

# CVUSD

## Board Policy

BP 4112.24

### Personnel

#### Teacher Qualifications Under The No Child Left Behind Act

\*\*\*Note: The following policy is optional. The federal No Child Left Behind Act (NCLB) (20 USC 6319, 7801; 34 CFR 200.55-200.57) requires that all teachers of core academic subjects be "highly qualified" as defined by 20 USC 7801 and the State Board of Education. 5 CCR 6100-6126 contain state criteria for meeting the definition of a "highly qualified" teacher; see the accompanying administrative regulation\*\*\*.

\*\*\*Note: 20 USC 6319 requires that all teachers hired after the beginning of the 2002-03 school year who teach in a program supported by federal Title I funds must meet NCLB teacher requirements upon hire, and that all other teachers of core academic subjects must have met NCLB teacher qualification requirements by the end of the 2005-06 school year. The U.S. Department of Education (USDOE) granted California school districts a one-year extension of the 2005-06 deadline until the end of the 2006-07 school year to reach the goal, but this deadline has now passed. Thus, all teachers of core academic subjects are now required to meet NCLB requirements for "highly qualified" teachers, regardless of their date of hire or whether or not they teach in programs funded by Title I.\*\*\*

\*\*\*Note: However, middle and high school teachers who teach multiple subjects in districts that have been identified by the USDOE as eligible to participate in the Small Rural Schools Achievement Program pursuant to 20 USC 7345 have additional time to become "highly qualified" under an extension announced by the USDOE in March 2004 and reflected in 5 CCR 6113. Pursuant to 5 CCR 6113, such middle and high school teachers must meet NCLB requirements in at least one core academic subject they are assigned to teach. If they were hired before the end of the 2003-04 school year, they were required to meet NCLB requirements by the end of the 2006-07 school year in all other core subjects they are assigned to teach. If hired after the end of the 2003-04 school year, they must meet these requirements within three years of the date of hire in all other core subjects they are assigned to teach.\*\*\*

Recognizing the importance of teacher effectiveness in improving student achievement, the Governing Board desires to recruit and hire teachers for core academic subjects who possess the subject matter knowledge and teaching skills required by the federal No Child Left Behind Act (NCLB).

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

(cf. 4112.23 - Special Education Staff)

(cf. 6171 - Title I Programs)

All teachers employed to teach core academic subjects shall be "highly qualified" as defined by federal law and the State Board of Education. (20 USC 6319, 7801; 34 CFR 200.55; 5 CCR 6100-6126)

The Superintendent or designee shall inform teachers of NCLB requirements and shall identify additional qualifications, if any, that individual teachers need to demonstrate in order to meet the requirements. He/she shall work with individual teachers to develop a plan for attaining full qualifications.

\*\*\*Note: As required by the USDOE, the California Department of Education submitted a revised state plan in November 2006 that includes activities to ensure equitable distribution of "highly qualified" teachers throughout each district and among school districts throughout the state. The following paragraph is optional.\*\*\*

The Superintendent or designee shall monitor the distribution of "highly qualified" teachers among district schools and develop strategies, as needed, to encourage teachers who meet NCLB requirements to teach in schools with the lowest student performance.

(cf. 0520.1 - High Priority Schools Grant Program)  
(cf. 0520.2 - Title I Program Improvement Schools)  
(cf. 0520.4 - Quality Education Investment Schools)  
(cf. 4113 - Assignment)  
(cf. 4114 - Transfers)  
(cf. 4138 - Mentor Teachers)

The Superintendent or designee shall report to the Board on the progress of the district's teachers toward becoming fully qualified. Such reports shall include, but need not be limited to, the percentage of teachers in core academic subjects, districtwide and at each school, who meet the definition of a "highly qualified" teacher in accordance with federal law, and the percentage of teachers who are receiving professional development to enable them to satisfy this definition. (20 USC 6319)

(cf. 4131 - Staff Development)  
(cf. 4131.1 - Beginning Teacher Support/Induction)

Legal Reference:

EDUCATION CODE

44500-44508 Peer Assistance and Review Program for Teachers

44662 Performance evaluation; Stull Act review

44664 Teacher evaluation; program to improve performance

44865 Alternative programs

CODE OF REGULATIONS, TITLE 5

6100-6126 Teacher qualifications, No Child Left Behind Act

80021 Short-term staff permit

80021.1 Provisional internship permit  
80089.3-80089.4 Subject matter authorizations  
UNITED STATES CODE, TITLE 20  
1401 Definition of highly qualified special education teacher  
6311 Parental notifications  
6312 Title I local educational agency plan  
6314 Schoolwide programs  
6315 Targeted assistance schools  
6319 Highly qualified teachers  
7345-7345b Small Rural Schools Achievement Program  
7801 Definitions, highly qualified teacher  
CODE OF FEDERAL REGULATIONS, TITLE 34  
200.55-200.57 Highly qualified teachers  
200.61 Parent notification regarding teacher qualifications  
300.18 Highly qualified special education teachers

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS  
California's Subject Matter Verification Process for Middle and High School Level Teachers in  
Special Settings, January 2007  
NCLB Teacher Requirements Resource Guide, March 1, 2004  
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS  
Standards of Quality and Effectiveness for Professional Teacher Induction Programs, March  
2002  
Standards of Quality and Effectiveness for Professional Teacher Preparation Programs,  
September 2001  
California Standards for the Teaching Profession, July 1997  
U.S. DEPARTMENT OF EDUCATION GUIDANCE  
Improving Teacher Quality State Grants, ESEA Title II, Part A, Non-Regulatory Guidance,  
revised October 5, 2006  
New No Child Left Behind Flexibility: Highly Qualified Teachers, Fact Sheet, March 15, 2004  
WEB SITES  
CSBA: <http://www.csba.org>  
California Department of Education, NCLB Teacher Quality: <http://www.cde.ca.gov/nclb/sr/tq>  
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>  
U.S. Department of Education, No Child Left Behind: <http://www.ed.gov/nclb>

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