

## Article 26

### Special Education-Student Services & Special Education

#### A. Definitions

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

#### Student Services

Student Services provides a variety of supports to ensure student success. This includes special education services, child find, 504 support, early childhood evaluation and eligibility, student safety and post-high transition services. Service delivery options vary, dependent on the needs of the students.

#### Special Education Services

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.

#### Special Education K-12 Service Delivery Options

##### K-12 Resource Room:

The Resource Room provides instruction with core academic and supplemental curriculum. The model is designed to provide as much, or as little, as the students need in the way of special education services. Instruction is focused on Individual Education Plan (IEP) goals, which support progress toward competence in grade level curriculum in the least restrictive environment. Skills are developed in conjunction with the homeroom teacher through:

- Pull-out support in small group special education settings
- Instruction in general education class settings with support and/or consultation
- Collaborative teaching with general education teachers

##### K-12 Life Skills:

The K-12 Life Skills class is a specialized program that provides services to students whose Individual Education Plan (IEP) demonstrates a need for cognitive,

communication, socialization, motor skills, and life skills development. Skills are developed with significant adult support through individualized instruction and strategies such as:

- Functional or modified core academic support and curriculum
- Visual systems for classroom support, work completion and communication
- Functional daily routines- assisting in eating, toileting and hygiene
- Reduced instructional pace
- Social skills development
- Motor skill development
- Pre-vocational skill development
- Positive Behavior Supports- physically able to implement plans with a need for OIS physical interventions

#### K-5 Social Communication Classroom:

The Social Communication class is a specialized program that provides services to students who demonstrate significant communication and social deficits and whose Individual Education Plan (IEP) have an emphasis on social skills, functional routines, academic support and communication development, as well as a provision of sensory supports. Skills are taught through the following research-based strategies and curriculum with moderate to significant adult support:

- Individualized core and modified academic curriculum
- Visual systems for work completion, communication, organization and transition
- Teaching of daily routines- assisting in eating, toileting and hygiene
- Social skills development
- Structured classroom setting
- Modified environmental stimuli
- Discrete trial teaching
- Pivotal response training
- Access to sensory supports
- Individualized behavior support plans- physically able to implement plans with a need for OIS physical interventions

#### K-8 Supported Behavior Classroom:

The Supported Behavior class is a specialized program that provides services to students whose Individual Education Plan (IEP) demonstrates a need for significant behavioral support, as well as, communication, social skills

development, and academic services. The following instruction, strategies and support are incorporated in a small, structured group setting with moderate adult support:

- Individualized core and modified academic support
- Visual systems for work completion, communication and organization
- Social skills coaching and modeling
- Positive Behavior Supports
- Collaborative problem solving
- Individualized behavior support plans- physically able to implement plans with a need for OIS physical interventions
- Access to school-based counselors

Four Corners K-8 Therapeutic Program:

Four Corners Therapeutic class is a specialized program that provides services to students whose Individual Education Plan (IEP) demonstrates a need for significant behavioral support, as well as, mental health and emotional development, communication, social skills development, and academic services. Students who are placed into Four Corners are in need of additional support beyond the scope of other classrooms. Students from other school districts are also placed here as well.

The following instruction, strategies and support are incorporated in a small, structured setting with significant adult support from both Special Education and Mental Health services.

- Individualized core and modified academic support and curriculum
- Visual systems for work completion, communication and organization
- Daily mental health milieu support
- Secure environment for safety
- Positive Behavior Supports
- Collaborative problem solving
- Social skills curriculum, coaching and modeling
- Highly structured small group setting
- Individualized behavior support plans- physically able to implement plans with a need for OIS physical interventions
- Increased adult – to – student ratio
- Access to community partners for family support



9th-12th Functional Living Skills Classroom:

The FLS classroom is a specialized program that provides services to students whose IEP demonstrates a need for functional communication, social, motor, and adaptive skills development that are commensurate with their cognitive level of functioning. Skills are developed with significant adult support through individualized strategies such as:

- Functional applied academics
- Functional daily routines- assisting in eating, toileting and hygiene
- Adaptive skills to increase students' access their environment
- Motor skill development
- Communication and social skill development
- Support of physical and medical health care needs
- Community based instruction  
service to modify curriculum, meet medical behavioral and/or physical needs as well as adaptive services.

**B. Staffing Ratios**

RSD and REA recognize the complexity and dynamic nature of Student Services and Special Education staffing due to the ever-changing composition of the student population served, the extensive legal regulation of program requirements, the incidence of mid-year referrals, the clustering of students, and the limitations of facilities, resources and funding. Both parties agree to the minimum staffing arrangements set forth below. The staffing ratios are set forth as Students: Certified Staff: and Classified Paraprofessionals.

K-12 Resource Services: Elementary = 18: 1: 1

Middle = 24: 1: 2

High = 30: 1: 2

(When using split teacher/case manager model)

Teacher = 75: 1: 3

Manager = 75: 1: 1

K-12 Life Skills = 12: 1: 4

K-5 Special Communications = 10: 1: 3

K-8 Supported Behavior = 12: 1: 3

<u>Four Corners K-8</u>	<u>= 10: 1: 3</u>
<u>9-12 Functional Living Skills</u>	<u>= 12: 1: 3</u>
<u>Speech Language Elementary</u>	<u>= 45: 1: 1</u>
<u>Speech Language Secondary</u>	<u>= 60: 1: 1</u>
<u>Counselors</u>	<u>= 250:1</u>
<u>Social Workers</u>	<u>= 250:1: 1</u>
<u>School Psychologist Services</u>	<u>= 500: 1</u>

**~~B.~~ C. 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.D.~~ Placement**

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

**~~D.~~ ~~E. 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 certified staff prior to the placement of these the students in the regular classroom 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.F. District Support & Compensation**

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 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. In order to receive compensation, a certified staff member must submit a timecard to Student Services with a copy of the IEP meeting notice showing him or her as an invited member to the IEP team.
1. It is the intention of the District to provide additional reasonable support compensation for all licensed student services staff; including special education teachers, service providers, occupational therapists, physical therapists, SLP's, and school psychologists, teachers when time constraints and work load issues they face warrant special consideration. These staff members shall receive Special Consideration Compensation in the form of five additional paid days each year, at their per diem rate, as a stipend in recognition of time spent in required meetings and paperwork beyond the normal work day by following guidelines and submitting the form attached in Appendix C. This stipend shall be prorated for those licensed student services staff who are less than 1.0 FTE.
2. It is the intention of the District to provide additional reasonable support and/or compensation for special education members when time constraints warrant unique special consideration. Special education members may receive special consideration compensation by following the guidelines and submitting the form attached in Appendix C.



Examples of special consideration compensation cases might include: a backlog or pile up of IEP/eligibility meetings, excessive progress report expectations at the middle school level, a series of manifestation determination, special placement meetings and/or tutoring preparations (this list is not meant to be exclusive of other possible situations).

This support should be preapproved whenever possible 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 appropriate application forms for teachers requesting such support and the approval of each request shall be based on need.

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

**G. ~~F.~~ Student Services Structure Committee**

In order to foster a more collaborative and inclusive approach to delivery of student services to Reynolds School District students, the district and the Association will convene a Student Services Structure 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 and implement collaborative plans for structural improvements to service delivery. This may include, but is not limited to, reviews of curriculum, staffing needs, the structure of services offered, and best practices and/or approaches to working with particular student needs. The committee shall serve in an advisory capacity to both the District and to the REA with the understanding that any changes to this agreement are subject to negotiation. The Committee will meet at least quarterly each year.

