

# CDTA 71 Restored Language At A Glance

## Class Size

Class/Subject	Class Size	# of Students with Special Needs
Kindergarten	20	2*
Grades 1-3	22	2*
Split Primary	22	2*
Split Primary/Intermediate	24	2*
Grades 4-7 (Intermediate)	29	2*
Split Intermediate	27	2*
Grades 8-9 (Junior School)	30	2* (Excludes Category H students)
Grade 10-12	30	*
Shop/Home Ec	24	*
Secondary Science/English	28	*
Special – Resource Room	12	No limit
Life Skills	10	No limit

\* K-12 classes which include a student with special needs will always be kept under the class size maximums (no flex)

- The District must make Best Efforts to ensure that classes created for September do not exceed maximums and that they are in compliance with maximums by Sept 30 or 21 days after the start of a new class
- Remedy is given to teachers starting Oct 1 if maximums are exceeded and the district has made best effort to be in compliance by Sept 30
- Class size maxes can be exceeded by up to 2 before remedy is given if there are no designated students in the class
- Secondary teachers can teach no more than 210 students per year (flex of 10). Students in terms classes =  $\frac{1}{2}$  a student

## Class Composition

### Who Are “Students with Special Needs”?

#### Ministry Designated Students – Low Incidence

- A – Physically dependent
- B – Deaf and Blind
- C – Moderate to Severe Profound Intellectual Disability
- D – Physical Disabilities or Chronic Health Impair
- E – Visual Impairment
- F – Deaf / Hard of Hearing
- G – Autism Spectrum Disorder
- H – Intensive Behaviour – Severe Communication Impairment – Severe speech, expressive language or receptive language impairment as determined by SLP in conjunction with a school psychologist and district team – Usually applies to primary students

\*CDTA/SD71 are going to arbitration in June 2019 on use of SCI designation\*

#### Who is NOT Included? (for class composition numbers)

- K – Mild Intellectual Disability
- P – Gifted
- Q – Learning Disability
- R – Moderate Behaviour Support / Mental Illness

#### How are students identified?

- Referral to School Based Team
- Referral for further assessment as determined by the SBT
- \* The district shall provide in-service on an ongoing basis on the function and responsibilities of the SBT.

\* This document is only a snapshot of the restored language. See the collective agreement for detailed information. You can find it at [www.cdta71.org](http://www.cdta71.org)

Contact your staff Rep if you have concerns about the size or composition of your class

## Non – Enrolling Staffing Formula

	District Ratio#
Teacher Librarian	1:702 students
Counsellors	1:463 students
Learning Assistance	1:504 students
Special Ed Resource	1:333 students
ESL / ELL	1:58.5 students

- Teacher such as Psychologists, SLP’s, Teachers of hearing and visually impaired do not fit into any of these categories
- Districts can combine categories for posting jobs to determine if they have hired enough FTE (e.g. LST’s)

# this number is not a caseload number. It is only used to determine how much FTE needs to be hired district wide in each category. For example, a school with 1000 students does not get 1.3 FTE librarians because they have more than 702 students.

Prior to placement of students with special needs:

- 1 - There must be a consultation process including district staff, parents / guardians, teachers and administration.
- 2 – Training and in-service during regular school hours