

Certificated Personnel

SPECIAL EDUCATION STAFF

Qualifications/Assignment of Special Education Teachers

Any teacher assigned to serve students with disabilities shall possess an appropriate credential or other authorization issued by the Commission on Teacher Credentialing (CTC) that specifically authorizes him/her to teach students with that primary disability within the program placement recommended in the students' individualized education programs (IEP).

(5 CCR 80046.1-80048.9.4)

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. 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 80026, 80027.1)

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)

As needed, the district may apply to the CTC for an emergency permit for resource specialist services pursuant to 5 CCR 80023.2 and 80024.3.1.

When requesting either a limited assignment teaching permit or an emergency resource specialist permit, the Superintendent or designee shall submit a Declaration of Need for Fully Qualified Educators that satisfies the requirements of 5 CCR 80026 and has been approved by the Board at a regularly scheduled Board meeting. (5 CCR 80026)

If there is a need to immediately fill a classroom vacancy or a suitable credentialed teacher cannot be found after a diligent search, the Superintendent or designee may, as appropriate, apply to the CTC for a short-term staff permit pursuant to 5 CCR 80021, a provisional internship permit pursuant to 5 CCR 80021.1, or, as a last resort, a credential waiver.

Individuals providing related services to students with disabilities, including developmental, corrective, and other supportive and related services, shall meet the applicable qualifications specified in 5 CCR 3051-3051.24. (5 CCR 3051; 34 CFR 300.34, 300.156)

SPECIAL EDUCATION STAFF (continued)

(cf. 3312 - Contracts)
(cf. 3600 - Consultants)

The Superintendent or designee shall provide ongoing professional development as needed to assist special education staff in updating and improving their knowledge and skills.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Whenever a candidate for a clear education specialist credential is employed by the district, the Superintendent or designee shall, within 60 days of employment, collaborate with the candidate and, as applicable, with the college or university to develop an individualized induction plan including supported induction and job-related course of advanced preparation. (5 CCR 80048.8.1)

(cf. 4131.1 - Teacher Support and Guidance)

Resource Specialists

The duties of resource specialists shall include, but are not limited to: (Education Code 56362; 5 CCR 80070.5)

1. Providing instruction and services for students with disabilities whose needs have been identified in their IEPs
2. Conducting educational assessments
3. Providing information and assistance for students with disabilities and their parents/guardians
4. Providing consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members
5. Providing coordination of special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program
6. Monitoring of student progress on a regular basis, participation in the review and revision of IEPs as appropriate, and referral of students who do not demonstrate sufficient progress to the IEP team
7. At the secondary school level, emphasis on academic achievement, career and vocational development, and preparation for adult life

SPECIAL EDUCATION STAFF (continued)

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.

Any student who receives resource specialist services shall be assigned to regular classroom teacher(s) for a majority of the school day, unless his/her IEP team approves enrollment in the resource specialist program for a majority of the school day. (Education Code 56362; 5 CCR 80070.5)

Caseloads

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.

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)

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)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6159 - Individualized Education Program)

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

(cf. 4112.21 - Interns)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 1431 - Waivers)

Legal Reference:

EDUCATION CODE

8264.8 Staffing ratios

44250-44279 Credentials, especially:

44256 Credential types, specialist instruction

SPECIAL EDUCATION STAFF (continued)

Legal Reference: (continued)

- 44258.9 Assignment monitoring
- 44265-44265.9-Special education credential
- 44325-44328 District interns
- 44830.3 District interns, supervision and professional development
- 56000-56865 Special education, especially:
- 56195.8 Adoption of policies
- 56361 Program options
- 56362-56362.5 Resource specialist program
- 56363.3 Maximum caseload; language, speech, and hearing specialists
- 56440-56441.7 Programs for individuals between the ages of three and five years; caseloads
- CODE OF REGULATIONS, TITLE 5
- 3051.1-3051.24 Staff qualifications to provide related services to students with disabilities
- 3100 Waivers of maximum caseload for resource specialists
- 6100-6126 Teacher qualifications, No Child Left Behind Act
- 80021 Short-term staff permit
- 80021.1 Provisional internship permit
- 80023.2 Emergency permits
- 80025.4 Substitute teaching, special education
- 80026 Declaration of need for fully qualified educators
- 80027.1 Special education limited assignment teaching permit
- 80046.1 Adapted physical education specialist
- 80046.5 Credential holders authorized to serve students with disabilities
- 80047-80047.9 Credentials to provide instructional services to students with disabilities
- 80048-80048.9.4 Credential requirements and authorizations
- 80070.1 80070.6 Resource specialists
- 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
- 300.34 Related services
- 300.156 Special education personnel requirements

Management Resources:

- COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
- Special Education Teaching and Services Credentials, Added Authorizations in Special Education, and Limited Assignment Permits for California Prepared Teachers: Frequently Asked Questions, May 26, 2014
- Education Specialist Teaching and Other Related Services Credential Program Standards, 2012
- CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
- Handbook on Developing and Implementing Early Childhood Special Education Programs and Services, 2001
- 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>
- National Association of Special Education Teachers: <http://www.naset.org>