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2 **ARTICLE XIX**
3 **SUPPORT FOR TEACHERS WITH SPECIAL NEEDS STUDENTS**
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5 **1. Definitions**
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- 7 A. Full Inclusion exists when students with severe disabilities who could otherwise
8 be enrolled in a severely handicapped special day class are enrolled in age-
9 appropriate general education classes with collaborative support from special
10 education.
11
- 12 B. Other Special Needs exist when students have specialized physical, medical,
13 emotional or behavioral needs. These needs may be addressed through a 504
14 Plan, Individualized Education Plan (IEP) or Behavioral Intervention Plan. RSP
15 and/or Speech/Language students with routine plans do not fit into this category.
16
- 17 C. Specialized Academic Instruction (SAI) is defined as: Adapting, as appropriate, to
18 the needs of the child with a disability, the content, methodology, or delivery of
19 instruction to ensure access of the student to the general curriculum, so that he or
20 she can meet the educational standards within the jurisdiction of the public agency
21 that apply to all children. (34 CFR 300.26(b)(3)).
22
- 23 D. Mainstreaming refers to placement of a student with disabilities into ongoing
24 activities of general education classrooms so that the child receives education with
25 nondisabled peers. (EC 56040.1). The aim of mainstreaming at POUUSD is to
26 give students with disabilities, when appropriate, the opportunity to gain and
27 practice appropriate socialization skills and access to the same education as
28 regular education students while still allowing them access to special education
29 classrooms. The student should also be able to participate in selective activities in
30 general education- such as, recess, lunch, art, music, library, assemblies or
31 computers.
32
- 33 E. Push-In services: The general education teacher and the special education teacher
34 work together in close collaboration. The focus is to ensure students are receiving
35 full access to the general education curriculum while limiting any disruption to
36 their daily schedule (such as pulling students out of a classroom). This also
37 includes the implementation of specially designed modifications within the
38 general education classroom setting.
39
- 40 F. Pull-Out services: Small group or individual instruction with the special education
41 teacher in another setting outside of the general education classroom (i.e.,
42 Resource Room, Speech and Language).
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- 1 G. Self-Contained Special Education classroom: Self contained special education
2 classrooms are specifically designated for children with disabilities whose IEP has
3 indicated a need for a special education classroom which provides services to
4 students with intensive needs that cannot be met by the general education
5 program, RSP or Related Services
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7 **2. Full Inclusion**
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9 A. Site Planning Team
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11 The full inclusion site planning team consists of a full inclusion case manager,
12 classroom teacher, and Special Education Administrator. Additional personnel
13 could include the site administrator, education specialist, speech/language
14 specialist, nurse, psychologist, full inclusion parent, and full inclusion specialized
15 instructional assistant. The site team is fluid, based upon the student's needs as
16 identified in the IEP, and other professionals or persons may be called in as
17 appropriate. The site planning team shall convene a minimum of three times and
18 any member of the team may request additional meetings as deemed necessary.
19 The site team shall meet prior to the commencement of the school year. Meetings
20 will be scheduled to ensure that appropriate pupil needs and services are being
21 met and to review and evaluate the program implementation. The meeting held at
22 the conclusion of the school year may be attended by the following year's
23 classroom teacher if possible.
24

25 B. Assignment of a Full Inclusion Student
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- 27 1. When placing a full inclusion student, the site administrator and an
28 appropriate member of the site planning team will meet with all unit
29 members at that grade level at that site to discuss class assignment and
30 seek a unit member volunteer for the assignment. Final placement, based
31 upon the needs of the student, will be made by the administration.
32
- 33 2. The site planning team will meet to make recommendations and discuss
34 any extraordinary demands on physical space, teacher supervision and
35 other considerations.
36
- 37 3. No more than one (1) full inclusion student shall be placed in any one
38 classroom.
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- 40 4. Every effort will be made to balance the numbers of full inclusion and
41 special needs students within a grade level at a site.
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- 1 5. Every effort will be made to avoid assignment of a Full Inclusion student
2 in a general education classroom with a NCTIP (North Coast Teacher
3 Induction Program) teacher.
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5 C. Support Services for Full Inclusion
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- 7 1. Instructional Release/Substitute Time: The full inclusion classroom
8 teacher will be given release time as needed with concurrence of the full
9 inclusion site team, for the individual needs of the child. Days may be
10 used for such things as training, collaboration/team meetings, planning
11 time, conferences related to student needs, or visitations.
12
13 2. Any other site team members required to attend meetings or provide
14 additional services will be given release time with substitutes provided.
15
16 3. Unit members assigned to work beyond the number of duty days required
17 in Article XVI shall be compensated pro rata (daily rate) for any additional
18 days.
19
20 4. No unit member will be required to perform non-emergency medical
21 procedures unless specified in the IEP.
22

23 **3. Other Special Needs**
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25 A. Site Planning Team
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27 The site team is fluid, based upon the student's needs as identified in the IEP, 504
28 plan or behavior intervention plan. The site planning team consists of a site
29 administrator, case manager, classroom teacher and the following people when
30 appropriate: nurse, psychologist, Special Education Administrator, specialist,
31 parent and other professionals or appropriate persons. The site planning team
32 shall convene a minimum of one time during the school year and any member of
33 the team may request additional meetings as deemed necessary by contacting the
34 student's case manager and copying the site administrator. The site team may also
35 meet prior to the commencement of the school year to ensure appropriate pupil
36 needs and services and to review program implementation and to make
37 recommendations and discuss student impact upon the classroom. Any end-of-
38 year meeting may be attended by the following year's classroom teacher if
39 possible.
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1 B. Assignment of Student with Special Needs
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- 3 1. When placing a special needs student, the site administrator and an
4 appropriate member of the site planning team will meet with all unit
5 members at that grade level at that site to discuss class assignment and
6 seek a unit member volunteer for the assignment. Final placement, based
7 upon the needs of the student, will be made by the administration.
8
9 2. The size of classes with special needs students as defined in 1B shall take
10 into consideration any extraordinary demands on physical space, teacher
11 contact, and/or teacher supervision.
12
13 3. Every effort will be made to balance the numbers of special needs students
14 within a grade level at a site.
15
16 4. Every effort will be made to avoid assignment of Special Needs students
17 in a general education classroom with a NCTIP (North Coast Teacher
18 Induction Program) teacher.
19

20 C. Support Services
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- 22 1. Instructional Release/Substitute Time: The General Education teacher
23 educating students with special needs will be given release time as needed
24 with concurrence of the special needs site team or Special Education
25 Administrator for the individual needs of the child. Release time may be
26 used for such things as training, collaboration/team meetings, planning
27 time, conferences related to student needs or visitations.
28
29 2. Any other site team members required to attend meetings or provide
30 additional services will be given release time with substitutes provided.
31 The site planning team will meet to make recommendations and discuss
32 any extraordinary demands on physical space, teacher supervision and
33 other considerations pertaining to student needs.
34
35 3. Unit members assigned to work beyond the number of duty days required
36 in Article XVI shall be compensated pro rata (daily rate) for any additional
37 days.
38
39 4. No unit member will be required to perform non-emergency medical
40 procedures unless specified in the IEP.
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5. Mainstreaming of SDC students: The general education class size, including mainstreamed SDC students, shall not exceed maximum class limits. The District will endeavor to equitably distribute SDC students among classes. If and when all classes reach maximum limits, the District has authorization to place only one (1) additional student in a general education class at that grade level. If a General Education teacher felt that the classes were not balanced, that teacher could request a meeting with the Association President and the Special Education Administrator to review the issue. If after that meeting, the General Education teacher felt the issue was not resolved, the teacher could then request a meeting with the Superintendent.