

## Article 26 Special Education

### A. Definitions

~~Those classrooms designated as Self Contained Special Education classrooms are considered special education classes for the purposes of this article.~~

**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. 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. Placement

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

### D. ~~Inclusion Students~~ **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 ~~special-needs~~ students **with special needs.**

3. Development of plans of action support for special-needs students with special needs who exhibit with behavior issues problems, will be communicated to the teaching staff prior to the placement of these the students in the regular classroom, or as soon as is appropriate. as soon as is practical.
4. Placement determination at an IEP meeting being contingent upon the levels of support services to be provided for a special needs inclusion student at the time of placement.

E. **District Support Compensation for Meetings and Paperwork**

1. ~~Special education and other~~ Unit members who are required to conference regarding IEP's, planning for assessment and evaluation, and eligibility determination shall have a substitute provided ~~to allow for if~~ such meetings to occur within the workday. ~~If a unit member is willing to attend such a conference that can only be held outside of the workday, such member shall be compensated at his/her hourly rate.~~ When a general education teacher is required to participate in an IEP meeting beyond their work day, they will be compensated at their hourly rate. In order to receive compensation, a teacher must submit a timecard to Student Services with a copy of the IEP meeting notice showing him/her as a required member of the IEP meeting.
2. Special education teachers who case manage shall be eligible for substitute release time for the purpose of completing required paperwork. A substitute request form must be preapproved by the building administrator and Director of Student Services. It is the intention of the District to provide additional reasonable support for special education teachers when time constraints warrant special consideration. Members shall receive Special Consideration Compensation by following guidelines and submitting the form attached in Appendix C.

~~This support must be preapproved and shall take the form of:~~

- ~~• paid additional hours at the regular rate (which may be as little as a few hours, and as much as several days),~~
- ~~• extended school year,~~
- ~~• substitute teachers to provide release time, and~~



~~• other possible accommodations in line with the above.~~

The District shall provide the substitute request appropriate application forms for teachers requesting such support and the approval of each request shall be based on need.

If the substitute request application is denied at the building and department level, the employee may appeal the decision to the Executive Director of Human Resources.

**3. Special Education teachers, assigned to a Special Education assignment, and service providers (occupational therapists, physical therapists, SLPs, and school psychologists) will receive compensation in the form of an \$800 stipend each year in recognition of time spent in required meetings beyond the work day. Such stipend shall be in lieu of compensation set forth in Section E(1) above. This stipend shall be prorated for teachers who are less than 1.0 FTE.**

**F. In order to foster a more collaborative approach to delivery of special education services to Reynolds School District students, 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. The charge of this committee will be to review best practices for working with students with disabilities. It may include reviews of curriculum, staffing needs, the structure of services offered, and best practices and approaches to working with particular student disabilities. This committee will serve in an advisory capacity and will meet at least quarterly.**

