

ARTICLE XIII
SPECIAL EDUCATION AND SPECIAL SUBJECTS SPECIALIST

1. Principals of schools served by the same special education or special subjects specialist teacher will confer to make every effort to ensure that the duties of the teacher will be no greater than those of the general education teacher.
2. Every effort will be made for teachers who are assigned to more than one school to minimize travel time and to ensure an adequate amount of time for lunch and breaks.
3. Special Education class sizes shall be as specified by the California Education Code or the California State Department of Education regulations. Special Day Classes, except for the middle school and high school mild/moderate classes will be limited to a class size goals as specified in Article X – Class Size.
4. All teachers in this article, with the exception of speech and language therapists, shall be provided a certificated substitute when absent from school.
5. The District will attempt to schedule necessary meetings requiring the attendance of Special Education or Special Subjects Specialists teachers within the workday.
6. I.E.P. meetings will be scheduled during the workday if a minimum of three (3) can be scheduled consecutively. One (1) substitute day will be provided, per site, for every three (3) Initial, Plan Review, or Eligibility and Evaluation IEPs (or Amendments that are a continuation of these).
7. See the District's Special Education Program Handbook for description of the Full Inclusion Program for Severely Handicapped Students.
8. Special Education or Special Subjects Specialists are required to attend site faculty meetings as scheduled. Special Education or Special Subjects Specialists assigned to more than one site will attend the site faculty meetings on a rotating basis with exceptions made according to agenda items.
9. Special Education Teachers (mild/moderate) shall receive case management time for IEP management, testing and consultation to support student achievement. Case management time shall be 150 minutes weekly (prorated for shorter weeks based on number of days per week). This case management time includes, but is not limited to: IEP writing, report writing, academic assessments, progress monitoring, and consultation with students.
10. Special Education Teachers in self-contained classrooms will receive an annual payment of \$5,000 in addition to their annual base salary, to be paid over two pay warrants in two equal payments, November and May (prorated for partial FTE or late hires).
11. When possible, special education teachers in a team-teaching and/or co-teaching

model (A co-teaching classroom typically contains a general education teacher and a special education teacher in the classroom, who share the responsibilities in a collaborative fashion) shall have their designated prep time and their case management time aligned to the general education teacher(s) with whom they collaborate. Whenever possible, teachers shall not be assigned more than two co-teachers. The special education teacher's prep and case management period shall be aligned to the prep periods of co-teachers whenever possible to facilitate ease of collaboration.

12. In a team-teaching and/or co-teaching model, the general education teacher shall be responsible for entering attendance and grades.
13. It shall be the shared responsibility of the team-teachers and/or co-teachers (both the special education and general education teacher) to determine how to serve students including but not limited to: lesson planning, identifying accommodations for students with and without IEPs, preparation of accommodations or modifications for students with and without IEPs, delivery of whole group and small group instruction, grading of student work, correspondence with parents, classroom management, and implementation of IEPs and individualized behaviors plans as needed.
14. Members participating in a team-teaching and/or co-teaching model shall not be evaluated based on the content delivery, behavior, or lesson development of the partner teacher. Evaluations and observation comments shall be held solely within the context of the individual teacher's responsibilities within the class, or their contribution to any shared responsibilities (i.e., delivering instruction and providing classroom support to students).