TENTATIVE AGREEMENT
Ventura Unified School District (VUSD) and
Ventura Unified Education Association (VUEA)
January 30, 2024

ARTICLE 31
SPECIAL EDUCATION

1. Special Education Class Size and Release Time

a. Class Size:

Whenever administratively practicable, while prioritizing student needs, and in consideration of certain factors, including but not limited to: LCFF, federal, state and local revenue sources; staffing allocation, master schedule considerations, credentialing; facilities, notwithstanding unforeseen circumstances, the following class sizes shall be maintained:

Self Contained Class Type	Mild/ Moderate	Moderate / Severe	Autism (Mild / Moderate)	Autism (Moderate / Severe)	Emotionally Disturbed	Deaf/ Hard of Hearing
Grade Level	Class Size	Class Size	Class Size	Class Size	Class Size	Class Size
Pre School	12	12	-	-	-	12
TK - Kindergarten	12	10	10	10	10	10
Grade 1	12	10	10	10	10	10
Grades 2-3	12	10	12	10	10	12
Grades 4-5	14	10	12	10	12	12
Grade 6	16	12	14	10-12	12	12
Grade 7-8	16	12	14	12	12	12
Grade 9-12	20	14	14	12-14	14	n/a

Resource Specialists	28:1 (Ed Code 56195.8 (c))
Middle School Specialized Academic Instruction Teachers	25:1

b. Special Education Teacher Release Time:

To assist with caseload management, Special Education Teachers will be authorized release time as follows:

All Special Education Teachers **and Speech Language Pathologists** serving Special Education students (ages 0-21) and assigned a student caseload, will be offered 2 optional-paid days prior to the pre-service days/beginning of school year to assist them with their caseload management. Days must be pre-approved by the site principal and worked on site.

All Elementary (grades TK-5) Special Education Teachers serving Special Education students and assigned a Special Education student-caseload, will be authorized to use up to 6 optional days (or 12 half days) of substitute coverage per school year to give them classroom release time to assist with caseload management, i.e. assessments, IEP Meeting prep, report writing, etc. Days not used in the current year shall not roll-over into the next school year. Days must be pre-approved by the site principal and worked on site.

Preschool special education teachers shall receive two (2) half-day release days during instructional time during spring trimester in order to assess students on their caseload for kindergarten transitions.

All Secondary (grades 6-12) Special Education Teachers serving Special Education students and assigned a Special Education student-caseload, will be authorized to use up to 10 optional days (or 20 half days) of substitute coverage per school year to give them classroom release time to assist with caseload management, i.e. assessments, IEP Meeting prep, report writing, etc. Days not used in the current year shall not roll-over into the next school year. Days must be pre-approved by the site principal and worked on site.

The caseload management days (or half days) may be used for IEP meetings at the discretion of the bargaining unit member.

The high school, IEP meetings may be scheduled, at the discretion of the bargaining unit member, during the Caseload Manager's prep period (if they have one).

2. Speech Language Pathologists

SLP Caseload

Grade Span	Caseload	NTE
TK – 12 (including RtI)	52	55
EIC/Preschool	40	40

Average SLP Caseloads are comprised of all students receiving speech services, not just students with speech services designated in an IEP.

3. Full Inclusion:

Special Day Class students who are placed full-time into a regular education classroom for whom curricular, and/or behavioral modifications are needed.

Full inclusion is that special education option determined by an IEP team that places a severely handicapped student in an age appropriate regular education classroom on a full-time basis. The included student is handicapped to such a degree that significant curricular modifications are required which necessitate the collaboration of regular and special education teachers. Special Education services which these students require will still be provided, i.e. hearing aids, Braille machine, etc. There is no prerequisite for the student to be included in the regular classroom and the student is not expected to meet the same curricular and/or behavioral standards. Behavioral intervention documents may be utilized to assist the inclusion process.

The above does not include students who are deaf/hard of hearing, orthopedically impaired, visually impaired, or other health impaired as their sole handicapping condition.

a. Full Inclusion Planning Team

A Full Inclusion Planning Team consisting of the principal, school psychologist, resource specialist or Special Day Class teacher, other support staff, and the general education teacher(s) with identified full inclusion pupils shall be organized at each site with identified full inclusion pupils.

b. Full Inclusion Funds

Each full inclusion site shall receive an additional allocation of at least $1000 per site to support planning and implementation of the full inclusion program. The funding for this program will be negotiated annually. The Full Inclusion Planning Team shall determine the utilization of these funds to support full inclusion at their site.

c. Full-Inclusion Teacher Release Time

Two full days or four half days per school year of release time for each teacher with a full inclusion student to either consult, observe or plan with case manager. One day release time shall be allocated to unit members who are teachers of identified full inclusion pupils or to provide planning time with the Resource Specialist or Special Day teacher, and other support personnel.

Unit members impacted by full inclusion will be provided with specialized training necessary for successful implementation. Such training shall be at the unit member's request and funded by letter "B" above.

d. No Reduction In Staff

The implementation of a Full Inclusion Program shall not be utilized as a tool for a reduction in staff.

e. Class Size

The determination of the size of classes with fully included pupils shall take into consideration any extraordinary demands on physical space, unit member contact, and/or unit member supervision. The teacher has the right to appeal the decision of the

Full Inclusion planning team. The teacher has a right to have an Association representative present. The class size for this program shall be negotiated annually.

f. Prior Notification

A unit member who will be impacted by full inclusion should receive prior notification. Placement shall occur only after the completion of the IEP process including administrative transfers for students coming from other districts.

4. The parties mutually agree that Article 31 shall be an additional re-opener for the ~~2023-2024~~ **2024-2025** fiscal year **and the parties agree to meet to discuss a possible MOU after the State budget May revision.**

Agreed to this 30th day of January, 2024.

_____	_____
Sarah McLaughlin, VUEA President Chief Negotiator	Gina Wolowicz, Asst. Supt.-Human Resources VUSD Chief Negotiator
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Mike Malone, Teacher-Balboa MS Co-Negotiator	Ahsan Mirza, Asst. Supt.-Business Services Co-Negotiator