

MEMORANDUM OF UNDERSTANDING  
HEA - HSD  
AMEND THE HEA 2023-2026 COLLECTIVE BARGAINING WITH  
MOU BEGINNING 2024-2025

**Integrated Teaching and Inclusionary Practices Re-Opener**

**Foundational Understandings:**

1. Least Restrictive Environment
  - a. Students in special education will be placed in classrooms that are the least restrictive environment as determined by the IEP team. HSD will provide a continuum of services to support students in special education. Students will not universally be placed in general education classrooms. IEP teams will use data to place students in their least restrictive environment for their individual needs. If an IEP team member is considering a student's change of placement through an IEP amendment, a team meeting will be held.
  - b. Students receiving support through the Developmental Resource Program, who are placed in general education classrooms, will count toward an overall class size. The district will provide time for the Special education and General education teachers to collaborate when assigning work, developing assessments, and determining grades for these students.
  
2. Specially Designed Instruction:
  - a. Special education teachers are responsible for the design and supervision of the delivery of specially designed instruction (SDI) for students being served under an IEP.

*Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction:*

    - i. *To address the unique needs of the student that result from the student's disability; and*
    - ii. *To ensure access of the student to the general curriculum, so that the student can meet the educational standards within the jurisdiction of the public agency that apply to all students. (WAC 392-172A-01175 3(c))*
    - iii. Designed: Special education teachers will review the provided information (lesson plan, scope, and sequence, differentiation plan) from the general education teacher. The special education teacher will adapt the curriculum and instructional methods to ensure accessibility and engagement.
    - iv. Supervised: Collect students' progress data, and make adjustments as needed to ensure students continue to make progress.
  - b. Other staff including general education teachers and paraeducators may assist in the provision of special education and related services.
  - c. General Education teachers are responsible for communicating instructional plans and collaborating with special education teachers for the purpose of planning and creating SDI. These plans may include:
    - i. Content area standard(s) being taught
    - ii. Structure of activities
    - iii. Evaluation rubric and/or assessment
    - iv. Grouping of students
    - v. Differentiation plan to meet all students' needs

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- d. Additional information on the roles of general education and special education staff can be found in the OSPI Inclusionary Practices Handbook.

Handbook Chapters 1 & 2

Handbook Chapter 3

- 3. Service Minutes and Progress Monitoring:
  - a. Required minutes in their designated areas of service for students in special education should be based on the individual student's needs and not universally assigned. The minutes will be monitored and reported by the special education teacher.
  - b. Special education teachers will be responsible for assessing and monitoring the student's progress toward meeting their IEP goals.

**Class Size/Proportionality:**

- 1. The proportion of students receiving service through an IEP in the general education classroom:
  - a. At the elementary level, the number of students with academic IEPs ( reading, writing, and/or math) must be less than 25% of their class size set forth in Article III, Section I, lines 907 - 914 and 921 of the Collective Bargaining Agreement (CBA).
  - b. At the secondary level, the number of students with academic IEPs in a general education classroom where the student is receiving their SDI cannot exceed six students. Clustering up to these thresholds is allowed at the secondary level to best support students and streamline workloads for special education teachers and paraeducators.
  - c. In the extraordinary event that all of the available classes are already at the maximum number of students with academic IEPs, the general education teacher will be paid an overload based on the current overload rate as outlined in Article III. Section I. Class Size lines 943-945 of this contract.
- 2. Students in special education are general education students first and shall be counted in the class size of the general education teacher, assuming any inclusion in the general education classroom.
- 3. Overall Inclusion classroom size/numbers.
  - a. Classes with more than 25% of their students being served under academic IEPs in their content area general education class (Math and/or English, excluding classes that are team-taught) may never go into overload beyond the class sizes outlined in Article III, Section I, lines 907 - 914 and 921 of the CBA. In the extraordinary event that all of the available classes are already at the maximum number of students receiving support through IEPs and a class is required to go into overload, the general education teacher will be paid an overload as outlined in Article III. Section I. Class Size lines 943-945 of this contract.

**Class Staffing:**

- 1. The District believes that teaching students with diverse educational needs is the responsibility of every educational professional. Principals, counselors, general education classroom teachers,

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special education teachers, and other staff members involved in student assignment will attempt to assign students in a balanced and equitable manner, considering class composition, and understanding that student assignment decisions are also subject to scheduling, class size, and student educational needs. Responsibility for the final student placement decision rests with the administrator(s).

Administrators will consider the following factors when equitably scheduling students:

- IEP goals
- 504 plans
- Behavior needs
- Social/emotional behaviors

2. Students being served in math, reading, or writing for their IEPs at the secondary level (MS and HS) in a general education ELA and/or Math class, will be supported by a special education teacher or paraeducator. This support will be provided for the whole class period in classrooms where there are three (3) or more students needing SDI, based on their IEP, in that content area. In some instances, it may be determined by the IEP team that SDI will be delivered by the general education teacher. A team consisting of an administrator, the general education teacher, and the case manager will meet to determine the most appropriate option to support students receiving SDI in the general education classrooms. These options include but are not limited to:

- Establishment of a co-teaching classroom between the general education and special education teachers
- Assigning a paraeducator to the classroom
- Allocation of additional paraeducator or special education teacher time
- Adjustment of class list and/or schedules
- Other options as agreed on between administrators and teachers
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If an agreement cannot be reached, the special education director (or designee), general education teacher, and a union representative will meet to reach an agreement.

3. When a student in the developmental resource program, or a cluster of students in the DR program, is participating in their general education classroom, a paraeducator will be assigned to focus on assisting those students in accessing the instruction. Unless the IEP team determines the student's level of independence does not require paraeducator support.
4. HSD will provide paraeducator support by entering into an MOU with the HEA for the 2024-25 and 2025-26 school years agreeing to hire at least one paraeducator and do a needs assessment to see if more paraeducator support is needed. The paraeducator will support students in general education classes with an emphasis on reading (Science, Social Studies, Psychology, etc.). Priority of paraeducator placement will be based on the number of students in each class identified as needing reading and writing SDI.

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5. At the elementary level, a special education teacher or paraprofessional will push in to support students in the general education classroom for their required services (SDI) each day. If a student's IEP designates a one-on-one paraprofessional for support, this paraprofessional will only work with the one-on-one student.
6. At the secondary level, MLL support staff will meet with all students receiving MLL support to acquaint them with language supports such as text and voice translation, document translation, Google translate, keyboard modifications, and after-school tutoring and provide follow-up services. If the general education teacher determines that this is not enough support for student success in their classroom, they may request additional support in the classroom.
7. Every effort should be made not to assign a SPED teacher to more than one program and/or more than one building.
8. If a SPED employee is split between two buildings, then their caseload is directly proportional to the amount of time at each site.

**Educator Workload and Conditions:**

1. In recognition of implementing inclusionary practices, for the length of the contract, general education staff who have three or more students receiving SDI in the academic areas taught in their classroom and the special education staff supporting them can receive 18.75 hours per diem on a supplemental contract. Other instructional staff can receive up to 7.5 hours per diem on a supplemental contract for gaining skills and knowledge for implementing inclusionary practices via consultation with special services staff or PD outside of contract time. (One (1) supplemental contract may be submitted in June for either the 18.75 or 7.5 hours.
2. Special education teachers may work with their building administrator to arrange an hour twice monthly during Wednesday collaboration to meet with their paraeducator staff.
3. An administrator or designee will be responsible for managing the day-to-day schedules of paraeducator absences unless the special education teacher indicates to their administrator that they choose to collaborate in this day-to-day work.

**Modified Grading:**

1. The function of a modified grade is to produce an accurate, meaningful, and clear measurement of student progress and performance in the learning standards of a course.
2. Modified grading should not be used as a method to make the course or content easier for a student.
3. If an IEP team determines to modify grading systems or standards for students being served under an IEP, these changes will be clearly communicated to staff, students, and families,

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including the new grading criteria and how changes to the grading system may impact GPA calculations and credit accrual.

**Professional development:**

1. Professional development on how to teach students with learning differences by differentiating teacher representation of content and student expression of knowledge to facilitate student engagement and learning shall be made available to all general education teachers. Such training shall be offered during LID, professional development days, or at other mutually agreed times.
2. The District will solicit HEA's voice for HSD Professional Development planning. Clock hours will be provided for district-sponsored professional development opportunities.

*Christine Parker*

8/27/2024

CHRISTINE PARKER, HEA PRESIDENT

*Steven Marshall*

8/27/2024

STEVE MARSHALL, SUPERINTENDENT