

1 **ARTICLE 24 SPECIAL EDUCATION**

2 **Section 24.1 - Definition** This section is approved to meet requirements of Students with Special Needs.
3 It is the intent of both parties, the District and the Association, to comply with all federal and state
4 regulations and laws. Any provisions of this Article found to be in violation of federal and state regulations
5 will be deemed invalid.

6 **Section 24.2 - Transfer Reassignment** The District shall not deny any unit member serving in a special
7 education assignment who has fulfilled all of their credential requirements the right to transfer or be
8 reassigned to a vacant position, for which the unit member is qualified, due to the unit member possessing
9 a special education credential.

10 **Section 24.3 - Individual Education Programs (IEPs)**

- 11 a. **Participation** - Unit members who work directly with students on active IEPs shall be provided the
12 opportunity to serve on the IEP team responsible for developing, reviewing, and/or revising such
13 programs.
- 14 b. **Scheduling** - The District shall make every effort to schedule IEP meetings within the unit
15 member's regular duty day.
- 16 c. **Placement** - The placement of a Student with Special Needs in a main streamed, collaborative, or
17 inclusion model, will be made when deemed appropriate by the IEP team.
- 18 d. **Distribution of IEPs** - The District shall make every effort to provide the unit member(s) who
19 has(ve) direct student contact with a copy of the IEP as soon as possible.

20 **Section 24.4 - Evaluation Rights** All rights provided in Article 10 - Evaluation, shall pertain to all unit
21 members.

22 **Section 24.5 - RSP Extended Year** Year Round Education Special Education Resource Specialists will
23 work 208 days. No unit member will be required to change from the 185-day work year to the 208-day
24 work year. This will be granted on a voluntary basis.

25 **Section 24.6 - Specialized Health Care Procedures** Unit members, other than school nurses, shall not
26 be required to perform any medical procedures (such as clean intermittent catheterization, injections,
27 suction, gavages feeding, and drainage) on a student. Unit members may be required to attend training on
28 said procedures in order to be prepared to respond in an emergency situation. Such training shall be
29 during the regular duty day.

30 **Section 24.7 - Professional Development** Training for new instructional models shall be provided during
31 the regular duty day.

1 **Section 24.8 - Program Support** Unit members who have Students with Special Needs shall have
2 appropriate support as required by law.

3 a. **Instructional Aides** - Instructional aides shall be assigned as needed. Special Education and
4 general education teachers shall be consulted as to the scheduling of such aides, but the District
5 shall make the final assignment.

6 b. **Collaborative/Inclusion Support** - Unit members teaching general education classes that have a
7 Student with Special Needs enrolled in their class(es) in a Collaborative or Inclusion Model shall
8 have the support of a Special Education teacher, instructional aide, or any other member of the
9 Special Education Support Team whenever possible or as identified on the IEP.

10 c. **Class Size** - Students involved in a Collaborative or Inclusion Model will be included in the general
11 education teacher's class size roll.

12 d. **Grading** - The District and the Association agree that grading should be a collaborative effort
13 between the special education teacher and the general education teacher for students with special
14 needs who are participating in general education. Grades are based on the criteria established in
15 the IEP. When a student receives instruction in the regular classroom while also receiving support
16 from a special education teacher, the regular classroom teacher will work with that special
17 education teacher to determine the appropriate grade for the student based on ability,
18 achievement, and the differential standards that were applied. The grade will be the result of a
19 collaborative effort of both instructors.

20 **Section 24.9 – Impact of Special Education Population General Education Classrooms** The District
21 and the Association support successful placement of special education students in general education
22 classrooms, and recognize the impact on the workload of classroom teachers. The principal shall assign
23 students in such a way to minimize the impact and equalize student load.

24 **Section 24.10 – Collaboration** The District and the Association agree that collaboration and planning
25 between general education and special education teachers is essential to effectively meet the needs of
26 students with special needs. It is also understood by both parties that the needs of students with
27 disabilities cannot be met without proper collaboration. Special education teachers shall be provided time
28 to meet collaboration requirements.

29 **Section 24.11 – Classroom Supplies** All special education teachers shall have the same access to
30 classroom supplies as the general education classroom teacher. Special education teachers shall also
31 have equal access to curricular materials and technology. Curriculum materials include but are not limited

1 to student textbooks, teacher manuals, and any other supplemental materials provided to general
2 education classroom teachers.

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