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ARTICLE VI. CLASS SIZE

A. All elementary school class sizes, grades Kindergarten through 3 (K-3) shall be reduced to a maximum of twenty-four (24) students using the following schedule

First Grade will be reduced by the	2013-14 school year
Kindergarten will be reduced by the	2014-15 school year
Second Grade will be reduced by the	2015-16 school year
Third Grade will be reduced by the	2016-17 school year

If class size reduction (CSR) is no longer funded by the state, then the maximum class size will revert to the previous agreement of 31 students. All elementary school classes, grades 4 through 6 (4-6) shall not exceed a maximum of thirty-four (34) students. All 6 through 12 grade classes at secondary schools shall not exceed a maximum of thirty-five (35) students, excluding physical education, band, chorus, study hall activities, and other similar classes. Class size for physical education classes at the middle/junior schools and high schools shall be planned for no more than forty-five (45) not to exceed fifty (50) students.

B. Each school shall have a Class Size Advisory Committee composed of a site administrator and two teachers selected by the staff, and one site Special Education representative, to serve for a year, to consider and assess all class size problems. Each school staff shall select its committee members and inform the principal who the members are no later than the first staff meeting of the school year.

Within five (5) school days from the first day upon which any class enrollment exceeds the maximum, the Class Size committee shall meet to try to devise a local solution. The teacher of the affected classroom will be informed of the specific efforts being made to correct the over-enrollment concern and the day by which the correction or resolution is to be made.

When any class becomes over-enrolled, according to the provisions of this Article, the appropriate administrator shall notify the appropriate Assistant Superintendent. The Assistant Superintendent shall notify the Governing Board no later than the second regular Governing Board meeting following the date of over-enrollment, and s/he shall report the efforts being undertaken to correct the over-enrollment.

Recognized constraints on the District's ability to correct an over-enrollment shall be the ability to house students in other classrooms, other tracks, the ability to create multi-grade classes, the ability to transport students to other sites where more space may be available, and the need to consider parent requests.

The instructional limitations in classes with a specified number of learning and/or work stations, i.e., shop, home economics, etc. shall be considered when class sizes are determined.

C. Release time teachers shall be scheduled to teach one class of students at a time.

| D. Class sizes and case loads for Special Education personnel (Special Day Class Teachers, Resource Specialists, Speech Pathologists, Hearing Specialists, etc.) shall be in accordance with the applicable provisions of the Education Code. Caseloads for Counselors, Psychologists, Nurses, and Program Specialists shall not exceed caseloads mandated by statute.

G. PVFT and PVUSD acknowledge that despite PVUSD's best efforts to limit Resource Specialist (RSP) caseloads to 28 as required by Education Code 56362 (c) there are occasions when this limit is exceeded. The affected RSP shall be paid an additional \$15 per day for each student in their caseload above 28. This agreement does not abridge an RSP's Education Code protections or entitlements.

Should there be a general increase (a raise) in the RSP salary schedule this amount shall be increased by the same percentage.

In order for the RSP to receive this compensation both PVUSD and PVFT must agree that the caseload is in fact, over 28. Retroactive payments may be authorized. The caseload of any RSP receiving this overload compensation for 10 consecutive school days must be reviewed and reevaluated by PVUSD and PVFT to verify that corrective action leading to a permanent solution is in process.

H.A Special Education Team (SET) shall be established at each site composed of a site administrator, one regular classroom teacher elected by the staff, and site Special Education members designated by the site administrator.

1. The SET shall be established at the beginning of the school year. Each staff shall select its team member and inform the principal who the team member is no later than the first staff meeting of the school year.
2. The SET shall make recommendations for placement of the students with disabilities under the Individuals with Disabilities Education Act (IDEA) to the site administrator.
3. The SET shall develop an annual calendar for Individual Education Plans (IEP's). Insofar as possible, IEP planning meetings should be scheduled by considering the schedules and needs of teachers, other staff and parents.

H.I. Mainstreamed students:

1. Prior to May 1st, the site Special Education Team shall be provided the projected number of students to be mainstreamed, by grade level, for the following year.
2. SET shall meet before the end of the school year to make recommendations for placement of mainstreamed students.
3. When mainstreaming occurs, the SET and/or the Director of Special Services or designee shall meet with the classroom teacher to develop and implement a plan of assistance. The plan of assistance offered shall be based upon the additional classroom needs required by mainstreaming.
4. If the "collaborative model" is utilized in classes with mainstreamed students, paragraph 3 above shall be waived. The District shall insure that staff is provided yearly training in effective strategies for meeting the instructional needs of students with disabilities in the regular classroom. This training will occur during the first quarter of the school year and during the employee's workday.

- GJ. A Joint District-Union Committee will be formed to evaluate needs and establish ratios for support services to students and staff, such as counselors, librarians, nurses, psychologists.