

## **Article 26**

### **Student Services and Special Education**

#### **A. Definitions**

##### **Student Services:**

**Student Services** shall be defined as services and supports to ensure student success. This includes: Child Find, Section 504 plans/support, training, student safety and positive behavior supports, tutoring, homeless services, counseling and social worker services, nursing and Oregon Intervention System (OIS) training and support.

##### **Special Education:**

**Special Education** shall be defined as the provision of services to students who have been identified as meeting one or more of the statutorily defined eligibilities. Service delivery options vary dependent on the needs of the students.

#### **B. Special Education Unit Allocations**

Students in Self-Contained Special Education classrooms shall be counted in the building's total enrollment for the purpose of determining classroom teacher allotments, unit allocations, and specialist support services.

#### **C. Special Education Placement**

1. When the District **intends to move or places** self-contained classrooms in buildings, it shall consider the factors regarding their impact on general education classrooms and the mainstream possibilities in each situation.
2. When multiple placements of students with special needs occur in a single classroom, the district shall review the situation and consider appropriate adjustments in class loads.

#### **D. Administrative Procedures for Students with Special Needs**

The District shall provide employees with administrative procedures for special education that deal with:

1. Teacher representation at placement and I.E.P. meetings.
2. Training for classroom teachers involved with students with special needs.
3. Development of plans of support for students with special needs who exhibit behavior issues will be communicated to the teaching staff prior to the placement of the student in the regular classroom, or as soon as is appropriate.

**E. Special Education District Support and Compensation:**

Special Education teachers and Special Education certified itinerant staff will be compensated in the form of a stipend of 2.2% of the unit member's yearly salary (this is equivalent to four (4) additional paid days each year) in recognition of time spent in required meetings and paperwork beyond their normal work day. This includes: Special Education teachers, Speech Pathologists, Occupational Therapists, Physical Therapists, SPED Teachers on Special Assignment, and School Psychologists.

1. Unit members who are required to **conference participate in meetings** regarding IEP's, planning for assessment and evaluation, **manifestation determinations**, and eligibility determination shall have a substitute provided to allow for such meetings to occur within the workday.

A substitute request form must be preapproved by the building administrator and Executive Director of Student Services three (3) days before the date requested.

The District shall provide the substitute request form for unit members requesting such support and the approval of each request shall be based on need. (Please see Appendix C "SPED Substitute Request Form").

If the substitute request is denied at the building and/or department level, then the unit member may appeal the decision to the Executive Director of Human Resources.

2. When unit members who don't qualify for the stipend in Section E are required to participate in an IEP meeting, **manifestation determinations, and/or eligibility determinations** beyond their work day, they will be compensated at their hourly rate for their time. In order to submit for time worked, they must submit a timecard to Student Services with a copy of the IEP meeting notice. Their name must be listed as a required member of the IEP meeting.

**F. Student Services Structure Committee**

In order to foster a more collaborative, **inclusive, and informed** approach to delivery of student services for Reynolds School District, the District and the Association will convene a committee that is comprised equally of RSD and REA representatives chosen separately by each party to this agreement who represent a wide variety of services delivered. The charge of this committee will be to review best practices for working with students with disabilities, homelessness and/or social service needs and collaborative planning around such services. It may include review of curriculum, staffing needs, the structure of services offered, best practices and/or approaches to working with students with disabilities, homelessness and/or social service needs. This committee will serve in an advisory capacity to both the District and the Association with the understanding that any changes to this agreement are subject to negotiation. This committee shall meet at least quarterly each year.