

Priorities for Assigning Certified Special Education Teachers for Blended Learning and Fully Remote Teaching and Learning

School Type: Elementary, middle, and high schools

Deadlines: September 10

Workflow Subcategory: Special Education

As noted in the August 27 edition of Principals Digest, during Blended and Fully Remote learning, teachers will be assigned the role of Blended Learning On-Site Teacher, Blended Learning Remote Teacher, or Fully Remote Teacher. Additionally, the role of Virtual Content Specialist (VCS) has been created.

When programming certified special education teachers for the role of Blended Learning On-Site Teacher, schools should, to the greatest extent possible, assign those teachers to provide the following services in order of priority:

1. Special Class programs (e.g. 12:1, 12:1+1, 15:1, etc) including ACES, Horizon, and Bilingual specialized programs
2. Integrated Co-teaching (ICT) including Nest and Bilingual specialized programs
3. Special Education Teacher Support Services (SETSS)

Certified special education teachers with [school funded](#) out of classroom positions should be reassigned to serve as the Blended On-Site Teacher to ensure that all special education programs are taught by an appropriately certified teacher.

While the first priority should be the assignment of a certified special education teacher to provide blended remote instruction, if a school is able to assign a certified special education teacher to provide these services as the Blended Learning On-Site Teacher, the Blended Learning Remote Teacher **does not** necessarily have to be a certified special education teacher.

In the instance that a school has insufficient certified special education teachers teaching on-site to cover all special classes and ICT classes, the Blended Remote Teacher **must** be a certified special education teacher and the school should identify a substitute who is a certified special education teacher and use the COVID-19 Related School Staffing Needs Request Form to submit a request for COVID-related staffing needs coverage.

In all instances where the Blended Learning On-Site Teacher and the Blended Learning Remote Teacher assigned to provide special class, ICT, or SETSS are not **both** certified special education teachers, principals must ensure that teachers partner with one another during the Instructional Coordination Period to ensure continuity of the supports for students' individual needs as described in their IEPs.

Fully Remote Teachers assigned to special classes, ICT classes, or SETSS groups **must** be certified special education teachers.

For support with the staffing and programming of certified special education teachers reach out to your [Administrator of Special Education \(ASE\)](#), [HR director](#), and [academic policy and systems lead](#) at your BCO.