

Article 26

Special Education Student Services

A. Definitions

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

1. Resource Services: Students who receive resource services are students with mild to moderate differences in their instructional needs. These students spend the majority of their instructional time in general education settings with targeted support which may include push-in or pull-out direct services, planned Specially Designed Instruction (SDI), and/or paraprofessional support (Educational Assistant assignment). These students may qualify in any one of the thirteen federally mandated categories of disability.
2. Access Services: Students who receive access services are those students with intensive special needs who benefit from spending the majority of their instructional time in the general education setting with extensive/direct support. Students may qualify in any one or more of the thirteen federally mandated categories of disability.
3. Self-Contained Services: Students who receive self-contained services are students who spend the majority of the instructional day in a Special Education classroom in one building and requiring moderate to significant modifications to curriculum content, pacing, methods, behavioral expectations and/or instructional strategies.
4. Self-Contained Specialty Services: Self-Contained Specialty classes are for students with exceptional complex disabilities requiring an intense level of 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 staffing due to the ever-changing composition of the student

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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 staffing arrangements set forth below. The staffing ratios are set forth as Students: Teachers: Educational Assistants.

1. 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
3. Access Services = 12: 1: 3
4. Self-Contained Services = 10: 1: 2
5. Self-Contained Specialty = 8: 1: 2
6. School Psychologist Services = 500: 1
7. Speech Language Services Elementary = 45: 1
8. Speech Language Services Secondary = 60: 1
9. Counselor Services =250:1
10. Social Work Services =250:1

Both parties acknowledge that Student Services programs do not lend themselves to immutable staffing formulas or inflexible staffing requirements. To assist with staffing requirements, building Student Services staff and their building administrator will attempt to collaboratively resolve staffing needs. In addition, to address needed flexibility, building teams may access a Student Services Resources Committee that is comprised equally of RSD and REA representatives chosen separately by each party to this agreement.

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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 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

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.
3. Development of plans of action for special needs students with behavior problems, prior to the placement of these 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~~ Unit members providing student services 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.

2. It is the intention of the District to provide additional reasonable ~~support compensation~~ for all licensed student services staff ~~special education teachers when because of the tremendous time constraints and workload issues they face. warrant special consideration.~~ Unit members who provide student services shall receive Special Consideration Compensation in the form of five additional paid days each year at their per diem rate. by following guidelines and submitting the form attached in Appendix C.

3. It is the intention of the District to provide additional reasonable support and/or compensation for unit members who provide student services when time constraints warrant unique special consideration. Unit members who provide student services 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 tutoring preparations, master schedule planning, and/or Medicaid billing (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.

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

If the 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.

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 proactively study best practices for providing student services and implement collaborative plans for structural improvements to service delivery. The committee shall meet at least quarterly each year.