Article 26-A
Student Services: Special Education

A. Definitions

Student Services:
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 services, social worker services, nursing and District chosen intervention and restraint training and support.

Special Education:
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 intends to move or place—specialized classrooms in buildings, it shall discuss and consider the factors regarding their impact on general education classrooms and the mainstream possibilities in each situation by convening a meeting of the Student Services Committee. An overall recommendation shall be given to the District along with factors that were considered by the Student Services Committee.
2. When multiple students receiving special education services are placed in a single classroom, the District shall review the situation and consider appropriate adjustments in class loads.

D. Administrative Procedures for Students Receiving Special Education Services:

The District shall provide employees with administrative procedures for special education that deal with:

1. Teacher representation at placement and IEP meetings.
2. Accessing trainings for unit members working with students receiving special education services.
3. Development of behavior support plans for students receiving special education services as determined by an IEP team. If a student with a behavior support plan moves to a different setting within the District, the behavior support plan will be included in the student's records and made available to the teaching staff prior to the student's first day of attendance in the new setting.
   These administrative procedures shall be outlined in the staff handbook.

E. Special Education District Support and Compensation:

Special Education teachers and Special Education certified itinerant staff will be compensated in the form of a stipend of eight percent (8%) of the unit member's yearly salary in recognition of time spent in required meetings and preparing paperwork beyond their normal work day. This includes: Special Education teachers, Speech Pathologists, Occupational Therapists, Physical Therapists, SPED Teachers on Special Assignment, and School Psychologists.

1. Unit members who are required to participate in meetings 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. A substitute request form must be submitted three (3) days before the date requested.
   The District shall provide the substitute request form for unit members requesting such support and the approval of each request shall be based on need. (Please see Appendix C). If the substitute request 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. When unit members who don't qualify for the stipend in Section E are required to participate in an IEP meeting, manifestation determination, and/or eligibility determination beyond their workday, they will be compensated at their hourly rate for their time. In order to submit for time worked, they must submit a code using an automated timekeeping system provided by Student Services.
3. Unit members must complete all required IEP and Eligibility Documentation prior to checking out at the end of each school year.

F. STUDENT SERVICES STRUCTURE COMMITTEE

In order to foster a more collaborative, inclusive and informed approach to delivery of student services for Reynolds School District and all of its stakeholders, the District and the Association will maintain 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. Committee members may solicit input from various parents and/or student groups which could be impacted by the recommendations of the committee. The charge of this committee will be to review best practices for working with students receiving special education services, and make recommendations around such services. It shall include review of curriculum, staffing needs, building placements of specialized programs, the structure of services offered, special education, best practices and/or approaches to working with students receiving special education services. 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; however, either the District or Association may call for additional meetings as deemed necessary.

G. Committee Protocols

1. Minutes shall be kept for all Student Services Committees and distributed to the District and Association representatives within

seven (7) days of each meeting.

2. All procedural changes related to services or programming provided should be vetted by the committees and then communicated to all necessary staff in conjunction with the building administrator in a timely fashion.

3. In addition to the separate committee meetings, there shall be bi-annual joint meetings of all committees to discuss dual identified student concerns and to ensure that unnecessary referrals are avoided.

Article 26-B

Student Services: English Language Development

A. Definitions:

English Language Development (ELD):

ELD shall be defined as the program which helps students whose language is a language other than English, or who come from an environment where a language other than English is dominant or whose difficulties in speaking, reading, writing or understanding English may impact the student's ability to successfully achieve in classrooms where the language of instruction is English. ELD programs must be designed and reasonably calculated to enable ML students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time. (ESEA Section 8101(20))

B. ELD Programming Committee

In order to foster a more collaborative, inclusive and informed approach to support English learners for academic success, Reynolds School District and all of its stakeholders, the District and the Association will maintain a committee that is comprised equally of District and Association representatives chosen separately by each party to this Agreement who represent a wide variety of levels and services delivered. Committee members may solicit input from various parents and/or Multilingual learner student groups. The charge of this committee is to review research-based best practices for working and supporting Multilingual Learners (ML) being served via ELD services and to collaborate and make recommendations both in the core classroom and in the ELD classroom. ELD programming, as defined, shall include a review of curriculum, staffing needs, the structure of services offered, best practices and procedures, and/or approaches to working with Multilingual Learners (ML). 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.

C. Committee Protocols

1. Minutes shall be kept for all Student Services Committees and distributed to the District and Association representatives within seven (7) days of each meeting.

2. All procedural changes related to services or programming provided should be vetted by the committees and then communicated to all necessary staff in conjunction with the building administrator in a timely fashion.

3. In addition to the separate committee meetings, there shall be bi-annual joint meetings of all committees to discuss dual identified student concerns and to ensure that unnecessary referrals are avoided.

Article 26-C

Student Services: Social-Emotional and Wellness Support Services

A. Definitions:

In order to foster a collaborative, inclusive, and informed approach to the mental, emotional, social and physical health of students and staff, Reynolds School District and the Association will maintain a committee that is comprised equally of District and Association representatives chosen separately by each party to this Agreement and representing a variety of levels and services delivered. The charge of this committee will be to review best practices for providing emotional and mental health support services to students and make recommendations around SEL and wellness instruction and services as outlined in the current Board Strategic Plan. It may include review of SEL curriculum, staffing needs and staffing of counselor and social worker positions, structure of services offered, best practices and/or approaches to providing mental, emotional, social and physical health support services, as well as services for unhoused youth. This committee shall meet at least quarterly, however, either the District or Association may call for additional meetings as deemed necessary. The 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.

B. Committee Protocols

1. Minutes shall be kept for all Student Services Committees and distributed to the District and Association representatives within seven (7) days of each meeting.
2. All procedural changes related to services or programming provided shall be vetted by the committees and then communicated to all necessary staff in conjunction with the building administrator in a timely fashion.
3. In addition to the separate committee meetings, there shall be bi-annual joint meetings of all committees to discuss dual identified student concerns and to ensure that unnecessary referrals are avoided.

Article 26- D

Dual Language - Immersion

A. **Definitions:**
Dual Language Program shall be defined as academic instruction delivered in two languages (e.g. Spanish and English) with the aim of achieving bilingualism and biliteracy, high academic achievement in both languages, and sociocultural competence.

B. **The parties agree to the following in order to support educators in delivering dual language instruction:**
   1. **The district will provide curriculum and assessment materials in the languages of instruction according to the adopted model (e.g. 90:10 or 50:50).**

C. **In order to foster a more collaborative, inclusive and informed approach to delivery of dual language instruction for Reynolds School District and all of its stakeholders, the District and the Association will maintain a committee that is comprised equally of RSD and REA representatives chosen separately by each party to this agreement who represent each level of language instruction to be delivered. Committee members may solicit input from various parents and/or student groups which could be impacted by the recommendations of the committee. The charge of this committee will be to review best practices for working with students enrolled in the DLI Program and make recommendations around curriculum and program structure.**

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; however, either the District or Association may call for additional meetings as deemed necessary.

~~2.~~ **~~Maintain a Dual Language Committee with representation from all levels and language strands that will include the following:~~**
   ~~1.~~ **~~District level Administrator~~**

~~2. Administration~~
~~3.~~ **~~Building Administrator(s)~~**
~~4. Dual Language program coordinators~~
~~5. At least three (3)~~ **~~Up to two (2) REA appointed educators for each level offered~~**
~~6. Parent participants solicited by the district~~
~~7. The superintendent or their designee.~~

D. **Committee Protocols**

1. **Minutes shall be kept for all Student Services Committees and distributed to the District and Association representatives within seven (7) days of each meeting.**
2. **All procedural changes related to services or programming provided should be vetted by the committees and then communicated to all necessary staff in conjunction with the building administrator in a timely fashion.**
3. **In addition to the separate committee meetings, there shall be bi-annual joint meetings of all committees to discuss dual identified student concerns and to ensure that unnecessary referrals are avoided.**
4. **The Committee ~~will meet at least quarterly to review the Dual Language Program and~~** ~~make an annual report to the School Board.~~**will provide updates to the Director of Equity and Multilingual Education (DOME).**~~for inclusion in the annual DOME Board report.~~
5. **A teacher representative from the DLI committee will be invited to serve on the annual core curriculum adoption committee.**

~~**C.** The Dual Language Committee will work with District and school administration and staff to review and adopt materials related to the language programs.~~

1. ~~If District adopted materials are not available or are not provided, educators will be compensated at their hourly rate. Administrator approval will be obtained before translation begins.~~
2. ~~When materials are developed or translated by educators, the district will make those materials available to all educators.~~

E. The district will make ~~significant~~ **reasonable efforts to recruit and retain a sufficient number of qualified bilingual educators to maintain an uninterrupted continuum to sustain the goals of the DLI program** ~~of academic language development~~ **in the target language(s) as students progress through the grade levels.**