

# Know Your Rights!

## Are there any limits on my caseload?

Yes! The union contract sets limits on caseloads for Special Education Teachers, Adaptive Physical Education Teachers, School Psychologists, and others. See the back of this document for specific caseload limits.

## What's the Caseload Committee and why should I care about it?

The Caseload Committee includes union members and SDUSD administrators. It works to resolve caseload problems. If your caseload is too high (whether it exceeds the numbers above or not), the Caseload Committee may review your caseload and may offer solutions such as reassignment, tighter screening practices at schools, readjustment of aide time, and evaluation of student placement. Talk to the Association Representative (AR) at your site about caseload issues and bringing concerns to the Committee.

*BARGAINING TOGETHER FOR BETTER SCHOOLS & BETTER JOBS!*

**My caseload is under the limit, but I'm still over-worked and struggling to keep up with students who require more time and more services. What can we do?**

Union members know that the number of students on a caseload doesn't necessarily paint an accurate picture of the amount of time required to service the students on a caseload. In the fall, SDEA union members who work in Special Education are bargaining with SDUSD to improve our rights to a manageable workload. Let's bargain for a "workload" model that is fairer than the "caseload" model, and that takes into account the time spent servicing students with special needs. A workload model is better for students *and* for teachers!

## I'm a General Education Teacher and have an increasing number of Special Education students in my classroom. What rights do I have in this area?

SDUSD should notify you before assigning a student with special needs to your general education classroom. The union contract says that the principal should assign students with special needs "in such a way as to minimize the impact and equalize student load." This is often a good subject for a union meeting that includes Special Education and General Education Teachers.

## I need adequate workspace to do my job! What should I do?

Get together with your AR and review sections 11.3 (Staff Facilities) and 30.8 (Adequate Space) of the union contract. Make a plan that describes the amount of type of space that you need – be specific! Work with your AR to develop an approach to meeting with your principal on this issue. Bring the AR to the meeting – don't go it alone! Use the meeting to describe your needs and advocate for adequate workspace. If you don't get what you need, you may turn to your fellow union members at your site and ask for their support in influencing your principal.

*Source: Collective Negotiations Contract, July 1, 2006 – June 30, 2008 (Article 30 and Section 11.3)*

## *Special Education Caseloads*

Program Type	Number of Students per Caseload
Non-severe Special Day Class	18
Speech Language Intervention	15
Emotionally Disabled	12
Integrated Life Skills	12
Deaf and Hard of Hearing	10
Resource Specialist	28
Language, Speech and Hearing	55
Language, Speech and Hearing: Special Education Early Childhood Preschool (SEEC)	40

## *Itinerant Staffing*

Itinerant Program Type	Full-Time Equivalency (FTE) (Number of students per full-time employee)
Full Inclusion	12.0
Adaptive Physical Education	32.5
Visually Impaired	11.5
Physically Handicapped	8.0
School Psychologists	65.0