



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: DESCRIPTION OF THE RESOURCE
SPECIALIST PROGRAM AND THE ROLE
OF THE RESOURCE SPECIALIST
TEACHER-REVISED

NUMBER: BUL-1258.1

ISSUER: Donnalyn Jaque-Antón, Associate Superintendent
Division of Special Education

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POLICY: It is the District's policy that the role of the resource specialist program shall support students with disabilities in accessing and progressing in standards-based core curriculum. This Bulletin addresses the prevention and special education intervention services provided by the resource specialist teacher through the resource specialist program.

The purpose of this Bulletin is to provide policies and procedures to District staff related to the resource specialist program and the role of the resource specialist teacher.

MAJOR CHANGES: This Bulletin replaces all previous Bulletins describing the Resource Specialist Program or role of the Resource Specialist Teacher.

- Secondary: Resource Specialist Teachers will no longer be the teacher of record for English or Mathematics.
- Case management responsibilities
- Restrictions on rainbow positions
- Tiered approach to instruction and special education intervention

GUIDELINES: I. RESPONSIBILITIES

The resource specialist program, as outlined in California Education Code, shall provide the following:

- (1) Instruction and services for those pupils whose needs have been identified in an Individualized Education Program (IEP) developed by the IEP team and who are assigned to general education classroom teachers for a majority of a school day.
- (2) Information and assistance to students with disabilities and their parents.
- (3) Consultation, resource information, and material regarding students with disabilities to parents and to general education staff members.
- (4) Coordination of special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program.

ROUTING

All Locations
Local District Superintendents
Local District Directors
Support Unit Administrators
School Site Administrators
Teachers



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- (5) Monitoring of pupil progress on a regular basis, participation in the review and revision of individualized education programs, as appropriate, and referral of pupils who do not demonstrate appropriate progress to the Individualized Education Program (IEP) team.
- (6) Emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life.

II. ROLES OF THE RESOURCE SPECIALIST TEACHER

A. Instruction and Services

The primary role of the resource specialist program is to provide instructional services to students with disabilities whose Individualized Education Program (IEP) team determines that service through the resource specialist program is the least restrictive environment. Students with mild to moderate or moderate to severe disabilities who are participating in the core curriculum may receive services through the resource specialist program. This would include, but not be limited to, students with eligibilities of: specific learning disability, mental retardation, autism, hard of hearing, and emotional disturbance.

Grade-level content standards and curriculum provide the foundation for all instruction. In collaboration with the general education teacher, the resource specialist teacher implements a program of student support consisting of an array of services including:

- Co-planning
- Co-teaching, and
- Direct service

Resource specialist teacher support includes, but is not limited to, instruction in:

- Behavior strategies
- Basic academic skills
- Organization and study skills
- Social skills, and
- Use of cognitive strategies

B. Collaborative Consultation, Resource Information, and Material Regarding Students with Disabilities

The resource specialist program is responsible for providing support to students, parents, and general education staff. Activities include, but are not limited to, provision of the following:

- Accommodations or modifications of curriculum
- Assessment information



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- Behavioral or social consultation
- Professional development for staff and training for parents
- Strategies for accessing and progressing in the core curriculum, and
- Technical support to grade level teams, department teams, and/or the Student Success Team

C. Coordination of Services

The resource specialist program is responsible for coordinating and collaborating with all service providers who work with the students with disabilities assigned on their caseload. Activities include, but are not limited to:

- Coordinating with service providers to provide a cohesive set of services to students
- Notifying all service providers of important dates (report cards, assessment timelines, IEP meetings)
- Coordinating with District Office of Transition Services (DOTS) personnel for students 14 and older, and
- Collaborating with outside agencies, when appropriate

D. Case Management

Assistant Principal, Elementary Instructional Specialist/Secondary Administrator

Other personnel may be assigned as the case manager for students who participate in the general education class with accommodations only (typically this would include students who are preparing to transition back to general education). Instructional content is under the direction and supervision of the general education teacher. No direct instruction is provided by the special educator. The case manager would be, at the elementary level, APEIS, or at the secondary level, the administrator assigned to oversee special education.

Resource Specialist Teacher

Each student receiving special education services must be assigned a case manager. The resource specialist teacher is the case manager for students who receive support through co-teaching, co-planning, and direct service. As a case manager, the resource specialist is responsible for ensuring the implementation of the IEP for students assigned on his/her caseload. In that capacity, a teacher may serve a dual function; a case manager and/or a direct service provider. Other special education teachers may also provide the direct service for a student but not be the case manager for that student.



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Case management activities include, but are not limited to:

- Ensuring all service providers, including the general education teacher, are aware of the service components of the IEP
- Ensuring the use of the accommodations or modifications outlined in the IEP for a student, and
- Collaborating with general education teachers, parents, and students regarding progress

III. REQUIREMENTS

A. Caseload – The students for whom a teacher is assigned as case manager.

The caseloads for a resource specialist teacher shall not exceed the following:

Single Track 28 students with an IEP
Year Round Not rainbow 28 students

Year Round Rainbow
(This model should only be used when there is no other option available to provide service to students. Rainbow positions must be approved by the Support Unit Administrator.)

Concept 6 42 students, not more than 28 at one time
Four Track 36 students, not more than 28 at one time

B. Assignments

- Students who receive services through the resource specialist program are part of the general education norm. Therefore, resource specialist teachers should never be register or roll carrying personnel. The resource specialist program is considered support for the general education class not a separate class. The only exception to this would occur when a secondary resource specialist teacher is assigned to provide support through the elective class, *Developing Reading Skills in Content Areas*, 41-35-05 MS or 41-35-07 HS.
- When a secondary resource specialist is providing services within the general education classroom, schools should use course number 800301 to indicate a non-roll carrying position.
- Resource specialist teachers shall not simultaneously be assigned to serve as resource specialist teacher and register carrying teacher in general education classes. However, the RST may provide special education services to a student within the general education classroom through a collaborative or co-teaching model.



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- Resource specialist teachers shall not enroll a pupil for a majority of a school day (instructional minutes, including homeroom, but not passing periods).
- At least 80 percent of the resource specialist programs within the District shall be provided with a special education trainee/aide. Special education trainees/aides are assigned to the program not to a teacher therefore they may be used flexibly to serve identified students.

IV. SERVICE DELIVERY

The District advocates a research-based three-tiered approach to service delivery for students with disabilities. A three-tiered approach allows for a continuum of services based on identified student need. Each tier provides a more intensive level of instruction and intervention specifically targeted to student need.

The Individuals with Disabilities Education Act (IDEA) requires that the IEP team consider instruction in the least restrictive environment for all students with disabilities. Least restrictive environment refers to the level of service that is most appropriate for students while providing the greatest integration with their nondisabled peers. A three-tiered approach provides multiple levels of intervention both within and outside of the general education classroom.

A. Tier 1: Instruction and Intervention

Instruction: Base instruction consists of instruction in grade-level content and performance standards that is research-based and effectively delivered. It includes the use of accommodations or modifications as outlined in a student's IEP. It requires the use of research-based instructional practices that support access to rigorous content curriculum.

Intervention: Intervention is provided within the general education instructional period. It is designed to be immediate, related to the core instruction, and based on ongoing progress monitoring. It consists of opportunities for remediation, provision of immediate and corrective feedback and prompting, use of diagrams, graphics, and pictures to augment instruction, and active engagement in learning.

Special Education Services: Special education services are layered and consist of a combination of:

Layer 1: Co-planning

Layer 2: Co-teaching in general education content classes, and

Layer 3: Direct instruction, non-intensive through the learning center for short periods of time



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B. Tier 2: Instruction and Intervention

Instruction: As in Tier 1, Tier 2 instruction is based on the foundation of instruction that is research-based and effectively delivered in grade level content and performance standards with the use of accommodations or modifications as outlined in a student's IEP. The use of research-based instructional practices that support access to rigorous content curriculum is necessary to provide meaningful access for students.

Intervention: Intervention consists of the use of supplemental materials targeted to address the specific areas of weakness identified through ongoing progress monitoring. This level of intervention is intensive and explicit, and is provided above the base program. Intervention is based on the identification of specific needs and the use of research-based intervention materials designed to address the identified needs of the student. This is provided in addition to the classroom interventions described in Tier 1.

Special Education Services: Special education services are layered and consist of a combination of:

Layer 1: Co-planning

Layer 2: Co-teaching, and

Layer 3: Direct instruction, non-intensive, through the learning center for short periods of time

Tier 2 students may access the learning center on an as needed basis and/or scheduled as a special education class (secondary).

C. Tier 3: Instruction and Intervention

Instruction: Tier 3 instruction continues to focus on age/grade-level standards and is built on research-based instructional strategies unique to special education (frequent progress monitoring, direct and explicit instruction, control of task difficulty, etc.). Instruction is provided at the highest level of intensity, frequency, and duration, and is provided in an environment with a lower teacher-student ratio (possibly a learning center or a special day program).

Intervention: Intervention at this level is more intensive, provided in a smaller group setting, and tied to specific areas of student need as identified through ongoing progress monitoring. It is not provided in replacement of the core curriculum but in conjunction with grade level curriculum.



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GUIDELINES: *Special Education Services:* Special education services are layered and consist of a combination of:

Layer 1: Co-planning

Layer 2: Co-teaching

Layer 3: Direct instruction, non-intensive, through the learning center for short periods of time on a frequent basis, and

Layer 4: Direct instruction, intensive, special education program (pullout for elementary, elective for secondary)

V. ACCOUNTABILITY

The documents listed below will verify that students with disabilities are receiving the appropriate services.

A. Individualized Education Program (IEP)

The IEP must accurately reflect the services students receive. IEP teams must follow both the Collaborative Services Guidelines and the Placement Guidelines located in the Guidelines for IEP Teams handbook.

B. Service Logs

Service logs are required to document the delivery of service students are required to receive both within the general education setting and outside of the general education setting, as specified in the IEP. These logs must be turned into the site administrator monthly and kept in a school file.

C. SESAC

Each case manager is responsible for ensuring that data is updated and accurate for each student on their caseload. Assignment to a caseload does not prohibit the sharing of students for instructional purposes.

D. Secondary Schools Only

Secondary schools will begin to phase in the scheduling and programming component of this policy during the 2004 school year. Full implementation is expected by July 1, 2005. All other components are to be implemented immediately.

Schools whose master schedules reflect the ability to seamlessly transfer students from a special education program to a general education program (same period and subject area) may be able to implement this policy as early as the spring semester.

AUTHORITY: This is a policy of the Superintendent of Schools. California Education Code, Sections 56361 and 56362 authorize this policy.



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RELATED RESOURCES: Guidelines for IEP Teams, IDEA, Modified Consent Decree (MCD), MCD Annual Plan

ASSISTANCE: For assistance or further information, please contact your Support Unit Administrator or Susan Tandberg, Coordinator, LRE Initiatives/Professional Development Division of Special Education, at (213) 241-8051 or email at susan.tandberg@lausd.net.