

Article 26 Special Education and Student Services

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.

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.

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 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 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. 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 1.6% of the member's yearly salary (this is equivalent to three 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. ~~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.~~

A substitute request form ~~This support must be preapproved~~ **by the building administrator and Executive Director of Student Services three days before the date requested.** ~~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 **the each** request shall be based on need. (Please see Appendix C "SPED Substitute Request Form").

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.

2. ~~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.~~
When a general education teacher, social worker or counselor is required to participate in an IEP meeting beyond their work day, they will be compensated 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. **In order to foster a more collaborative 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. This committee will serve in an advisory capacity to both the district and the REA with the understanding that any changes to this agreement are subject to negotiation. This committee will meet at least quarterly each year.**

Appendix C

Special Education Substitute Request Form

Reynolds School District

It is the intention of Reynolds School District to provide substitute relief for all Special Education certified staff when time constraints necessitate such things as: meetings, evaluation planning, evaluations and progress note writing within the school day.

NAME: _____ DATE: _____

SCHOOL: _____

SPED assignment: _____

Please explain the special and non-routine circumstance that had made this request needed.

Date/s needed for substitute: _____

Please indicate reason for substitute:

- Evaluation / testing / observation
- Meeting – such as evaluation planning, eligibility, IEP, Placement
- Progress notes writing and number of days: _____
- Other paperwork: _____
- Other: (Must be specific) _____

Please submit to your building administrator at least (3) school days before the substitute is needed.

.....
SPED certified staff signature: _____ DATE: _____

- Approved Building Administrator: *Print your name*
- Denied _____ DATE: _____

Please submit to Student Services immediately upon signing this form.

- Approved Executive Director of Student Services
- Denied _____ DATE: _____

Note: Any appeal to a decision shall be made to the Executive Director of Human Resources Employee: Please retain a copy for your records.