

Provision:	Article IV, Section 25	Title:	LRE/Support for Students in Gen Ed
Presentation:	CEA Counter	Date:	8/19/2024

CEA Proposed 8/19/24:

Section 25 Class Size/Caseload

Least Restrictive Environment: Placement of Students with Disabilities (move to Article VI, section 11)

The District and Association recognize that all students are general education students first and that students eligible for special education have a right to participate in the instruction in the general education setting and are entitled to supplementary supports of special education services. Cheney School District is committed to an inclusive approach to meet the needs of all students. Inclusion means that all students are full and accepted members of their school community, in which their educational setting is the same as their non-disabled peers, whenever appropriate. As the district continues to expand educational services for students with disabilities within the general education classroom setting, the District and the Association recognize the need to move forward with thoughtful intentionality.

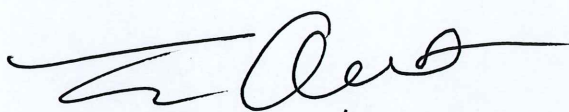
To achieve this:

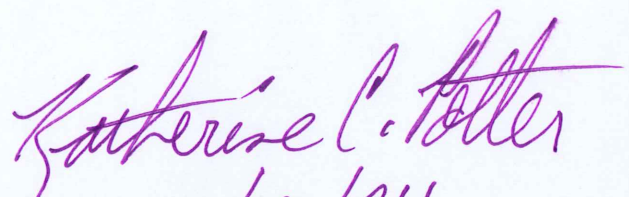
1. The district-wide Inclusive Practices Leadership Team composed of stakeholders at all levels (central admin, building admin, general education teachers, special education teachers, and ESAs) will, for the duration of this agreement that started on September 1, 2024, continue to:
 - a. Research high leverage teaching practices centered on the inclusion and support of students with individualized education programs (IEPs) in the general education classroom.
 - b. Review the district-wide action plan which includes, but is not limited to:
 - i. Communication systems for distributing the IEP at a glance and for sharing individual student needs in the general education setting.
 - ii. A collaborative relationship between general and special education staff.
 - c. Provide structure and guidance for building-based professional development in order to:
 - i. Foster shared understanding of what inclusion means, how it is implemented, and what role each member plays in making it successful.
 - ii. Learn evidence-based instructional practices to support diverse learners.

Special education teams, as defined in current regulations, will make the determination regarding eligibility. Following the determination that a student is eligible, an Individualized Education Program (IEP) meeting will be held in accordance with current regulations. The IEP team determines the appropriate placement for a student eligible for special education services, including amount of time in special and general education settings, in alignment with current regulations regarding least restrictive environment.

If a staff member believes a student's placement is no longer appropriate, a team meeting may be requested to discuss options. This may include re-evaluation and/or convening a new IEP meeting.

Any teacher may request paraeducator assistance. Principals will review all requests and will also consider the building special education team's recommendations in decisions regarding paraeducator time.


8/19/24


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