

- (2) Necessary educational considerations applicable to the operation of effective special education classes and programs.
- b. Class size minimums, maximums, and average number of pupils per period applying to various special education classes shall be as follows:

Caseload and Class Size for Special Education

This chart presents the maximum total caseloads, and the number of students permitted in an individual classroom in one class period. The numbers in parentheses in Middle and Secondary Learning Support and Emotional Support Classes shall be considered as averages. A teacher who has students scheduled over the average in one class shall be compensated for by a reduction of students scheduled to another class or other classes to achieve the average.

	Itinerant (20% or less)	Supplemental (Less than 80% but more than 20%)	Full-Time (80% or more)
Gifted Support	75 (18)		15 (15)
Learning Support	50	15 E 20 M/S (12)	12
Life Skills Support	20	12 E 15 M/S	12 E 15 M/S
Emotional Support	50	12 E 12 M/S Therapeutic 20 M/S (12)	12
Deaf and Hearing Impaired Support	50	15	8
Blind and Visually Impaired Support	50	15	12
Speech and Language Support	65		12
Physical Support	50	15	12
Autistic Support	12	8	8
Multiple Disabilities Support	12	8	8

* The CITY CONNECTIONS program that is unique to Pittsburgh will be staffed at one (1) teacher and two (2) classroom assistants with a maximum caseload of 15 students.

* Academic/Life Skills Support Programs:

Elementary Level (Grades K-5) - Learning Support: 15 IEPS

Middle Grade Levels (Includes K-8 Middle Grade programs, magnet middle schools, ALA middle schools, and comprehensive middle schools) - Learning Support/Emotional Support: 20 IEPS

Secondary School Level - Learning Support/Emotional Support: 20 IEPS

- c. In addition, caseload size discussions for Early Intervention (EI) will be a focus of continuing discussion between the Federation and Administration.
- d. If it is necessary in a given class period to exceed the class size maximum because of scheduling, a compensating reduction at least equal to the same number of students shall occur within that teaching schedule for some other class period(s) during the school day, so that the average equivalent full-time daily membership shall not exceed the specified maximum equivalent full-time daily membership that is provided under Subsection b.
- e. The parties recognize that class sizes under this Section may be distorted by protracted absences by students in the high schools. Therefore, in determining class sizes under this Section, a student whose attendance history indicates no reasonable probability of normal attendance shall not be counted. Absence for twenty (20) consecutive school days indi-