LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
January 2020
Section A: Contacts and Certifications

SELPA  Amador County  Fiscal Year  2020-21

Contact Information and Certification Requirements

From the five choices below, check the box that best represents the Special Education Local Plan Area's (SELPA's) planned submission to the CDE:

- [ ] Initial Local Plan (new SELPAs only)
- [ ] Amended Governance and Administration
- [ ] Annual Plan  [ ] Amended Annual Plan
- [ ] Amended Local Educational Agency Membership

Special Education Local Plan Area Contact Information

Include current contact information for the SELPA administrator and the administrative unit and fiscal agency responsible for the implementation of the local plan.

Special Education Local Plan Area Administrator

SELPA administrator position changes do not require amendments to the local plan. However, in such cases, new SELPA administrators assume the responsibility for the contents and implementation of the last submitted and approved local plan filed with the California Department of Education (CDE).

SELPA Contact Information

<table>
<thead>
<tr>
<th>SELPA Name</th>
<th>Amador County</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELPA Code</td>
<td>0300</td>
</tr>
<tr>
<td>Street Address</td>
<td>217 Rex Avenue</td>
</tr>
<tr>
<td>City</td>
<td>Jackson</td>
</tr>
<tr>
<td>Administrator First Name</td>
<td>Kathryn</td>
</tr>
<tr>
<td>Administrator Last Name</td>
<td>Brown</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:kathryn.brown@acusd.org">kathryn.brown@acusd.org</a></td>
</tr>
<tr>
<td>Telephone</td>
<td>209-257-5306</td>
</tr>
<tr>
<td>Contact Title</td>
<td>Director of Special Education/SELPA</td>
</tr>
<tr>
<td>Web Address</td>
<td><a href="http://www.amadorcoe.org">www.amadorcoe.org</a></td>
</tr>
</tbody>
</table>

CDE Form Version 2.0  Page A-1 of 5
Section A: Contacts and Certifications

SELPA Amador County	Fiscal Year 2020-21

Responsible Local Agency (RLA)/Administrative Unit (AU) Contact Information

RLA/AU Amador County Office of Education
Street Address 217 Rex Avenue	Zip Code 95642
City Jackson	County Amador
Superintendent First Name Robert	Last Name Russell
Email rrussell@acusd.org
Telephone 209-257-5303	Extension
Web Address www.amadorcoe.org

Special Education Local Plan Agency Review Requirements

Community Advisory Committee

The SELPA must provide the local plan Governance and Administration component (Section B) to the Community Advisory Committee (CAC) for review. The CAC must be provided with at least 30 days to conduct this review.

The local plan was provided to the CAC for review on what date May 7, 2020

County Office of Education

(California Education Code (EC) sections 56140, 56195.1(c), and 56205)

Within 45 days, the County Office of Education (COE), or COEs (as applicable) must approve or disapprove any proposed initial local plan submitted by a local educational agency (LEA) or group of LEAs within the county or counties, and any amendment to the Governance and Administration element thereafter.

COE responsible for approving the Local Plan is the Amador County Office of Education

The local plan was submitted to the COE on what date June 11, 2020
Section A: Contacts and Certifications

SELPA  Amador County  Fiscal Year  2020-21

Public Hearing Requirements

Local Educational Agency

Annual Budget and Service Plans (Sections D, E, and Attachments)

LEAs participating in a SELPA’s governance structure are not required to convene a separate public hearing for the adoption of the Annual Budget and Service Plans. However, LEAs must post PH notices at each school site with information related to the SELPA’s PH for the adoption of the Annual Budget Plan, and/or Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available upon request by the CDE.

Special Education Local Plan Area

Annual Budget and Services Plans (Sections D, E, and Attachments)

A PH notice for the adoption of the Annual Budget and/or Annual Service Plan(s) shall be posted at least 15 days before the hearing.

- Annual Budget Plan PH Posting Date: May 11, 2020
- Annual Budget Plan PH Date: May 27, 2020
- Annual Services Plan PH Posting Date: May 11, 2020
- Annual Services Plan PH Date: May 27, 2020

Submitting the Local Plan to the California Department of Education

STEP 1:

Section A is required when submitting any and all local plan sections to the CDE for approval.

STEP 2:

Select the radio button and check-box that represents whether the SELPA’s organization is a single-LEA, or multiple-LEA structure; and the membership participation (including charter schools, COEs, and whether the SELPA meets the criteria for a small and sparse SELPA).

- Single-LEA
- Multiple-LEAs
  - Charter Schools Only
  - LEAs Only (including Charter LEAs)
### Section A: Contacts and Certifications

**SELPA** Amador County  |  **Fiscal Year** 2020-21

- COE/LEA
- Small and Sparse (EC sections 56211 through 56212)

### STEP 3:

Is the local plan component (Governance and Administration, Annual Budget Plan, or Annual Service Plan) an amendment to a previously submitted plan?

- Yes  
- No

If "Yes," enter the fiscal year of the previously approved plan: 2019-2020

### STEP 4:

Include the agency, name, and title of the participants who collaborated in the development of the local plan sections. Select the "Add" button to insert a new row and the ".-" button to delete the corresponding row.

<table>
<thead>
<tr>
<th>Add</th>
<th>Agency</th>
<th>First and Last Name</th>
<th>Title</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>ACOE</td>
<td>Robert Russell</td>
<td>County Superintendent</td>
<td>Multiple</td>
</tr>
<tr>
<td>-</td>
<td>ACOE</td>
<td>Lisa Valdez-Shaw</td>
<td>Program Specialist</td>
<td>Multiple</td>
</tr>
<tr>
<td>-</td>
<td>ACOE</td>
<td>Jared Critchfield</td>
<td>Assistant Superintendent</td>
<td>Multiple</td>
</tr>
<tr>
<td>-</td>
<td>ACUSD</td>
<td>Kathryn Brown</td>
<td>Special Education Director</td>
<td>Multiple</td>
</tr>
<tr>
<td>-</td>
<td>CAC</td>
<td>Suzi Hatfield</td>
<td>Community Member</td>
<td>Multiple</td>
</tr>
<tr>
<td>-</td>
<td>ACUSD</td>
<td>Amy Slavensky</td>
<td>District Superintendent</td>
<td>Multiple</td>
</tr>
</tbody>
</table>

### STEP 5:

Select the check box to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1  
  Number Submitted: 1

- Certification 2  
  Number Submitted: 1

- Certification 3

- Certification 4

- Certification 5

CDE Form Version 2.0
Section A: Contacts and Certifications

SELPA Amador County  Fiscal Year 2020-21

STEP 6:

Make sure all applicable certifications are signed electronically and are attached to this pdf.

STEP 7:

 Electronically submit the completed section(s) to the CDE at SELPALocalPlan@cde.ca.gov. SELPAs may individually email the corresponding Sections (B, D, E), and the Attachments file to the CDE in the same manner. Or, SELPA may attach all files to a single email.

IMPORTANT: Include the SELPA name, "Local Plan" and the Sections (A, B, D, E, and/or Attachments) being submitted in the "Subject" line of all emails sent to the CDE.
Section A: Contacts and Certifications

SELPA | Amador County
Fiscal Year | 2020-21

Certification 1: Governance and Administration

Certification 1 is required for an initial Section B submission to the CDE, and each subsequently amended submission.

I certify the attached Governance and Administration local plan section has been adopted at LEA public hearings by the represented local board(s) (LEA/county) and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of United States Code (USC) 1400 et seq., implementing regulations under Title 34 Code of Federal Regulations (34 CFR) Parts 300 and 303, 29 USC 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California EC Part 30, and Chapter 3 Division 1 of Title 5 of the California Code of Regulations (5 CCR). Copies of all interagency agreements have been attached to the Governance and Administration section of the local plan.

I further certify written agreements have been developed and entered into by LEAs participating in the local plan. Such agreements include, but are not limited to all provisions pursuant to EC Section 56195.7.

Web address where the SELPA local plan, including all sections, is posted.

www.amadorcoe.org/special-education

RLA/AU Authorized Agent

Local Governance Council Chairperson

SELPA Administrator

June 11, 2020

June 11, 2020

June 11, 2020

CDE Form Version 2.0
Section A: Contacts and Certifications

SELPA Amador County Fiscal Year 2020-21

Certification 2: Annual Budget Plan and Annual Service Plan

Certification 2 is required for an initial Section D, and/or E submission to the CDE and each subsequent annual revision.

I certify the attached local plan section(s) including, (1) the Annual Budget Plan; and/or (2) the Annual Service Plan has/have was/were adopted at a SELPA public hearing and is/are the basis for the operation and administration of special education programs specified herein. I further assure the agency(ies) represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), 20 USC 1400 et seq., and implementing regulations under 34 CFR Parts 300 and 303, 29 USC 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California EC Part 30, and Chapter 3 Division 1 of 5 CCR.

Web address where the SELPA local plan, including all sections, is posted.

www.amadorcoe.org/special-education

RLA/AU Authorized Agent

Megan Mathison

Local Governance Council Chairperson

SELPA Administrator

June 11, 2020

June 11, 2020

June 11, 2020

June 11, 2020

CDE Form Version 2.0
LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
January 2020
Section B: Governance and Administration

SELPA: Amador County
Fiscal Year: 2020-21

B. Governance and Administration

California Education Code (EC) sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

Amador County SELPA is designated as a necessary small SELPA, since its total reported units of average daily attendance in kindergarten and grades 1 to 12, inclusive, is less than 15,000, and that total includes all of the school districts located in the county. EC 56212 and EC 56195

Each special education local plan area, as defined in subdivision (d) of Section 56195.1, shall administer local plans submitted pursuant to Chapter 3 (commencing with Section 56200) and shall administer the allocation of funds pursuant to Chapter 7.2 (commencing with Section 56836).

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

GOVERNING BODY 20 USC§ 1412 (a) (13) Amador County meets the criteria of 56195.1 (a)(12)(d) in that its size and scope allows it to be considered its own Special Education Local Plan Agency. The Amador County Special Education Local Plan Area (AC SELPA) shall submit to the County Office, the ACOE Board of Trustees, the ACUSD Board of Trustees, and the Amador County SELPA Governing Board a local plan for the education of all individuals with exceptional needs.

The Amador County SELPA Governing Board will be made up of the following five (5) members:

- Amador County Office of Education (ACOE) Superintendent
- Amador County Unified School District (ACUSD) Superintendent
Each special education local plan area, as defined in subdivision (d) of Section 56195.1, shall administer local plans submitted pursuant to Chapter 3 (commencing with Section 56200) and shall administer the allocation of funds pursuant to Chapter 7.2 (commencing with Section 56836).

EC 56195.1 The governing board of a district shall elect to do one of the following:

(a)(12)(D) If a sufficient size and scope, under standards adopted by the board, submit to the superintendent a local plan for the education of all individuals with exceptional needs residing in the district in accordance with Chapter 3 (commencing with Section 56205 (a).

(b)(12)(O) A description of the governance and administration of the plan, including identification of the governing body of a multidistrict plan or the individual responsible for administration in a single district plan, and the elected officials to whom the governing body or individual is responsible EC 56205(a)(12)(A).

3. Describe the SELPA’s regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

RESPONSIBILITIES OF AMADOR COUNTY SELPA GOVERNING BOARD MEMBERS

The Amador County SELPA Governing Board shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the SELPA.

2. By approving the Local Plan, authorize and actively support the implementation of the plan, ensuring that key program or staffing decisions are made by a majority vote of the SELPA Governing Board, such as staffing, program or core curriculum changes, program location changes, etc., which affect the delivery of special education services to students and families, and enter into an agreement with other agencies participating in the plan, for purpose and delivery of services and programs.
3. Review and approve revisions of the Amador County SELPA Local Plan for Special Education.

4. Participate collaboratively in the governance and administration of the Amador County SELPA and the Amador County SELPA Local Plan, including but not limited to staffing assignments and decisions, the approval and provision of standards-aligned curriculum, and the approval and amendment of procedures.

5. Appoint/approve the election of members of the Community Advisory Committee (CAC).

**GOVERNANCE, STRUCTURE, AND ADMINISTRATIVE SUPPORT 56205 (a)(12)(A)**

A description of the governance and administration of the plan, including identification of the governing body of a multi-district plan or the individual responsible for administration in a single district plan and of the elected officials to whom the governing body or individual is responsible.

The Amador County SELPA, pursuant to EC 56195, has the responsibility to adopt a plan in EC 56200 to assure to special education and services for all eligible individuals with disabilities residing in the geographic area served by Amador County SELPA.

**AMENDMENTS TO THE PERMANENT SECTIONS OF THE LOCAL PLAN**

Local Plans submitted to be approved by the CDE need to be amended when there is a change in the federal or state laws or regulations, there is a new interpretation by the courts, there is an official finding of noncompliance with federal or state law or regulations or there is a change in the governance structure, or membership policy making process of the SELPA. However, the SELPA may choose to amend the local plan any time a change is deemed necessary.

Changes or amendments to the permanent portion of the local plan may be considered during the annual service and budget plan process. Amador County SELPA shall adopt a policy specifying that the Amador County SELPA Governing Board may adopt changes or amendments to the permanent portion of the Local Plan on an “interim basis,” not to exceed a year. Amendments approved in this manner shall become permanent upon subsequent approval by the Amador County SELPA Governing Board and the State Board of Education.

PUBLIC PARTICIPATION EC 56205 (a) (20), 56205 (b) (4) Members of the public, including parents and guardians of students with disabilities, may address questions or concerns to the Amador County SELPA Governing Board.
Section B: Governance and Administration

SELPA Amador County Fiscal Year 2020-21

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

IMPLEMENTATION OF ADMINISTRATIVE FUNCTIONS 56205 (a) (12) (D) (ii) and 56205(a) (l2)(A) ACOE is designated as the Administrative Unit (AU) for the Amador County SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of special education funds to its district's accounts for the operation of special education programs and services.

2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

3. The employment of moderate to severe special education and designated instructional services (DIS) staff to support SELPA functions.

4. Support provided, as needed or requested, to ACUSD to ensure all mild to moderate special education services are provided according to law, including but not limited to a positive, collaborative working relationship between and with the ACUSD Superintendent and the SELPA Director.

The ACOE and ACUSD Special Education Department, under the direction of the SELPA Director, is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

SELPA CHARTER SCHOOL POLICY

CHARTER SCHOOLS EC 56207.5 and 56203 (a), (b),(c) A request by a charter school to participate as a local education agency in a special education local plan area may not be treated differently from a similar request made by a school district. In reviewing and approving a request by a charter school to participate as a local educational agency in a special education local plan area, the following requirements shall apply:

EC 56207.5 (a) The special education local plan area shall comply with E.C. 56140.

EC 56207.5 (b) The charter school shall participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (1) of §56195.7 or Section 56936.05 in the same manner as other local educational agencies of the special education local
Section B: Governance and Administration

SELPA [Amador County] Fiscal Year [2020-21]

plan area. E.C. 56207.5 (c) The charter school shall participate in governance of the special education local plan area in the same manner as other local educational agencies of the special education local plan area.

CHARTER SCHOOLS E.C.56207.5 (a-c)

It shall be the policy of the LEA that is requested by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

Special Education Service to Students Voluntarily Enrolled in Charter Schools This policy applies to all charter schools that are chartered by the District. This policy also applies to any charter school petition granted by the State Board of Education (SBE) in which oversight responsibilities have been assigned to the District/SELPA EC 47605.5 (k)(1). As students enrolled in charter schools are entitled to special education services provided by state and federal funding, charter schools will comply with all requirements of state and federal law regarding provision of special education services (EC 56000 et seq., Individuals with Disabilities Education Act (IDEA)[20 U.S.C. Chapter 33], Americans with Disabilities Act.) Children with disabilities and their parents shall retain all rights under the IDEA. Each charter petition must contain a comprehensive description of the charter schools educational program, including identification, assessment and provision of special education services as identified in the District/SELF A Local Plan. This description is to include, but is not limited to, the following:

1. Specialized instruction and services available at the charter school;

2. Assurances that staff members providing special education services are appropriately credentialed;

3. Assurances that the facility used by the charter school does not present architectural barriers that would limit an eligible student's full participation in the educational and extracurricular program

4. Disenrollment, suspension and expulsion policies and procedures must ensure that the protections of Federal and State law are afforded to Special Education and Rehabilitation Act of 1973, Section 504 eligible students; and

5. Dispute resolution procedures that will apply to any disputes regarding the provision of special education services in the charter school.

SELPA Involvement with Approval and Renewal of Charters Prior to approval of a new charter, or renewal of an existing charter, the District Superintendent or designee shall consult with the SELPA Director regarding the provision of special education services to students enrolled by the charter school. The petitioner must provide adequate assurances that all eligible students enrolled in the charter school will receive appropriate special education services in accordance with the District/SELPA Local Plan. The charter must provide assurances that no student will be
denied enrollment in the charter school due to a disability or the charter school's inability to serve the student.

A charter petition must delineate the entity responsible for providing special education instruction and services, any anticipated transfer of special education funds between the District/SELPA and charter school, and any provisions for sharing funding deficits and encroachment. These provisions may be included in a Memorandum of Understanding.

Categories of Charter Schools Charter schools may be deemed either a Local Education Agency (LEA) or a public school within a chartering District EC 56195.1

1. Charter School as a LEA

If a charter school wished to be a LEA, the SELPA will treat the application in the same manner that the SELPA treats applications by other districts and LEAs and may refer such applications to neighboring multi-district SELPA.

2. Charter School as Public School within the District/SELPA

A charter school that is deemed to be a public school of the local educational agency that granted the charter for the purposes of special education shall participate in state and federal funding for special education in the same manner as any other public school of that local educational agency. A child with disabilities attending the charter school shall receive special education instruction and services. or both, in the same manner as a child with disabilities who attends another public school of that local educational agency. The agency that granted the charter school shall ensure that all children with disabilities enrolled in the charter school receive special education and designated instruction and services in a manner that is consistent with their individualized education program and is in compliance with the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et. seq.) and implementing regulations.

Policy Statement Special education and related services shall be provided to all eligible individuals within the jurisdiction of the District/SELPA in accordance with the Local Plan. Students enrolled in schools chartered by the District shall receive services in a manner similar to other students.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

COMMUNITY ADVISORY COMMITTEE

Verification that a community advisory committee has been established pursuant to EC 56190-56194 [56205 (a) (12) (C)], EC 56205(a)(12)(C).

The Community Advisory Committee (CAC) for the Amador County SELPA is
SELPA Amador County Fiscal Year 2020-21

comprised of parents of persons with disabilities enrolled in public or non-public schools within Amador County and may include pupils and adults with disabilities, general education teachers, special education providers, and other school personnel; representatives of other public and non-public agencies, and persons concerned with the education of persons with disabilities. CAC members are nominated by peers and the ACOE and ACUSD Board may appoint two members through a Board approval process to the CAC. The Governance Council shall establish policies for the operation of the CAC and the state regulations for CAC responsibilities.

The SELPA Director shall request representatives for involvement in the development of the Local Plan from the following groups: Community Advisory Committee (CAC), regular education teachers, special education teachers, administrators, and any charter schools.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

LOCAL PLAN DEVELOPMENT The Local Plan, including the approval process of the Annual Service Plan and any modifications to them, shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators and parent members of the community advisory committee, or parents selected by the community advisory committee to ensure adequate and effective participation.

The SELPA Director shall develop the Local Plan which includes the Annual Service Plan and Budget Plan to be submitted to the CAC for review at least 30 days before submitting to the County Superintendent, as per EC 56205(b)(7). The Local Plan including the Annual Service Plan and Budget Plan shall be adopted by a majority vote at a public hearing held by the Amador County SELPA Governing Board. Notice of this hearing shall be posted in the District and at all schools at least 15 days prior to the hearing. The Annual Service Plan and Budget may be revised during any fiscal year according to the policy making process established by the Amador County SELPA Governing Board in keeping with laws and regulations and shall include administrative costs, services for pupils with severe disabilities and low incidence disabilities, nonservice disabilities and supplemental aides and services need of pupils placed in the general education environment EC 56205(b)(1)(A-E), 56205(b)(2). This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized educational plans.

PUBLIC PARTICIPATION POLICY 20 USC §1412 (A) (20); E.C. 56205 (a)

Policy It shall be the policy of Amador County SELPA that prior to its adoption of policies and procedures, the Amador County shall make the policies and procedures available to general
procedures, hold public hearing and provide an opportunity for comments by the general public.

Procedures EC 56205(b)(4) Members of the public, including parents or guardians of students with disabilities and students with disabilities having reached the age of majority, may address questions or concerns to the County Superintendent, District Superintendent, or the Director, Special Education/SELPA.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

IMPLEMENTATION OF ADMINISTRATIVE FUNCTIONS 56205 (a) (12) (D) (ii) and 56205(a) (l2)(A) ACOE is designated as the Administrative Unit (AU) for the Amador County SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of special education funds to its district's accounts for the operation of special education programs and services.
2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
3. The employment of moderate to severe special education and designated instructional services (DIS) teachers and staff to support SELPA functions.
4. Support provided, as needed or requested, to ACUSD to ensure all mild to moderate special education services are provided according to law, including but not limited to a positive, collaborative working relationship between and with the ACUSD Superintendent and the SELPA Director.

The ACOE and ACUSD Special Education Department, under the direction of the SELPA Director, is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.
9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

**REGIONALIZED OPERATIONS AND PROGRAM SPECIALIST SUPPORT EC 56205(a)(12)(B), 56205(b)(1)(F)** A description of the regionalized operations and services listed in Section EC 56836.23 and the direct instructional support provided through the plan.

Participating agencies may enter into additional contractual arrangements with the Amador County SELPA to meet the requirement of applicable federal and state law. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students, including students attending charter schools where Amador County SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities.

AC SELPA Local Plan provides assurances for special education instructional personnel to participate in staff development in-service opportunities in the area of literacy to include current literary research, state adopted standards and framework, increased participation of students with disabilities in state wide assessment and research based reading strategies. Further, students with disabilities will have access to all core curriculum. EC 56205 (b)(2) A description of the regionalized operations and services listed in Section and the direct instructional support provided by program specialists in accordance with Section 56368 to be provided through the plan.

Program Specialists are employed by ACOE or ACUSD, and serve under the direction of the Director of Special Education/SELPA Director.

The ACOE or the ACUSD Superintendent approves the employment of program specialists for ACOE or ACUSD following the procedures outlined in Ed. Code Section 56780. Safeguards for the assurance of appropriate use of program specialist funds are the responsibility of the employer as detailed in Ed. Code Sections 56220(c) (1), 56368, 56780.

10. For multi-LEA local plans, specify:

   a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

   See page B3
b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

See page B10.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

See immediate section below.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

    a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

RESPONSIBILITIES OF LOCAL EDUCATION AGENCY ADMINISTRATORS E.C. 56205 (a) (12) (D) (i)

SELPA STAFF 56205 (a)(I2)(D)(i), 56205(a)(I2)(0)(ii)(l) The Amador County SELPA Governing Board assures that the SELPA shall identify the needs of the designated positions necessary for the operation of the SELPA functions according to this policy. In reviewing and approving the SELPA Budget and Service Delivery Plan on an annual basis, the Amador County SELPA Governing Board approves the staffing recommendations of the SELPA.

The SELPA Director, in conjunction with the ACUSD Assistant Superintendent of Human Resources and the hiring manager (usually the school principal) shall use a consistent selection process for hiring and staffing. ACUSD candidates selected in the final interview shall be recommended to the ACUSD Board of Trustees for approval. ACOE candidates selected in the final interview shall be recommended to the County Superintendent for approval.

The SELPA Director will work collaboratively with the ACUSD Superintendent in the planning, implementation and evaluation of the mild to moderate special education program, and will make related decisions in alignment with the priorities and directives of the ACUSD Superintendent, with stakeholder input when appropriate.

The SELPA Director will work collaboratively with the ACOE Superintendent in the planning, implementation and assessment of the moderate to severe special education program, and will make related decisions in alignment with the priorities and directives of the ACOE Superintendent, with stakeholder input when appropriate.

SUPERINTENDENT EC 56205 (a) (12)(D)(i) The ACOE Superintendent shall be responsible for the moderate to severe special education programs operated by the SELPA and for
implementing all requirements of the Local Plan. The ACUSD Superintendent shall be responsible for the mild to moderate special education programs operated by the SELPA and for implementing all requirements of the Local Plan.

DIRECTOR OF SPECIAL EDUCATION/SELPA The Director of Special Education/SELPA (SELPA Director), employed by the District, is responsible for the coordination of all special education services and programs in the Amador County SELPA and for the implementation of the Local Plan. The SELPA Director is subject to the Administrative Unit's (AU) policies and procedures for day to day operations. The Superintendent(s) and the SELPA Director are given authority to implement policies and procedures.

The Director shall plan, organize, develop, implement, monitor, evaluate and improve Special Education services for District students to support the academic success and social-emotional wellness of students with disabilities and students who are at risk through specific intervention models and multi-tiered systems of support (MTSS); collaborate with District staff and the Amador County Office of Education (ACOE) to lead, plan, organize and administer the Special Education Local Plan Area (SELPA) function in accordance with applicable laws and regulations; and supervise and evaluate the performance of assigned personnel.

ESSENTIAL FUNCTIONS:

Leadership and Management

1. Provides overall management and direction in the planning and delivery of Special Education services and programs.

2. Collaborates with the Assistant Superintendent of Educational Services to ensure all students receive an equitable, rigorous, standards-aligned instructional program through General Education and Special Education teacher collaboration, professional development, and access to research-based core and supplemental materials.

3. Collaborates with the Assistant Superintendent of Human Resources and Labor Relations to support collective bargaining processes on behalf of students with disabilities.

4. Collaborates with the Assistant Superintendent of Business Services to develop and maintain fiscally disciplined supervision of the Special Education budget and expenditures on behalf of students with disabilities.

5. Completes and manages related grant applications, forms for funding and reimbursements, state and federal surveys, student information systems, and required data compilation reports.

6. Reviews program and staffing plans to assure compliance with local, state and federal rules, regulations and objectives.

7. Develops, implements, updates and evaluates the policies and procedures related to Special Education services.

8. Serves as the Amador County SELPA Director and collaborates with ACOE, as needed,
Section B: Governance and Administration

SELPA Amador County Fiscal Year 2020-21

to administer and implement the Special Education Local Plan.


10. Negotiates and implements contracts with non-public schools, agencies, attorneys, and others, when appropriate, to meet students' individual needs.

11. Plans for the continuous evaluation and improvement of the curriculum and instructional program and services provided by Special Education staff to District students.

12. Supervises the Special Education Self Review (SESR), Federal Program Monitoring (FPM), and Performance Indicator Review (PIR) processes related to Special Education.

13. Plans and supervises Community Advisory Committee (CAC) activities with parent groups, and provides recommendations for membership.

14. Represents and/or advises the District in mediation/due process hearings, complaints and Section 504 investigations.

15. Assumes statewide liaison role with the California Department of Education and related professional organizations.

16. Develops the Amador County SELPA Local Plan and Annual Service Plan for approval by the Amador County SELPA Board and the ACOE and ACUSD Boards of Trustees.

Personnel Administration and Management

1. Works with the Human Resources Office to organize the screening and selection process for certificated and classified personnel who serve District students with disabilities.

2. Supervises and delegates responsibilities for the evaluation of employees, per contract.

3. Directly supervises and evaluates assigned personnel.

4. Serves as a member of the ACUSD Superintendent’s Cabinet.

Public Relations and Communications

1. Compiles and disseminates information on all programs to parents, and public and private agencies as needed.

2. Prepares and provides regular reports to the Amador County SELPA Board and the ACUSD Board of Trustees regarding Special Education programs and requirements.
3. Is highly visible and participatory throughout the educational community in Amador County.

4. Effectively communicates with all staff members and District administrators regarding the roles and responsibilities of Special Education.

5. Assumes ongoing liaison responsibilities between California Children’s Services, Amador County Behavioral Health, Amador County Social Services, Amador County Public Health Department, Amador County Probation, Department of Rehabilitation, Valley Mountain Regional Center, Head Start, and other appropriate agencies.

**GENERAL QUALIFICATIONS:**

Knowledge and demonstration of:

1. Planning, organization and direction of Special Education programs.

2. Applicable laws, codes, regulations, policies and procedures related to Special Education, General Education and other assigned areas.

3. Policies, goals and objectives of the Special Education program.

4. Policies and objectives of SELPA programs and activities.

5. State, local and regional resources.

6. Intervention, MTSS, and inclusive models.

7. Principles and practices of administration, supervision and training.

8. Interpersonal and written/verbal communication skills using tact, patience, respect and courtesy.


10. Interagency requirements and regulations.

11. Screening and interviewing processes and procedures.

   Ability to:

   1. Plan, organize and administer a Special Education/SELPA program in accordance with applicable laws and regulations.

   2. Supervise the performance of assigned personnel.

   3. Collaborate and communicate effectively with a wide variety of professional staff members and
community members.

4. Interpret, apply and explain rules, regulations, policies and procedures.

5. Meet schedules and timelines.

6. Prepare comprehensive narrative and statistical reports.

EDUCATION AND EXPERIENCE REQUIRED:

Any combination equivalent to a Master’s degree, a minimum of five years’ experience teaching in a Special Education environment, and a minimum of five years’ experience serving in a K-12 school administrative leadership capacity at the school and/or district office level with progressively increasing responsibilities.

PROGRAM SPECIALIST-BEHAVIOR INTERVENTION Under the direction of the Director and Coordinator of Special Education, will plan, organize, coordinate and participate directly in special education services, plan and coordinated staff development programs for special education and general education staff and provide consultation to specialized instructors.

The Program Specialist-Behavior Intervention will provide unique and necessary services to pupils in the Amador County SELPA. To Include:

1. Assist the Director of Special Education/SELPA Director in providing leadership and support to staff to effectively implement, evaluate, and revise the Special Education program, including maintaining open lines of communication, updates and feedback about related programs, roles and responsibilities.

2. Within a multi-tiered system of support following cycles of tiered intervention and progress monitoring, support school and district personnel.

3. Collaborate with the Director of Special Education/SELPA Director and School Principals to determine and address related priorities and needs throughout the school district.

4. Serve as administrative designee at Individualized Education Program (IEP) meetings as needed and as follows:
   a. 30-day placement/interim meetings
   b. change of placements
   c. triennials and annual IEPs for Special Day Class students
   d. IEPs held for special purposes where teachers or site administrators request support/
5. Provide classroom support to new Special Education teachers, including IEP process, developing daily schedule, utilizing appropriate curriculum and instructional materials and methodology, and following ACUSD/ACOE and SELPA policies and procedures.

6. Observe, consult with, and assist Resource Specialists, Special Day Class teachers, Designated Instructional Services personnel, and other specialists.

7. Participate in meetings and conferences as the program representative or designee, as assigned by the Director of Special Education/SELPA Director.

8. Maintain a high level of communication with families, teachers, and staff regarding student issues, including initiating and responding to communication.

9. Provide feedback and input into the process of evaluating classified personnel assigned to related positions.

10. Collaborate with School Psychologists regarding referral process, assessments, and behavior planning and management systems.

11. Within a multi-tiered system of support at the site level following cycles of tiered intervention and progress monitoring, observe referred students who present with challenging behaviors and make related recommendations.

12. Train and support teachers in the appropriate development of behavior intervention plans.

13. Conduct behavior analyses and assist teachers in developing positive behavioral interventions and intervention plans for students who require such services.

14. Provide the following for school and district personnel, parents, and others: consultation, resource information, training, and materials regarding positive behavioral intervention and implementing of behavior management procedures, including demonstration of non-physical, non-aversive interventions.

15. Serve as a behavior intervention specialist with a designated case load including the following responsibilities:
   a. Participate in IEP meetings for students who have had a functional analysis assessment or a functional behavior assessment
   b. Make recommendations for the development of a positive behavioral intervention plan
   c. Demonstrate and assist teachers and staff with appropriate interventions with individual students as needed
d. Assist and supervises the implementation, evaluation, and revisions of behavioral intervention plans. Assist in reviewing and/or modifying a student’s program, placement, or services through the IEP process.

e. Demonstrate and assist teachers in monitoring students’ behavioral progress.

f. Share and demonstrate knowledge of behavior interventions, positive discipline techniques and effective practices with parents and school personnel.

g. Review with others program effectiveness and consult/assist in the revision of programs when changes are necessary.

h. Work cooperatively with School Psychologists, Program Specialists, and others to ensure that functional analysis assessments and functional behavioral assessments are completed and used in developing behavior intervention plans.

i. Demonstrate and assist teachers in preparing written reports and maintaining appropriate files and records on students with behavior intention plans.

j. Serve as a liaison and consultant to other professionals, appropriate agencies and the community.

k. Collect and analyze data to design and monitor program improvement and student progress.

l. Provide training to teachers and support staff in data collection, the implementation of behavior support plans, and progress monitoring.

**PROGRAM SPECIALIST - SCHOOL PSYCHOLOGIST** Under the direction of the Director and Coordinator of Special Education, will plan, organize, coordinate and participate directly in special education services, plan and coordinated staff development programs for special education and general education staff and provide consultation to specialized instructors.

The Program Specialist(s) will provide unique and necessary services to pupils in the Amador County SELPA. To Include:

1. Assist the Director of Special Education/SELPA Director in providing leadership and support to staff to effectively implement, evaluate, and revise the Special Education program, including maintaining open lines of communication, updates and feedback about related programs, roles and responsibilities.

2. Within a multi-tiered system of support following cycles of tiered intervention and progress monitoring, support school and district personnel.

3. Collaborate with the Director of Special Education/SELPA Director and School Principals to determine and address related priorities and needs throughout the school district.
4. Serve as administrative designee at Individualized Education Program (IEP) meetings as needed and as follows:
   a. 30-day placement/interim meetings
   b. change of placements
   c. triennials and annual IEPs for Special Day Class students
   d. IEPs held for special purposes where teachers or site administrators request support/assistance

5. Provide classroom support to new Special Education teachers, including IEP process, developing daily schedule, utilizing appropriate curriculum and instructional materials and methodology, and following ACUSD/ACOE and SELPA policies and procedures.

6. Observe, consult with, and assist Resource Specialists, Special Day Class teachers, Designated Instructional Services personnel, and other specialists.

7. Participate in meetings and conferences as the program representative or designee, as assigned by the Director of Special Education/SELPA Director.

8. Maintain a high level of communication with families, teachers, and staff regarding student issues, including initiating and responding to communication.

9. Provide feedback and input into the process of evaluating classified personnel assigned to related positions.

10. Collaborate with School Psychologists regarding referral process, assessments, and behavior planning and management systems.

11. Other duties as assigned.

ESSENTIAL SCHOOL PSYCHOLOGIST JOB TASKS:

Essential tasks include, but are not limited to:

Collaborate with the School Principal to determine appropriateness of referrals for psychoeducational assessment, based on progress monitoring of student academic and behavioral learning within a multi-tiered system of support.

Process referrals approved by the School Principal and conduct legally mandated assessments for students from birth (0) to 22 years old.

Develop and submit to the School Principal, in a timely manner (i.e., completed a minimum of 3 days prior to the due date) written assessment reports and documentation of determination of
eligibility prior to the scheduled Individualized Education Program (IEP) meeting.

Provide assessment reports and documentation of determination of eligibility to the parent/guardian at or before the IEP team meeting, pursuant to Section 56329(a) in the California Education Code; and explain the information to the parent/guardian and the IEP team.

Provide individual and group counseling of students, as determined by the IEP.

Provide consultative services to General Education and Special Education administrators, teachers, support staff, and parents.

Perform the following administrative/management related duties and responsibilities:

- Attend IEP/IFSP meetings as Psychologist or Administrative Designee for Resource Program, Special Day Class, Infant Program, Preschool Program
- Gather pre-placement information to be shared with IEP initial assessment team
- Develop and/or monitor discipline procedures, behavior management programs and behavior plans
- Provide case management of emotionally disturbed students
- Communicate and collaborate with community partners and state agencies such as Amador County Behavioral Health, Amador County Social Services, Valley Mountain Regional Center, Juvenile Justice, Department of Rehabilitation, State Board of Education, community service agencies, etc.
- Participate as a member of the school Guidance Team or Student Study Team (SST), as needed.
- Participate as a member of SELPA committees, the Community Advisory Committee and other related committees (e.g., curriculum development and organization, Special Education site teams, program committees, technical development, infant program, grant writing, research and program evaluation, etc.)
b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

**DISTRIBUTION OF FEDERAL AND STATE FUNDS**

All federal and state special education funds shall be allocated to LEA for use of supporting special education programs and services.

Responsibilities for distribution of federal and state funds EC 56205 (a)(12)(D)(ii)(II) The governing board of the LEA agrees that students with disabilities will be provided with appropriate special education services. The LEA SELPA shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The Assistant Superintendent of Business is responsible to ensure that the funds are distributed in accordance with the Budget Plan.

A. Monitoring the use of special education funds EC 56205(a)(12)(D)(ii)(II), 56205(a)(12)(D)(ii)(IV), and 56205(b)(I)(G) Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a regular class or the education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.

2. To develop and implement a fully integrated and coordinated services system.

The Assistant Superintendent, Business Services shall be responsible to monitor a on an annual basis the appropriate use of all funds allocated for special education programs EC 56205(a)(12)(D)(ii)(III). Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process which includes conducting a public hearing.

B. Preparation of program and fiscal reports EC 56205(a)(d)(ii)(V) The Assistant Superintendent of Business shall be responsible to prepare all program and fiscal reports required of the SELPA by the state.

C. Amendments to the annual service and budget plans The Amador County SELPA Governing Board agrees to review and approve the SELPA-wide annual service and budget plans and any subsequent modifications.
Section B: Governance and Administration

SELPA Amador County Fiscal Year 2020-21

PROVISIONS OF SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES
EC 56205 (b) (1)

EC 56303 A pupil shall be referred to special educational instruction and services only after the resources of general education programs have been considered and, and where appropriate, utilized.

It is the intention of the SELPA to provide a full continuum of services to students with disabilities enrolled in the LEA within the governing SELPA. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. Amador County SELPA has committed to policies and procedures to assure that students will have their rights to appropriate services provided in the least restrictive environment.

To assure a full continuum of program options are available in ACOE Amador County SELPA, to the maximum extent possible, will work toward achievement of the following goals:

1. Programs options in the general education environment are available at local neighborhood schools;

2. Special education programs are housed on school campuses and available throughout the SELPA;

3. The physical location of the program facilitates continue social interaction with non-disabled students;

4. Individuals with exceptional needs have access to general education activities, programs and facilities on the school campus and participate in those activities as appropriate to their needs; and

5. Placement outside these guidelines is justified and documented.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

A. Monitoring the use of special education funds EC 56205(a)(12)(D)(ii)(II), 56205(a)(12)(D)(ii)(IV), and 56205(b)(I)(G) Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:
1. For the costs of special education and related services and supplementary aids and services provided in a regular class or the education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.

2. To develop and implement a fully integrated and coordinated services system.

The Assistant Superintendent, Business Services shall be responsible to monitor a on an annual basis the appropriate use of all funds allocated for special education programs EC 56205(a)(12)(D)(ii)(III). Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process which includes conducting a public hearing.

B. Preparation of program and fiscal reports EC 56205(a)(d)(ii)(V) The Assistant Superintendent of Business shall be responsible to prepare all program and fiscal reports required of the SELPA by the state.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

VII. Materials and Equipment

Materials and equipment will remain with sending LEA unless otherwise agreed upon. Any material or equipment purchased with Low Incidence funds is the property of the California Department of Education ("CDE") and will remain with the student. Specialized equipment purchased by the sending LEA for particular student will follow the student with the program transfer. However, the equipment will remain the property of the sending district.

Policies, Procedures, and Programs

Pursuant to EC sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 United States Code (USC) and in accordance with Title 34 Code of Federal Regulations (CFR) Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.
## 1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

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<thead>
<tr>
<th>Policy/Procedure Number:</th>
<th>BP 0430</th>
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</thead>
<tbody>
<tr>
<td>Document Title:</td>
<td>PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS: Comprehensive Local Plan For Special Education</td>
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</table>

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

- Yes  
- No

## 2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

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<tr>
<th>Policy/Procedure Number:</th>
<th>BP 0410</th>
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<tr>
<td>Document Title:</td>
<td>PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS: Nondiscrimination In District Programs and Activities</td>
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"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

- Yes  
- No

## 3. Child Find: 20 USC Section 1412(a)(3)

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<thead>
<tr>
<th>Policy/Procedure Number:</th>
<th>BP 6164.4</th>
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<tbody>
<tr>
<td>Document Title:</td>
<td>PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS: Identification in District Programs And Activities</td>
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</table>
It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. The policy is adopted by the SELPA as stated:

Yes

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4)

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<th>Policy/Procedure Number:</th>
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<tbody>
<tr>
<td>Document Title:</td>
<td>Instruction Identification And Evaluation Of Individuals For Special Education</td>
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</table>

It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student’s progress and make appropriate revisions. The policy is adopted by the SELPA as stated:

Yes

5. Least Restrictive Environment: USC Section 1412(a)(5)

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</table>

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children...
who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number: AR 6159.1
Document Title: Procedural Safeguards And Complaints For Special Education

“It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.” The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number: AR 6164.4
Document Title: Identification And Evaluation of Individuals For Special Education

“It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.” The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number: BP/AR 5125
Document Title: Student Records
"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

10. Private Schools: 20 USC Section 1412(a)(10)

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in
private school by their parents." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number: BP/AR 0430

Document Title: Comprehensive Local Plan For Special Education

Document Location: ACOE/ACUSD Board Policies, Special Education Policies and Procedures (revised 2020), GAMUT, Local Plan posted on Website amadorcoe.org

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number: ACOE/ACUSD Special Education Policies and Procedures 2013/Local Plan

Document Title: Special Education Policies and Procedures (revised 2020), Local Plan posted on website https://amadorcoe.org

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number: 
"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

**14. Personnel Qualifications**

Policy/Procedure Number: AR 4112.23

Document Title: Special Education Staff


"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)**

Policy/Procedure Number:

Document Title: SELPA Local Plan


"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by
### 16. Participation in Assessments: 20 USC Section 1412(a)(16)

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<td>Document Title:</td>
<td>Amador County Special Education Policies and Procedures</td>
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"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps." The policy is adopted by the SELPA as stated:

- Yes
- No

### 17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

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</table>

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

- Yes
- No

### 18. Maintenance of Effort: 20 USC Section 1412(a)(18)

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<tr>
<td>Document Title:</td>
<td>Amador County Special Education Policies and Procedures Special Education Policies and Procedures 2013, Local Plan posted on <a href="https://amadorcoe.org">https://amadorcoe.org</a></td>
</tr>
</tbody>
</table>

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CDE Form Version 2.0
"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

- Yes  
- No

19. Public Participation: 20 USC Section 1412(a)(19)

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"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

- Yes  
- No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

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<thead>
<tr>
<th>Policy/Procedure Number:</th>
<th>AR 5144.2</th>
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<tbody>
<tr>
<td>Document Title:</td>
<td>Suspension And Expulsions/Due Process (Students With Disabilities)</td>
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"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

- Yes  
- No


| Policy/Procedure Number: |  |
"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No


"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

☐ Yes  ☐ No

Administration of Regionalized Operations and Services
Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

<table>
<thead>
<tr>
<th>Reference Number:</th>
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<tbody>
<tr>
<td>Document Title:</td>
<td>Local Plan</td>
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<tr>
<td>Document Location:</td>
<td>RESPONSIBILITIES OF LOCAL EDUCATION AGENCY ADMINISTRATORS</td>
</tr>
<tr>
<td>Description:</td>
<td>Defines regionalized operation and service functions, direct instructional support provided by program specialists, roles of RLA/AU, the SELPA administrator, and the individual LEAs responsibilities associated with the SELPA.</td>
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2. Coordinated system of identification and assessment:

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<tr>
<td>Document Title:</td>
<td>Local Plan</td>
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<tr>
<td>Document Location:</td>
<td>CHILD FIND</td>
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<tr>
<td>Description:</td>
<td>It shall be the policy of the LEA’s that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities , and who are in need of special education and related services are identified, located and evaluated, a practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.</td>
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3. Coordinated system of procedural safeguards:

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<th></th>
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</table>
Section B: Governance and Administration

SELPA Amador County Fiscal Year 2020-21

Document Title: Local Plan
Document Location: Procedural Safeguards and ACOE Special Education Policies & Procedures

Description:
It shall be the policy of each LEA that children with disabilities and their parents shall be provided with safeguards, throughout the identification, evaluation, placement process, and the provision of a free appropriate public education to the child EC 56205(b)(5)

4. Coordinated system of staff development and parent and guardian education:

Reference Number: 
Document Title: Local Plan
Document Location: https://amadorcoe.org

Description:
AC SELPA Local Plan provides assurances for special education instructional personnel to participate in staff development in-service opportunities in the area of literacy to include current literary research, state adopted standards and framework, increased participation of students with disabilities in state wide assessment and research based reading strategies.

Under the direction of the Director of Special Education/SELPA and Coordinator of Special Education, the Program Specialist-School Psychologist and Program Specialist-Behavior Intervention Specialist will plan, organize, coordinate and participate directly in special education services, plan and coordinate staff development programs for special education and general education staff and provide consultation to specialized instructors.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number: 
Document Title: ACOE Special Education Policy and Procedures
Document Location: https://amadorcoe.org

Description:
The Assistant Superintendent of Educational Services, the Director of Special Education/SELPA and the Program Specialist-Psychologist and Program Specialist-Behavior Intervention Specialist collaborates and interacts with all SELPA members to determine staff development needs, initiate training activities/programs, and manages resources available to support staff development training and transition services for all individuals who are responsible for special education and for youth with disabilities. Activities are initiated through the Community Advisory Committee as well as with various teacher/administrator groups.
6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number: 
Document Title: Local Plan
Document Location: https://amadorcoe.org
Description: The Director of Special Education/SELPA is charged with reviewing programs, budget, and staffing plans to assure conformance with the local, State, and federal objectives.

7. Coordinated system of data collection and management:

Reference Number: 
Document Title: Local Plan
Document Location: https://amadorcoe.org
Description: The Program Specialist-Psychologist and Program Specialist-Behavior Intervention Specialist under direction of the Director of Special Education/SELPA provide training to teachers and support staff in data collection, the implementation of behavior support plans, and progress monitoring.

8. Coordination of interagency agreements:

Reference Number: 
Document Title: Local Plan
Document Location: https://amadorcoe.org
Description: It shall be the policy of each LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process EC 56205(a)(3).
9. Coordination of services to medical facilities:

Reference Number: 

Document Title: Local Plan

Document Location: https://amadorcoe.org

Description: A student with a temporary disability which makes school attendance impossible or inadvisable shall receive individual instruction in the student's home or in a hospital or other residential health facility, excluding state hospitals. This instruction applies to students incurring a physical, mental or emotional disability after which they can reasonably be expected to return to regular day classes or an alternative education program without special intervention. It does not apply to students identified as individuals with exceptional needs pursuant to Education Code 56026. (Education Code 48206.3)

Reference Number: 

Document Title: Local Plan

Document Location: https://amadorcoe.org

Description: The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students. When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060) The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school. In order to identify district students who are homeless, the Superintendent or designee may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the district liaison's contact information on the district and school websites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.
11. Preparation and transmission of required special education local plan area reports:

Reference Number: 

Document Title: Local Plan

Document Location: https://amadorcoe.org

Description: The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records consistent with state and federal law. The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431) All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information.

12. Fiscal and logistical support of the CAC:

Reference Number: 

Document Title: Local Plan

Document Location: https://amadorcoe.org, page 24

Description: The Community Advisory Committee (CAC) for Amador County is comprised of parents of persons with disabilities enrolled in public or non-public schools within Amador County and may include pupils and adults with disabilities, general education teachers, special education providers, and other school personnel; representatives of other public and non-public agencies, and persons concerned with the education of persons with disabilities. CAC members are nominated by peers and the ACOE and ACUSD Board may appoint two members through a Board approval process to the CAC. The Governance Council shall establish policies for the operation of the CAC and the state regulations for CAC responsibilities.
The Board of Trustees desires to meet the transportation needs of students with disabilities to enable them to benefit from special education and related services. The district shall provide appropriate transportation services for a student with disabilities when the district is the student's district of residence and the transportation services are required by his/her individualized education program (IEP) or Section 504 accommodation plan.

14. Coordination of career and vocational education and transition services:

The Board of Trustees believes that the instruction of academic and vocational subjects should be combined and fully integrated during all their years of schooling. The Board is confident that achievement will rise when students are routinely called upon to apply their classroom learning to real life and workplace situations. The Board recognizes that integrated academic/vocational instruction will require new forms of community involvement and a new level of collaboration among schools and staff members. Representatives of all disciplines and grade levels will need to collaborate in developing a curriculum that offers school-based and work-based learning experiences in well-articulated sequences. Career awareness, exploration and guidance should be an integral part of this curriculum.

15. Assurance of full educational opportunity:

The Governing Board believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.
16. Fiscal administration and the allocation of state and federal funds pursuant to EC Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

**Description:**

DISTRIBUTION OF FEDERAL AND STATE FUNDS
All federal and state special education funds shall be allocated to LEA for use of supporting special education programs and services. Responsibilities for distribution of federal and state funds EC 56205 (a)(12)(D)(ii)(II) The governing board of the LEA agrees that students with disabilities will be provided with appropriate special education services. The LEA SELPA shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The Assistant Superintendent of Business is responsible to ensure that the funds are distributed in accordance with the Budget Plan.

A. Monitoring the use of special education funds EC 56205(a)(12)(D)(ii)(II), 56205(a)(12)(D)(ii)(IV), and 56205(b)(1)(G) Funds allocated for special educations programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a regular class or the education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.

2. To develop and implement a fully integrated and coordinated services system.

The Assistant Superintendent, Business Services shall be responsible to monitor a on an annual basis the appropriate use of all funds allocated for special education programs EC 56205(a)(12)(D)(ii)(III). Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process which includes conducting a public hearing.

B. Preparation of program and fiscal reports EC 56205(a)(d)(ii)(V) The Assistant Superintendent of Business shall be responsible to prepare all program and fiscal reports required of the SELPA by the state.

C. Amendments to the annual service and budget plans The Amador County SELPA Governing Board agrees to review and approve the SELPA-wide annual service and budget plans and any subsequent modifications.
Section B: Governance and
Administration SELPA  Amador County  Fiscal Year 2020-21

17. Direct instructional program support that maybe provided by program specialists in accordance with EC Section 56368:

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<td>Document Location:</td>
<td><a href="https://amadorcoe.org">https://amadorcoe.org</a></td>
</tr>
<tr>
<td>Description:</td>
<td>The AC SELPA Local Plan provides assurances for special education instructional support directed by the Director of Special Education/SELPA, Program Specialist-Psychologist, and Program Specialist-Behavior Intervention Specialist.</td>
</tr>
</tbody>
</table>

**Special Education Local Plan Area Services**

1. A description of programs for early childhood special education from birth through five years of age:

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<tr>
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<td>Document Location:</td>
<td><a href="https://amadorcoe.org">https://amadorcoe.org</a></td>
</tr>
<tr>
<td>Description:</td>
<td>It shall be the policy of each LEA that a transition process for a child who is participating in Early Intervention Programs, (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process will be smooth, timely and effective for the child and the family. These services are the responsibility of each LEA.</td>
</tr>
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</table>

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

<table>
<thead>
<tr>
<th>Reference Number:</th>
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<tbody>
<tr>
<td>Document Title:</td>
<td>ACOE Special Education Policy and Procedures</td>
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<tr>
<td>Document Location:</td>
<td><a href="https://amadorcoe.org">https://amadorcoe.org</a></td>
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<tr>
<td>Description:</td>
<td>PUBLIC PARTICIPATION (20 USC § 1412 (a)(19)) It shall be the policy of each LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities, Community Advisory Committee members, and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.</td>
</tr>
</tbody>
</table>
3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number: 

Document Title: Local Plan June 2020

Document Location: https://amadorcoe.org

Any and all disputes arising out of the interpretation or performance of this Agreement shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated in (a)-(c), below, each may pursue a remedy as entitled to them by law.

(a) The disputing party shall provide written notice of the dispute to the other party. Thereafter, the ACOE’s Superintendent or designee shall meet with the District’s Superintendent or designee within thirty (30) calendar days to attempt informal resolution of the dispute.

(b) In the event this informal meeting fails to resolve the dispute, both Parties or their designees, within sixty (60) calendar days counting from the initial informal meeting date, shall identify two governing board members who shall jointly meet with the ACOE’s designee and the District’s Superintendent or designee and attempt to resolve the dispute.

(c) If this joint meeting fails to resolve the dispute, the District and the ACOE shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by the District and the ACOE, and shall incorporate informal rules of evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless the governing boards of the ACOE and the District jointly agree to bind themselves.

Exercise of any dispute mechanism authorized by this Agreement shall not, in and of itself, constitute a material breach of the Agreement.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number: 

CDE Form Version 2.0
A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.

Student Success Team (SST) and RTI/MTSS
The Student Success Team (SST) is a general education function. It is a process of reviewing individual student issues pertaining to educational performance and planning instructional interventions to implement in the general education classrooms. Although specialists, such as school psychologists, speech/language pathologists, and resource specialists may be involved in the SST process, the SST is a function of general education.

The Student Success Team (SST), or the referring instructional personnel, shall document that accommodations/modifications of the regular program have been attempted and that the results of the modifications have not been effective in meeting the student's need for an appropriate education. In most cases, two or more SST meetings should be convened to assess baseline performance and develop and monitor interventions. Each cycle of intervention should be six to eight weeks in duration with progress monitoring.

Prior to a referral for special education evaluation, a series of SST meetings and interventions should be implemented to identify the child's area of behavioral and academic difficulty. A SST meeting should be convened to (1) identify the child's area of behavioral, emotional or academic difficulty; (2) establish a baseline level of performance; and (3) develop intervention, which generally will be conducted in multiple 6 to 8 week cycles.

The following is a sequence of activities that reflects best practices in addressing a student's needs prior to a referral for a special education assessment:

1. An individual at the school site has a concern about a student's academic progress. That individual begins to access resources available at the school and/or consult with persons knowledgeable about the individual student or available resource.
2. The student's parent/guardian is contacted for support, information, and sharing of ideas.
3. Attempts are made to accommodate and modify the student's education program in order to address the original concerns. If the student is not making progress after such attempts have been made, a referral is initiated to the Student Success Team (SST).

4. A Student Success Team meeting is held, involving the parent/guardian, the pupil, the general education teacher and any necessary community resources. Documentation of targeted academic and/or behavioral interventions maintained. Generally, intervention should be implemented for not less than 6-8 weeks.
5. Should interventions not produce progress, a follow-up SST should be held to modify current interventions.
6. After two SSTs and two intervention rounds without resulting in progress, a referral to special education may be considered.

NOTE: Timelines related to special education assessment apply even if a student is engaged in the SST or RTI/MTSS process. Applicable timelines commence any time an evaluation request is received by the LEA. Parents and the LEA may mutually agree to extend the timeline for special education assessment, if it is determined that the IEP team requires additional time to evaluate the student. However, such agreement must be in writing and signed by the parent and the LEA. (34 CFR 300.309(c); 71 Fed. Reg. 46657-46659 (August 2006).

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:  
Document Title: BP 6159.2 Instruction  
Description: The Board of Trustees recognizes its responsibility to provide all district students, including students with disabilities, a free appropriate public education in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency to meet the students' needs.
6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104; Education Code 56040) FAPE applies to students who are suspended or expelled or placed by the district in a nonpublic, nonsectarian school. (34 CFR 300.17, 300.101, 300.104) Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR 300.107, 300.114, 300.117; Education Code 56040.1) Special education means specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities including a full continuum of program options including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education to meet the educational and service needs in the least restrictive environment. (Education Code 56300, 56031)
The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

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<td>ACOE Special Education Policy and Procedures</td>
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<td>The Assistant Superintendent of Educational Services, the Director of Special Education/SELPA and the Program Specialist-Psychologist and Program Specialist-Behavior Intervention Specialist collaborates and interacts with all SELPA members to determine staff development needs, initiate training activities/programs, and manages resources available to support staff development training and transition services for all individuals who are responsible for special education and for youth with disabilities. Activities are initiated through the Community Advisory Committee as well as with various teacher/administrator groups.</td>
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</tbody>
</table>
Pursuant to EC 56205 12(D)(i) specify the responsibilities of each participating county office and district governing board in the policymaking process, the responsibilities of the superintendents of each participating district and county in the implementation of the local plan, and the responsibilities of district and county administrators of special education in coordinating the administration of the local plan(ii), and pursuant to EC 56205 12 (D) (ii), identify the respective roles of the administrative unit (AU) and the administrator of the special education local plan area and the individual local educational agencies within the special education local plan area in relation to the following; and pursuant to EC 56207, special education programs may be transferred from one service provider LEA to a receiving LEA, ACOE to school districts and from school districts to ACOE.

I. Definition of a Formal Program Transfer A program change is presumptively considered a program transfer if the circumstances in either A or B exist:

A. Transfer of Students from a Single Class
1. The proposed change involves the movement of students from the one service provider LEA to another when the LEA is expanding its service to replicate a program;
2. The change involves the movement of funding locally from one service provider LEA to another; and
3. The change involves one or more employees who would be affected by the provisions of EC 44903.7. (Section 44903.7 establishes the right of certificated and classified employees to retain employment if their assignment moves to another local educational agency.)

B. Transfer of Students from Multiple Classes The transfer of students from several classes combined to form an intact, identifiable class or an itinerant caseload which involves one or more employees who would be affected by the provisions of EC 44903.7. If one or more employees will be laid off due to a program transfer of students from multiple classes, the employment rights specified in Section 11.5 of the ACTA and SEAC contracts shall be offered to employees based upon seniority. A program transfer is not required when students who are served in a program matriculate and return to their home districts via the IEP process. However, the home district’s employees shall have rights to employment in the district in accordance with EC 44903.7 provided that a reorganization of special education programs has occurred.
II. Time Lines and Approval Process Pursuant to EC 56207(b) requests may be implemented as early as the first day of the first fiscal year following the fiscal year in which the request is filed (i.e., a request made in September 2017, if approved, would take effect on July 1, 2018), provided that the request is approved by a unanimous vote of the SELPA Governing Board. If the request is not approved by a majority vote of the SELPA Governing Board, it may not be implemented any earlier than the first day of the second fiscal year beginning after the date upon which the sending or receiving LEA has informed the other LEA and the SELPA Governing Board of the intended program transfer. Requests to transfer a program, to withdraw a request for a transfer, or any other request made pursuant to this policy will be denied if submitted untimely unless, in the sole discretion and judgment of the Program Transfer Committee, extraordinary circumstances on a case-by-case basis warrant consideration of an untimely submission.

Program Transfer Timeline/Procedure The proposed receiving LEA shall submit a letter to the sending LEA and the SELPA Administrative Unit ("AU") prior to September 1. The receiving LEA shall also submit a plan to the SELPA AU prior to September 1 addressing all of the required program transfer plan components set forth in section EC 5620. All proposed program transfers shall be considered by a Program Transfer Committee comprised of representatives from LEAs and the SELPA Governance Board. The SELPA Governing Board shall appoint, by majority vote, members of the Program Transfer Committee. At a meeting which shall occur on or before during each school year, the Program Transfer Committee will review each proposed program transfer and consider whether each proposed program transfer meets the Transfer Guideline criteria set forth in Section III, below. On the basis of this review, the Program Transfer Committee shall formulate a recommendation as to each proposed program transfer for the SELPA Governing Board. Recommendations shall be by majority vote of the Program Transfer Committee. Members of the Committee who disagree with the majority recommendation on a proposed program transfer may state, for the record, the basis of their disagreement.

III. Transfer Guidelines/Factors Pursuant to section EC 56207(a), in order for a proposed program transfer to be approved, the factors set forth below must be considered. Further, prior to transferring special education programs from one LEA provider to the receiving LEA provider, the receiving LEA must implement the plan described in the preceding section, which plan must address all of the factors described below:

1. Is the program transfer consistent with pupil needs?
2. Will the program transfer ensure the availability of a full continuum of services to
affected pupils?
3. Will the program transfer impact the functional continuation of the current IEPs of all affected pupils?
4. Will the program transfer allow the provision of services in the least restrictive environment from which affected pupils can benefit?
5. Will the program transfer affect the maintenance of all appropriate services?
6. The assurance that there will be compliance with all federal and state laws and regulations and
7. Special education local plan areas policies.
8. The means through which parents and staff were represented in the planning process.

IV. Individualized Education Program
It is recommended that the Program Transfer IEP be completed by March 1st.

V. Funding SELPA member districts will be informed in a timely manner of any fiscal implications of the resulting program transfer.

VI. Facilities
Transfer of facilities, when appropriate, will be negotiated on a case-by-case basis by the sending LEA and the receiving LEA.

VII. Materials and Equipment
Materials and equipment will remain with sending LEA unless otherwise agreed upon. Any material or equipment purchased with Low Incidence funds is the property of the California Department of Education ("CDE") and will remain with the student. Specialized equipment purchased by the sending LEA for particular student will follow the student with the program transfer. However, the equipment will remain the property of the sending district.

VIII. Student Records
When the transfer of a program is completed, the sending LEA and receiving LEA will develop a plan for the transfer of all student records to the receiving LEA.

IX. Certificated/Classified Employee Transfers
Pursuant to EC 44903.7 and EC 45120.2, employee’s rights when transferred, terminated, or reassigned as a result of a program transfer will be retained, and negotiated as needed, with the associations to be affected. Employees’ rights include, seniority, layoff, salary, health and welfare and rights after assignment/transfer.

A. Procedures
When a program is being transferred from one LEA to another, the receiving LEA will observe the following procedures, to the greatest extent possible taking into consideration unexpected school closures due to extenuating circumstances such as regional Public Safety Power Shutoff events or a global...
pandemic (ref., Executive Order N-56-20, April 22, 2020, whereby Governor Newsom issued an order extending state required deadlines):

1. By the end of the third full week in January, positions will be offered to permanent employees who are currently assigned to the program being transferred, provided in the case of a certificated employee that s/he is credentialed to hold that position.

2. This offer must be accepted or declined by the beginning of the first week in February. If the permanent employee chooses to accept the position in the receiving LEA, then the governing board of the receiving LEA shall, at its first Board meeting in February, approve an offer of employment, effective July 1st of the same year. If the permanent employee chooses not to accept the position in the receiving LEA then the employee shall tender his or her resignation with the sending LEA no later than March 1st to be effective June 30th.

3. If the permanent employee designated in IX (A) (1) above declines the position in the receiving LEA, the receiving LEA will post the position internally by end of the first week in February. If the receiving LEA does not hire from within, the LEA shall so notify the sending LEA by the end of the third week in February. The sending LEA shall then notify their candidates of vacancies and the receiving LEA’s application process. If the receiving LEA hires from sending LEA’s eligible candidates, such hired employee shall have the rights set forth in this Section 11.5 of the ACTA and SEAC contracts.

4. By the end of the fourth full week in March, positions may be offered to probationary employees, excluding employees who are non-reelected, who are currently assigned to the program being transferred, provided in the case of a certificated employee that s/he is credentialed to hold that position.

5. This offer must be accepted or declined by the beginning of the first week in April. If the probationary employee chooses to accept the position in the receiving LEA, the governing board of the receiving LEA shall, at its second Board meeting in April, approve an offer of employment, effective July 1st of the same year. If the probationary employee chooses not to accept the position in the receiving LEA, then the employee shall tender his or her resignation with the sending LEA no later than April 10th to be effective June 30th.

6. If the probationary employee designated in IX (A) (4) above declines the position in the receiving LEA, the receiving LEA will post the position internally by April 17th. If which the employee was employed before the transfer.
the receiving LEA does not hire from within, the LEA shall so notify the sending LEA by the end of the second week in May. The sending LEA shall then notify their candidates of vacancies and the receiving LEA’s application process. If the receiving LEA hires from sending LEA’s eligible candidates, such hired employee shall have the rights set forth in this Section 11.5 of the ACTA and SEAC contracts.

B. Seniority for transferred or reassigned employees: If an employee accepts employment with the receiving LEA, such employee shall retain the same seniority date that the employee held with the sending LEA.

C. Layoff by Receiving LEA:

1. Certificated Employees: in the event of a layoff by the receiving LEA subsequent to a transfer, the transferred certificated employee shall retain the right, for 24 months, for probationary certificated employees, and 39 months, for permanent certificated employees, in being informed and filling vacant positions in special education for which the employee is certificated and was employed in the receiving LEA that provides the same type of special education program and services for the pupils previously served by the terminated employee.

2. Classified Employees: In the event of a layoff by the receiving LEA subsequent to transfer, a transferred classified employee shall have first priority, for 24 months for probationary classified employees and 39 months for permanent classified employees, in being informed and filling vacant positions for which the classified employee is qualified or was employed in the receiving LEA that operates the transferred special education program.

D. Salary placement: Transferred employees shall receive credit for each year of service at the sending LEA for purposes of placement on salary schedule in the receiving LEA (as per section IX).

E. Rights after Assignment or Transfer

1. Certificated Employees: Subsequent to the transfer of any certificated employee, that employee shall, for a 24-month period, have priority in being informed of and in filling certificated positions in special education in the areas in which the employee is certificated within the receiving LEA by which the certificated employee is then currently employed.

2. Classified Employees: A classified employee who is transferred has priority, for a 24-month period, in being informed of and in filling classified positions in the classification in which the employee was employed before the transfer.
LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division

CDE Form Version 2.0
Section D: Annual Budget Plan

SELPA Amador County  Fiscal Year 2020-21

D. Budget Plan

Each special education local plan area (SELPA) must have a responsible local agency or an administrative unit (RLA/AU), which is the legal entity that receives funds and is responsible for seeing that every eligible child receives appropriate services.

Public Hearing Notice Posting Date: May 8, 2020

The Budget Plan was adopted at a SELPA public hearing on (date): 

Projected special education budget funding, revenues, and expenditures by local educational agencies (LEAs) are specified in Attachments II-V. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA), as well as those who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services. Enter the following information:

RLA/AU Name Amador County Office of Education

Number of LEAs 2

SELPA Mission Statement—(this field is optional)

SELPA Beliefs—(this field is optional)

SELPA Support Provided to LEAs

The Amador County SELPA provides 100% support to ACUSD.
Section D: Annual Budget Plan

SELPA  Amador County  Fiscal Year  2020-21

Table 1: Special Education Revenue by Source

Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

<table>
<thead>
<tr>
<th>Funding Revenue Source</th>
<th>Amount</th>
<th>Percentage of Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly Bill (AB) 602 State Aid</td>
<td>$2,153,856</td>
<td>55.02%</td>
</tr>
<tr>
<td>AB 602 Property Taxes</td>
<td>$422,886</td>
<td>10.80%</td>
</tr>
<tr>
<td>Federal IDEA Part B</td>
<td>$0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Federal IDEA Part C</td>
<td>$823,313</td>
<td>21.03%</td>
</tr>
<tr>
<td>State Infant/Toddler</td>
<td>$126,592</td>
<td>3.23%</td>
</tr>
<tr>
<td>Preschool</td>
<td>$37,753</td>
<td>0.96%</td>
</tr>
<tr>
<td>State Mental Health</td>
<td>$304,216</td>
<td>7.77%</td>
</tr>
<tr>
<td>Federal Mental Health</td>
<td>$46,222</td>
<td>1.18%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>0.00%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>0.00%</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$3,914,838</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Using the form template provided in Attachment II, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.
## Table 2: Total Budget by Object Codes

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Amount</th>
<th>Percentage of Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object Code 1000—Certificated Salaries</td>
<td>$4,112,279</td>
<td>39.20%</td>
</tr>
<tr>
<td>Object Code 2000—Classified Salaries</td>
<td>$2,022,885</td>
<td>19.28%</td>
</tr>
<tr>
<td>Object Code 3000—Employee Benefits</td>
<td>$2,576,052</td>
<td>24.56%</td>
</tr>
<tr>
<td>Object Code 4000—Supplies</td>
<td>$77,063</td>
<td>0.73%</td>
</tr>
<tr>
<td>Object Code 5000—Services and Operations</td>
<td>$1,152,692</td>
<td>10.99%</td>
</tr>
<tr>
<td>Object Code 6000—Capital Outlay</td>
<td>$0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Object Code 7000—Other Outgo and Financing*</td>
<td>$548,946</td>
<td>5.23%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>10,489,917</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Using the templates provided in Attachment III, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

*Include a description of the expenditures identified under object code 7000:

Bus lease and indirect charges on categorical programs that are then placed in Amador County Office of Education's general fund.
Table 3: Federal, State, and Local Revenue Summary

Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Amount</th>
<th>Percentage of Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Special Education Revenue</td>
<td>$2,668,833</td>
<td>25.44%</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>$934,145</td>
<td>8.91%</td>
</tr>
<tr>
<td>Local Contribution</td>
<td>$6,886,939</td>
<td>65.65%</td>
</tr>
<tr>
<td>Total Revenue From All Sources</td>
<td>10,489,917</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Using the form template provided in Attachment IV, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

Describe the basic premise of the SELPA Allocation Plan for distributing dollars as closely as possible to how they are earned.

All federal and state special education funds shall be allocated to LEA for use of supporting special education programs and services.

Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

The governing board of the LEA agrees that students with disabilities will be provided with appropriate special education services. The LEA SELPA shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The Assistant Superintendent of Business is responsible to ensure that the funds are distributed in accordance with the Budget Plan.
Table 4: Special Education Local Plan Area Operating Expenditures

Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses.

<table>
<thead>
<tr>
<th>Accounting Categories and Codes</th>
<th>Amount</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Salaries Code</td>
<td>$4,112,279</td>
<td>39.20%</td>
</tr>
<tr>
<td>Classified Salaries Code</td>
<td>$2,022,885</td>
<td>19.28%</td>
</tr>
<tr>
<td>Employee Benefits Code</td>
<td>$2,576,052</td>
<td>24.56%</td>
</tr>
<tr>
<td>Supplies Code</td>
<td>$77,063</td>
<td>0.73%</td>
</tr>
<tr>
<td>Services and Operations Code</td>
<td>$1,152,692</td>
<td>10.99%</td>
</tr>
<tr>
<td>Capital Outlay Code</td>
<td>$0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other Outgo/Financing Code</td>
<td>$548,946</td>
<td>5.23%</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td>10,489,917</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom for Students with Low Incidence Disabilities

Enter the total revenue expenditures for supplemental aids and services for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence disabilities.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Federal and State Revenue budgeted for Supplemental Aids and Service</td>
<td>$2,031,600</td>
</tr>
<tr>
<td>Expenditures in the Regular Classroom Setting</td>
<td></td>
</tr>
<tr>
<td>Total Federal and State Funding</td>
<td>$3,602,978</td>
</tr>
<tr>
<td>Percent of Total LEA Federal and State Revenue Expenditures for</td>
<td>56.39%</td>
</tr>
<tr>
<td>Supplemental Aids and Services in the Regular Classroom Setting</td>
<td></td>
</tr>
<tr>
<td>Total Projected Federal and State Revenue budgeted for Students with Low</td>
<td>$1,412,049</td>
</tr>
<tr>
<td>Incidence Disability Expenditures.</td>
<td></td>
</tr>
<tr>
<td>Percent of Total LEA Federal and State Revenue Expenditures for Students</td>
<td>39.19%</td>
</tr>
<tr>
<td>with Low Incidence Disabilities</td>
<td></td>
</tr>
</tbody>
</table>

Using the form template provided in Attachment V, provide a complete distribution of projected federal and state revenue expenditures by LEAs participating in the SELPA.
LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
January 2020
Section E: Annual Service Plan

SELPA: Amador County Fiscal Year: 2020-21

E. Annual Service Plan

California Education Code (EC) sections 56205(b)(2) and (d); 56001; and 56195.9

The annual service plan shall be adopted at a public hearing held by the Special Education Local Plan Area (SELPA). Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. The annual service plan may be revised during any fiscal year according to the policymaking process as established and specified in the local plan consistent with EC sections 56001(f) and 56195.9. The annual service plan shall include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location at which the services will be provided, regardless of whether the LEA is participating in the local plan.

Services Included in the Local Plan: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the Code of Federal Regulations (34 CFR) Section 300.156(b), Title 5 of the California Code of Regulations (5 CCR) 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to EC sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs are listed in Attachments VI. Services provided by school sites are listed in Attachment VII.

Include a description of the service provided and the physical location where the service is delivered:
### Section E: Annual Service Plan

**SELPA:** Amador County  
**Fiscal Year:** 2020-21

| 330—Specialized Academic Instruction | Service is Not Currently Provided |

Provide a detailed description of the services to be provided under this code.

Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

### Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [x] Community day schools—LEA
- [ ] Nonpublic schools (NPSs)
- [ ] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other

| 210—Family Training, Counseling, Home Visits (Ages 0-2 only) | Service is Not Currently Provided |

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

Family training, counseling, and home visits (ages 0-2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child’s development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, sections and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home. This is an option as part of the SELPA's continuum of services available upon IEP team decision.
Section E: Annual Service Plan

SELPA: Amador County  Fiscal Year: 2020-21

☐ 230–Nutrition (Ages 0-2 only)  ☐ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This is an option as part of the SELPA's continuum of services available upon IEP team decision. Nutrition services (ages 0-2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.

☐ 240–Service Coordination (Ages 0-2 only)  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Service coordination (ages 0-2 only)

Physical location(s) where the service is provided:

☐ Schools operated by the LEA  ☐ Opportunity schools and classes
☐ Alternative schools  ☐ Other
☐ Community schools—COE  ☐ Other
☐ Community day schools—LEA  ☐ Other
☐ NPAs  ☐ Other
☐ NPSs
Section E: Annual Service Plan

SELPA: Amador County

Fiscal Year: 2020-21

☐ 250–Special Instruction (Ages 0-2 only)  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Special instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA  ☐ Opportunity schools and classes
☐ Alternative schools  ☐ Other
☐ Community schools—COE  ☐ Other
☐ Community day schools—LEA  ☐ Other
☐ NPAs  ☐ Other
☐ NPSs

☐ 260–Special Education Aide (Ages 0-2 only)  ☐ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This is an option as part of the SELPA's continuum of services available upon IEP team decision. Special education aide in regular development class, child care center, or family childcare home (ages 0-2 only) Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.
Section E: Annual Service Plan

SELPA: Amador County

Fiscal Year: 2020-21

- 270–Respite Care (Ages 0-2 only)

- Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This is an option as part of the SELPA's continuum of services available upon IEP team decision. Respite care services (ages 0-2 only): Through the IFSP process, short term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for children with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)

- 340–Intensive Individual Instruction

- Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
- Other
Section E: Annual Service Plan

SELPA: Amador County      Fiscal Year: 2020-21

☐ 350–Individual and Small Group Instruction  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA  ☐ Opportunity schools and classes
☐ Alternative schools  ☐ Other
☐ Community schools—COE  ☐ Other
☐ Community day schools—LEA  ☐ Other
☐ NPAs  ☐ Other
☐ NPSs
Section E: Annual Service Plan

SELPA: Amador County  Fiscal Year: 2020-21

☒ 415–Speech and Language (5 CCR 3051.1)  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA  ☐ Opportunity schools and classes
☐ Alternative schools  ☐ Other
☐ Community schools—COE  ☐ Other
☐ Community day schools—LEA  ☐ Other
☐ NPAs  ☐ Other
☐ NPSs
Section E: Annual Service Plan

SELPA: Amador County
Fiscal Year: 2020-21

425–Adapted Physical Education
(5 CCR 3051.5)  ○ Service is Not Currently Provided

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
- [ ] Other

435–Health and Nursing: Special Physical Health Care (5 CCR 3051.12)  ○ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Health and nursing-specialized physical health care services: Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school. Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
- [ ] Other
Section E: Annual Service Plan

SELPA: Amador County

Fiscal Year: 2020-21

436–Health and Nursing: Other Services
(5 CCR 3051.12)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Health and nursing-other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
- Other
445–Assistive Technology Services
(5 CCR 3051.19)

Provide a detailed description of the services to be provided under this code:

Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
Section E: Annual Service Plan

SELPA: Amador County

Fiscal Year: 2020-21

○ 450–Occupational Therapy (5 CCR 3051.6) ○ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
460–Physical Therapy (5 CCR 3051.6)  Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other
Counseling Services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
515—Counseling and Guidance
(5 CCR 3051.9)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intra-personal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
Section E: Annual Service Plan

SELPA: Amador County                      Fiscal Year: 2020-21

☐ 520–Parent Counseling (5 CCR 3051.9)  ○ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA
☐ Alternative schools
☐ Community schools—COE
☐ Community day schools—LEA
☐ NPAs
☐ NPSs
☐ Opportunity schools and classes
☐ Other
☐ Other
☐ Other
☐ Other
☐ Other
Section E: Annual Service Plan

SELPA: Amador County  Fiscal Year: 2020-21

☐ 525–Social Worker (5 CCR 3051.13)  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA  ☐ Opportunity schools and classes
☐ Alternative schools  ☐ Other
☐ Community schools—COE  ☐ Other
☐ Community day schools—LEA  ☐ Other
☐ NPAs  ☐ Other
☐ NPSs
Selpa: Amador County  Fiscal Year: 2020-21

- 530–Psychological Services (5 CCR 3051.10)  Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This is an option as part of the SELPA’s continuum of services available upon IEP team decision. Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.

- 535–Behavior Intervention (5 CCR 3051.23)  Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
540–Day Treatment

Provide a detailed description of the services to be provided under this code.

Day treatment services: Structured education, training, and support services to address the student's mental health needs.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs

545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

Residential treatment services: A 24-hour, out-of-home placement that Welfare and Institutions provides intensive therapeutic services to support the educational program.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
### Section E: Annual Service Plan

**SELPA:** Amador County  
**Fiscal Year:** 2020-21

<table>
<thead>
<tr>
<th>Service Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>610</td>
<td>Specialized Service for Low Incidence Disabilities (5 CCR 3051.16)</td>
</tr>
<tr>
<td></td>
<td>Service is Not Currently Provided</td>
</tr>
</tbody>
</table>

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This is an option as part of the SELPA's continuum of services available upon IEP team decision. Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

### 710–Specialized Deaf and Hard of Hearing (5 CCR 3051.18)

Provide a detailed description of the services to be provided under this code.

Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.

**Physical location(s) where the service is provided:**

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
  - [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other
Section E: Annual Service Plan

SELPA: Amador County
Fiscal Year: 2020-21

☐ 720—Audiological (5 CCR 3051.2)  ☐ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This is an option as part of the SELPA’s continuum of services available upon IEP team decision. Audiological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

☐ 725—Specialized Vision (5 CCR 3051.7)  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student’s educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student’s classroom teacher.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA  ☐ Opportunity schools and classes
☐ Alternative schools  ☐ Other
☐ Community schools—COE  ☐ Other
☐ Community day schools—LEA  ☐ Other
☐ NPAs  ☐ Other
☐ NPSs
Section E: Annual Service Plan

SELPA: Amador County

Fiscal Year: 2020-21

730–Orientation and Mobility (5 CCR 3051.3)  □  Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

Physical location(s) where the service is provided:

- □ Schools operated by the LEA
- □ Alternative schools
- □ Community schools—COE
- □ Community day schools—LEA
- □ NPAs
- □ NPSs
- □ Opportunity schools and classes
- □ Other

735–Braille Transcription (5 CCR 3051.22)  □  Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This is an option as part of the SELPA’s continuum of services available upon IEP team decision. Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.
Section E: Annual Service Plan

SELPA: Amador County Fiscal Year: 2020-21

☐ 740–Specialized Orthopedic Service (5 CCR 3030(e) and 3051.16) ☐ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This is an option as part of the SELPA's continuum of services available upon IEP team decision. Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.

☐ 745–Reading Service (5 CCR 3051.16) ☐ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This is an option as part of the SELPA's continuum of services available upon IEP team decision. Reading services Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

☐ 750–Note Taking Service (5 CCR 3051.16) ☐ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This is an option as part of the SELPA's continuum of services available upon IEP team decision. Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.
Section E: Annual Service Plan

SELPA: Amador County
Fiscal Year: 2020-21

☐ 755–Transcription Service (5 CCR 3051.16)  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Transcription services: Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA  □ Opportunity schools and classes
☐ Alternative schools  □ Other
☐ Community schools—COE  □ Other
☐ Community day schools—LEA  □ Other
☐ NPAs  □ Other
☐ NPSs

☐ 760–Recreation Service, Including Therapeutic Recreation (5 CCR 3051.15)  ☐ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This is an option as part of the SELPA’s continuum of services available upon IEP team decision. Recreation services, includes therapeutic recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.
Section E: Annual Service Plan

SELPA: Amador County                              Fiscal Year: 2020-21

820–College Awareness
(34 CFR 300.39 and 300.43)  ○ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

College awareness: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs
- [ ] Opportunity schools and classes
- [ ] Other
- [ ] Other
- [ ] Other
- [ ] Other

CDE Form Version 2.0
Section E: Annual Service Plan

SELPA: Amador County          Fiscal Year: 2020-21

830–Vocational Assessment, Counseling, Guidance, and Career Assessment (5 CCR 3051.14)
☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code:

Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA
☐ Alternative schools
☐ Community schools—COE
☐ Community day schools—LEA
☐ NPAs
☐ NPSs
☐ Opportunity schools and classes
☐ Other
☐ Other
☐ Other
☐ Other
SELPA: Amador County  Fiscal Year: 2020-21

☐ 840–Career Awareness (5 CCR 3051.14)  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA  ☐ Opportunity schools and classes
☐ Alternative schools  ☐ Other
☐ Community schools—COE  ☐ Other
☐ Community day schools—LEA  ☐ Other
☐ NPAs  ☐ Other
☐ NPSs
Section E: Annual Service Plan

SELPA: Amador County  Fiscal Year: 2020-21

- 850—Work Experience Education
  (5 CCR 3051.14)

Provide a detailed description of the services to be provided under this code.

Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs

- Opportunity schools and classes
- Other
Section E: Annual Service Plan

SELPA: Amador County  Fiscal Year: 2020-21

☐ 855–Job Coaching (5 CCR 3051.14)  ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA  ☐ Opportunity schools and classes
☐ Alternative schools  ☐ Other
☐ Community schools—COE  ☐ Other
☐ Community day schools—LEA  ☐ Other
☐ NPAs  ☐ Other
☐ NPSs
Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.
Section E: Annual Service Plan

SELPA: Amador County  Fiscal Year: 2020-21

- 865—Agency Linkages, Referral and Placement (30 EC Section 56341.5)  ○ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX (3)(b) of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).

Physical location(s) where the service is provided:

- Schools operated by the LEA  □ Opportunity schools and classes
- Alternative schools  □ Other
- Community schools—COE  □ Other
- Community day schools—LEA  □ Other
- NPAs  □ Other
- NPSs

- 870—Travel Training, Including Mobility Training (5 CCR 3051.3)  ○ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

This is an option as part of the SELPA’s continuum of services available upon IEP team decision. Travel training (includes mobility training)
Section E: Annual Service Plan

SELPA: Amador County  Fiscal Year: 2020-21

890—Other Transition Services
(5 CCR 3051 and 3051.24)

Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies. Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Physical location(s) where the service is provided:

- Schools operated by the LEA
- Alternative schools
- Community schools—COE
- Community day schools—LEA
- NPAs
- NPSs
- Opportunity schools and classes
- Other
- Other
- Other
- Other
Section E: Annual Service Plan

SELPA: Amador County                Fiscal Year: 2020-21

<table>
<thead>
<tr>
<th>900–Other Related Service (5 CCR 3051 and 3051.24)</th>
<th>Qualified Service</th>
</tr>
</thead>
</table>

Physical location(s) where the service is provided:

- [ ] Schools operated by the LEA
- [ ] Alternative schools
- [ ] Community schools—COE
- [ ] Community day schools—LEA
- [ ] NPAs
- [ ] NPSs

Use of Code 900 requires further explanation. Related services may be provided throughout the full continuum of educational settings when needed as determined by the IEP team. All entities and individuals providing related services shall meet the qualifications found in 34 CFR sections 300.156(b) and 3001(r) and the applicable portions of section 3051 et seq. Provide a description of staff qualifications for each of the Code 900 services identified herein.

Other special education/related services: Any other specialized service / required for a student with a disability to receive educational benefit.
## LOCAL PLAN

**Attachments**

**SPECIAL EDUCATION LOCAL PLAN AREA**

California Department of Education

Special Education Division

January 2020
Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the local plan. The LEA names will automatically populate the remaining attachments. Pursuant to California Education Code (EC) sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). Special Education Local Plan Areas (SELPAs) with one or more LEAs, or those who join with the county office of education (COE) to submit a local plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

Users may remove all entries in each Attachment template (I through VI) by selecting the "Reset" button below. Similarly, users may add, or remove table rows by selecting the "plus" or "minus" buttons below. Actions taken here will be automatically repeated for each table included herein.

<table>
<thead>
<tr>
<th>Add or Delete Row</th>
<th>List Number</th>
<th>CDS CODE</th>
<th>LEA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>310033</td>
<td>Amador County Office of Education</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>373981</td>
<td>Amador County Unified School District</td>
</tr>
</tbody>
</table>
## Attachment II—Projected Special Education Revenue by Local Educational Agency

For each local educational agency (LEA) participating in the local plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1.

<table>
<thead>
<tr>
<th>LEA</th>
<th>Assembly Bill (AB) 602 State Aid</th>
<th>AB 602 Property Tax</th>
<th>Federal IDEA Part C</th>
<th>Federal IDEA Part B</th>
<th>State Infant/Toddler</th>
<th>State Preschool</th>
<th>State Mental Health</th>
<th>Federal Mental Health</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amador County Office of Education</td>
<td>$2,153,856</td>
<td>$422,886</td>
<td>$823,313</td>
<td>$0</td>
<td>$126,592</td>
<td>$37,753</td>
<td>$304,216</td>
<td>$46,222</td>
<td>$3,914,838</td>
</tr>
<tr>
<td>Amador County Unified School District</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td><strong>$2,153,856</strong></td>
<td><strong>$422,886</strong></td>
<td><strong>$823,313</strong></td>
<td><strong>$0</strong></td>
<td><strong>$126,592</strong></td>
<td><strong>$37,753</strong></td>
<td><strong>$304,216</strong></td>
<td><strong>$46,222</strong></td>
<td><strong>$3,914,838</strong></td>
</tr>
</tbody>
</table>
Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each local educational agency (LEA) participating in the local plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2.

<table>
<thead>
<tr>
<th>LEA</th>
<th>1000 Certificated Salaries</th>
<th>2000 Classified Salaries</th>
<th>3000 Employee Benefits</th>
<th>4000 Supplies</th>
<th>5000 Services and Operations</th>
<th>6000 Capital Outlay</th>
<th>7000 Other Outgo and Financing</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amador County Office of Education</td>
<td>$1,987,898</td>
<td>$584,603</td>
<td>$1,155,050</td>
<td>$66063</td>
<td>$252,600</td>
<td>$0</td>
<td>$179,578</td>
<td>$4,225,792</td>
</tr>
<tr>
<td>Amador County Unified School District</td>
<td>$2,124,381</td>
<td>$1,438,282</td>
<td>$1,421,002</td>
<td>$11000</td>
<td>$900,092</td>
<td>$0</td>
<td>$369,368</td>
<td>$6,264,125</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$4,112,279</strong></td>
<td><strong>$2,022,885</strong></td>
<td><strong>$2,576,052</strong></td>
<td><strong>$77,063</strong></td>
<td><strong>$1,152,692</strong></td>
<td><strong>$0</strong></td>
<td><strong>$548,946</strong></td>
<td><strong>10,489,917</strong></td>
</tr>
</tbody>
</table>
Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each local educational agency (LEA) participating in the local plan, enter the projected special education expenditures allowed by each funding source. Information included in this table must be consistent with revenues identified in Section D, Table 3.

<table>
<thead>
<tr>
<th>LEA</th>
<th>Federal Revenue</th>
<th>Percent of Total Federal Revenue</th>
<th>State Revenue</th>
<th>Percent of Total State Revenue</th>
<th>Local Revenue</th>
<th>Percent of Total Local Revenue</th>
<th>Total Federal and State Fundings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amador County Office of Education</td>
<td>$934,145</td>
<td>100.00%</td>
<td>$2,668,833</td>
<td>100.00%</td>
<td>$622,814</td>
<td>100.00%</td>
<td>$3,602,978</td>
</tr>
<tr>
<td>Amador County Unified School District</td>
<td>$0</td>
<td>0.00%</td>
<td>$0</td>
<td>0.00%</td>
<td>$6,264,125</td>
<td>100.00%</td>
<td>$0</td>
</tr>
<tr>
<td>Totals</td>
<td>$934,145</td>
<td>100.00%</td>
<td>$2,668,833</td>
<td>100.00%</td>
<td>$6,886,939</td>
<td>100.00%</td>
<td>$3,602,978</td>
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</tbody>
</table>
Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

<table>
<thead>
<tr>
<th>LEA</th>
<th>Total Federal and State Revenue</th>
<th>Total Revenue Allocated to SAS in Regular Classroom</th>
<th>Percent of Total LEA Federal and State Revenue SAS</th>
<th>Total Revenue Allocated to Students with LI Disabilities</th>
<th>Percent of Total LEA Federal and State Revenue Low Incidence</th>
<th>Total Percent of Projected Total Revenue by LEA for SAS and LI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amador County Office of Education</td>
<td>$3,602,978</td>
<td>$0</td>
<td>0%</td>
<td>$0</td>
<td>0%</td>
<td>0.00%</td>
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<tr>
<td>Amador County Unified School District</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
<td>$0</td>
<td>0%</td>
<td>0.00%</td>
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<tr>
<td>Totals:</td>
<td>$3,602,978</td>
<td>$0</td>
<td>Not Applicable</td>
<td>$0</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
Attachment VI—Specialized Academic Instruction and Related Services by Local Educational Agency, Service Codes 210–900

| LEA                                                | 1. Enter the names of all LEAs, vendors or contractors of the State Departments of Health Care Services, State Hospitals, and any designated local public health or mental health agency participating in the local plan. Select the California Longitudinal Pupil Achievement Data System (CALPADs) School Owner Code from the drop-down menu.  
|                                                   | 2. Check the box for each service provided by the corresponding LEA. If a service is not provided by a provider, leave the box “blank.” Service codes are defined in Section E of the local plan. |
| Amador County Office of Education                 | 330 ■ 210 ■ 220 ■ 230 ■ 240 ■ 250 ■ 260 ■ 270 ■ 340 ■ 350 ■ 360 ■ 370 ■ 415 ■  
|                                                   | 425 ■ 435 ■ 436 ■ 445 ■ 450 ■ 460 ■ 510 ■ 515 ■ 520 ■ 525 ■ 530 ■ 535 ■ 540 ■  
|                                                   | 545 ■ 610 ■ 710 ■ 715 ■ 720 ■ 725 ■ 730 ■ 735 ■ 740 ■ 745 ■ 750 ■ 755 ■ 760 ■  
|                                                   | 820 ■ 830 ■ 840 ■ 850 ■ 855 ■ 860 ■ 865 ■ 870 ■ 890 ■ 900 ■ 900 ■ 900 ■  
| Amador County Unified School District             | 330 ■ 210 ■ 220 ■ 230 ■ 240 ■ 250 ■ 260 ■ 270 ■ 340 ■ 350 ■ 360 ■ 370 ■ 415 ■  
|                                                   | 425 ■ 435 ■ 436 ■ 445 ■ 450 ■ 460 ■ 510 ■ 515 ■ 520 ■ 525 ■ 530 ■ 535 ■ 540 ■  
|                                                   | 545 ■ 610 ■ 710 ■ 715 ■ 720 ■ 725 ■ 730 ■ 735 ■ 740 ■ 745 ■ 750 ■ 755 ■ 760 ■  
|                                                   | 820 ■ 830 ■ 840 ■ 850 ■ 855 ■ 860 ■ 865 ■ 870 ■ 890 ■ 900 ■ 900 ■ 900 ■  

CDE Form Version 2.0
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

Attachment VII—Specialized Academic Instruction and Related Services by School Site

Participating Local Educational Agency and School Site Information

| LEA: Amador County Office of Education |
| Superintendent: Robert Russell, Ph. D. | Phone: 209-257-5330 |
| Email: rrussell@acusd.org |
| Special Education Director: Kathryn Brown | Phone: 209-257-5308 |
| Email: kathryn.brown@acusd.org |

| School Site: County Community | CDS Code: 0330068 |
| School Ownership Code: 10: County Community |

Specialized Academic Instruction—Code 330 is provided: Yes  No

Related Services Currently Provided by the School Site:

If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

| 210 | 220 | 230 | 240 | 250 | 260 | 270 | 340 | 350 |
| 360 | 370 | 415 | 425 | 435 | 436 | 445 | 450 | 460 |
| 510 | 515 | 520 | 525 | 530 | 535 | 540 | 545 | 610 |
| 710 | 715 | 720 | 725 | 730 | 735 | 740 | 745 | 750 |
| 755 | 760 | 820 | 830 | 840 | 850 | 855 | 860 | 865 |
| 870 | 890 |

900  Other Services

900  900

Version 2.0  Attachment VII-1 of 1
### Amador County Unified School District

**Superintendent:** Amy Slavensky, Ph.D.  
**Phone:** 209-257-5353  
**Email:** aslavensky@acusd.org

**Special Education Director:** Kathryn Brown  
**Phone:** 209-257-5306  
**Email:** kathryn.brown@acusd.org

**School Site:** Amador High School  
**CDS Code:** 0334755  
**School Ownership Code:** 09: Special Education (Public)

Specialized Academic Instruction—Code 330 is provided: Yes

**Related Services Currently Provided by the School Site:**

If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

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Version 2.0
Attachment VII—Specialized Academic Instruction and Related Services by School Site

Participating Local Educational Agency and School Site Information

**LEA:** Amador County Unified School District

**Superintendent:** Amy Slavensky, Ph. D.  
**Phone:** 2092575353

**Email:** aslavensky@acusd.org

**Special Education Director:** Kathryn Brown  
**Phone:** 2092575306

**Email:** kathryn.brown@acusd.org

**School Site:** Lone Elementary School

**CDS Code:** 6002810

**School Ownership Code:** 60: Public Elementary

**Specialized Academic Instruction—Code 330 is provided:** Yes  No

**Related Services Currently Provided by the School Site:**

If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

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- 890

**900 Other Service(s)**

**900**

**900**
Attachment VII

SELPA: Amador County  
Fiscal Year: 2020-21

Attachment VII—Specialized Academic Instruction and Related Services by School Site

Participating Local Educational Agency and School Site Information

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<th>LEA: Amador County Unified School District</th>
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<tr>
<td>Phone: 2092575353</td>
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<tr>
<td>Email: <a href="mailto:aslavensky@acusd.org">aslavensky@acusd.org</a></td>
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<tr>
<td>Special Education Director: Kathryn Brown</td>
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<tr>
<td>Phone: 2092575306</td>
</tr>
<tr>
<td>Email: <a href="mailto:kathryn.brown@acusd.org">kathryn.brown@acusd.org</a></td>
</tr>
</tbody>
</table>

| School Site: Ione Junior High School     |
| CDS Code: 6107395                       |
| School Ownership Code: 62: Public Intermediate/Middle |

Specialized Academic Instruction—Code 330 is provided: ☐ Yes  ☐ No

Related Services Currently Provided by the School Site:

If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

| 210 | 220 | 230 | 240 | 250 | 260 | 270 | 340 | 350 | 360 | 370 | 415 | 425 | 435 | 436 | 445 | 450 | 460 | 510 | 515 | 520 | 525 | 530 | 535 | 540 | 545 | 546 | 547 | 550 | 560 | 570 | 580 | 590 | 600 | 610 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|

| 710 | 715 | 720 | 725 | 730 | 735 | 740 | 745 | 750 | 755 | 760 | 820 | 830 | 840 | 850 | 855 | 860 | 865 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|

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900 | Other Service(s) |
900 | 900 |

Version 2.0
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

Attachment VII—Specialized Academic Instruction and Related Services by School Site

Participating Local Educational Agency and School Site Information

**LEA:** Amador County Unified School District

**Superintendent:** Amy Slavensky, Ph. D.  **Phone:** 2092575353

**Email:** aslavensky@acusd.org

**Special Education Director:** Kathryn Brown  **Phone:** 2092575306

**Email:** kathryn.brown@acusd.org

**School Site:** Jackson Elementary  **CDS Code:** 6002828

**School Ownership Code:** 60: Public Elementary

Specialized Academic Instruction—Code 330 is provided: ☐ Yes  ☐ No

Related Services Currently Provided by the School Site:

If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

210  220  230  240  250  260  270  340  350
360  370  415  425  435  436  445  450  460
510  515  520  525  530  535  540  545  545  610
710  715  720  725  730  735  740  745  750
755  760  820  830  840  850  855  860  865
870  890
900  Other Service(s)  900
900

Version 2.0
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

Attachment VII—Specialized Academic Instruction and Related Services by School Site

Participating Local Educational Agency and School Site Information

LEA: Amador County Unified School District
Superintendent: Amy Slavensky, Ph. D.  Phone: 2092575353
Email: aslavensky@acusd.org
Special Education Director: Kathryn Brown  Phone: 2092575306
Email: kathryn.brown@acusd.org

School Site: Jackson Junior High  CDS Code: 6107387
School Ownership Code: 65: Public Kindergarten–12th

Specialized Academic Instruction—Code 330 is provided: ☐ Yes  ☐ No

Related Services Currently Provided by the School Site:

If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

210  220  230  240  250  260  270  340  350
360  370  415  425  435  436  445  450  460
510  515  520  525  530  535  540  545  610
710  715  720  725  730  735  740  745  750
755  760  820  830  840  850  855  860  865
870  890
900  Special Service(s)  900
900

Version 2.0
Attachment VII

SELPA: Amador County
Fiscal Year: 2020-21

Attachment VII—Specialized Academic Instruction and Related Services by School Site

Participating Local Educational Agency and School Site Information

LEA: Amador County Unified School District

Superintendent: Amy Slavensky, Ph. D.  Phone: 2092575353

Email: aslavensky@acusd.org

Special Education Director: Kathryn Brown  Phone: 2092575306

Email: kathryn.brown@acusd.org

School Site: North Star Independent Study  CDS Code: 0330050

School Ownership Code: 63: Alternative School of Choice

Specialized Academic Instruction—Code 330 is provided:  Yes  No

Related Services Currently Provided by the School Site:

If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

210  220  230  240  250  260  270  340  ■  350  ■
360  370  415  ■  425  ■  435  ■  436  ■  445  ■  450  ■  460  ■
510  ■  515  ■  520  ■  525  ■  530  ■  535  ■  540  ■  545  ■  610  ■
710  ■  715  ■  720  ■  725  ■  730  ■  735  ■  740  ■  745  ■  750  ■
755  ■  760  ■  820  ■  830  ■  840  ■  850  ■  855  ■  860  ■  865  ■
870  ■  890  ■
900  ■  Special Service(s)  900  ■
900  ■

Version 2.0
### Attachment VII—Specialized Academic Instruction and Related Services by School Site

**Participating Local Educational Agency and School Site Information**

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<th>Amador County Unified School District</th>
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</tr>
<tr>
<td>Phone:</td>
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<td>Special Education Director:</td>
<td>Kathryn Brown</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:kathryn.brown@acusd.org">kathryn.brown@acusd.org</a></td>
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<td>CDS Code:</td>
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| School Ownership Code: | 60: Public Elementary |

**Specialized Academic Instruction—Code 330 is provided:**  
- [ ] Yes  
- [ ] No

**Related Services Currently Provided by the School Site:**

If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

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**Version 2.0**

Attachment VII-7 of 12
Attachment VII

SELPA: Amador County                      Fiscal Year: 2020-21

Attachment VII—Specialized Academic Instruction and Related Services by School Site

Participating Local Educational Agency and School Site Information

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<th>Amador County Unified School District</th>
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<td>Amy Slavensky, Ph. D.</td>
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<tr>
<td>Phone:</td>
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<td>Special Education Director:</td>
<td>Kathryn Brown</td>
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Specialized Academic Instruction—Code 330 is provided:  Yes  No

Related Services Currently Provided by the School Site:

If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

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Version 2.0
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

Attachment VII—Specialized Academic Instruction and Related Services by School Site

Participating Local Educational Agency and School Site Information

LEA: Amador County Unified School District

Superintendent: Amy Slavensky, Ph. D.  Phone: 2092575353

Email: aslavensky@acusd.org

Special Education Director: Kathryn Brown  Phone: 2092575306

Email: kathryn.brown@acusd.org

School Site: Plymouth Elementary  CDS Code: 6002869

School Ownership Code: 60: Public Elementary

Specialized Academic Instruction—Code 330 is provided:  ☐ Yes  ☐ No

Related Services Currently Provided by the School Site:

If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

210  220  230  240  250  260  270  340  350

360  370  415  425  435  436  445  450  460

510  515  520  525  530  535  540  545  550

710  715  720  725  730  735  740  745  750

755  760  820  830  840  850  855  860  865

870  890

900  Special Service(s)  900

900

Version 2.0  Attachment VII-9 of 12
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

Attachment VII—Specialized Academic Instruction and Related Services by School Site

Participating Local Educational Agency and School Site Information

| LEA: Amador County Unified School District |
| Superintendent: Amy Slavensky, Ph. D.  Phone: 2092575353 |
| Email: aslavensky@acusd.org |
| Special Education Director: Kathryn Brown  Phone: 2092575306 |
| Email: kathryn.brown@acusd.org |

| School Site: Sutter Creek Elementary  CDS Code: 6002877 |
| School Ownership Code: 60: Public Elementary |

Specialized Academic Instruction—Code 330 is provided:  Yes  No

Related Services Currently Provided by the School Site:

If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

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Version 2.0  Attachment VII-10 of
Attachment VII—Specialized Academic Instruction and Related Services by School Site

Participating Local Educational Agency and School Site Information

LEA: 

Superintendent: Phone: 

Email: 

Special Education Director: Phone: 

Email: 

School Site: CDS Code: 

School Ownership Code: 

Specialized Academic Instruction—Code 330 is provided: Yes No

Related Services Currently Provided by the School Site:

If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

210  220  230  240  250  260  270  340  350
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755  760  820  830  840  850  855  860  865
870  890
900
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Version 2.0
Attachment VII

SELPA: Amador County  Fiscal Year: 2020-21

Attachment VII—Specialized Academic Instruction and Related Services by School Site

Participating Local Educational Agency and School Site Information

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<td>School Ownership Code:</td>
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Specialized Academic Instruction—Code 330 is provided:  
☐ Yes  ☐ No

Related Services Currently Provided by the School Site:

If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.