

Article 30: SPECIAL EDUCATION

30.1 Special Education Caseloads

30.1.1 The District will form an advisory group **consisting** of special education staff and teachers, which will meet at least ~~two~~ **four (4)** times per year to discuss specific issues as they relate to the operation of special education programs. The group shall ~~have an even number~~ **consist of eight (8) members, four (4) of which will be selected by the VTA and four (4) selected by the District.** ~~will select half.~~

30.1.2 The District, **in conjunction with the special education service provider(s) and general education teachers,** ~~will~~ **shall** ensure that students who are mainstreamed ~~have~~ **are provided** sufficient support as per the student's IEP.

30.1.3 Definitions

30.1.3.1 "Caseload" is defined as the number of students with an Individualized Education Plan **Program (IEP)** for whom the special education teacher (**i.e., resource specialist, speech-language pathologist, psychologist, adapted physical education specialist**) is assigned.

30.1.3.2 "Education Specialist" has the same meaning as "special education teacher."

30.1.3.3 "Learning Center" is defined as a **any** service delivery model on a school campus where students needing instructional intervention ~~will~~ **shall** access specialized academic instruction based on their ~~individualized needs~~ **IEP**. This instructional model ~~will~~ **shall** be designed and implemented at each site based on student need.

30.1.3.4 "Education Specialist- Mild/Moderate" is defined as a teacher who holds a **California Mild/Moderate California teaching Education Specialist Instruction** credential and who works in a learning center, co-teaching, **supportive teaching**, or, in some cases, a separate educational setting on a school campus to deliver specialized academic instruction to students **with mild/moderate disabilities in accordance with their** ~~who have an Individualized Education Program (IEP) requiring mild to moderate levels of intervention~~

30.1.3.5 "Education Specialist- Moderate/Severe" is defined as a teacher who holds a ~~moderate to severe~~ **California Moderate/Severe Education Specialist Instruction** ~~teaching~~ credential and who works primarily with students in a separate educational setting on a school campus to deliver specialized academic instruction to students **with moderate/severe disabilities in accordance with their** ~~who have an Individualized Education Program (IEP) requiring moderate to severe levels of intervention~~

30.1.3.6 "Specialized Academic Instruction" (**SAI**) is both direct and indirect instructional services specifically designed to meet the needs of students with Individualized Education Programs. This type of instruction may be delivered in a variety of formats including consulting with general education teachers, co-teaching, **supportive teaching**, modifying/adapting curriculum, and planning

with related services. **This instruction is defined as adapting, as appropriate, to the needs of the student with an IEP, the content, methodology, or delivery of instruction to ensure access of the student to the general education curriculum so that they can meet the educational standards that apply to all students. All students with an IEP receive SAI within the full continuum of services as defined in the student's IEP.**

30.1.3.7 "Supportive teaching" is when the Education Specialist is providing SAI within the general education setting with the general education teacher, as determined by the IEP. The purpose of supportive teaching is to provide the student access to general education curriculum with appropriate accommodations/modifications.

30.1.3.8 "Co-Teaching" (Supported Teaching) is defined as having two teachers in the classroom (one general education and one education specialist) for the purpose of providing an inclusive setting for students with exceptional needs in the least restrictive environment as recommended by the Individualized Education Plan (IEP) in accordance with the Individuals with Disabilities Education Improvement Act (2004). **having a general education teacher and an Education Specialist working together in the same classroom to plan and deliver instruction to a blended group of students for the purpose of providing an inclusive setting for students with exceptional needs in the least restrictive environment. Both teachers provide instruction within a variety of instructional formats.**

In order to facilitate the co-teaching ~~supportive teaching~~ model, the following aspects must be followed:

30.1.3.8.1 Site Administration, with input from teachers, **shall** facilitate the "pairings" of the Education Specialist and the general education teacher.

30.1.3.8.2 Teacher participation in the co-teaching/~~supportive teaching~~ model is voluntary. The administrator ~~will~~ **shall** respect a teacher's decision not to participate in the co-teaching model.

30.1.3.8.3 ~~At least No less than~~ 5 full days of professional development ~~will~~ **shall** be offered to volunteers (through hourly pay or release time) participating in co-teaching/~~supportive teaching~~. Topics will include:

- Philosophy of Education
- Behavior Management
- Grading
- Which type of co-teaching/~~supported teaching~~ will be implemented
- Classroom arrangement
- Materials
- Time management
- Communication style

In addition, on-going professional development ~~will~~ **shall** occur throughout the year.

30.1.3.8.4 Provide common planning/prep period, secondary level (**middle/high**)

school), for the collaborative teams.

30.1.3.8.5 No co-taught general education setting shall exceed more than 33% of the enrollment of total students whose IEP indicates Specialized Academic Instruction.

30.1.3.8.6 Co-taught class sizes shall not exceed the contractual language specified in Article 20.

30.2 Caseloads for Education Specialists and Speech-Language Pathologists

30.2.1 Education Specialist-Mild/Moderate Preschool: **Maximum caseload of 16 students.**

30.2.2 Education Specialist- Mild/Moderate Elementary (ETK-5): **Maximum caseload of 20 students.** At no time shall a mild/moderate ETK-5 teacher's caseload exceed more than 10 students whose specialized academic support service level exceed 51% or more **of the day's instructional minutes.** Assignments shall be balanced within the school site based on available staff. Mild/moderate caseload managers shall not simultaneously teach a general education class.

30.2.2.1 **A self-contained class instructed by a Mild/Moderate Education Specialist shall have a cap of 16 students with IEPs.**

30.2.3 Education Specialist- Mild/Moderate Secondary (6-12): **Maximum caseload of 22 students.** At no time shall a mild/moderate 6-12 teacher's caseload exceed more than 12 students whose specialized academic support service level exceed 51% or more **of the day's instructional minutes.** Assignments shall be balanced within the school site based on available staff. Mild/moderate caseload managers shall not simultaneously teach a general education class

30.2.3.1 **A self-contained class instructed by a Mild/Moderate Education Specialist shall have a cap of 16 students with IEP's.**

30.2.4 Education Specialist- Moderate/Severe: **Maximum caseload of 12 students.**

30.2.5 Speech-Language Pathologist: **Maximum caseload** Unduplicated SELPA district wide average of 55. **This average shall not include a student with consult only SLP services.**

30.2.5.1 **Speech-Language Pathologist working exclusively with preschool (ages 3-5): The maximum caseload for a speech and language specialist providing services exclusively to individuals with exceptional needs, between the ages of three and five years, inclusive, as defined in Section 56441.11 or 56026 of Ed code, shall not exceed a count of 40**

30.2.6 In the event that any individual caseload exceeds the appropriate maximum, the procedures outlined in Article 20.1.10 and 20.1.11 shall be followed using the appropriate District form and, for Education Specialists Mild/Moderate ~~Secondary (6-12)~~, a waiver shall be signed at the discretion of the Education Specialist which allows up to **twenty-two (22) students in grades ETK-5 and twenty-six (26) students on their caseload in grades 6-12.** For a caseload assignment beyond **twenty (20) in grades ETK-5 and twenty-two (22) in grades 6-12,** the District and Education Specialist will meet and mutually agree upon appropriate solutions. Based on the staffing of Mild/Moderate caseload managers throughout the district, staffing

~~instructed by a Mild/Moderate education specialist shall have a cap of 16 students with IEP's.~~

30.3 **The Education Specialist** ~~A general education teacher shall be provided a copy of the District's Individualized Education Program (IEP) to the general education teacher at least one calendar work day prior to the placement of an Individual With Exceptional Needs student into his/her class.~~ **The Education Specialist shall communicate (via email, verbal, written) educational needs/modifications/accommodations, with the general education teacher within the first two (2) weeks of the student's participation in the general education teacher's classroom.**

30.4 Special Education Extended School Year (ESY)

30.1.5.1 Special Education Extended Year teaching pay shall be per diem or the proportionate share of per diem depending upon the length of the teaching assignment. The daily rate is determined by the Teacher's placement on the salary schedule divided by the number of days in the work year calendar specified in Article 17.

30.1.5.2 Bargaining unit members shall be given first priority for all assignments designated as Special Education Extended Year assignments. The order of priority shall be site, district wide, and then if needed, from outside the District. Teaching Special Education Extended Year is voluntary, not mandatory, for all teachers.