

Article 26

Student Services and 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:

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:

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 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 behavior ~~problems~~ **issues, 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. District Support & 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 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, School Psychologists, and Social Workers.

1. ~~Special education~~ 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 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** application 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. 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 unit member, who doesn't qualify for the stipend in section E., is required to participate in an IEP meeting 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 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 Association with the understanding that any changes to this agreement are subject to negotiation. This committee shall meet at least quarterly each year.