adaptive P.E. shall have a maximum class size of eighteen (18) in elementary and twenty (20) in middle and high school.

6.3.4. Individual and Small Group instruction teachers shall have a
maximum caseload of fifty-five (55) and maximum class size of fifteen (15).

6.3.5 The average caseload for Full Inclusion Facilitators shall be nine (9), with no individual facilitator having a caseload of more than eleven (11). This caseload acknowledges individual student needs and differences as well as provides for travel time and preparation time.

6.3.6 Notwithstanding the Special Education class size and caseload limits listed in §6.2 - §6.3.5, teachers shall not be responsible for assessing additional students annually in excess of 55% of their maximum caseload size.

e.g. a full time Resource Specialist with a caseload of 28 students shall not assess more than 15 additional students annually (55% X 28 students = 15 additional annual assessments).

e.g., a full time Resource Specialist with a caseload of 20 students shall not assess more than 23 additional students (8 plus 55% of 28 = 23 additional annual assessments).

e.g., a full time Resource Specialist with a caseload of 20 special education students and 12 IIST students shall not assess more than 17 additional students (2 plus 55% of 28 = 18 additional annual assessments).

6.3.6.1 Any required assessments which exceed this 55% of class size or caseload assessment limit, shall be paid per the terms of the Special Education Caseload Overage Special Compensation MOU (Appendix P of this Agreement) for those teachers who volunteer to take on such additional assessments.

6.3.7 Special Education teachers with full caseloads who volunteer to take over case management duties for students in excess of their full-time assignments, due to the lack of appropriately credentialed staff to provide case management services, shall be compensated per the terms of the Special Education Caseload Overage Special Compensation MOU, attached as Appendix P to this Agreement.

6.4 Class Size Balancing Period

All of the foregoing class size and caseload maximums set forth in this Article shall apply and be enforceable after the first eighteen (18) student days. This eighteen day delay in the Association or individual members filing a grievance for class size overages shall be in effect at the beginning of
each school year, and at the beginning of each semester at the secondary level. The parties agree that any Association or individual grievance(s), for overages which still exist on or after student day 19, shall be filed at Step II. The District shall have fifteen (15) work days from the receipt of the grievance to respond.