

# RTPA/RUSD SIDE BY SIDE COMPARISON

## SPECIAL EDUCATION

RTPA	Rocklin Unified
<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>● Placement of students in Gen Ed classrooms</li> <li>● Providing information about students in Gen Ed that qualify for SPED services prior to assignment of student to the Gen Ed class</li> </ul>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>● Supports the successful placement of special education students in general education classrooms and recognizes the impact of workload on classroom teachers</li> <li>● Notifies unit member(s) prior to assigning a special education student to a general education classroom and provides the general education teacher with any necessary documentation or recommendations regarding the proper inclusion so that the student may be served appropriately</li> </ul>
<p><b>SPED Caseload</b></p> <ul style="list-style-type: none"> <li>● Caseload size</li> <li>● Psychologist/SLP caseload increase due to an unfilled vacancy will be compensated for the extra work</li> <li>● Guaranteed aide time in SPED class during the whole day, Bus to Bus</li> </ul>	<p><b>SPED Caseload</b></p> <ul style="list-style-type: none"> <li>● Agree to honor all special education class sizes and/or specialist caseloads as dictated by California Education Code</li> <li>● Principals shall assign students in such a way as to minimize the impact and to equalize the student load unless prohibited by instructional design (ie: Co-teaching)</li> </ul>
<p><b>Individualized Education Programs (IEP )</b></p> <ul style="list-style-type: none"> <li>● Adequate release time for IEP's or pay for IEP's that occur on prep or out of the contracted day</li> <li>● Adequate release time or pay for IEP preparation</li> <li>● Protection of members who exercise their professional judgement during IEP process</li> </ul>	<p><b>Individualized Education Programs (IEP )</b></p> <ul style="list-style-type: none"> <li>● When the current teacher(s) and/or teacher(s) for the subsequent school year are known, the bargaining unit members whose duties are impacted by an IEP shall be provided the opportunity to serve on the IEP team responsible for developing, reviewing, and/or revising the students IEP as described in Ed Code §300.324</li> <li>● Any bargaining unit member serving as an administrator (or one representing the district in an administrative capacity) in any IEP process shall do so on a volunteer basis</li> <li>● A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP</li> </ul>
<p><b>SPED Professional Development</b></p> <ul style="list-style-type: none"> <li>● Staff development training teachers in tools for helping students that qualify for SPED services</li> </ul>	<p><b>SPED Professional Development</b></p> <ul style="list-style-type: none"> <li>● Universal Staff Development - all staff shall be trained annually on District special education policies and practices</li> <li>● Special education teachers shall be provided opportunities for staff</li> </ul>

<ul style="list-style-type: none"> <li>● SPED teachers will have access to the same training of curriculum that regular ed has</li> </ul>	<p>development to meet the unique needs of their student populations</p> <ul style="list-style-type: none"> <li>● Special education teachers shall have the opportunity to receive the same curriculum and instructional training as general education teachers as long as the training provided aligns with and is relevant to the teachers current curricular offerings.</li> <li>● Provide appropriate training to employees on proper restraint of students who may be harmful to themselves or others</li> <li>● Provide access to trainings in the areas of restraint and behavior supports for the purpose of providing a safe learning environment</li> <li>● In addition, training by behaviorists and mental health specialists will be provided to sites on how to provide positive behavior support for students with problem behaviors</li> </ul>
<p><b>Districtwide Committee/Panel</b></p> <ul style="list-style-type: none"> <li>● Committee to meet during the year to deal with issues regarding SPED</li> <li>● Committee work to resolve caseload/class sizes to explore solutions such as aide time, reassignment of students, or pay for members who are over their caseload</li> </ul>	<p><b>Districtwide Committee/Panel</b></p> <ul style="list-style-type: none"> <li>● Establishment of a joint Special Education Solutions Panel (Panel) that will use a consensus-building approach in generating solutions</li> <li>● Unresolved concerns could include, but not be limited to, the following: <ul style="list-style-type: none"> <li>○ Class size/caseload concerns</li> <li>○ Instructional materials</li> <li>○ Professional Development</li> <li>○ Instructional Aide support</li> <li>○ New program models</li> <li>○ Protocols, Flowcharts, Compliance</li> <li>○ Curriculum</li> <li>○ Policies and procedures</li> </ul> </li> <li>● Solutions generated by the panel will be evaluated against objective standards and/or criteria agreed upon by the panel members and the extent to which they satisfy their shared interests</li> <li>● The panel would be comprised of four (4) RTPA members and three (3) District administrators. RTPA members would receive an annual stipend of \$3,600 for their Panel participation</li> </ul>
<p><b>SPED Instructional Materials</b></p> <ul style="list-style-type: none"> <li>● Access to instructional materials provided to SPED instructors</li> </ul>	<p><b>SPED Instructional Materials</b></p> <ul style="list-style-type: none"> <li>● Ensure that each unit member serving as a Special Education teacher has sufficient core curriculum textbooks, and teacher editions (Electronic and/or Hard copy), as well as any specialized curriculum to meet</li> </ul>

	the individual needs of the special education students on their caseload
Source: RTPA Facebook	<p><b>SPED Communication Protocol</b></p> <ul style="list-style-type: none"> <li>● <b>Step 1</b> - When a Unit member emails Special Education Department staff, they should expect to receive a response within 2 business days unless otherwise noted in an out of office message <ul style="list-style-type: none"> <li>○ Responses will do one of the following: <ul style="list-style-type: none"> <li>■ Provide an answer to the question asked;</li> <li>■ Timeline for when it will be answered; or</li> <li>■ Date and time to meet if appropriate</li> </ul> </li> </ul> </li> <li>● <b>Step 2</b> - If there is no response received within 2 business days, the unit member will resend the email to the Special Education Department staff and cc: the Assistant Director of Special Education and Director of Special Education</li> <li>● <b>Step 3</b> - If there is no response within 2 business days, the unit member will resend the Step 2 email and cc: the Deputy Superintendent of Educational Services, Associate Superintendent of Human Resources, and the RTPA President</li> </ul>

For more information click here:

<http://www.rocklinusd.org/documents/Communications%20and%20Community%20Engagement/Negotiations%202018/9-14-18%20Post.pdf>