

# GRAVENSTEIN UNION SCHOOL DISTRICT

## Administrative Regulation

### Special Education Staff

AR 4112.23

#### Personnel

#### Qualifications/Assignment of Special Education Teachers

\*\*\*Note: Individuals providing instruction in special education must possess an appropriate credential or authorization issued by the Commission on Teacher Credentialing (CTC) authorizing such service, including the (1) education specialist credential, which includes specializations in mild/moderate disabilities, moderate/severe disabilities, deaf and hard of hearing, visual impairments, physical and health impairments, and early childhood special education; (2) resource specialist certificate of competence; (3) speech-language pathology services credential; (4) clinical and rehabilitative services credential, which authorizes the holder to provide audiology and/or orientation and mobility services; and (5) adapted physical education specialist credential. \*\*\*

\*\*\*Note: 5 CCR 80048.7, as added by Register 2009, No. 27, allows special education credential holders to obtain added authorizations in the following areas: autism spectrum disorders, deaf-blind, emotional disturbance, orthopedically impaired, other health impaired, and traumatic brain injury. Teachers who receive an added authorization may be assigned to serve students in the broad specialty area pursuant to their credential and in the specific area of the added authorization. \*\*\*

Any teacher assigned to serve students with disabilities shall possess an appropriate credential or other authorization that specifically authorizes him/her to teach students with that primary disability within the program placement recommended in the students' individualized education program (IEP). (5 CCR 80046.5, 80048.7)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

\*\*\*Note: The No Child Left Behind Act (20 USC 6319; 34 CFR 200.55-200.57) requires all teachers of core academic subjects, including special education teachers, to be "highly qualified" as defined in 20 USC 7801 and 5 CCR 6100-6126; see AR 4112.24 - Teacher Qualifications Under the No Child Left Behind Act. \*\*\*

Special education teachers who teach core academic subjects shall possess the qualifications required by the No Child Left Behind Act. (20 USC 1401, 6319, 7801; 34

CFR 200.55-200.57, 300.18; 5 CCR 6100-6126)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

\*\*\*Note: 5 CCR 80027.1, as added by Register 2009, No. 27, establishes the special education limited assignment teaching permit which allows a special education credential holder to serve outside his/her specialty area while completing the coursework for an added authorization in special education or an additional full specialty area in another special education area. The permit is valid for up to one year from the date of issuance but may be renewed twice, for a total of three years in the specialty area, if renewal requirements are met. \*\*\*

\*\*\*Note: Alternatively, pursuant to 5 CCR 80021, when there is a need to immediately fill a classroom vacancy based on an acute staffing need, a special education teacher may obtain a short-term staff permit to serve in a special education specialty area outside his/her credential authorization. Such permits are valid for one year only and are nonrenewable. See BP/AR 4112.2 - Certification. \*\*\*

The Superintendent or designee may request the Commission on Teacher Credentialing (CTC) to issue a special education limited assignment teaching permit to authorize a qualified special education teacher, with his/her written consent, to serve outside the specialty area of his/her credential. In so doing, the district shall submit a Declaration of Need for Fully Qualified Educators that satisfies the requirements of 5 CCR 80026. If the teacher has not yet obtained permanent status, the Superintendent or designee shall assign one or more experienced educators in the special education subject area(s) of the permit, who have at least three years of full-time teaching experience in each of the subject area(s) of the permit, to provide guidance and assistance to the permit holder. (5 CCR 80027.1)

\*\*\*Note: Pursuant to Education Code 44325, the CTC issues special education district internship credentials, valid for up to three years, which authorize classroom instruction to students with disabilities. As amended by AB 239 (Ch. 316, Statutes of 2009), Education Code 44325 no longer limits this authorization to instruction of students with mild and moderate disabilities. For requirements pertaining to internship programs, see BP/AR 4112.21 - Interns. \*\*\*

The district may employ a person with an appropriate district internship credential to provide classroom instruction to students with disabilities, provided he/she has met the subject matter requirement specified in Education Code 44325 and receives guidance, supervision, and professional development through an established district internship program. (Education Code 44325, 44326, 44830.3)

(cf. 4112.21 - Interns)

Resource Specialists

\*\*\*Note: Education Code 56195.8 mandates entities providing special education to adopt policy related to resource specialists. The following section fulfills this mandate and should be revised for consistency with the policy and regulations of the Special Education Local Plan Area (SELPA) in which the district participates. Also see language on caseloads for resource specialists in the section "Caseloads" below. \*\*\*

The district shall employ certificated resource specialists to provide services for students with disabilities which shall include, but not be limited to: (Education Code 56362)

1. Providing instruction and services to students whose needs have been identified in an IEP and who are assigned to regular classroom teachers for a majority of the school day

A student shall not be enrolled in a resource specialist program for a majority of a school day without approval by the student's IEP team.

2. Providing information and assistance to students with disabilities and their parents/guardians
3. Providing consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members
4. Coordinating special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program
5. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate sufficient progress to the IEP team

\*\*\*Note: Item #6 below should be deleted by districts that do not maintain secondary schools. \*\*\*

6. At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life

Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Education Code 56362)

The district's resource specialist program shall be under the direction of a resource specialist who possesses the qualifications specified in Education Code 56362 and 5 CCR 80070.8. (Education Code 56362)

Teachers of Students with Autism

\*\*\*Note: The following section is optional. For a limited period of time, Education Code 44265.1 allows districts to assign a teacher whose preliminary Level I credential authorizes instruction to students with mild and moderate disabilities to provide instruction to students with autism under the conditions described below. Education Code 44265.1 will become inoperative two years after the CTC adds an autism authorization to the education specialist credential. The CTC established that authorization pursuant to 5 CCR 80048.7, as added by Register 2009, No. 27, effective July 3, 2009. Thus, Education Code 44265.1 will become inoperative July 3, 2011. \*\*\*

A teacher whose preliminary Level I education specialist credential or other previously issued credential authorizes him/her to provide instruction to students with mild and moderate disabilities may be assigned to provide instruction to students with autism, provided that the teacher consents to the assignment and satisfies either of the following criteria prior to the assignment: (Education Code 44265.1)

1. The teacher has provided full-time instruction for at least one year prior to September 1, 2007, in a special education program that serves students with autism in accordance with their IEP and received a favorable evaluation or recommendation from the district or school to teach students with autism.
2. The teacher has completed a minimum of three semester units of coursework in the subject of autism offered by a regionally accredited institution of higher education.

The Superintendent or designee shall report teachers assigned under the criteria specified in items #1 and 2 above to the county office of education as part of the annual assignment monitoring pursuant to Education Code 44258.9. (Education Code 44265.1)

\*\*\*Note: Education Code 44265.2 authorizes districts to employ individuals who possess the qualifications described below to provide instruction to students age 3-4 who are diagnosed with autism. This provision becomes inoperative on August 31, 2011 unless subsequent legislation is enacted. \*\*\*

The Superintendent or designee may employ and assign a teacher to provide instruction to students age 3-4 who are diagnosed with autism if the teacher holds a valid preliminary Level I or clear Level II education specialist credential, is authorized to provide instruction to students with autism, and satisfies either of the criteria listed in items #1 and 2 above, except that the prior service shall have been with autistic students age 3-4 or the completed coursework shall have been in the subject of special education related to early childhood education. (Education Code 44265.2)

Verification of experience or coursework for any teacher of autistic students shall be maintained on file in the district or school office. (Education Code 44265.1, 44265.2)

Caseloads

\*\*\*Note: The following optional section should be revised to reflect district practice. Education Code 56362 specifies maximum caseloads for resource specialists and Education Code 56363.3 and 56441.7 specify caseloads for language, speech, and hearing specialists. Other special education caseloads are not set by law and may be determined through collective bargaining agreements or the policies and regulations of the SELPA in which the district participates. \*\*\*

The Superintendent or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, collective bargaining agreement, and/or the comprehensive plan of the Special Education Local Plan Area (SELPA) in which the district participates.

(cf. 0430 - Comprehensive Local Plan for Special Education)  
(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 4141/4241 - Collective Bargaining Agreement)

\*\*\*Note: Pursuant to Education Code 56362, caseloads for resource specialists must be stated in the local policies and regulations of each entity providing special education, but must not exceed 28 students per resource specialist except as provided below. The following paragraph should be revised as necessary for consistency with SELPA and district practice. \*\*\*

\*\*\*Note: In addition, pursuant to Education Code 56362, at least 80 percent of the resource specialists within a SELPA must be provided with an instructional aide. \*\*\*

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the agreement of the resource specialist, the Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver. (Education Code 56362, 56362.1; 5 CCR 3100)

(cf. 1431 - Waivers)

The average caseload for language, speech, and hearing specialists shall not exceed 55 cases unless otherwise specified and reasons stated in the SELPA plan. The maximum caseload for speech and language specialists exclusively serving children with disabilities age 3-5 shall not exceed 40. (Education Code 56363.3, 56441.7)

Legal Reference:  
EDUCATION CODE  
44250-44279 Credentials, especially:

44256 Credential types, specialist instruction  
44258.9 Assignment monitoring  
44265-44265.99 Special education credential  
44325-44329.5 District interns  
56000-56865 Special education, especially:  
56195.8 Adoption of policies  
56361 Program options  
56362-56362.5 Resource specialist program  
56363.3 Average caseload limits; language, speech, and hearing specialists  
CODE OF REGULATIONS, TITLE 5  
3051.1 Language, speech and hearing development and remediation; appropriate  
credential  
3100 Waivers of maximum caseload for resource specialists  
6100-6126 Teacher qualifications, No Child Left Behind Act  
80026 Declaration of need for fully qualified educators  
80027.1 Special education limited assignment teaching permit  
80046-80046.1 Adapted physical education specialist  
80046.5 Credential holders authorized to serve students with disabilities  
80048-80048.7 Credential requirements and authorizations  
80070.1-80070.8 Resource specialist certificate of competence  
UNITED STATES CODE, TITLE 20  
1400-1482 Individuals with Disabilities Education Act, especially:  
1401 Definition of highly qualified special education teacher  
6319 Highly qualified teachers  
7801 Definitions, highly qualified teacher  
CODE OF FEDERAL REGULATIONS, TITLE 34  
200.55-200.57 Highly qualified teachers  
300.8 Definition of autism  
300.18 Highly qualified special education teachers  
300.156 Special education personnel requirements

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS  
Handbook on Developing and Implementing Early Childhood Special Education  
Programs and Services, 2001  
COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE  
09-16 Approval of Additions to Title 5 Regulations Pertaining to Added Authorizations  
in Special Education, July 23, 2009  
09-15 Approval of Amendments to Title 5 Regulations Pertaining to General and Special  
Education Limited Assignment Teaching Permits, July 23, 2009  
08-13 Alternative Route to Provide Special Education Services to Students with Autism  
Ages Three and 4, October 9, 2008  
08-10 Alternative Route to Provide Special Education Services to Students with Autism,  
July 7, 2008  
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS  
Standards of Quality and Effectiveness for Education Specialist Credential Programs

(including University Internship Options) and Clinical Rehabilitative Services Programs, 1996

**WEB SITES**

California Association of Resource Specialists and Special Education Teachers:

<http://www.carsplus.org>

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

California Speech-Language-Hearing Association: <http://www.csha.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

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**Gravenstein Union School District  
Sebastopol, California**